Cromwell College
CENTRAL OTAGO

POLICY 6

Health and Safety

The Board of Trustees through the Principal shall:

Provide a safe physical and emotional environment for the students;
Promote healthy food and nutrition for all students; and
Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Policy 6 shall be supported by the following guidelines:

Policy 6 Guidelines

6.1	Health and Safety Code of Practice
6.2	School Cleaning
6.3	Smoking
6.4	Infectious Diseases
6.5	First Aid and Accident
6.6	Response to Bullying
6.7	Transport of Students
6.8a	Drug Free
6.8b	Alcohol
6.9	Student Medication
6.10	Traumatic Incident Response
6.11	Invasive Incident
6.12	Food and Nutrition
6.13	Emergency Evacuation Procedures
6.14	Education Outside the Classroom
6.15	ICT Responsible Use
6.15a	ICT Responsible Use For Staff
6.16	Surrender & Retention
6.17	Sun Smart

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Chairperson

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Date

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.1 – HEALTH AND SAFETY CODE OF PRACTICE

Guidelines

1. The Board of Trustees, Principal and staff is made aware of Health and Safety Codes of Practices and complies with all guidelines.

2. Hazard Register and monitoring of Health and Safety compliance procedures is the responsibility of the Health & Safety Officer.

3. All identified hazards must be communicated in writing to the Health and Safety Officer through the Hazards Register and should be minimised, isolated or eliminated.

4. All injuries, pain, serious discomfort is to be communicated to the school office. Appropriate first aid treatments will be given without undue delay.

5. All contractors engaged on work for or on behalf of the school will be required to have health and safety performance requirements contained in their contract. In particular, the Board will need to be satisfied that the contractor is competent to carry out the work safely, and will use appropriate equipment that is properly managed.

6. Emergency procedures are developed and property displayed throughout the school.

7. The Board requires all employees, students, or other person(s) such as contractors to make full use of protective clothing or other safety/protective gear where the use of such is required to eliminate, minimize, or isolate hazards, or where provision of such is provided for under an employment contract.

8. The Board ensures that training is available in safe practices and in the safe use of equipment.

9. The Board receives regularly from the Principal information with regard to health and safety.

Notes

i Hazards identified during regular inspection or as notified are dealt with as per the Health and Safety Code of Practice.

ii Notification of injuries is sent to appropriate government agencies as required.

Guideline audited and reviewed by Self Review Committee

Date..2016.....

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.2 – SCHOOL CLEANING

Guidelines

1. The Board of Trustees provides funds and resources within the limits of our budget.

2. School is cleaned on a regular basis to maintain high standards.

3. The Board of Trustees delegates the Principal to ensure the work is completed to the required standards.

4. Students and staff are encouraged to keep their environment clean and tidy and develop pride in their surroundings.

5. Contracted cleaning companies will be contacted to ensure their staff are police vetted and there are appropriate guidelines ensuring confidentiality.

Guideline audited and reviewed by Self Review Committee

Date..... 2016

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.3 – SMOKING AND VAPING GUIDELINES

Guidelines

1. Cromwell College and its grounds, Cromwell College Apartments and Cromwell College Aquatic Centre and all school vehicles are smoke and vape free.

2. Smoking and vaping is not permitted by students at school, travelling to and from school, or representing the school at any time.

3. Non-compliance with this guideline by a student shall be resolved using the school disciplinary procedures.

4. Education is provided during Health and Health Module programmes within the school on the dangers of smoking and vaping.

5. This policy will be reviewed in accordance with government regulations.

Guideline audited and reviewed by Self Review Committee

Date.....

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.4 – INFECTIOUS DISEASES/PANDEMIC

Guidelines

1. The BOT and SLT shall follow MOE and SDHB guidelines around managing infectious disease / pandemics.

2. Individuals are responsible for maintaining strict personal hygiene.

3. The Board of Trustees encourages vaccination against infectious diseases.

4. All clothing, equipment and surfaces contaminated with blood and bodily fluids are treated as potentially infectious.

5. Students and staff are made aware of the risks surrounding the spread and contraction of infectious diseases.

6. During a pandemic Cromwell College will take direction from Public Health South.

Guideline audited and reviewed by Self Review Committee

Date....2016....

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.5 – FIRST AID AND ACCIDENT

Guidelines

1. In the event of an injury during a school activity first aid response treatment will be given without undue delay.

2. School management shall ensure first aid response supplies are provided and are readily available.

3. School management shall ensure that first aid response cabinets are appropriately labeled and placed in well-lit areas as close as possible to a water source, and sited to allow immediate access from laboratories, technology rooms and gymnasium.

4. The school management shall ensure that an appropriately trained or experienced person is in charge of all first aid response supplies, first aid response cabinets and first aid response rooms in the school and that this person or their deputy is available during normal school hours.

5. The school management shall ensure that the injury and treatment is noted in the school records; eg nurse on KAMAR.

6. School management shall ensure that accident and hazard registers are maintained for incidents happening during school related activities.

7. School management shall ensure that parents or caregivers are notified and informed of actions taken if further medical treatment is required as soon as possible after an accident has occurred.

8. The Board of Trustees will allocate funds, and where appropriate teacher release time, to allow staff to gain First Aid Response qualifications. A register of staff members holding current first aid response certificates will held by the risk management committee.

Guideline audited and reviewed by Self Review Committee

Date 17/10/2018

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.6 – RESPONSE TO BULLYING

Definition

Bullying is where a person, or group of people, keep taking advantage of the power they have to hurt or reject someone else. Bullying might be: name calling; saying, writing, using social media or texting to make nasty comments; leaving others out of activities or not talking to them; threatening others; making others feel uncomfortable or scared; stealing or damaging things; 'borrowing' equipment without permission; hitting or kicking; or making others do things they don't want to do.

The cumulative effect of such behaviours can have serious consequences for the recipient such as feeling lonely, unhappy, withdrawn, frightened, and can lower their self-esteem. This affects their learning and attendance at school.

Bullying is defined as having 4 characteristics:

- *Bullying is deliberate* – there is an intention to cause physical and / or psychological pain or discomfort to another person.
- *Bullying involves a power imbalance* – there is an actual or perceived unequal relationship between the target and the initiator that may be based on physical size, age, gender, social status or digital capability and access.
- *Bullying has an element of repetition* – bullying behaviour is usually not one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety.
- *Bullying is harmful* – there is short or long-term physical or psychological harm to the target (eg, as a result of coercion or intimidation).

Bullying can be (but is not limited to) the following repeated behaviours:

- criticising appearance, gender orientation, ethnicity, race
- using overt name calling and "put downs"
- labelling as "stupid" because they are assertive enough to ask questions
- assuming and imposing different values
- disrupting learning
- engaging in physical behaviour eg pushing, tripping
- intentionally hurting someone else
- engaging in sending offensive emails, text messages or using social networking sites to abuse another
- using belittling or sarcastic language

Bullying is not

- Criminal behaviour – some aggressive acts go beyond bullying and are criminal offences eg an assault, serious theft, threatening to cause serious harm or kill, sexual touching or abuse.
- Sub-bullying or non-bullying – sometimes students play physical and verbal games eg playfighting and playful teasing. When these go too far, they may be considered disciplinary matters but they are not bullying; they lack the power imbalance and repetitive nature of bullying.

Purpose

To promote an environment that allows all members of Cromwell College to feel connected, valued and secure at school. This allows students to concentrate on their school work and have the confidence to attempt new challenges.

To strive to be an inclusive school where students speak up and are valued and listened to.

Guidelines

1 Students have the right to be safe and to learn.

2 Teachers have the right to be safe and to teach.

3 The person making the complaint is reassured that they have acted correctly in reporting the bullying. Ensure the person making the complaint knows that telling someone is a good way of sticking up for them self. They are no longer alone in overcoming the problem.

4 Students, staff and parents are informed of the support network and procedures in place within the school. Such as the services of the Guidance Counsellor, support of teachers, form teachers, Dean, Restorative Practices and Sticks and Stones.

5 Implement procedures to confront the bullying behaviour. Early intervention is best.

6 The complainant is to be keep informed throughout the process until its conclusion.

7 All members of the school community (students, staff, parents and caregivers) are responsible for their own behaviour.

8 Students and staff model non-violent behaviour.

9 Resources are available from the Guidance Counsellor.

10 Restorative approaches are used in conjunctions with school discipline procedures to address issues of bullying.

11 The person responsible for bullying will also be offered support and guidance.

Procedures

In deciding on appropriate action, it may be wise to remember that the relevant point is how the victim perceives the incident. All procedures are designed to protect the best interests of the student or staff member.

Guidance Counsellor or outside agencies as necessary can support and 'bully proof' the victim of bullying.

Teachers must show a strong sense of care in the normal course of their duties and take positive steps to deal with observed cases of bullying. They must listen and investigate all reported incidents. In general terms, while there are exceptions, bullying that occurs at school will be dealt with in the following manner:

Teachers who experience bullying need to follow the above guidelines and can use the schools complaints procedure as a means to address their concerns.

Incidents of Student Bullying - Roles

Any teacher, form teacher dealing with bullying

Investigates incidents of bullying and takes the appropriate action. Action will involve a restorative conversation and make include consequences for the instigator such as: being removed from break times, make up time, community service around school, letters of apology, replacing damaged equipment, payment for repairs. Repeated incidents or major incidents will be referred to the Dean/Year level Assistant Principal

Deans

1 Collect written information about the bullying incident from the appropriate sources - victim, witnesses and alleged bully ensuring the principals of natural justice.

2 Decide if the incident is bullying a playful or one-off incident. If the incident is deemed serious then the Year Level Assistant Principal is involved.

3 If the incident is deemed at a lower level resolution is sought through restorative mini conference that may or may not involve parents and other affected parties. In all situations the impact of the bullying on the victim and others wellbeing is considered. Any agreed consequences are completed and the relationships monitored.

4 If the incident cannot be resolved it should be referred to the SLT. (This may also include the Guidance Counsellor.)

5 Record the action taken on the Student Management System, KAMAR, for all parties involved.

Senior Leadership Team (SLT)

In cases of serious repeated bullying or physical assault then stand down and suspension processes are initiated. The following procedure is followed

1. Seek medical assistance for the victim if necessary – ensure their wellbeing.
2. Investigate the incident thoroughly as outlined in 1 above.
3. Decide if the incident is gross misconduct and/or continual disobedience and if a stand down or suspension is warranted.
4. Communicate the outcomes of the investigation and the discipline action being taken with the instigator of the bullying behaviour.
5. Inform the parents/caregivers of the bully(s) and the victim(s) in line with Ministry of Education guidelines
6. In the case of an external stand down or suspension the expectation is that parents will collect the student as soon as is practical.
7. Communicate with the victim, their family, and staff on the action taken. Offer support to the victim and their family.
8. Refer to BOT or Police as required
9. On return to school the student and family meet to discuss with the Principal the process for putting things right through the schools restorative processes.
10. The Dean and Year Level Assistant Principal manage the process of restorative practice to insure harm is repaired.
11. The relationships and behaviour are monitored.
12. Report back to parents at key points of the process

Prevention of bullying

Information about bullying should be prominently displayed in the school.

Antecedents to any incidents are considered and reviewed eg mufti days, timing, camps, other school visits.

School organisation on a day to day basis considers the potential for incidents of bullying to occur ie changes in routine/wet weather.

Teachers on duty wear high viz vests so they are easily visible to students. Staff inform other staff of tone/incidents/issues/hot spots

In classrooms clear routines established at the start of the year help, eg lining up outside, prepared for learning, seating plans, movement rules in classrooms, learning behaviours reinforced, classes starting and finishing on time.

Pro-social behaviour is recognised and affirmed.

Bullying is included as a topic in the Health programme, on a cyclic basis.

Clear expectations are provided to students through assemblies, newsletters, levels meetings, signed agreements, that bullying has no part of our school culture.

Support is given to the school's Sticks and Stones group to promote messages and initiatives around a Bully Free School.

Raise Them Strong video series.

Other initiatives to raise staff and student wellbeing eg Peer Support, Peer mentoring, Staff PDS Groups

Guideline audited and reviewed by the Self Review committee

Date 28/2/19 Chairperson .....

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.6b – STUDENT BEHAVIOUR SAFETY PLANS – PHYSICAL RESTRAINT

This guideline outlines the process around determining those students requiring a behaviour/safety plan and how these are communicated with staff. Behaviour management plans will exist already for students who have had a behaviour intervention through MOE Learning Support and/or RTLB.

All staff are expected to be aware of the the escalation cycle and familiarise themselves with the plans for any student who requires a behaviour plan.

Identifying new students requiring a behaviour/safety plan

- Any teacher who believes a student may present an issue of safety is to communicate this in writing to the Principal and SENCO.
- Deans/SENCO will also identify students who may require a behaviour plan through
    - Information/reports provided on entry to school
    - Regular monitoring of the referrals for the year group
    - Tuesday form teacher dean meetings
    - Feedback from staff
    - Wednesday SLT Deans meeting
    - RTLB interventions
    - Learning Support interventions

Writing the plan

- The SENCO will work with the Dean, form teacher and class teachers to develop a plan that follows the escalation cycle. RTLB and SE may support depending on the level of behaviours being exhibited. A template will be available for this.
- For Alternative Education Students the AE coordinator will formulate the plan in consultation with class teachers, Dean and the SENCO.
- The plan will communicate what to look for for each student regarding triggers, agitation, acceleration, peak de-escalation and strategies and responses to safely manage the situation for staff and students.
- The plan will clearly communicate if physical; restraint may be used. THis would be undertaken by trained teaching staff.

Communicating the plan

- Behaviour/safety plans will be available for each student through KAMAR and attached as a note. These will indicate the stages of the escalation for students with behaviour plans.
- They will be circulated for teachers of the student.
- Relievers are to be made aware of any student with a behaviour/safety plan by the usual class teacher
- Teachers are to leave notes for relieving staff regarding any student who requires particular management especially those with safety plans.
- Teachers are to familiarise themselves with potential triggers for students and the
- They will be displayed on the staff notice board for duty staff

Monitoring the plan

- Class teachers, form teacher, the Dean and SENCO are all responsible for reviewing and monitoring the behaviour/safety plan. The aim is for the student not to get into an escalated state by considering triggers and strategies to de-escalate.
- If an incident occurs
    - Respect the student - I am here to help
    - Be calm, reasonable and flexible
    - Follow the escalation plan for the student
    - Manage the situation as outlined in the plan to keep all parties safe.
    - Preserve the dignity of the student eg do not mock
    - Keep calm
- Immediately following the incident consider physical and emotional harm for students/staff affected and provide the necessary supports.
- At some time after the event a thorough review is required to see what can be learnt by the student and staff to reduce the likelihood of a re-occurrence.

Physical restraint

- Our aim is to avoid any physical restraint of students, especially if staff are untrained. Note: MOE will only train staff if there is an identified student whose behaviour/safety plan includes physical restraint.
- The first course of action is to remove other students or staff from the scene
- Physical restraint can only be used where there is serious and imminent danger of physical injury.
- The restraint used must be reasonable and proportionate to the circumstances.
- Physical restraint can only be carried out by registered teachers in our school.
- Follow MOE guidelines
- Any incident of restraint must be reported as per MOE guidelines for registered schools in New Zealand on the use of physical restraint - August 2017
- See PPTA Guidelines on restraint if it is deemed necessary

Link for the MOE Document

https://www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/Guidance-for-New-Zealand-Schools-on-Behaviour-Mgmt-to-Minimise-Physical-....pdf

UBRS Training document 2017 from RTLB.

Guideline audited and reviewed by the Self Review committee

Date 8/8/2019 Chairperson.....

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.7 - TRANSPORT OF CHILDREN

Guidelines

1. Where viable, a bus, school van, school car or hired vehicle will be used, ie, a vehicle that can be covered under the school's insurance policy must have priority over private vehicles.

2. All vehicles used to transport children must be registered and warranted.

3. Students travelling in vehicles must wear seat belts when fitted.

4. Written consent, re travel arrangements and costs, from the caregiver is required prior to students travelling to functions.

5. Drivers must have a full current driver's licence and must produce this to the person in charge of vehicles on request. All persons driving the school minibus, or school car covered by the College's insurance must be over 25 years of age.

6. Risk Management forms must be completed and approved before trips commence, as per school procedures.

7. Any potential danger to health and safety noticed in school buses, school vans, school cars or hire vehicles must be reported to the staff member in charge of school vehicles.

8. At all times, Cromwell College smoke-free policy extends to transport of students to and from school functions and school related activities, and any school vehicle at any time.

9. Any vehicle used for transportation of staff and students must not be loaded to exceed the designated carrying capacity of the vehicle.

Guideline audited and reviewed by Self Review Committee

Date..2017.

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.8a – DRUG FREE

Guidelines

1. Cromwell College's position on drugs is one of Zero Tolerance and is non-negotiable. Alcohol and other drugs are strictly forbidden during school hours and at College camps and co-curricular activities. At such times students, staff, caregivers and other visitors are expected to be drug and alcohol free.

2. Zero tolerance means:
   No using
   No possession
   No selling
   No pressure
   No symptoms
   No symbols.

3. If students are found to be involved with illegal drugs, or prescription drugs which are not their own – possession, dealing, or under the influence – the police maybe notified. The College deals with the student in accordance with its Disciplinary Procedures.

4. The Board of Trustees may request drug testing when students are applying for readmission after a drug related suspension. Where a student has a positive drug test, or a student refuses to undertake a drug test when being readmitted after a drug related suspension, the Board may restrict access to particular activities.

5. Drug education is taught as part of a comprehensive health education programme consistent with Health and Physical Education in the New Zealand Curriculum. This programme provides a balance of knowledge, clarification of attitudes and values.

6. Cromwell College is involved in parent and community health education programmes wherever possible.

7. In order to enforce Cromwell College's zero tolerance position the 'search & seizure' guidelines from the Ministry of Education will be followed.

8. The school, to enforce its drug free status, may use the services of a drug detection unit.

Guideline audited and reviewed by Self Review Committee

Date..... 2017

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.8a – ALCOHOL FREE

Guidelines

1. Alcohol is strictly forbidden during school hours (at school) and at College camps, Cromwell College Apartments and co-curricular activities except in regard to guideline 5.8 Functions. At such times students, staff, caregivers and other visitors are expected to be alcohol free.

2. This means:
   - No consumption of alcohol
   - No possession
   - No selling
   - No pressure
   - No symptoms
   - No symbols/advertising with symbols

3. If students or staff are found to be involved with alcohol then the College will deal with this in accordance with its Disciplinary Procedures.

4. Drug and alcohol education is taught as part of a comprehensive health education programme consistent with Health and Physical Education in the New Zealand Curriculum. This programme provides a balance of knowledge, clarification of attitudes and values.

5. Cromwell College is involved in parent and community health education programmes wherever possible.

6. In order to enforce Cromwell College's position on alcohol the 'surrender & retention' guidelines from the Ministry of Education will be followed.

Guideline audited and reviewed by Self Review Committee

Date....2017.....

Cromwell College
CENTRAL OTAGO

GUIDELINE 6.9 – STUDENT MEDICATION

Guidelines

1. All students who are on a regular regime of medication which must be taken during the school hours will leave their medication at the school office where it will be administered from.

2. Parents are required to inform the school of the student who is bringing medication to school on a daily basis.

3. The office staff will maintain a register of medication received and medication dispensed.

4. Students who self-medicate on an infrequent basis for conditions such as asthma (inhalers), hay fever, etc. are not required to check in with the office.

5. Students will come to the office at the appropriate time to take their medication.

6. Office staff will endeavor to track down students who have not appeared for their medication. Parents will be informed of these incidents.

7. The school will inform the community of these requirements through the school's newsletter, prospectus and website.

8. The College will ensure the safe storage of all medications which fall under this policy.

Guideline audited and reviewed by Self Review Committee

Date..... 2017