

# Health and Safety

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## Child Protection Policy

### **Rational:**

A CPP is a mandatory requirement for school boards under the *Vulnerable Children Act 2014*.

A CPP must contain provisions on the identification and reporting of child abuse and neglect in accordance with section 15 of the Children and Young Person, and their Families Act 1989. The CPP must be reviewed within three years of its first adoption or its most recent review.

### **Policy:**

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectation when child abuse is reported or suspected by us.

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

The Board of Trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school who believes that any child of young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the board, the board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

Therefore, the Principal must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
2. Comply with relevant legislative requirements and responsibilities.
3. Make this policy available on the school's internet site or available on request. Copy in school foyer.
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required.
5. Ensure the interests and protection of the child are paramount in all circumstances.
6. Recognise the rights of family/whanau to participate in the decision-making about their children.
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response.
8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented.
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person.
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise.

12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy.
13. Ensure that this policy forms part of the initial staff induction programme for each staff member

**Review Schedule:** Within every 3 years

**Related documented and information**

- Further information including frequently asked questions (FAQ's) are available on the NZSTA [website](http://www.nzsta.org.nz) [www.nzsta.org.nz](http://www.nzsta.org.nz)
- Ministry of Education website [www.education.govt.nz](http://www.education.govt.nz)
- [Vulnerable Children act 2014](#)
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children:  
<http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>

## Safety Checks

The [Vulnerable Children Act 2014\(VCA\)](#) introduced safety checks as one of the measures to help reduce the risk of harm to children. Safety checks must be completed for all people employed or engaged in work that involves regular or overnight contact with children.

- Employee –*a person of any age employed by an employer to do any work for hire or reward*
- Engaged –*someone other than an employee who is engaged to do any work for gain or reward –e.g. a contractor*

Under the VCA there are no requirements to complete safety checks for volunteers, however volunteers often work with children and NZSTA recommend that a Police vet is completed for all volunteers.

Student teachers are likely to have been safety checked by the education organisation they attend, however it is still the responsibility of the board to ensure these are done. Boards can agree with Tertiary Education Organisations (TEOs) that the checks will be done on behalf of the board.

Under the VCA the safety check consists of

Identity confirmation s5 (VCA regulations)	<ul style="list-style-type: none"> <li>• What do you need to do to ensure that someone is who they say they are?</li> </ul>
Information about previous criminal conviction (if any) s6 (VCA regulations)	<ul style="list-style-type: none"> <li>• A Police vet will identify any criminal convictions that would prevent them working at your school</li> </ul>
Other information s7 (VCA regulations)	<ul style="list-style-type: none"> <li>• Eg is there anything in their previous work history that identifies any concerns?</li> </ul>
Risk assessment s8 (VCA regulations)	<ul style="list-style-type: none"> <li>• Does the person pose any risk to the safety of children?</li> <li>• What do we need to do to make sure they are safe to work with children?</li> </ul>
Periodic safety checks Part 2 (VCA regulations)	<ul style="list-style-type: none"> <li>• How do we ensure ongoing commitment to child safety?</li> </ul>

### Identity confirmation

There have been cases in schools where people have gained employment using someone else's identification and qualifications. Without verifying their identity, any other information you gather cannot be relied on.

You need:

- One primary form of identification, for example  
 NZ or overseas passport  
 NZ full birth certificate that is issued on or after 1 Jan 1998 with a unique ID number
- A secondary form of official identification, for example:  
 NZ Drivers Licence  
 Community Services Card  
 IRD number
- One of the forms of identification must include a photo
- You can also use electronic identification for example RealMe

If the name of the person differs from the name on the documentation they provide, e.g. marriage or deed poll, they will need to produce a supporting document that shows evidence of the name change.

If it is identified that a name has been used by another person please contact NZSTA for further advice.

### **Information about previous criminal convictions (if any) – Police vet**

The Education Act 1989 has always required the Police vetting of all staff, with the Education Council completing the Police vet for teachers. Boards, or the person with the delegated authority, are required to complete these for all other staff.

The Vulnerable Children Act 2014 (VCA) has introduced the additional requirement of safety checks, which included the Police vet.

### **Other Information**

To undertake a comprehensive risk assessment as part of a safety check you need to obtain the following information;

- A chronological summary of the applicant's work history for the preceding 5 years including the position they held in the organisation
- Any professional organisations they are a member of if it is relevant to the role e.g. a school counsellor may belong to the NZ Association of Counsellors.
- Any licence relevant to the activity e.g. drivers or bus licence if driving is part of their role
- Any registration authority that has issued a registration or practising certificate eg teacher registration
- Any other information that the board or person with the delegate authority considers to be relevant in the assessment of the person, eg where possible qualifications should be verified. The Education Council should have checked the first qualification issued to a teacher as part of their checks eg an undergraduate degree but may not have a record of any subsequent qualifications eg Masters

You must interview any applicant who you may wish to employ or engage. NZSTA recommends that this is done face to face. During the interview you must consider;

- would the person pose a risk to children and if so, to what extent?
- what is their attitude to child safety?

You should include questions to find out about;

- the applicant and their qualifications
- their view on discipline and keeping children safe
- their attitudes and experiences when working with children

Reference checking allows you to find out if there are any gaps or differences from what the candidate has told you. The candidate must provide at least 1 but preferably 3 referees who are not related to the applicant. One of the referees must be from an organisation or authority they have worked for or belong to. It is recommended by NZSTA that you seek contact details that include a landline or work number if possible as it is harder to verify who is on the end of a cell phone. One of their referees should be their immediate past employer or if possible their current employer. If they are reluctant to provide their current employer, check the reasons why.

By using the NZSTA application form it allows you to contact referees other than those specified. This will permit you to seek further information or clarification if any issues or concerns are raised.

### **Risk Assessment**

Once you have gathered all the information from the identify verification, Police vet, and any other information, the board or delegated authority must undertake a risk assessment to ascertain if there would be any risk to the safety of children if they were to be employed.

If they have a 'schedule 2 specified offence' you cannot employ them unless they have an exemption to work. It is the responsibility of the person with the offence to apply for the exemption.

### **Periodic safety checks**

Periodic checks must be completed on anyone who is employed or engaged at the school within 3 years of their last safety check.

As part of this check they must;

- confirm whether he or she has changed their name since the last safety check
- complete a Police check for any non-teaching employees
- obtain the names of any professional organisation, licensing authority or registration authority they belong to and check with these organisations or authority that the person is currently registered with them. Eg verify with the Education Council that teachers have a current practising certificate.

The board or delegated person must then complete a risk assessment to ensure that this person does not pose a risk to the safety of children.

## Sexual, Physical, Emotional Abuse and Neglect Procedure

### **Purpose:**

1. To promote the welfare and safety of children
2. To provide guidelines and procedures for staff to follow when suspected cases of child abuse and/or neglect arise.

### **Guidelines:**

1. Any staff member can report a case of suspected child abuse and/or neglect directly to the Police, a Social Worker, or to the school Public Health Nurse.
2. The school management team (Principal, AP's) are the resource people. Staff who has concerns can discuss them with any one of these resource people.
3. The school will seek advice as to which agency is the most appropriate for each individual case, and act on the advice given.
4. The agency involved in the case will be responsible for contacting the parents/family.
5. When a third party reports a suspected abuse case to the school, the school will direct the third party to an agency without becoming involved. The school may be involved by the agency at a later date.
6. The staff member will document staff observations and actions. Child comments will be recorded. All documentation will be filed safely with the Principal. The BOT Chairperson will be involved if appropriate.
7. If a child transfers to another school, the file will be forwarded at the Principal's discretion.
8. All information/discussions will be confidential to the staff involved.
9. When an interview with a child is necessary at school, two adults must be present. These adults will be two of the following" a staff member in whom the child has confidence, and appropriate member of the resource team, or a member of an outside agency. Leading questions must not be asked.
10. Staff will receive support in dealing with abuse concerns.
11. Keeping Ourselves Safe and Self Esteem units may be taught as part of the Health and PE Curriculum.

### **Guidelines for Dealing with suspected Child Abuse by a Staff Member**

1. Procedures will be followed in line with those set out in the suspected staff member's Collective Agreement Complaints/Discipline section.
2. The Principal, DP, AP or Staff Rep on the BOT will inform the BOT Chairperson.
3. When an investigation by an outside agency has begun, the rest of the staff and BOT will be informed.
4. Staff will be made aware of the availability of counsellors.

## **Counselling and Wellbeing Service Policy**

### **Rationale:**

To provide a service which provides coaching and counselling to learners at Donovan Primary. This service is to provide help for children that would otherwise not receive service from outside agencies.

### **Guidelines:**

The service will have a referral process. Funding for service will be provided by one or more of the following groups:-

- Ministry of Education
- Parent Teacher Group
- Board of Trustees Operational Grant
- Community Trust of Southland
- Other Community Providers.

Programmes will be monitored, and data collected to gauge effectiveness of the intervention.

The Leadership Team will work the process for referral and communicate directly to Counsellor.

Parent Information will be timely and considerate.

Privacy will be respected for each child and family.

Outside agencies may be needed in extreme cases for further assistance.

# Cycles, Cycle Helmets and Road Safety Policy

## PURPOSE

To ensure pupils have regard for road rules and road safety.

## GUIDELINES

1. To use the Police Education Officer for pupil instruction, especially years 3-6
2. The education given by Police officer to include; correct method of wearing cycle helmets, condition of bicycles to be checked, road safety and road rules.
3. Pupils are not allowed to ride bicycles to school until the age of 9 years and deemed by parents to be capable to ride on the road unsupervised. Exception to this would be any pupil who has obtained a cycle licence through attendance at the local training school.
4. It is compulsory to wear a cycle helmet if riding a bicycle to school.
5. Pupils on bicycles to enter and leave school by the Drury Lane entrance way.
6. Where necessary, pupils walking to use the designated crossing outside the school in Drury Lane.
7. At close of school, the crossing is to be patrolled by a trained senior pupil, with parent's permission and under the supervision of a teacher.
8. Parents are to be encouraged to park away from the immediate crossing, and obey the crossing rules that are set down for the children, eg use the crossing.
9. Emphasise safe practices when getting on and off buses.
10. Parents transporting children to extra-curricular and sporting activities should provide a seat belt for each passenger.
11. No parents to park in front car park/side car park unless negotiated prior.

## Education Outside the Classroom (EOTC) Policy

### **RATIONALE**

Education Outside the Classroom encompasses those activities which use the outdoors to enrich all aspects of the curriculum and also provides further opportunities for learning, personal growth and social development.

This includes a broad range of activities and curriculum related field studies, environmental education and visits to places of educational interest including school camps.

It may progress through the opportunities provided by the site and its immediate neighbourhood, to the local community and its outlying environments.

### **PURPOSE**

1. To help in the social development of children by aiding the understanding of oneself, relationships to other pupils, adults and the community.
2. To enable children to appreciate the natural environment and their relationship within it.
3. To provide opportunities for the involvement of all the senses in an awareness of the environment.
4. To enrich the classroom learning by providing experimental perspectives.
5. To extend children's creativity and aesthetic appreciation by focusing on the outdoors.
6. To help children understand and appreciate other cultures both past and present.
7. To introduce children to the challenges and dangers of the environment and the skills for coping with them.
8. To enhance self esteem in children by developing strengths and abilities not evident in the classroom.
9. To provide further opportunities for the community to participate in the education of young people.
10. Adult children ratios will be calculated with the risk associated with the activity.

# Flood Contingency Plan

## BACKGROUND

Part of the school grounds have been identified in the Invercargill City Council's Planning and Hazard Information Maps 2016 as being in an area at risk from Level 3 Risk of Riverine Inundation (see below).



The nearby Waikiwi Stream is considered a risk for breaching its banks in an extreme flood event due to lack of flood bank protection. It is also considered to have a relatively small catchment area, therefore reducing the amount of fore warning time available if the stream water levels rise rapidly before inundation to surrounding low lying areas.

## EMERGENCY MANAGEMENT SOUTHLAND (EMS)

Established by the four Councils, Emergency Management Southland is responsible for the delivery of Civil Defence and Emergency Management responses throughout this region. Emergency Management Southland is responsible for the 24/7 operation of the Emergency Coordination Centre which facilitates planning and operational activity during an event.

## FLOOD WARNING PROTOCOL

If the event of either a prolonged rain event or rapid deluge event that may cause concern for possible surface flooding, the following protocol shall be followed:

- Monitor local radio stations and weather services for warnings. The MetService puts out severe weather watches and warnings through news services and on their website [www.metservice.com](http://www.metservice.com).
- Monitor the local Emergency Management Southland website for flood warnings via [www.civildefencesouthland.govt.nz](http://www.civildefencesouthland.govt.nz). Click on "Useful Stuff" tab to get a direct link to Environment Southland river heights data and select "Waikiwi Stream at Ferry Road" or alternatively;
- Monitor Environment Southland's website via [www.es.govt.nz](http://www.es.govt.nz). Click on "Maps and Data" tab to get access to "Water Level" data, select "Waikiwi Stream at Ferry Road".
- Should Civil Defense warnings be issued, the Principal (or delegated authority in their absence) should make contact with Emergency Management Southland to get up to date information and seek guidance and advice as to whether evacuation procedures should be enacted.

## **EVACUATION PROCEDURE**

In the event that the Flood Evacuation procedure be enacted, the following protocol shall be followed:

- Obey all instructions from Emergency Services and EMS.
- School to contact MOE advising of the School's intention to close.
- School to initiate school wide notification (via text messaging) advising all parents that the school is about to close and to make arrangements for children to be collected.
- Move all valuable and or electrical items as far off floors as possible.
- Turn OFF all electrical equipment & shut down boiler heating system.
- Assemble all children into school hall ready for collection.
- Remain until all children have been accounted for having been collected.
- Advise EMS that school grounds have been vacated and all pupils and staff accounted for.
- If flood waters arrive before school fully evacuated, take all remaining pupils and staff to higher ground in consultation with Emergency Services and EMS.
- Do not enter back into school grounds until ALL CLEAR has been given to do so.
- Do not access electrical services, heating services, water and foul sewer until ALL CLEAR has been given to do so.
- Re-open school and advise MOE when school fully operational.

# Food and Nutrition Policy

## PUPROSE

1. To actively promote a school environment that supports the Food and Nutrition Guidelines.
2. To reinforce consistency between school programmes and the canteen menu.

## GUIDELINES

1. Classroom Food and Nutrition programmes will incorporate information about healthy food choices.
2. Children will be educated in the difference between everyday food and sometimes food/treat foods.
3. Food choices made available in the school canteen will be based on Heart foundation recommendations, and will support and reinforce what children learn about food and nutrition in classroom programmes.
4. The canteen menu will be planned with input from teachers, children and parents/families, and will reinforce healthy eating choices.
5. Consultation with the PTA will take place before canteen menu changes are made.
6. Food to be prepared and sold in a smoke-free environment using appropriate food safety practices.
7. Restricted amounts of food high in fat, sugar and salt will be available to children when purchasing from the canteen.
8. Where possible, food available at school camps and school events will be consistent with this policy.
9. Canteen will meet requirements for safe handling of food act.
10. The use of treat food in classroom programmes will be consistent with our School Wide Behaviour Management Policy.
11. Staff and parents/families will be encouraged to model healthy eating practices at school.

# Health and Safety Policy

## Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and School Leaders which clearly outlines Health and Safety responsibilities.

## Purpose

The Donovan Primary Board of Trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, government regulations, New Zealand standards, and approved codes of practice.

The Donovan Primary Board of Trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- making health and safety a key part of our role
- working with our employees to improve the health and safety system at our school
- doing everything reasonably practicable to remove or reduce the risk of injury or illness
- making sure all accidents, incidents, injuries and near misses are recorded in the appropriate place
- investigation of incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- informing employees, students, visitors and contractors about identified hazards and risks so everyone can work safely
- consulting, co-operating and co-ordinating with other relevant 'Person Conducting Business or Undertaking' (PCBU) while that PCBU's employees are working in school grounds

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- being involved in the school health and safety system
- following all instructions, rules, procedures and safe ways of working
- reporting all accidents, incidents and near misses
- reporting any pain or discomfort as soon as possible after an accident, incident or near miss
- helping new employees, trainees and visitors to the school to understand the right safety procedures and why they exist
- reporting any health and safety concerns or issues to the Board or Principal immediately
- keeping the school tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise exposure to hazards

## Others in the School

All others in the school including students and visitors are encouraged to:

- follow all instructions, rules, procedures while in the school grounds
- report all accidents, incidents and near misses to their teacher or a school employee
- wear protective clothing and equipment as and when required to minimise exposure to hazards while in a learning environment

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

# Induction, Training and Information Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Board of Trustees and School Leaders which clearly outlines Health and Safety responsibilities.

## Purpose

To provide new workers with information and training in health and safety, including their responsibilities and rights to a safe and healthy work place.,

Health and safety is everybody's responsibility. Effective health and safety management requires the involvement of all school workers.

## Induction

**Workers:** all new workers must have a school induction arranged by their principal/manager. This will include the identification of:

- risks and hazards within their work area
- appropriate risk control procedures; and
- the risk register which will be provided to be read and signed by the worker; and
- relevant school Health and Safety policy and procedures for reading; and
- emergency procedures (Bells)
- The principal/manager is responsible for ensuring the workers induction checklist is completed.

## Health and Safety Training

Compulsory health and safety training for all workers includes:

- Fire warden
- Computer health and safety
- Harassment and bullying prevention
- Other training as directed by the principal, necessary to ensure risks associated with specific work are managed in a safe manner

Optional training available, relevant to specific work areas and/or potential hazards:

- First Aid (to be approved by principal). All workers should be trained First Aiders. Also, coverage can be provided in an area by other workers
- Back/Care/Manual Handling
- CPR
- Hazardous Substances: Workers who handle chemicals must meet the training requirements of the Hazardous Substances and New Organisms Act 1996 (HSNO) and Regulations:
  - this includes chemical safe handling training (2.5 hour course)
  - approved handler training (4 hour ERMA course)

## Contracted workers

### Induction:

The principal/manager will:

- provide Health and Safety induction, as appropriate, including:
- hazards and controls within their area and scope of work
- a walk-through of emergency procedures

Relevant school Health and Safety policies and procedures

### Service, maintenance and construction contractors

The appropriate manager will ensure that all health and safety requirements and responsibilities are carried out in accordance with the policy on Contractor Health and Safety.

### **Criteria for Health and Safety Trainers**

To ensure our workers and external trainers have appropriate qualifications and experience to teach Health and Safety in their field of expertise. It is the responsibility of the Principal to check the following:

- Qualifications of the trainer
- Industry Experience
- Current competency and registrations
- Person specifications for the role are described in the position description/profile and expectations for each worker

### **Monitoring**

- Completion of training is reported and recorded
- Principal or nominee monitors renewal/refresher needs for First Aid and Fire Warden training.

### **Review and assessment**

The effectiveness of information and training programmes will be assessed at the same time as health and safety components of the Annual Plan. The assessment needs to determine whether

- Programmes are effective and still appropriate
- Any updates are required
- Further topics should be added

Individual training needs can be reviewed, in consultation with worker, when professional development and job training plans are updated.

## **Other Workers**

Non Workers - Visitors: all non workers/visitors must have a school induction upon arrival. This will include:

- The signing of the visitor book
- Using a 'visitor' badge while on site

Office staff will induct non worker/visitor advising them of

- Any hazards
- Expectation regarding finding or leaving any hazards
- Notification of and incidents, accidents or near misses
- Notification of any pain or discomfort caused from any incidents, accidents or near misses
- Keeping personal area clean and tidy
- Warning bell system and to follow guidance of staff.

The principal/manager is responsible for ensuring the workers induction checklist is completed.

## Hazard Identification Sheet for Contractors

**What** is the Hazard?

**Where and How** would contact with the hazard occur?

**Who** comes into contact with the hazard?

**How often** does contact occur?

**What harm** would normally happen if someone came into contact with the hazard?

**Suggested Actions:**

Name and Company Represented

Signature and Date

Please return to the school office as soon as possible.

### Induction for Workers to Donovan Primary

The Donovan Primary Board of Trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, government regulations, New Zealand standards, and approved code of practice. All employees are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- being involved in the school health and safety system
- following all instructions, rules, procedures and safe ways of working
- reporting all accidents, incidents and near misses
- reporting any pain or discomfort as soon as possible after an accident, incident or near miss
- helping new employees, trainees and visitors to the school to understand the right safety procedures and why they exist
- reporting any health and safety concerns or issues to the Board or Principal immediately
- keeping the school tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise exposure to hazards

In the event of Fire; Earthquake; Bomb/Arson threat or Lockdown there will be a loud continuous bell ringing. Please follow the instructions of our Receptionist/Floor Warden or the person you are visiting.

As required under the Vulnerable Children’s Act you are required to supply your Driver’s License, Teacher Registration Card (if applicable) and two referees so we may complete an Identity Check.

Referee One: Name and contact details.....

Referee Two: Name and contact details.....

Other Identification

Driver’s Licence

I have read and understand the Induction information.

Name..... Organisation .....

Signature..... Date.....



## Other Workers Procedure

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and School Leaders which clearly outlines Health and Safety responsibilities.

### **OTHERS VISITING A SCHOOL POLICY**

#### **Rationale**

For the safety of visitors and the school's students and workers, the school must be able to identify who is on the school site. The Principal must be informed of any interviews of students by visitors from outside agencies.

#### **Purpose**

- To identify all visitors to the school
- To ensure Administration Worker are aware of who is in the school throughout the day for security and emergency purposes
- To provide clear guidelines on identifying visitors

#### **Process**

1. Signs requesting visitors report to the school office are posted around the school and the administration block is clearly marked
2. On reporting to the office, visitors are requested to sign in with the date and time of their arrival and receive a visitors label to wear whilst in the school grounds
3. Any visitor wishing to speak to a student other than a child under their care must have the permission of the Principal or his delegated representative
4. Administration workers will locate the appropriate person to meet with the visitor
5. Workers members are expected to challenge any visitors to ensure they have reported to the office, and that their presence is understood
6. Any contractors working at the school site must do so under the direction of the Board of Trustees/Principal.
7. The Principal must approve any non-workers members' attendance at school with the exception of parent helpers
8. Prolonged or regular attendance of non-teaching workers will necessitate a Police Vet and identity check being carried out. All visitors in contact with students must be supervised where practicable
9. Those meeting with workers or students, going to other parts of the school, or working on the school site must sign in. Persons unknown to the school must produce recognised photo identification (being Driver's Licence, Passport or other formal identification with a photo)
10. The school will work with outside agencies (eg Police, CYFS, court-appointed lawyers) and will take advice from them where necessary on the procedures for the conduct of interviews with students. The rights of the child and the protection of the child are paramount. Where possible, and appropriate, parents will be involved in the process
11. If a teacher is needed to be present at an interview, the Principal will delegate the teacher to be present

#### **Approval**

When the Board approved this policy it agreed that no variations of this Policy or amendments to it could be made, except with the majority approval of the Board.

## Fire and Emergency Evacuation Procedure

To: All Staff

Attached are the relevant pages pertaining to the Fire and Emergency Evacuation Scheme, for your information.

You will note the various areas of responsibility, briefly summarized as follows.

### Building Warden

The Building Warden monitors the entire school on a regular, (at times daily) basis, ensuring that means of escape from buildings are maintained, fire alarms are operating, and the general fire safety of the school is up to standard. The Building Warden's main functions in the event of a fire or emergency are set out in the Functions and Duties of the Building Warden, attached.

### Deputy Building Warden

Because of the special difficulties that are involved in ensuring that all buildings are vacated and all persons accounted for, the Building Wardens will be fully involved with collating evacuation information and liaising with the Fire or other emergency services. The Deputy Building Warden will be responsible for the evacuation of all persons from the Administration Block, the orderly assembly of people on the tennis courts, and will ensure that all staff, visitors and pupils are accounted for. If either of the Building Wardens are not available, for whatever reason, the B Block Floor Warden (Room 1) will take over the relevant duties. The Deputy will immediately inform the Building Warden as soon as area is clear.

### Floor Wardens

The schedule of Floor Wardens' duties is attached, together with the Table of Wardens and their areas of responsibility. In the event of the Floor Warden not being available, the Deputy Floor Warden will take over their responsibilities.

Floor Wardens will be identified by the continuous wearing of the hard hat provided to the listed room's during the evacuation procedure

### Staff

All staff will make themselves familiar with the attached instructions. Deputy Building Wardens will take over the responsibility of ensuring that the Floor Wardens carries out his/her duties. It is vital that all area are evacuated quickly and without panic. **REMEMBER WE ARE NOT FIREFIGHTERS:** Go directly with those in your charge to the assembly area. A safe evacuation and a prompt and accurate head count are of the utmost importance.

## STAFF INSTRUCTIONS SHEET - ALL BUILDINGS

### Staff

#### If You Discover a Fire:

1. Go to the nearest Fire Alarm Call Point, break clear plastic cover and operate switch.
2. Ensure the Fire Service is called via (1)-111 and tell them
  - a. Your name and address, you are calling from ie. Jill Smith, Donovan Primary, Drury Lane, Invercargill
  - b. Nearest cross street (Renfrew Street)
  - c. The nature of the emergency ie. Flames and smoke in Block C.
3. Leave the building via your designated escape route (as displayed on Fire exit doors) after ensuring all children in vicinity have exited.
4. Report to the Tennis Courts being the designated assembly area.
5. Do not return to the building until all clear is personally given by the Building Warden.

### Warden Duties:

#### On hearing an alarm (a continuous school bell)

1. Initiate evacuation in your room. Put on Wardens helmet
2. Ensure floor area is evacuated and checked in your designated area of control.
3. Ensure all doors are closed
4. If for any reason persons are not able to leave the building ie. Trapped or disabled, note their location and report this to the Building Warden immediately
5. Report to assembly area immediately and pass on cleared area message to Building Warden.

## FUNCTIONS AND DUTIES OF THE BUILDING WARDEN

To monitor the means of escape and ensure that:

- a. They are kept clear at all times
  - b. Exit doors are not locked, barred or blocked, so as to stop the occupants leaving the building at any time.
  - c. Smoke control and fire doors are kept closed at all times, except for approved hold open devices that comply with the Building Code.
  - d. Flammable liquids or materials shall not be stored in any part of the building used as a means of escape.
2. To train staff on induction and to co-ordinate an ongoing training programme.
3. To liaise with management on matters of fire equipment, evacuation procedures and staff training.
4. To organize six monthly, or once a term Trial Evacuations. (Whichever is appropriate.)
5. To carry out a review of Warden appointments six monthly
6. To act as Building Warden in the event of an emergency or Trial Evacuation this includes:
- a. Ensure fire alarm is operating
  - b. Ensure the fire Service has been called
  - c. Ensure immediate evacuation to the named area
  - d. Ensure Warden identification is worn
  - e. Brief the Fire Service on their arrival
  - f. Ensure all areas have been checked and all persons accounted for.

**TABLE OF WARDENS AND AREAS OF RESPONSIBILITY**

Building Warden – CARETAKER

Deputy Building Warden: PRINCIPAL

<b>Area of Responsibility</b>	<b>Floor Wardens</b>	<b>Deputy Floor Wardens</b>
Administration	Principal	School Secretary
B Block Library, Satellite and Annex	Room 5	Room 4
C Block	Room 11	Room 10
F Block	Room 12	Room 13
E Block	Room 17	Room 18
Q Block	Room 16	Room 15
R Block	Room 3	Room 1

Deputy Building Warden will be responsible for the evacuation of the Administration Block

 External Assembly Point – **TENNIS COURTS**

<b>Six monthly check of Procedures &amp; Personnel</b>
--

<b>Date</b>	<b>Initials</b>	<b>Date</b>	<b>Initials</b>	<b>Date</b>	<b>Initials</b>

## **Injury and Incident's Management and Reporting Policy**

This policy should be read in conjunction with the health and Safety at Work Act: A Practical Guide for Board of Trustees and School Leaders which clearly outlines Health and Safety responsibilities.

### **Purpose**

Incident management is a key intention of the Health and Safety at Work Act 2015. Incident management requires a school wide approach with clear points of accountability for reporting and feedback. The purpose of this policy is to:

- outline the principles of incident management
- standardise the incident management process
- ensure consistency in definitions
- outline roles and responsibilities for incident management

### **Scope**

This policy applies to and must be followed by all of our workers and others in all school workplaces. This includes all managers, workers, contractors, temporary workers, volunteers and visitors.

The Board will consult, co-operate and co-ordinate with other workplaces on matters when there are overlapping Health and Safety duties. For that reason, this policy can also be applied where an adequate risk policy does not exist on other workplaces.

### **How do we manage incidents effectively?**

The principles of accountability, obligation to act, and collaboration should be applied at each step of the incident management process. The six steps include identification, notification, classification, investigation, action and evaluation.

#### **Step 1: Identification**

It is important for all workers to recognise when an incident or near miss has occurred. Workers need to act immediately to make sure those who are involved are safe and that the workplace poses no further risks. You may need to apply first aid. First aiders are available to provide immediate assistance to anyone who has suffered an injury or illness while at work.

#### **Step 2: Notification**

Workers must notify their one up manager when an incident occurs. The board uses the incident notification form to document incidents. Managers are required to investigate incidents lodged by their workers to ensure local action is taken. ALL incidents and near misses must be reported.

#### **Step 3: Assessment**

Managers need to assess the level of incident that has occurred. When a 'Notifiable injury or illness' and/or 'Notifiable Incident' happens, WorkSafe NZ must be contacted by the Principal. This is called a Notifiable Event. The site must be kept preserved to allow WorkSafe NZ to inspect it. Examples of a notifiable incident include; harm that causes hospitalisation for 48 hours or more, amputation of a body part etc.

#### **Step 4: Investigation**

The investigation of incidents is an essential component of incident management.

All incidents, including notifiable events, must be investigated to identify the causes. Following investigation, corrective action to prevent similar incidents and accidents happening again are identified and implemented, if required, as soon as possible after the event.

#### **Step 5: Action**

Actions are developed for each recommendation. Actions may be in the form of putting in place risk controls, HSR the affected worker, and others in the workplace may be consulted with about the action. Accountability for each action will be given to a person in the work group and reported to Board. Progress on the implementation of actions is monitored regularly. Mechanisms for monitoring include risk registers, team meetings, health and safety committees and aggregated information collated by the principal or the HSR. The HSR or principal collates this information to generate reports and analyse incident data to identify trends, risks and initiate, monitor and/or evaluate system improvements.

#### **Step 6: Review**

The review step monitors whether the actions taken have been successful in preventing further incidents. Actions that have been made must be regularly monitored and reviewed to ensure they are effective. The manager is expected to do this in consultation with workers.

### **Roles and Responsibilities**

Everyone has a part to play in managing incidents effectively

#### **Workers – (employees, temporary workers, contractors, volunteers)**

- Take reasonable care of their own health and safety
- Ensure their actions or omissions do not affect other's health and safety
- Immediately report any incident to their one up manager
- Report any risk or hazard to manager to prevent injuries occurring
- Cooperate with the incident management policy and its procedures in the workplace including investigations of incidents
- Participating in the implementation, monitoring and evaluation of actions following an incident investigation
- Comply with any reasonable instruction given by the board or the PCBU they are visiting
- Encourage fellow workers and others visiting the workplace to notify identified incident

#### **Managers**

- View all incident investigation forms submitted by workers as soon as practicable
- Reporting notifiable incidents to WorkSafe NZ via the Principal
- Investigate all incidents submitted by workers who report to them, undertake actions in a timely manner, and documenting these
- Consult with HRS, the affected work, and others in the workplace during investigations and actions
- Delegate actions to relevant workers who may also need to review them
- Monitor and review the effectiveness of actions taken

#### **Health and Safety Representative**

- Represent workers on matters relating to health and safety incidents
- Investigate complaints from workers in the workplace
- Monitor the incident management approach undertaken by the board
- Promote the interest of workers who have raised health and safety incidents
- If requested by the manager, participate in incident investigations

#### **First Aiders**

- Take reasonable care of their own health and safety
- Identify themselves to workers and others in the workplace
- Provide immediate assistance to anyone who has suffered an injury or illness while at work
- Ensure that the workplace has adequate first aid resources
- Ensure that first aid can be provided for the risks that are apparent within the workplace
- Keep their qualifications up to date by attending training or refresher courses as required

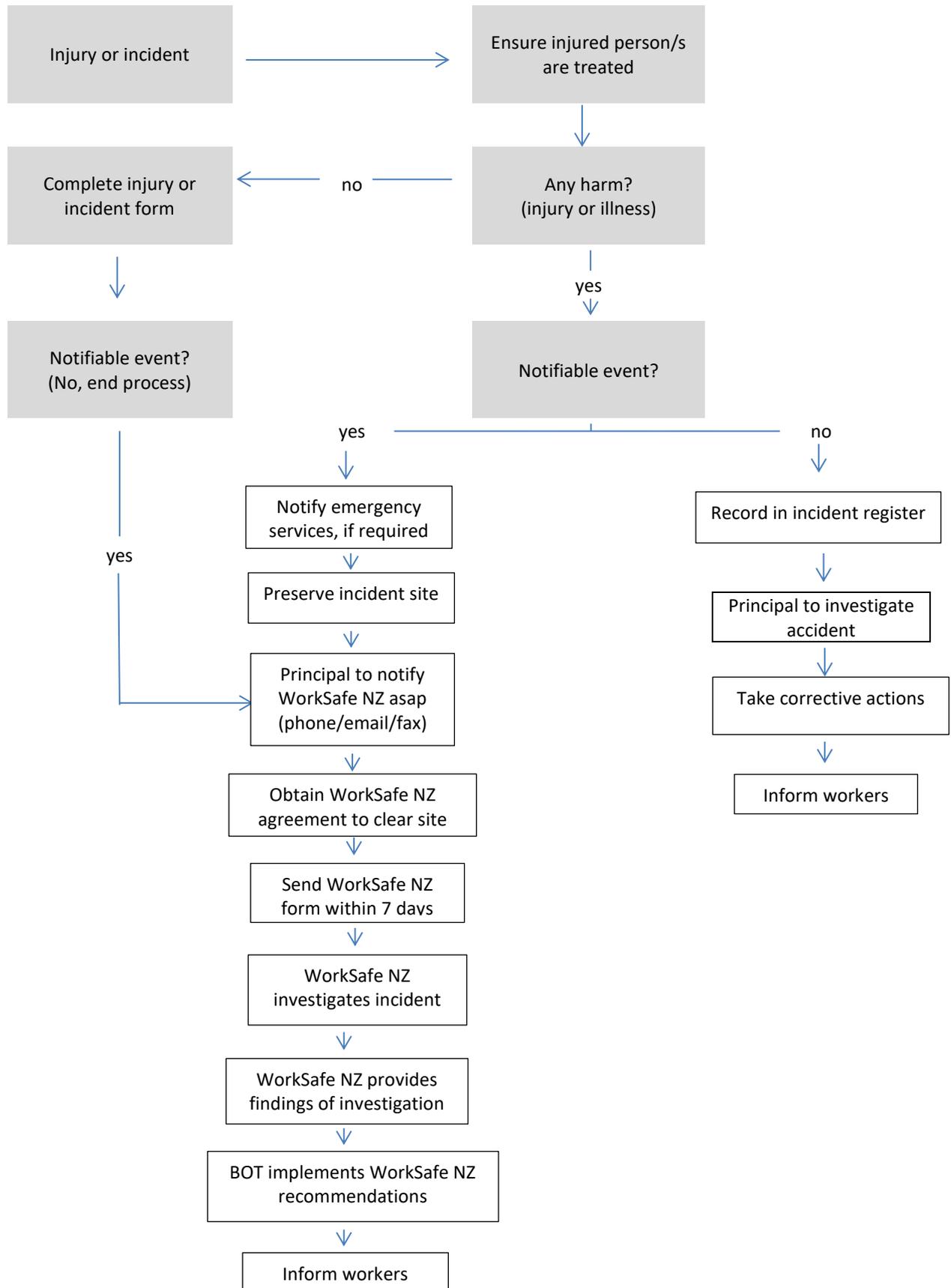
#### **Officers – (Principal and individual board members)**

- Know and keep up to date with incidents that are associated with the school's operations
- Ensure resources and processes are in place to prevent incidents
- Ensure processes are in place for timely information on incidents
- Ensuring health and safety processes are actually implemented
- Monitoring the health and safety performance of the school

#### **Others in the workplace – (Visitors, Students, Parents etc)**

- Take reasonable care of their own health and safety
- Ensure their actions or omissions do not affect other's health and safety
- Comply with instructions given by the board or another PCBU
- Immediately report any incident to a worker

## Injury or Incident Procedure



## General Emergency Lockdown Procedures

### Rationale

If an emergency situation occurs in the vicinity of a school and endangers student safety, the school may be placed under lock-down. A lock-down would be used when students need to be contained and protected inside school buildings eg. Fugitive fleeing police, or an intruder.

Police would request a lock-down of the school to prevent putting students and staff in danger.

### Overview

- All school doors and windows are secured
- All students and staff remain in their classrooms or offices or
- If students and staff are outside, they will move to the nearest classroom and remain there
- No one is permitted to leave and no one, including parents, are allowed on school grounds. If essential, students will need to be toileted in the classroom.

### Communication

In the event of an incident requiring lock-down, the person witnessing the incident must try to notify the school office to raise the alarm. The Office staff member receiving the incident call will notify the senior leadership team and caretaker.

The senior leader at the time of the incident will determine the need for a lock-down, and sound the appropriate alarm. An Emergency Lockdown will be announced through the school phone system (using Schoolwide Pager button on PABX or #6 on other phones) and the **school bell ringing three times.**

The senior leader at the time will contact Police by ringing 111 if the police are not directing the lock-down. Notify Dental Bus, Canteen, builders and contractors if on site.

### Procedures

If the lock-down alarm is sounded students are to stay in their classroom or if outside move directly to their nearest classroom as long as it is safe. Staff need to be mindful that students from other classrooms may seek sanctuary in their room.

1. a/ Teachers are to stay in, or move to, their classroom  
b/ Support staff are to stay in their classroom or if outside move directly to their nearest classroom **as long as it is safe.**  
c/ The Wardens will lock their respective blocks and the Caretaker will lock remaining external doors, **if it is safe .**  
d/ The senior leader will set up a communication hub in the office **if it is safe.**
2. Lock classroom and other doors
3. Close and lock windows
4. Close curtains/blinds
5. Turn off lights and computer monitors
6. Stay away from windows and doors, and remain low to the ground
7. Remain quiet
8. Do not allow students to use cell phones.
9. Staff with mobile phones should ensure they are turned on, and should check them frequently for messages.
10. Do not answer the door under any circumstances.
11. The teacher will take a head count and obtain the name of each individual in the room
12. Teachers will inform each other via internal phone the names of any additional students they may have
13. Inform the office via text of any students missing and any additional students seeking sanctuary on 0273727070 or phone or leave a message on 2159664.
14. Should the fire alarm sound, do not evacuate the building unless:
  - a/ You have first hand knowledge that there is a fire in the building, or
  - b/ You have been advised by Police or the Principal to evacuate the building.

15. Students and staff should **stay where they are** until official notification is provided by the principal or an **identified police officer** that the lock-down is over

16. Where the lock-down extends beyond normal school hours, the Principal should notify parents via local media and with the assistance of local police

17. In conjunction with local police, the Principal or senior leader will arrange for parents to pick students up from school at a designated safe area.

#### **Drills**

- We will hold 2 lock-down drills a year (one inside and one outside). In order to allay panic both parents and students will be informed in advance. As well as the local Police.

#### **Parental Notification**

During a lock-down parents should know:

- If a lock-down goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. The police will notify parents via radio and television broadcasts.
- Parents will be informed if the pickup is from another designated staging area, once it is determined to be safe to do so.
- Parents may be required to present identification.
- The designated staging area will be publicised to the media, school newsletter and school website.

#### **Letters to Parents/Guardians:**

- After lock-down, the school will communicate with parents that an actual lock-down has occurred.

## PANDEMIC POLICY AND PROCEDURE

### RATIONAL:

Donovan Primary has an agreed procedure to follow if ever a pandemic alert occurred.

### WHY A NEED FOR A PANDEMIC PROCEDURE?:

- To ensure that as a community we have a pandemic plan in place as a component of our emergency planning.
- To ensure that we maintain as full a service as possible for as long as possible during a pandemic emergency (consistent with [State Services Commission Guidelines](#)).
- To consider alternative means of delivering education to their students (for example, distance learning options) during such an event.
- To ensure that Donovan Primary is part of [New Zealand's National Health Emergency Plan](#) to help prevent the Covid 19 spreading. School closures aim to reduce close contact between children (children have been known to remain infectious for up to 21 days whereas the risk period is only eight days for adults). Closures do not mean that facilities would be closed for quarantine. Staff may still go to work, work remotely, or carry out additional or alternative duties for their employer or another agency. Education facilities may be used for alternative purposes such as Community Based Assessment Centres (CBACs)<sup>1</sup>.
- To understand that a pandemic may come in several waves over a 6-8 month period. At the peak of the worst pandemic wave, up to 50% of the workforce may be sick, looking after sick dependents, or carrying out 'alternative duties' in priority areas for their employer or another agency (such as health or welfare roles).

### BACKGROUND INFORMATION:

- It is not possible to predict how long a pandemic may last.
- State sector employees will be paid their normal salary during a pandemic, provided, with their employer's pre-approval, they: come to work in their usual workplace (with rigorous personal hygiene, social distancing and cleaning regimes in place)
- State sector employees will be expected to use their leave entitlements (sick, domestic, annual or other, with ability to anticipate some sick leave) if they are sick or looking after sick dependents during a pandemic emergency. An employee who contracts pandemic Covid 19 may be sick for up to two weeks. When sick leave entitlements and advances are exhausted, State Services employers may provide

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<sup>1</sup> In a pandemic emergency people with Covid 19 symptoms will be encouraged to stay away from hospitals and doctors' surgeries, and to seek assistance at a Community Based Assessment Centre (CBAC). Some District Health Boards may consult with governors or proprietors of some education providers about using their facilities for this purpose.

additional paid special leave during Stages 2 and 3 of a pandemic but only where this will contribute to preventing the arrival or spread of a pandemic. For an approach to leave usage during a pandemic see the [State Services Commission](#) .

- In the event of a pandemic or the possibility of a pandemic the principal (or his delegate) supported by the Senior leadership team and the BOT staff representative will manage the pandemic or likelihood of a pandemic. The **Pandemic Management Team (PMT)** will:
  1. Establish a system to monitor staff who are ill or suspected of being ill, including contacting staff who are unexpectedly absent from work: Has their doctor been notified of their illness? Have they been in contact with anyone?
  2. Ensuring that Donovan Primary has adequate supplies of tissues, medical and hygiene products, cleaning supplies and masks.
- In the event of a pandemic or probability of a pandemic the school will liaise closely with the Public Health Nurse.

### **Communication with the school community**

It is likely there will be anxiety during a pandemic and this is likely to contribute to increased absence and/or increased stress to the board of trustees, staff, parents/whānau and students. Accordingly we will:

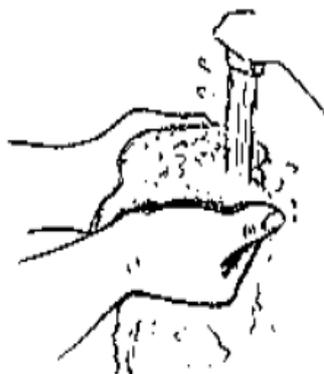
- Communicate early the possibility of a pandemic and Donovan Primary's preparedness to manage it – to your board, staff, students, parents and whānau. [Ministry of Health Covid 19 advice](#) might be useful.
- Discuss with staff possible health and safety issues, and leave arrangements for them if they are ill or need to look after dependents.
- Have a comprehensive plan (will be developed by the PMT in consultation with the PHN) in place which is clearly communicated to your board, staff, students, parents and whānau. Ensure that communications management during the pandemic is part of the plan. It will be important to have systems in place to allow your school to communicate effectively in a pandemic.
- Our comprehensive plan to communicate is as per our 'phone tree' and School Stream. It involves the ability to text all staff and communicate to relevant media the information required.
- In activating our plan, we will provide clear, timely and pro-active communications to our board, staff, students, parents and whānau explaining how our school is handling the situation. Currently all staff and BOT members are linked electronically and through the phone tree and nearly 100% of parents can be contacted via e-mail.

**APPENDICES: Donovan Primary****PROTECTING YOURSELF AND OTHERS AGAINST  
RESPIRATORY ILLNESS****HANDWASHING IS THE MOST IMPORTANT THING YOU CAN DO TO  
PROTECT YOURSELF**

- Cover your nose and mouth when coughing or sneezing
- Use a tissue and dispose of this once used
- Always wash hands after coughing and sneezing or disposing of tissues
- Keep your hands away from your mouth, nose and eyes.
- Avoid contact with individuals at risk (eg, people with underlying or chronic illnesses such as immune suppression or lung disease) until the Covid 19-like symptoms have resolved.
- Avoid contact with people who have Covid 19-like symptoms.
- Ask students to use a tissue and cover their nose and mouth when coughing or sneezing and to wash and dry their hands afterwards.

## Hand Hygiene with Soap and Water

**1. Remove jewelry.**  
**Wet hands with warm water**



**2. Add soap to palms**



**3. Rub hands together to create a lather**



**4. Cover all surfaces of the hands and fingers**



**5. Clean knuckles, back of hands and fingers**



**6. Clean the space between the thumb and index finger**



**7. Work the finger tips into the palms to clean under the nails**



**8. Rinse well under warm running water**



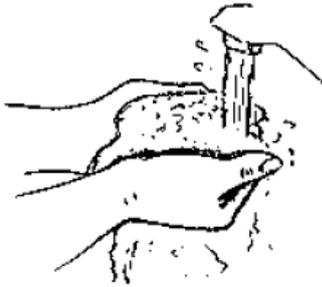
**9. Dry with a single-use towel and then use towel to turn off the tap**



**Minimum wash time 10-20 seconds.**

## Hand Hygiene with Soap and Water

**1. Remove jewelry.**  
Wet hands with warm water



**2. Add soap to palms**



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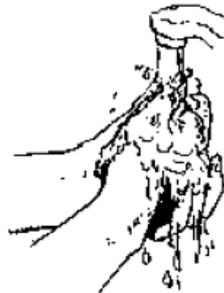
**6. Clean the space between the thumb and index finger**



**7. Work the finger tips into the palms to clean under the nails**



**8. Rinse well under warm running water**



**9. Dry with a single-use towel and then use towel to turn off the tap**



**Minimum wash time 10-20 seconds.**

## Hand Hygiene with Alcohol-based Hand Sanitizer

**1. Remove jewelry. Apply enough product to open palms.\*\***



**2. Rub hands together palms to palms**



**3. Rub in between and around fingers**



**4. Cover all surfaces of the hands and fingers**



**5. Rub backs of hands and fingers. Rub each thumb.**



**6. Rub fingertips of each hand in opposite palm**



**7. Keep rubbing until hands are dry.**

**\*\*The volume required to be effective varies from product to product. Enough product to keep hands moist for 15 seconds should be applied.**

Do not use these products with water. Do not use paper towels to dry hands.

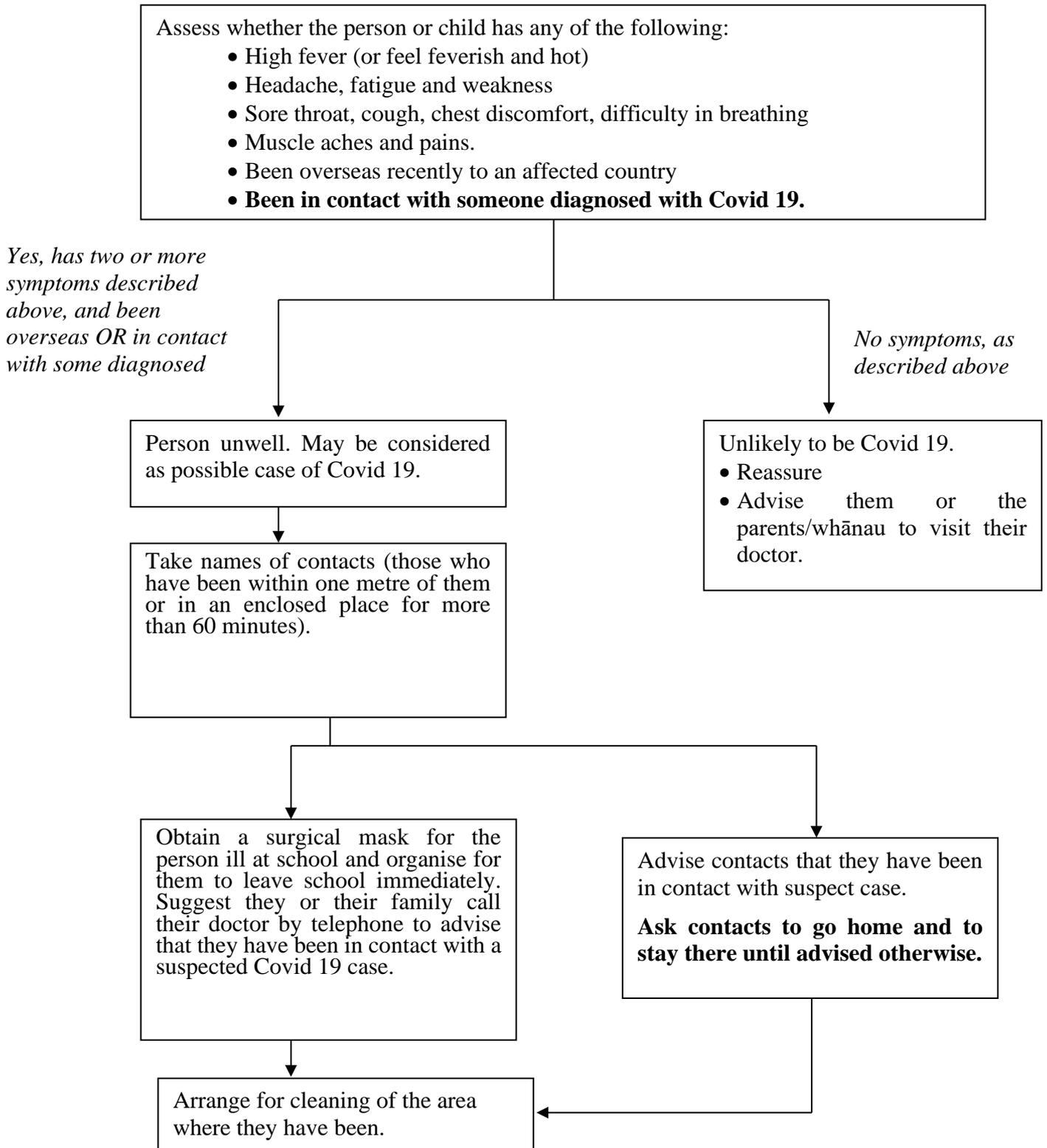
**Note: Wash hands with soap and water if hands are visibly dirty or contaminated with blood or other body fluids. Certain manufacturers recommend washing hands with soap and water after 5-10 applications of gel.**

Screening flowchart

**For detection and management of suspected pandemic Covid 19 cases**

**Process**

1. Your school's office manager receives a call from a person suspecting they may have Covid 19, or from a staff member who has noticed a child who may be ill.
2. Avoid contact with the sick person if possible and manage the process over the telephone.
3. For someone at the school who is ill, follow the flowchart below:



Covid 19 staff notice 1 Donovan Primary

### **COVID 19 NOTIFICATION**

Covid 19 is a contagious disease.

There is currently an increase in the numbers of people in New Zealand with Covid 19. To prevent the spread of Covid 19 here:

**DO NOT ENTER** if you have:

- chills, shivering and a fever (temperature above 38°C)
- onset muscle aches and pains
- sore throat
- dry cough
- trouble breathing
- sneezing
- stuffy or runny nose
- tiredness

If you start to feel ill at school or are showing any of the symptoms listed above, **DO NOT** leave your area.

Call the office manager on 2159664 phone ext 700

Covid 19 student notice 2 Donovan Primary

## COVID 19 NOTIFICATION

Covid 19 is a contagious disease.

There is currently an increase in the numbers of people in New Zealand with Covid 19. To prevent the spread of Covid 19 in this school, you must **tell your teacher** if you have any of the following flu symptoms:

- chills, shivering and a fever
- onset of muscle aches and pains
- sore throat
- dry cough
- trouble breathing
- sneezing
- stuffy or runny nose
- tiredness

Closure notice

# SCHOOL CLOSED

**DONOVAN PRIMARY**

DUE TO THE COVID 19 PANDEMIC,

THIS SCHOOL IS CLOSED UNTIL FURTHER NOTICE

# DO NOT ENTER

**For urgent enquiries, contact**

**Peter Hopwood**

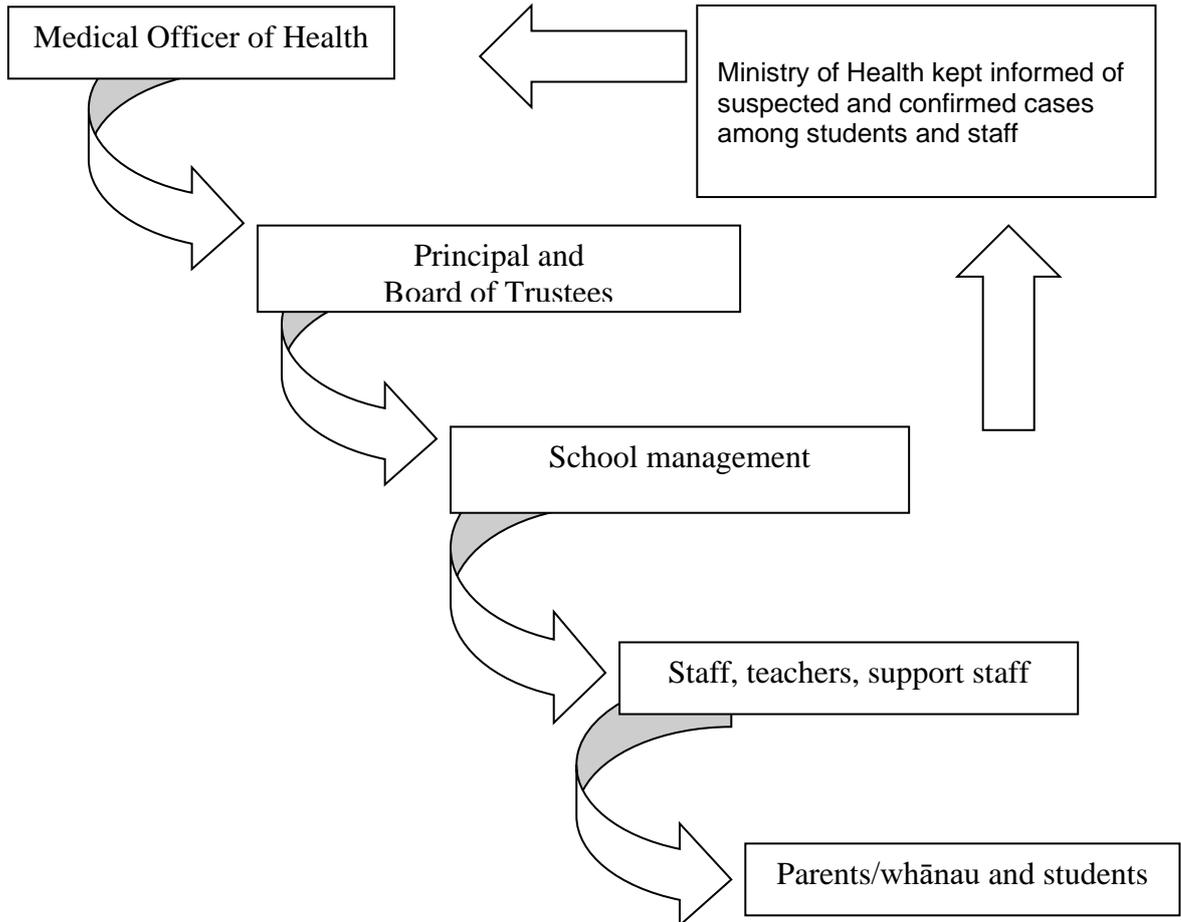
**0273 239 281**

**Or email: [principal@donovanprimary.school.nz](mailto:principal@donovanprimary.school.nz)**

### Sample decision making and communication tree

Schools should follow Ministry of Health advice at every stage of a pandemic. Ministry of Health announcements will be made through media reports and on their website. There will also be direct communication with education organisations from the Medical Officer of Health (DHB). All major decisions such as school closures should be made in close consultation with district health authorities.

### Pandemic planning - decision making and communication process for schools



## Personal Protective Equipment Policy

This policy should be read in conjunction with the Health and Safety at Work Act: a Practical Guide for Board of Trustees and School Leaders which clearly outlines Health and Safety responsibilities.

### Purpose

The purpose of the Personal Protective Equipment (PPE) Policy is to protect our workers from risks we have in the workplace. PPE is not a substitute for more effective control methods. It is considered when all other means of hazard and risk control are not satisfactory or possible. It will be used with other controls unless there are no other means of control.

### Scope

This policy applies to and is to be followed by all of our workers and others at the school. This includes all managers, workers, contractors, temporary workers, volunteers and visitors.

The Board will consult, co-operate and co-ordinate with other workplaces on PPE that is to be used. For that reason, this policy can also be applied where an adequate PPE policy does not exist on other workplaces.

### Standards

- Our people must have access to PPE when it is required
- PPE must meet the relevant AS/NZS compliance standards
- Equipment provided must fit the person correctly for example:
  - Hard hats fit and adjusted correctly
  - Foot and eye wear must be the right size
- Our people must be trained in using the PPE
- PPE must be maintained in good condition and available for use when needed.

### Roles and Responsibilities

We will provide the right tools to get the job done safely

#### *Workers – (Employees, temporary workers, contractors, volunteers)*

- Wearing PPE properly as required
- Attending the required training sessions
- Properly caring for, cleaning, maintaining and inspecting PPE as required
- Following the board's PPE policies procedures
- Informing the manager of the need to repair or replace PPE

#### *Managers and school leaders*

- Conducting workplace and activity hazard and risk assessments
- Determining the presence of hazard and risks which need PPE
- Selecting and purchasing PPE and making it available to our people
- Reviewing, updating and conducting PPE hazard and risk assessments whenever
  - A job changes
  - New equipment is used
  - There has been an accident
  - A person requests it
  - Or at least every year
  - Maintaining hazard and risk assessment records
- Providing training, guidance and help to our people on the proper use, care and cleaning of approved PPE
- Ensuring that PPE training certification and signed evaluation forms are in the person's PPE and training records
- Maintaining records of PPE issued and training undertaken
- Ensuring that our people properly use and maintain their PPE
- Ensuring that our people follow the board's PPE policies procedures
- Notifying the management team and HSR when new hazard and risks arise, or processes are added or changed
- Ensuring the immediate disposal and replacement of defective or damaged PPE
- Periodically re-evaluating the suitability of previously selected PPE
- Reviewing, updating, and evaluating the overall effectiveness of PPE use, training and policies

## **Police Vetting of Support Staff, BOT and Regular Contractors Policy**

### **Purpose:**

To meet the legal requirements of Police vetting of all Support Staff and regular contractors not vetted by their own employer.

### **Guidelines:**

1. All new support staff will go through the Police vetting process.
2. Regular contractors working on the school grounds during teaching hours will be Police vetted if they have not been vetted by their own employer.
3. No new appointments will be confirmed until the results of the Police vetting have been received.
4. If the Police vetting shows no concerns, the appointment will be confirmed.
5. If there are any concerns raised from the vetting, the Board of Trustees will meet to make a decision on the offer of employment.
6. All documentation will be kept strictly confidential, and once the appointment has been confirmed as a result of the Principal/Chairperson being satisfied with the finding, vetting documentation will be shredded. Dated evidence of the vetting having taken place will be the only information retained in the school's records. Employees who are vetted will be informed that documentation has been received.
7. The Board of Trustees will pay for the costs associated with the vetting applications.
8. All current Support Staff employed at the school will be Police vetted through the NZ Teachers' Council.
9. Non teaching staff will be vetted on a three year cycle.

# Risk Management Policy

## Policy and Procedures

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and School Leaders which clearly outlines Health and Safety responsibilities.

## Purpose

Risk Management is the cornerstone of the Health and Safety at Work Act 2015. It allows the Board to perform its primary duty of care, as far as reasonably practicable, to its workers and others. The purpose of this policy is to explain how we manage risks effectively in the school environment and work carried out by the school.

## Scope

This policy applies to and is to be followed by all of our workers and others in the workplace. This includes all managers, workers, contractors, temporary workers, volunteers and visitors.

The board will consult, co-operate and co-ordinate with other workplaces on matters when there are overlapping Health and Safety duties. For that reason, this policy can also be applied where an adequate risk policy does not exist on other workplaces.

The board will keep a risk register and record information from the risk management process. For each identified hazard the following information will be recorded:

- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the effectiveness of current controls
- what further controls are needed
- how the controls will be implemented – by whom and by when
- review date

## *How do we manage health and safety risk effectively?*

Health and safety is everyone's responsibility and together we will keep our workplace safe and secure. To do this, we will manage health and safety risks effectively. The below four steps describe how we do this.

### *Step 1: Identify the risks*

Start by identifying all potential sources of harm or illness in the workplace. This includes places where a worker is likely to be while at work. Health and Safety Risks can be identified in many ways. You can come across them while you are working, identifying a risk through a work group review, guessing what they might be before starting a new work task, or going onto another workplace. For remote workers, this means identifying risks before going to other workplaces.

As health and safety is everyone's responsibility, you can take reasonable steps to eliminate or minimise the risk yourself. Make sure that you are not putting yourself or others in harm's way. You will still need to report the risk.

### *Step 2: Assess the risks*

If a risk has been identified, but you are unable to safely eliminate or minimise the risk yourself, you will need to escalate this to your one up manager.

Managers need to assess the level of risk that has been escalated. A risk assessment takes into consideration factors such as the frequency of exposure to the risk, the likelihood of harm and previous incidents involving that risk.

### *Step 3: Control the risks*

Now that the risk has been assessed, the manager and affected workers need to determine what control is needed to manage the risk. The below table describes the steps to work through to control the risk.

1. Can you <b>ELIMINATE</b> this risk?	Completely removing the risk.
2. Can you <b>SUBSTITUTE</b> the risk?	Substituting a safer process or material for the risk identified
3. Can you <b>ISOLATE</b> the risk?	Separating the risk from workers
4. Can you put in an <b>ENGINEERING</b> control?	Designing and/or adding physical safety features to the working environment
5. Can you put in an <b>ADMINISTRATION</b> control?	Requires systems to be established or amended in order to control the risk
6. Can you use <b>PERSONAL PROTECTIVE EQUIPMENT (PPE)</b> ?	PPE should only be used when all other control measures are impractical. It should be used in with other more effective measures

#### **Step 4: Monitor and Review the risks**

Once the controls have been implemented, the controls must be regularly monitored and reviewed to ensure they are effective. The manager is expected to do this in consultation with workers. The regularity will depend on the risk rating.

The Principal collates all risk registers on a monthly basis for board reporting.

#### **Roles and Responsibilities**

Everyone has a part to play in managing risk effectively

##### **Workers – (Employees, temporary workers, contractors, volunteers)**

- Take reasonable care of their own health and safety
- Take reasonable care that their acts are not a risk to the health and safety of others
- Take reasonable steps to eliminate risks when they are first identified
- Report any risks to their manager, including those that have already been eliminated
- Seek support from the HSR on health and safety risk matters if required
- Comply with any reasonable instruction in relation to risks given by the board or the PCBU they are visiting
- Inform others of known risks
- May cease or refuse to carry out work if they believe the work would expose them to a serious risk

##### **School Leaders**

- Ensure workers and others know about health and safety risk processes and procedures
- Ensure that workers receive the right health and safety risk training and are aware of the risk on induction into the work area
- Hold and maintain the risk register for the work group
- Inform ‘others in the workplace’ of any known risks and controls in place
- Assess risks that are reported to you
- Consult with workers on the most effective controls to manage the risks
- Regularly review and monitor risks and the controls that are in place

##### **Health and Safety Representatives**

- Represent workers on health and safety risk matters
- Promote the interests of workers who have raised health or safety risks

- Monitor risk controls under taken by the Board
- Investigate complaints from workers about health and safety risks
- After first consulting with the relevant manager issue provisional improvement notices if risks in the workplace are not managed so far as is reasonably practicable
- Direct workers to cease work if they believe the work would expose them to a serious risk

***Officers – (individual board members including the Principal)***

- Know and keep up to date with risks associated with the board's operation
- Ensure resources and processes are in place to control risks
- Ensure processes are in place for receiving information on risks, and for responding to that information
- Ensure health and safety risk processes and resources are in place and being used
- Monitor the health and safety risk performance of the board

***Others (Visitors, Students, Parents etc)***

- Take reasonable care of their own health and safety
- Take reasonable care that their acts are not a risk to the health and safety of others
- Take reasonable steps to eliminate risks when they are first identified
- Comply with any reasonable instruction in relation to risks given by the board

***Review***

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

**Assessing Risks**

Risk assessment involves considering the severity of consequences if a person is exposed to a hazard, combined with the likelihood of it happening. The level of risk will increase as the likelihood of injury or illness or its severity increases. A risk assessment can help determine:

- how severe a risk is
- whether existing control measures are effective
- what action you should take to control the risk, and
- how urgently the action needs to be taken

The process below can help you to assess the severity of the consequences and the likelihood of injury or illness occurring, and then to assess the risk for each hazard.

## Risk Management Procedure:

### 1. Assessing severity

The severity of the consequences can be rated by the degree of injury or illness that could occur as follows:

<i>Consequence</i>	<i>Description</i>	<i>Likelihood</i>	<i>Description</i>
<b>Insignificant</b>	Nothing required	<b>Rare</b>	Only occurs in exceptional circumstances
<b>Minor</b>	Minor injury requiring first aid (ie, small cut or twisted ankle)	<b>Unlikely</b>	Does not happen often
<b>Moderate</b>	Injury requiring medical treatment (ie, sprained muscle)	<b>Possible</b>	May occur, but not often
<b>Major</b>	Serious injury – specialist medical treatment or hospital (ie, broken bone)	<b>Likely</b>	Occurs occasionally
<b>Critical</b>	Loss of life, permanent disability (ie, neck or spine injury)	<b>Almost Certain</b>	A regular occurrence

### 2. Assessing likelihood

The likelihood of injury or illness occurring can be rated as follows:

Assessed Risk Level	Risk Level	Actions
Low	If incident occurs, little likelihood of injury	Undertake with existing mitigations
Medium	If incident occurs, some chance of injury requiring first aid	Additional rules or considerations may be needed
High	If incident occurs likely that the injury would require medical treatment	Controls will need to be in place before undertaken
Extreme	If incident were to occur, it would be likely that death or permanent injury would result	Consider alternatives to the activity or additional significant safety measures required.

### 3. Assessing the level of risk

The level of risk will increase as the likelihood of injury or illness and its severity increases, as the risk rating table below shows. Once the risk for each hazard has been assessed, identify and put in place appropriate control measures (see page 50), concentrating first on extreme and high risks.

Risk rating table:

Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Critical
Almost Certain	Medium	Medium	High	Extreme	Extreme
Likely	Low	Medium	High	High	Extreme
Possible	Low	Medium	High	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	High

### Escalation Guide:

In the event you assess an extreme risk, report this to the school/kura principal/tumuaki immediately.

## Severe Accident or Death Procedures

Purpose: To help maintain a safe school environment for Students and Staff; board must be advised as soon as possible.

### Objectives and Procedures:

1. The person must not be moved.
2. First Aid treatment to commence by trained first aider.
3. Principal/Office to be notified immediately.
4. Office staff to contact emergency services, parents/caregivers and/or next of kin (police should do this in event of a death).
5. Office staff to notify Syndicate leaders and commence lockdown procedure.
6. When emergency services arrive, they will take over from staff member. The staff member will update emergency staff on the situation.
7. A staff member will accompany a student in an ambulance. They will take the student's file with relevant details from the office. If an ambulance is required for an adult, the staff file will be given to the ambulance officer.
8. If all resuscitation attempts have failed to revive the person, do not move the body but cover with a suitable covering and treat it with dignity and respect.
9. Take all care to minimize distress to pupils, staff, parents and caregivers.
10. Contact Special Education Trauma Team to assist with well-being of staff and students.

### Serious Accident or Death inside the classroom

1. Staff to follow the above procedure 1-5
2. The students in the classroom will move quickly to the neighbouring classroom. Attending adult will stay with person.
3. The classroom block that is affected will be evacuated and all students will exit from their external doors and move to the hall.

### Serious Accident or Death outside the classroom

1. Staff to follow the above procedure 1-5
2. The immediate area around the person must be cleared and the school bell rung indicating students are to return to class.
3. Classroom teachers will keep their students inside the classroom until notified by office staff.

## Wellbeing Policy

### **Rationale:**

To promote wellbeing in the Donovan community. (Staff, Students, and the wider community).

To have an active, inclusive culture of welfare for all.

### **Guidelines:**

1. To offer support to children, Staff, and families.
2. To have a designated Wellbeing focus Group
3. The Group will have representatives of Stakeholders.
  - a Staff x2
  - b Principal
  - c Social Club Liaison Person
  - d Board liaison person
  - e PTA President
4. They will meet once per term to decide on focuses for the school but may hold extra ordinary meetings in cases of extra ordinary events.
5. Wellbeing Group will report back to Board/Staff
6. Wellbeing Focus Group will canvas Stakeholders to know patterns, needs, and wishes.

## Wellbeing Focus Group Procedures

- The group will plan actions to help meet the wellbeing needs of the Staff, students and wider community.
- The group may require assistance (ie. Outside Agencies) to assist in certain events/cases.
- This will be actioned by the Principal and/or the Leadership Team.
- The Groups spokesperson will be the Principal.
- The group may require funding and through the Principal, will approach the Board/PTA.
- Staff will be surveyed at least once per year, on ideas for evolving our culture of wellbeing.
- Children wellbeing data will be gathered through NZCER Wellbeing Student Surveys, eg Wellbeing and Engagement/Bullying Survey.
- Children's voice could be collected by discussion, suggestion boxes, interviews.

## Worker Engagement and Participation Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and School Leaders which clearly outlines Health and Safety responsibilities.

### **Purpose**

The purpose of this policy is to further support and improve health and safety in the workplace. It promotes engagement between the board, officers and workers. The policy provides all workers with a reasonable opportunity to be actively involved in the ongoing management of health and safety.

This policy includes the roles undertaken by elected health and safety representatives and health and safety committees.

### **Health and Safety Representatives (HSRs)**

#### ***Functions and Powers***

The functions and powers of the HSR's are to:

- represent the workers in the work group in matters relating to health and safety
- investigate complaints from workers in the work group regarding health and safety
- if requested by a worker, to represent the worker in relation to a matter relating to health and safety in the work group (including a complaint)
- monitor and measures taken by the board that are relevant to health and safety
- inquire into anything that appears to be a risk to the health and safety of workers in the work group arising from the conduct of the business or undertaking
- make recommendations relating to work health and safety
- provide feedback to the board about whether the requirements of the Health and Safety at Work Act 2015 and Regulations are being complied with
- promote the interest of workers in the work group who have been harmed at work, including relation to arrangements for rehabilitation and return to work

#### ***Election of HSRs***

- Elections for HSRs are held biennially, or as required in the event of an HSR vacating their role
- Biennial elections allow HSTs to receive the appropriate training and to put in place the benefits for the training in their work group
- Elections will begin at the start of each year with completion by no later than April unless the parties agree otherwise
- A re-election of committee members will take place every two years, subject to the nominations received

#### ***Training for HSRs***

The HSR training will be based on need and will reflect their function and powers.

- All newly elected HSRs will be given two days training in the first year of their appointment
- The HSRs on the Committee will register for appropriate health and safety as soon as available and practicable
- Additional training for each following year will be 'as required'. This is determined by the Health and Safety Committee following discussion with the board. The training provided will ensure that all Health and Safety Committee members remain competent to fulfil the responsibilities of this role
- As part of the HSRs' continual learning the board will periodically coordinate and deliver active development and knowledge sharing
  - NB. Refer to Health and Safety Policy Training and induction for general worker training.

#### ***Committees***

An effective way to work on health and safety matters is through a health and safety committee.

#### ***Objectives***

- Encourage co-operations and collaboration in meeting the Board's health and safety objectives
- Ensure there is a consistent, coordinated approach to health and safety on-site

- Look for initiatives to ensure health and safety continuously evolves and improves the health, safety and wellbeing of workers
- Provide accurate and timely information and advice to management and workers
- Ensure there is a systematic process for managing risk
- Ensure effective monitoring and review systems are in place
- To escalate unresolved issues to the relevant manager
- Wherever possible and practical health and safety committees should represent all workers, including team leaders and managers, working at the site

## **School Leaders**

### ***Duties***

(i) Under this policy school leaders should:

- actively promote positive health and safety and adhere to their responsibilities
- provide all workers with the opportunity to participate in health and safety
- promote and encourage discussion on the election process
- where an HSR is elected:
  - liaise with elected representatives
  - provide support and ensure the representative/s has the resources, time and information to undertake the role
  - allow for the representative to attend approved training
  - where appropriate, act on recommendations made by the representative
- where a recommendation is not adopted, discuss with the representative and confirm in writing the reasons for decision
- where there is neither an HSR nor a committee, the manager will discuss with workers how their best interests in health and safety will be met

(ii) It is recognised that school leaders have the right to make health and safety decisions after consulting and considering any recommendations made by the site health and safety committee, and that they are accountable for all health and safety decisions made within their respective locations:

Where there is more than one school leader responsible for workers in the workplace, the school leader will work cooperatively with each other and the HARs in order to identify and resolve the issues.

## **Making the Policy Work**

### ***Issue resolution***

- (a) Any matter that concerns a worker about their health and safety should be raised with that worker's Principal. This can be raised by that worker, or an HSR.
- (ii) If the manager cannot resolve the matter to the worker's satisfaction, the HSR will be approached if they are not already involved.
- (iii) The manager, worker and the HSR will work together to get a satisfactory resolution.
- (iv) If a satisfactory resolution cannot be reached with the manager, the worker, HSR, or worker representative may look to the options below to resolve the issue.
- (v) Operational matters, including workload or work process, should be raised with the Principal
- (vi) Building facilities matters should be raised with the Principal
- (vii) Policy concerns should be raised with the Principal.
- (viii) Managers involved should make every effort to find satisfactory and timely resolutions.

### ***Provisional Improvement Notices***

An HSR who has received the appropriate training may issue a provisional improvement notice (notice) to a person if the rep reasonably believes that the person is contravening, or is likely to contravene, a provision of the Act or regulations. The notice may require the person to-

- (a) remedy the contravention; or
- (b) prevent a likely contravention from occurring; or
- (c) remedy the things or activities causing the contravention or likely to cause a contravention.

The HSR must not issue a notice to a person unless he or she has first consulted the person.

The HSR must not issue a notice if an inspector has already issued a notice in relation to the same matter.

If a notice is issued, the HSR must provide a copy of that notice to the Principal as soon as practicable.

***Review***

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

## Use of Physical Restraint Policy

The Donovan Primary Board of Trustees will meet all existing statutory and contractual obligations, including matters relating to employment. This procedure is based on Guidelines for registered schools in New Zealand on the Use of Physical Restraint – Ministry of Education August 2017.

### Rationale

Serious situations can arise in schools where a student or students risk harm to themselves or others. School staff require safe ways to potentially manage dangerous situations.

### Purpose

1. To protect the well-being of staff and students
2. To provide guidelines for the use of physical restraint when it is seen as a last resort
3. To provide staff with guidelines and ideas for deescalating serious situations
4. To record any incidents of physical restraint and provide for debriefing of these incidents
5. To provide a clear pathway for complaints
6. To monitor the emotional impact of such an event on staff and students.

### Guidelines

- Preventative Techniques
- This is about relationship building and is particularly important for students who regularly present with high risk behaviours.
- Attempt to understand the student and try to learn the signs of stress or unhappiness
- Respect the student by: demonstrating that you are there to help; being reasonable; providing choices and compromise while maintaining authority
- Preserve the student's dignity. This may mean dealing with things in private. Do not mock or treat the matter lightly.

#### *De-escalation Techniques*

- Create space and time; remove the audience; provide physical space; name the emotion calmly (eg. "I can see that you are very frustrated"; wait.)
- Communicate calmly and quietly (even when the student is loud).
- Monitor your own body language and provide opportunity for the student to move out of the situation with dignity.
- When appropriate, give the student clear choices and/or directions, to help them feel more secure and regain control.
- If escalation occurs move further away, have an exit plan and send for help if necessary.

#### *What may escalate the behaviour?*

- Threatening the student
- Arguing or interrupting
- Contradicting what the student says – even if they are wrong
- Challenging the student
- Trying to shame the student.

***Use physical restraint only when:***

- There is ‘imminent danger of physical injury.’ This can be to the student themselves or others
- Preventative and de-escalation techniques have not reduced the risk of injury.

***Match the physical restraint to the situation:***

- Use only where justifiable
- Use the minimum force necessary
- Use only for as long as is necessary

***Examples of ‘imminent danger’.***

- A student moving in with a weapon or something being used as a weapon with a clear intent to harm another person
- A student physically attacking another person, or is about to
- A student throwing furniture (for example), throwing equipment, breaking glass close to others
- A student putting themselves in danger eg. Running on the road, or trying to harm themselves.

***Examples which do not represent ‘imminent danger’.***

- Refusal behaviours
- Disruptive behaviour that does not put another person in danger of being hurt
- Verbal threats
- Defiant behaviour
- A student wanting to leave without permission
- A student damaging property, unless this could cause injury

***Guidance if you have to use physical restraint:***

- Ideally, physical restraint should only be used by staff trained in its safe use, and trained in emergency first aid.
- If there is no one with training nearby, any you feel you can use physical restraining safely, - both for yourself and the student – use your judgement and intervene
- If you do not have the skills or confidence, remove the other students and call for help
- Call the police when a student cannot be managed safely and the imminent danger to students, staff or themselves remains after all alternatives have been explored.

***Do not use these restraints:***

- Any restraint that inhibits breathing
- Any restraint that inhibits speaking or the main method of communication eg. Sign language if this is the student’s main method to communicate
- Prone (face down) physical restraint
- Pressure points and pain holds
- Tackling, sitting, lying or kneeling on a student
- Pressure on the chest or neck
- Hyperextension (bending back) of joints
- Headlocks
- Using force to take/drag a student, who is resisting, to another location
- Restraint when moving a student from one place to another – trying to get them into a van or taxi for example – when they are in an escalated state, as this may escalate them further.

### *Monitoring*

- Monitor continuously while applying the restraint, and stop as soon as the danger has passed
- Monitor the staff member and student for the rest of the school day. Watch for shock, unnoticed injuries and delayed effects, physical or psychological

### *Contact parents*

- Contact parents or caregivers on the same day, as soon as possible after the incident, so they can monitor their child's wellbeing at home. The Principal or Deputy Principal will do this

### *On the same day*

- Fill out a Physical Restraint Incident Report (Appendix 1), discuss this with the Principal or Deputy Principal, and file a copy with the Principal. With the Principal or Deputy Principal complete the Staff Reflection for (Appendix 3)
- The Principal or the Deputy Principal (or their proxy) is to contact the parents

### *Within two school days of the incident.*

- Hold a formal staff debriefing of the incident. (Appendix 4). Involve any MOE or RTLB practitioners if they are part of the student's team. Involve the Police if they were called to the incident.
- Hold a formal debriefing with the Parents (or Caregivers) and the student. (Appendix 5)
- The Principal is to complete information sheet for the Ministry of Education and the Board of Trustees

### *Individual Behaviour Plan*

- If the student is on an Individual Behaviour Plan, or it is felt that one is required, then arrange a meeting with all stakeholders to attend to this, as soon as possible

### *Complaint*

- If any student, parent or caregiver is dissatisfied with the way an incident has been handled, they are encouraged to follow the school's complaints procedure
- This is on display in the school office and is available upon enquiry at the office

### *Notes on Seclusion*

**Seclusion is when a student is involuntarily placed along in a room, at any time or for any duration, from which they cannot freely exit. Even if the door is not locked or blocked, there may be a level of authority or coercion which leads the student to believe that they cannot exit the room. Seclusion is not the same as the use of timeout. Timeout can be when a student is asked to leave an activity or area because of their behaviour and go to another specified area where they must stay until told they can return. Timeout can also be when a student voluntarily takes themselves to an agree space. With timeout, the room is not locked, and although the student may well understand that they should stay there, they also realise that they can leave the room at any time if they so choose. The point is that the student has a choice about whether to comply or not. Seclusion is not to be used at Donovan Primary.**

## Appendix

### Reporting templates for physical restraint

#### Instructions

- a Attach the debriefing forms and any other relevant form (eg Injury Form) to the Physical restraint Incident Form
- b Place copies of these forms in the student's file. Make the copied forms available to the student's teacher/s and the student's parents or caregivers.
- c Share data on physical restraint incidents with the Board of Trustees via the Principal's report. Only share this data in a session that excludes the public.

#### 1. Physical restraint incident report (staff)

- The staff involved in restraining the student should complete this as soon as possible and within 24 hours.
- The incident report should be signed off by the staff involved, any staff who witnessed the incident, and the Principal or Principal's delegate.

**Note; if the principal applied the restraint, a delegated senior management team member should sign off the report.**

#### 2. Physical restraint debriefing form (staff)

- Within two days of the incident a debriefing with the staff involved should be help by the Principal or Principal's delegate. Another member of staff who was not involved in the restraint should attend.
- If a behaviour specialist from the Ministry or RTLB service is supporting the student's team, they should be part of the debriefing process

**Notes: The Principal is responsible for facilitating the debriefing unless they are the person who applied the physical restraint. If this is the case, a suitable senior leader in the school should take this role. If police have been involved, they should be invited to the staff debriefing too.**

#### 3. Physical restraint debriefing (parents or caregivers and, if appropriate, the student)

- The parents or caregivers should be notified and involved in discussion about the incident with the Principal or Principal's delegate as soon as possible so they can monitor their child's physical and emotional wellbeing at home.
- The parents or caregivers should be given the opportunity to discuss the incident and invited to become active partners in exploring alternatives to restraint

**Note: The staff member who applied the physical restraint should not be part of this meeting.**

**Appendix 1: Physical restraint incident report**

Reported completed by	Date of Incident		Date of report	
Name of Student				
Date of Birth		Gender	M	F
Ethnicity				
Time restraint started				
Time restraint ended				
Name/s of staff member/s administering restraint				
Trained in safe physical restraint?	Yes	No		
Other staff/adults who witnessed				

Place where restraint occurred	
Classroom	
Corridor	
Assembly hall	
Outdoor area	
Toilet block	
Administration area	
Other (identify)	

Behaviour directed at	
Staff member – name	
Student – name	
Self – describe how they intended self-harm	
Property – describe potential injury to self or others	

Reason restraint was considered necessary	
Imminent danger, serious risk of injury – describe	
Actual injury – describe and attach injury form	

**Appendix 2: Incident of Physical Restraint Form**

Information for the Ministry of Education and the Employer			
Completed By:			
Date of Incident:		Date of Report:	
School Name and Number:			
Student's National Student Number (no name)		Date of Birth:	
Gender	M      F	Year Level	Ethnicity
First time the student has been physically restrained?	Yes/ No	The Student was physically restrained more than once during the day? Yes / No If yes, how many times?	
The student has an Individual Behaviour Plan?	Yes / No	Physical restraint was part of the plan? Yes / No	
Were parents notified?	Yes / No	If yes, describe	
Was anyone injured?	Yes / No	If yes, describe Use back of the form if necessary.	
Was the staff member who applied the restraint a teacher or authorised staff member?	Teacher / Other	If other, describe role:	
Did the staff member who applied the restraint, receive any training prior to the incident?	Yes / No	If yes, what training?	

Why was the use of physical restraint considered necessary?

Serious and imminent risk to the safety of the student or any other person - describe

Any other comments

Required Action

Complete the for above and email it to the Ministry of Education at <mailto:physical.restraint@education.govt.nz>  
Provide a copy to the employer (board of trustees, sponsor of a partnership school kura hourua, or manager of a private school)

Note: The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.

<b>Appendix 3: Reflection</b>	
<b>Events leading to the incident</b>	
Describe what was happening before the behaviour started to escalate. What was the student doing? What do you think might have triggered the behaviour? How were other students reacting to the student?	
<b>Behaviour of the student</b>	
What did you notice about the student's behaviour that alerted you that they were struggling to cope? Think about the way they looked, for example facial expressions, physical signs, language.	
<b>What did you try before the restraint?</b>	
Describe the alternative techniques and interventions tried to prevent the emergency, including a description of the de-escalation strategies you used. What was the response from the student?	
<b>The restraint method used</b>	
Describe the nature of the physical restraint. Include the type of hold and number of people required.	
<b>Monitoring</b>	
Describe how the student's physical and emotional distress was monitored while they were restrained.	
<b>After the restraint ended</b>	
Describe the mood of the student following the restraint. What help and support were they offered?	
<b>If there's a next time</b>	
What could be done differently in the future to prevent the need for restraint?	
<b>How about you?</b>	
How are you feeling and what support do you need?	
Name and signature of person who applied the restraint	Name and signature of any staff witnesses

**Appendix 4: Debriefing form for staff involved in physical restraint incident**

Date of incident		Date and time of debriefing	
<b>Names of people at the debriefing</b>			
<b>Finding of debriefing</b>			
<b>Next steps/actions</b>			
<b>Principals or Principal's delegate signature</b>			

**Appendix 5: Physical restraint debriefing form – parents or caregivers, student**

Date of incident		Date and time of debriefing	
<b>Names of people at the debriefing</b>			
<b>Finding of debriefing</b>			
<b>Parent or caregiver – comments and suggestions</b>			
<b>Student – comments and suggestions</b>			
<b>Next steps/action agreed</b>			
<b>Signatures</b>			
Principal or Principal's delegate:			
Parent or caregiver:			
Student:			