

## NAG 5

**“Each Board of Trustees is also required to:**

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

### OUR BELIEF

The Board of Trustees is committed to ensuring that life at school for the children, staff and visitors is safe and that possible risks or threats to personal safety are identified, notified and eliminated as is reasonably possible.

School in this instance also includes activities, events and learning experiences that can take place away from the school site.

### SUPPORTING PROCEDURES/POLICIES

- |                                       |  |
|---------------------------------------|--|
| ▪ Accident Procedures                 | ▪ Crisis Management                                    |
| ▪ Administering/storage of medicine   | ▪ Civil Emergency                                      |
| ▪ Infectious/Contagious Conditions    | ▪ Class Trips/Excursions                               |
| ▪ Blood Borne Viruses                 | ▪ Restorative Practice and Personal Responsibility     |
| ▪ Child Abuse (Policy)                | ▪ Evacuation of Buildings/Lock Down                    |
| ▪ Computer Use/Safety                 | ▪ Food and Nutrition Policy                            |
| ▪ Harassment & Anti-Bullying (Policy) | ▪ Pandemic Plan (Procedure)                            |
| ▪ Guidance and Counselling            | ▪ School Transport: Bus Procedures for Safe Bus Travel |
| ▪ Health and Safety Procedures        | ▪ Physical Restraint                                   |
| ▪ Smoke Free Environment (Policy)     |  |
| ▪ Sun Protection                      |  |

These processes and procedures have been developed with the intention of meeting the specific requirements of NAG 5. All of these procedural guidelines look to ensure that safe practices and actions provide a safe learning environment for children, staff and visitors to the school.

### ACTUAL PROCEDURES

#### Accident Procedures

- Children's well-being is paramount.
- Accidents should be reported to the duty teacher or nearest teacher.
- Selected staff members will hold current first aid certificates. Tegan Wilson (Office) is our designated First Aid Officer.
- Qualified Medical personnel will administer treatment beyond that offered by staff.

- Parents will be informed of accidents that staff are concerned about and will be encouraged to seek further medical assistance.
- If no parents or emergency contacts are available, the child will be taken to the Medical Centre by staff.
- Accident reports will be completed by the staff member involved and signed by the Principal.

#### **Administering/Storage of Medication (Policy)**

- Any child, who requires prescribed medication to be administered while at school or while in the care of school staff, does so with the consent of parents/caregivers.
- A signed permission form and disclaimer will need to be completed by parents and caregivers. This is intended to ensure that the school and staff cannot be held responsible for effects and conditions that may arise from the taking of medication. Staff will be deemed to have acted in good faith and with the consent of the parents/caregivers.
- It is the responsibility of the parent/caregiver to ensure that staff is aware of the correct administration procedures and precautions appropriate to this child.
- Should difficulties occur, or procedures become complex and inappropriate, then the responsibility of administering the medication will become that of the parent/caregiver.
- The child's records will be regularly amended and/or updated as and if circumstances alter. Parents/caregivers must ensure that they inform the school.
- Children with severe conditions that require special care and attention will be brought to the notice of all staff along with appropriate treatment.
- All medication will be clearly labelled and stored in the school's sickbay. Hypodermic injection equipment is stored here in the locked cabinet.

#### **Infectious/Contagious Conditions**

- Children suspected of having a condition that is contagious and/or infectious could be isolated from other children and staff.
- Parents are to be immediately notified as to the nature of the concern and shall be advised of actions to be taken.
- Staff will act with tact and diplomacy to ensure that the child is treated with sensitivity and compassion.
- If the said condition can be treated and will continue to be contagious unless treated, the child will not be permitted to attend class
- In severe and/or unusual circumstances, written professional medical verification may be required before a child is permitted to re-attend.
- The school will notify parents and caregivers of children who may have been exposed to carriers.

#### **Blood Borne Viruses**

- Should a child be enrolled at the school who has a blood borne virus or condition, contact with the appropriate support agency(s) will be initiated and guidance will be sought. Refer MOE Circular 1999/21.
- Reference should be made to the school's guidelines on privacy – See NAG 2.
- On enrolment, parents of the child will be made aware of these guidelines.
- All staff will be issued with guidelines on treatment for infection control of blood borne viruses. A copy of this will be clearly displayed in the school's sick bay.
- Staff will be made aware of the presence of a child with a blood borne conditions.
- Staff will be expected to treat all actions and events in a manner that is appropriate for the treatment of a blood borne condition.
- Parental consent for disclosure of this information will be sought at enrolment or when notification is made.

## **Child Abuse**

- Persons making allegations are to be made aware that concerns and allegations can be directly reported to support agencies.
- Abuse can be physical, emotional, sexual and verbal. It can take place between:
  - parents - children
  - teachers - children
  - children - children
- It is not the role of the school to investigate allegations of abuse, but to report suspicions.
- These following guidelines provide procedures for dealing with abuse and ensure that the best interests of the child are paramount.
- Document any evidence - date/observation/behaviour.
- Discuss suspected abuse with principal. Principal will contact appropriate agency, Health Nurse, Visiting Teacher, CYFS who will initiate action. Staff is aware of procedures that support workers will follow.
- Should the Principal be implicated, then the concerns should be directed in the first instance to the Deputy Principal.
- Confidentiality must be maintained. Teachers remain supportive and positive and reassure the child that he/she is physically safe until appropriate professionals take over.
- Keeping Ourselves Safe' programme will be ongoing and on a (bi-annual) basis in consultation with parents and outside agencies.
- Staff in-service programme to include child abuse education every two years.
- When a staff member is implicated, the staff member is advised to seek professional support. (Investigation/Discipline – Refer contract IEC/Collective)

## **Computer Use/Safety**

- All users of the school's ICT facilities and resources acknowledge that use is a privilege. Inappropriate use may result in the cancellation of privilege or suspension of gmail accounts.
- Inappropriate use includes:
  - Use of foul language
  - Sharing of personal details on the public domain
  - Sharing of others' personal details
  - Accessing pornographic or adult sites
  - Accessing chat rooms or similar
  - Using school equipment for personal, financial or material gain without prior approval
  - Downloading software that breaches copyright laws and protocols.
- Children must be supervised at all times when on the Internet.
- Children are not to bring in computer games or material on USB sticks (unless with teacher consent).
- Children must not open attachments on e-mails without an adult present.
- All new families are asked to sign an internet agreement linked to the safe use of computers at school. Parents (or caregivers) and individual students sign this written agreement which is kept with the student's personal record.
- Year 3 children will be expected to resign the computer agreement when they are issued with their school gmail account.
- General guidelines for computer use by the children will be included in Term 1 programmes when establishing classroom expectations. Children need to be aware of these considerations.
- Learning opportunities and digital citizenship programmes will be included in classroom programmes and will cover:
  - Use of the network
  - Staff and child e-mail
  - Use of the Internet
  - System management
  - User contracts (children)
  - General code of conduct
  - Health aspects of learning may include correct posture, visual hygiene

Appropriate furniture and accessories will be provided and use.

### **Dogs on School Grounds**

- The school has developed these procedures in response to issues we have had with dogs roaming on our grounds during school hours
- Dogs that are walked to school with parents and children must be under control (specifically on a lead).
- Parents walking a dog when dropping off or collecting children must not enter the school grounds, but are to wait on the street with their dog.
- No dog is to be tied to school equipment (bus shelter, playground equipment or bike stands etc) at any time.
- School signage clearly supports our “No Dogs Policy”
- School procedures and expectations linked to this procedure will be communicated to parents at least once per year.
- The school will provide “Safety Around Dogs” Education annually for all students.
- An alternative Dog Control Policy may be developed and used during special events such as Pet Day or as required.
- Wandering dogs will be detained, contact will be made with owners if possible, the dog will be impounded on second incident, unidentifiable dogs will be impounded immediately.
- Dog bites – child’s parents contacted immediately, first aid administered, usually followed by a visit to the Medical Centre. Dog Control Officer contacted & dog impounded. Dog Control Officer will deal with the owner and dog as per dog bylaws.

### **Guidance and Counselling**

- All children will be encouraged to approach staff on matters that require the provision of advice or guidance.
- Principles of confidentiality and privacy apply.
- Staff support and training will be provided to enable appropriate guidance to be given.
- Children will be made aware of key staff to approach on matters requiring guidance and advice.
- A senior staff member will be made responsible for the welfare of girls.
- Referral of information and allegations of abuse will see the principles and processes of the Child Abuse policy followed.
- Staff is encouraged to seek the services of support personnel when required.

### **Harassment & Anti Bullying**

- The school aims to provide a safe physical and emotional environment for students to learn in, free from bullying and harassment.
- School documentation includes: a clear definition of what bullying is and what bullying is not; guidelines for what our school community should do in the event of being part of a bullying incident, as victim, bully, observer/witness, or if you become aware of someone being bullied (in particular reporting information); an outline of what procedure will be followed once a bullying incident is reported, how support will be provided to those involved in a bullying incident; how the school will undertake to prevent bullying from occurring and how often we will review this documentation.
- The school’s Health and Physical Well-being programme will support the goal of an harassment and bully free school for children.
- Class teachers will reinforce the principles of the School Values emphasising support and a sense of community to the children.
- Children will be made aware of their rights and the process of reporting incidents of harassment.
- Initial approaches will be made to the class teacher. More serious incidents will be reported to the Principal. Such incidents will be reported to the parents of children along with an offer of support and or counselling. Intervention from specialist support services may be sought
- The school will refer to the Ministry of Education “Bullying Prevention & Response Guide for Schools” Matrices to inform appropriate responses to any reports of bullying.

## **Health & Safety Procedures**

- Cromwell Primary School will provide a safe and healthy environment as per appropriate legislation including a commitment to continuous improvement in Health & Safety.
- All staff having individual responsibility for Health & Safety and are expected to take all practical steps to ensure that they are not harmed at work.
- The Board of Trustees will take all responsible and practicable steps to:
  - Ensure staff are consulted and given the opportunity to participate in Health & Safety management and accept their responsibility for minimising the potential for harm to people at their workplace (contractors, other staff, visitors and students)
  - Identify all hazards is on a regular basis as part of Weekly Staff Briefings (caretaker and property group). Where these hazards are significant the Board will eliminate, isolate or minimise them.
  - Immediately inform the MOE of significant hazards.
  - Maintain first aid supplies, and have a member of staff responsible for first aid.
  - Ensure employees are aware of any hazards and safety precautions required. Use safety equipment and observe safe practices (eg. caretaker using earmuffs when mowing lawns.)
  - Notification of hazards by staff will be by recording this in the caretaker's communication book and submitted to the caretaker who addresses the issue and completes a Hazard Register.
  - Hazard notices will be displayed in each foyer area.
  - To ensure a register of accidents is kept (not minor scrapes and bruises.) and investigated to maintain safe practice. Any serious accidents have to be reported to OSH within 24 hours. Support the safe and early return to work of any injured employees.
  - Creating and maintaining a safe working environment by complying with the Health & Safety at Work Act 2015
  - Ensure that no action or inaction by an employee and contractors harms any other person.
  - Ensure that equipment and machinery (fittings, tools, furniture etc.) are safe to use.
  - Have a regular maintenance programme, and make repairs as needed. Store chemicals properly.
  - Complete Annual Reviews of the Health & Safety Programme, relevant documents, policies and procedures.

## **Smoke Free Environment (Policy)**

- Cromwell Primary School is designated as a Smoke Free Zone. This includes the interior of all buildings, outdoor areas of the school and education outside the classroom.
- Appropriate signs will be erected and maintained in prominent locations to advise of the smoke free nature of this facility.
- All staff is to be consulted annually on this matter and are to be presented with a copy of this agreed policy statement.
- This statement is to be displayed throughout the school buildings.
- Enquiries should in the first instance, be directed to the Principal.
- Complaints or concerns about the implementation and management of this policy should be directed to the Principal. Reference to the school's complaints procedures (NAG 6) should be made.

## **Sun Protection Procedures**

Excessive exposure to ultraviolet radiation (UVR) from the sun causes sunburn, skin damage and increases the risk of skin cancer. New Zealand & Australia have the highest melanoma rates in the world. One or more episodes of sunburn in childhood and adolescence have been shown to increase the risk of melanoma later in life.

This sun protection policy will apply during Terms 1 & 4 (especially between the hours of 11am and 4:00pm). However, from the beginning of September UVR levels are increasing, therefore sun

protection should be used in September when children are outdoors for long periods. During the winter months sun protection is unnecessary. Our school will:

### **Behaviour**

- Require children and staff to wear broad rimmed uniform bucket hats (minimum 6 cm brim, deep crown) whenever they are outside.
- Provide spare hats for children to borrow if appropriate
- Implement a “no hat, no play” policy. Children without hats must go to the library or play in shade areas only.
- In Terms 2 & 3 students are encouraged to play outside without protection. The exception being for Years 4-6 ski trips where students should wear SPF 30+ broad spectrum sunscreen on their faces.
- Work with the wider community to promote the students’ use of SPF 30+ broad spectrum sunscreen
- Encourage children to keep shoulders, necks and arms covered by wearing clothing that protects the skin from the sun e.g. school uniform polo shirt, long sleeved shirt, hat and long shorts.
- Encourage staff to act as Sunsmart role models by wearing appropriate sun protection.
- Publicise and reinforce the SunSmart Policy through the newsletter and at any other appropriate opportunity
- Inform parents of the Sunsmart policy at enrolment, especially the use of uniform hats, clothing, SPF 30+ sunscreen and encourage parents to practise SunSmart behaviour themselves.
- Provide sunscreen for every classroom or at school events & activities held outside.

### **Curriculum**

- Incorporate SunSmart education and activities at all levels when delivering health curriculum.

### **Environment**

- Work towards developing and improving existing shade areas, particularly in areas where students congregate. Shade areas can be both natural and manmade.
- Wherever possible schedule outdoor events and activities before 11:00am. Events organisation will try to utilise shade areas.

### **Reinforcement and Evaluation**

- Ensure ongoing assessment of SunSmart behaviour, shade provision and curriculum coverage and emphasis
- Review the SunSmart policy every 3 years as part of our cyclical review programme

### **Crisis Management**

A crisis can be identified as a traumatic incident or event that directly impacts on the well being of children, staff and the wider school community. Examples of traumatic incidents include; the sudden death or severe injury of a child or staff member, injury to a group of children or individuals while on a trip away from school, an abduction, a fire or event causing major structural damage to buildings or property, the witnessing by children of a disturbing or distressing event, eg motor accident or any other event likely to cause distress for all concerned. The school has developed a Trauma Management Plan

- Once an incident has occurred and it has been brought to the notice of the school, staff will be brought together at the earliest possible convenience.
- All information that is available will be shared with the staff. Members of the Board of Trustees will be informed of the nature of the incident.
- A crisis management team will be formed. Members will include; the Principal and senior management staff and the Board Chair or a nominated representative of the Board.
- Support services will be immediately contacted and advice sought on support for staff and students.
- Once available information has been compiled, a media release will be prepared for distribution should this be required.
- All media contact is to be referred to the nominated spokesperson – Principal or Board Chair. No staff or Board member is to disclose information to the media. All requests for comment must be referred to the spokesperson.

- Every endeavour will be made to ensure that normality and functionality returns to the school as soon as is practically possible.
- Information shared with the children will be done on a class by class basis with the class teacher. Speculative opinions and comments will be corrected. Information that is disclosed will be factual and unambiguous.
- Parents are to be informed of the nature of the incident, the information disclosed to the children and of contacts for support or advice if this is appropriate.
- Consideration needs to be given to possible delayed reactions from staff and children with allowances made for this.

### **Civil Emergency**

- In the event of a civil emergency, all buildings will be evacuated, at a time when it is safe to do so. Staff will follow the guidelines provided by the local civil defence controller.
- Children will assemble in their class groups on the tennis courts (assembly area) and rolls will be checked.
- Any irregularities are to be reported immediately to the Principal.
- All classes are to remain at the assembly area to await further instructions. It could be possible to re-enter buildings if it is deemed appropriate.
- Children will remain at school to await collection by parents/caregivers or noted emergency contacts.
- Should power fail, the phone system will need to be by-passed. The phone in the library should be removed from the wall and plugged into the jack-point in the office. A cellular phone is also available for this purpose.
- Charged batteries are to be stored in the office lock-up for the radio which is to be used for listening to emergency broadcasts.
- Contact is to be made with the Ministry of Education to outline the extent of possible damage and what space/location are available for the resumption of instruction.

### **Class Trips/Excursions**

- Teachers' Risk Management Procedures will be followed as per the Risk Management Folder.
- The Principal must give permission for all trips made outside of the school grounds.
- Under normal circumstances in a planned visit, the programme resources needed, personnel and objectives of the trip must be presented to the Principal. The Principal will use his/her discretion when approving 'impromptu' visits, for the teacher to take advantage of "teachable moments".
- Teachers will take personal cell phones on all school trips.
- For trips involving overnight stays, the Principal will present a written case to the Board. This case must be submitted no less than one month prior to the planned trip.
- All Cromwell Primary School Camps will be alcohol free. There is an expectation that for the duration of any camp, no alcohol will be consumed by any person potentially responsible for student safety.
- A minimum adult/pupil ratio of 1:6 for Y1-3 children and 1:8 for Y4-6 children will be enforced for all planned LEOTC activities.
- However, when children are visiting venues that are within walking distance of the school, this minimum adult/pupil ratio may be lowered at the Principal's discretion. Safety factors will be paramount when approving a lower adult/pupil ratio.
- Written parental permission should be sought for LEOTC experiences involving higher risk activities. Written parental permission will be requested once at the beginning of each new school year to cover all local based activities such as trips to the swimming pool, the library and other local places.
- Parents going on senior camp must undertake a police vet before they are allowed to go.
- There is an expectation that when private vehicles are used for class trips that the vehicle will be fitted with seat belts, has the appropriate registration and Warrant of Fitness and is insured. All drivers must be appropriately licenced and be aware of all driving regulations that apply. All passengers travelling in a vehicle must have their own seat belt and children under the age of 7 years of age (or less than 148cm tall) must use an approved booster seat.

- Cromwell Primary School is a smoke-free zone and this includes vehicles being used to transport children.

### **School Transport: Safe Behaviour on Buses**

It is the responsibility of the designated Bus Controller to ensure that school bus procedures are followed.

- Maintaining a daily roll of students travelling on school buses
- Maintaining a current “bus tree” for contact use during an emergency
- Having clearly stated general behavioural expectations and specifically those pertaining to school transport
- Promoting the school bus procedures through the newsletter
- Providing all students with a copy of ‘Behavioural Expectations for Students on Buses’.
- Maintaining a reference folder on bus procedures that will include behavioural expectations of students using buses, the requirements of school and student when unsafe or inappropriate behaviour occurs, consequences of unsafe and inappropriate behaviour, provision of a code of conduct.
- Providing regular opportunities for bus students to discuss any concerns and issues they may have.

### **Restorative Practice & Personal Responsibility**

- We use a restorative approach to maintain a safe and happy environment. Restorative Practice is not a ready-made programme or a prescriptive package. It is a philosophy based around thinking and being that supports development of lifelong learner skills.
- Restorative Practice is about developing personal responsibility and not behaviour management
- Restorative Practice is a range of processes that advocates that the people most effective at finding a solution to a problem are the people most directly impacted on by the problem, by creating opportunities for those involved in a conflict to work together to understand, clarify, resolve the incident and work together towards repairing the harm caused.
- Restorative Practice links to the NZC Key Competencies Relating to Others, Participating and Contributing and Managing Self and provides authentic contexts for developing skills in these areas.
- Restorative Practice continuum spans from 1:1 dialogue, restorative dialogue between several students, conferences with small groups, conferences with a whole class and a community conference with students, parents and teachers.
- The Restorative Chat involves asking what happened, what were you thinking, how have people been affected and how can we make things better?
- A Restorative Conference involves a wrongdoer/s, affected person/s and the facilitator. Questions include what happened? what were you thinking?, what have you thought about since? who has been affected by what you did?. What did you think when you realised what had happened? what impact has this incident had on you and others?, what has been the hardest thing for you?, what do you think needs to happen to make things better?, if this agreement is not completed what do you think should happen next?
- Circle Time may be used by classes as a way of involving student voice, sharing concerns and developing a shared understanding of such things as bullying, fairness, expectations
- The Cromwell Primary School Personal Responsibility Procedures Folder outlines expectations, consequences and the process to be followed in the event of serious incidents.
- All teachers will be given the opportunity to train as Restorative Practice Facilitators (as required and when training is available).



## **Emergency Drills & Procedures**

Schools need to make a decision to evacuate or stay in place in the event of an emergency or traumatic incident. We have the following procedures in place to guide us through any such event.

### **Evacuation of Buildings/Fire**

- Continuous ringing of the school's alarm bells indicates the need to evacuate all buildings. Practices will be held at least once each term. Records of the practices will be entered in the register located in the office. The fire bells in the Junction Suite are manually operated and give commands about what to do once activated.
- If the evacuation occurs during break times the first teacher to leave the staffroom is to take the emergency roll book for all classes. No person is to re-enter buildings once the evacuation is happening.
- Building occupants are to exit the building through the nearest exit and move to the assembly area on the tennis courts. Plans are displayed throughout the building.
- Students working away from their classrooms will evacuate with the adult they are working with and rejoin home classes on the tennis courts for roll call.
- Once class groups have assembled, rolls are to be checked and irregularities reported to the Principal.
- Staff is responsible for ensuring that class exits are clear of obstacles at all times. Exits are to be clearly marked.
- Fire assembly practices during an interval or lunchtime should be held once each year.

### **Earthquake**

- Staff is required to instruct classes in the correct procedures for earthquake precautions.
- There will no alarms ringing to indicate an earthquake drill or actual event.
- Children are to move headfirst under tables on the command "**Drop, Cover & Hold**" (backsides facing any windows). Children should remain there until instructed to come out again.
- If there is a need to move classes outside post any earthquake, the assembly area is in the middle of the field between the rugby posts. Roll calls will be taken again and then children will wait in the turtle position as required. Teachers may be required to make this decision independently based on the severity of the earthquake.
- An adult will advise when any drill is over.

### **Lock Down**

- Lock Down bell (5 rings of the school bell) signals that students are required to move quickly back to their own rooms when they hear the signal. Older students are to encourage younger students to go back to their rooms by calling out "go to your room now".
- Junior Duty Teacher to move through sandpit, Junior Playground & playhut areas on their way back to class. Senior Duty Teacher to check Junction Suite on their way to their classroom, unless this space is being used as a classroom.
- Teachers are to lock all classroom doors, shut windows, turn off lights and pull down blinds. Some teachers have additional external doors to lock and signs to put on doors to inform people who may arrive at school that the school is under lock-down. These additional doors include - main doors from street to Block B (H3), back door (H2) and front door nearest Admin Block (H6). Rms1 & 2 are responsible for their normal locking procedure, but if they are not present the Office Staff will do this. School Administrator or TA to check all doors in Administration Area
- Children are expected to enter the buildings as quickly as possible and then wait quietly in their classrooms for their teacher and roll call.
- Once all children have been accounted for, teachers will email the office ([admin@cromprimary.school.nz](mailto:admin@cromprimary.school.nz)) to notify office staff that all children have been accounted for. If a student is unaccounted for, teachers should record their name on the email being sent to the office and this will be followed up by office team. Teachers also to advise parents of Lock Down using Seesaw.
- After roll call & notifying parents, teachers will carry on with a quiet activity – reading a story, a game, art computers etc. Students may only go to the toilet if it is urgent, seat small children on the floor. Children to be kept away from windows and doors. Keep children calm by talking softly, explaining what is happening in the simplest way, be reassuring.
- Any additional contact required with office should be done via email.

- Principal moves to Junior Block and will lock any external doors if teachers are off site during break times. Principal to cover any unsupervised classes in Junior Block and Office Staff will cover any unsupervised in Administration Block. If required Rooms 8/9 can cover each other.
- An adult will personally come to rooms to indicate when the lock down is over.

### **Communicating with Parents**

- Parents will be notified by email, Seesaw & Facebook when the school is under lockdown. They will also be notified in the same way when the lock down is over and that students may be collected if it is in out-of-school hours.
- No parents will be given access to any school buildings during a lock down & no external phone calls will be taken except emergency service contact.
- Parents must accompany children to the office with their blue slips when returning them to school during the day. This will avoid children being dropped off outside the grounds and finding the school in lock down when they get to the office to return their blue slips.

### **Office Staff**

- Lock administration area doors including the staffroom, pull down any blinds, put up "Lock Down" signs on external doors and turn lights off.
- Advise parents of the Lock Down via email & Facebook.
- Check the School Leave Slip Book for any students who are currently signed out against the names of "unaccounted for students" sent via email from class teachers. Follow up with these parents once all of the above actions have been taken.
- Check emails regularly for any emergency emails & communication from classrooms.

### **Food and Nutrition Policy**

Cromwell Primary School supports and encourages a healthy eating environment and culture in our school. We consider that healthy food and beverage choices can enhance educational outcomes.

#### **Our Aim:**

- To provide an environment that encourages and supports healthy eating and the New Zealand Food and Nutrition Guidelines.
- To reinforce in a practical way the principles of good nutrition.
- To establish and ensure the maintenance of healthy eating practices.
- To encourage students to clarify their own ideas and develop skills they need to make responsible decisions about healthy eating.
- To help students understand the factors that influence their food and beverage choices and the possible long term effects of their choices on their well being.
- To ensure food and beverages sold or served reflect the food and nutrition guidelines.
- The school discourages, and in some cases bans, food which inhibit health and/or learning.
- Food to be served in a clean, hygienic and healthy environment.
- Healthy school-wide practices include:
  - Water and brain food encouraged daily in every classroom.
  - Students encouraged to wash their hands before eating.
  - Students sit down while eating their lunch in a specific area.
  - Students are supplied with some fresh fruit during appropriate season.
  - Availability of our heat up system, recommendations made known about suitable lunch options for heat-ups.
  - Water only in drink bottles.
  - Healthy lunch options available through lunch order system.
  - Teachers' role model healthy eating.
  - Educating students, parents and community the importance of healthy eating.

### **Pandemic Plan (Procedure)**

- Cromwell Primary School has a pandemic plan in place as a component of our emergency planning. Plan folder held in reception.

- We will maintain as full a service as possible for as long as possible during a pandemic emergency and will consider alternative means of delivering education to our students during a pandemic.
- Cromwell Primary School is part of New Zealand's National Health Emergency Plan to help prevent the influenza spreading.
- We have established a system to monitor staff who are unwell.
- We have adequate supplies of medical and hygiene products to cope with a pandemic. Pandemic Kit is held in a locked cabinet in the caretaker's room. Key in reception.
- We will liaise closely with the Public Health Service in the event of a pandemic or probability of one.

### **Custody & Guardianship Issue (Procedure)**

Cromwell Primary School recognises the expectations of both parents to be involved in the education of children and be informed of progress while at the same time seeking to avoid conflict arising through custodial issues

- On enrolment it is recorded on student cards/files whether or not parents of a student are living apart and if so whether or not any Court Orders exist in relation to custody or access.
- Both parents are informed of their rights to receive copies of school reports, attend parent/teacher meetings, discuss their child's progress, participate in any disciplinary meetings, participate in parent activities and to vote in the Board of Trustees elections.
- School staff avoid involvement in any dispute between parents of students at school and if requested to comment on any issue relating to custody, guardianship or access should consult the principal.
- All staff concerned are informed of any restrictions relating to access to any child by one or other parent.
- When a parent enters the school grounds in breach of a Court Order, the principal is informed and deals with the situation.
- Any incident relating to custodial conflict is reported to the custodial parent, recorded and kept in a file in the Principal's Office.
- When custody proceedings are before the Court, and counsel has been appointed to represent the children, any incident involving custodial issues is reported to the counsel for the children.
- If a staff member feels threatened or unsafe with a particular parent, the principal is informed and appropriate action is taken to support and protect the teacher.

### **Physical Restraint**

Parents, students and the public have a legitimate expectation that the school environment will be a safe environment that supports learning. Physical restraint is a serious intervention that should be avoided wherever possible. There are however, times when a situation may arise, other options have been exhausted and someone needs to step in. This policy provides for the use of restraint, as well as guidance and procedures in the event it is used.

#### **Principles**

1. Cromwell Primary School aims to minimise the use of physical restraint. If there is an alternative to physically restraining a student, the alternative will be used.
2. The Education Act (1989) provides for the circumstances when teachers and authorised staff members may physically restrain a student. In exercising these powers, teachers and authorised staff members must act reasonably and proportionately in the circumstances to achieve a safe environment for students and staff.
3. Procedural information to support this policy clearly outlines: coverage, definition of physical restraint, examples of "imminent risk", examples which do not represent "imminent risk", the process to follow when physical restraint has occurred, reporting and documentation, Individual Behaviour Plans, Complaints, Seclusion.

## Child Protection Policy (Vulnerable Children Act 2014)

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 expectations 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/kura who believes that any child or young person has been, or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local police. Although ultimate accountability is with the board, the board delegates responsibility to the principal, to ensure that all child safety procedures are implemented and available to staff, contractors, volunteers and parents. Therefore the principal must:

- Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- Comply with the relevant legislative requirements and responsibilities.
- Make this policy available on the school's website or available on request.
- Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required.
- Ensure the interests and protection of the child are paramount in all circumstances.
- Recognise the rights of family/whanau to participate in the decision-making about their children.
- 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.
- 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.
- Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
- Consult, discuss and share relevant information, in line with our commitment to our confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person (principal).
- Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise.
- Make available professional development resources, and/or advice to ensure all staff can carry out their roles in terms of this policy.
- Ensure this policy forms part of the initial staff induction programme for each staff member.
- The board, as a government funded service provider, is jointly accountable for working together with other agencies to develop, deliver and report on a cross-agency plan, to protect vulnerable children and improve well-being. No single agency alone can protect vulnerable children.
- The board through the principal will ensure children are safe by implementing the following checking processes:
  - Safety checking for new and existing core and non-core workers. MOE has advised that volunteers are not required to be safety checked under the new Vulnerable Children Act 2014. The only unpaid children's workers who are required to be safety checked are those who are undertaking the work as part of an educational or vocational course. The school will undertake safety check for volunteers who are likely to be alone with children.

- Safety checking of parent helpers who stay overnight on camps or trips, or who are fully responsible for groups of children without a teacher being present. Parents will be required to undertake a full police vet (at their own cost), prior to their involvement with EOTC events as listed.
- Workforce restrictions preventing people with certain serious convictions form roles that involve working alone with, or primary responsibility for children. Identity verification – proof people are who they say they are, including former identities. (Refer guidelines for categories A & B)
- Information requirements – reliable data about history and behaviour, Police Vetting
- Risk Assessment – judgement based assessment will be designed
- Proof of Identity – Anyone applying for a practicing certificate or limited authority to teach must have their proof of identity sighted and verified by an identity referee, the Principal or Deputy Principal. This must be done before it goes to the Education Council. Identity referees must make sure the applicant presents the documents in person and that there is one document from Category A and one from Category B. The documents must be current and one must have photo identification.
- Periodic re-assessment – information will be updated and reassessed every three years.
- Supporting Board Procedures:
  - NAG 3 – Teachers’ Code of Ethics, Staff Appointment Process, Protected Disclosures, Police Vetting
  - NAG 5 – Child Abuse, Custody & Guardianship Issue
  - NAG 6 – Human Rights Act 1993, Privacy/Confidentiality,

## SUPPORTING DOCUMENTS/EQUIPMENT

Document	Location	Key Action
Accident Register/Log	Sick Bay	<ul style="list-style-type: none"> <li>▪ Completion following treatment.</li> <li>▪ Referral to Principal following doctor.</li> </ul>
Bleeding (treatment of)	MoE Circular File 1999/21 Sick Bay	<ul style="list-style-type: none"> <li>▪ Annual visit with all staff</li> </ul>
Blood Care	All Staff Sick Bay	<ul style="list-style-type: none"> <li>▪ Review Cycle</li> </ul>
Buildings Systems and Features Manual	Caretaker’s work room	<ul style="list-style-type: none"> <li>▪ Scheduled checks</li> <li>▪ Annual check – Argest</li> </ul>
Building Warrant	Foyer	<ul style="list-style-type: none"> <li>▪ Annual survey</li> </ul>
Bullying Information	Office NAG Folder	<ul style="list-style-type: none"> <li>▪ Review Cycle</li> </ul>
Computer Manuals	Computers	<ul style="list-style-type: none"> <li>▪ Additions</li> <li>▪ Amendments</li> </ul>
Disability Register	Office	<ul style="list-style-type: none"> <li>▪ Additions noted on enrolment</li> <li>▪ All staff made aware</li> </ul>
Emergency Contacts	Office Teacher/Staff	<ul style="list-style-type: none"> <li>▪ Amend on new arrivals</li> <li>▪ Check for changes of family details</li> </ul>
Evacuation Plans	Work space walls	<ul style="list-style-type: none"> <li>▪ Annual Check</li> </ul>
Evacuation Practice Register	Office	<ul style="list-style-type: none"> <li>▪ Caretaker to complete following drills</li> <li>▪ Concerns/issues to be reported to Principal</li> </ul>
Guidelines for Identity Verification	Back Office	<ul style="list-style-type: none"> <li>▪ Review Cycle</li> </ul>
Hazard Register	Caretakers Office	<ul style="list-style-type: none"> <li>▪ Regular Review</li> <li>▪ Refer visitors to Visitor Information in main office</li> </ul>

Immunisation Register	Office	<ul style="list-style-type: none"> <li>Updated on enrolment</li> </ul>
Medications	Locked cabinet – Sick Bay	<ul style="list-style-type: none"> <li>Refer medicines permission forms</li> <li>Staff aware of key location</li> <li>Administration procedures</li> </ul>
Medicine Permission Forms	Office	<ul style="list-style-type: none"> <li>Parental consent</li> <li>Storage of medicines</li> </ul>
Pandemic Plan	Office (2)	<ul style="list-style-type: none"> <li>Review Cycle</li> </ul>
Personal Responsibility Folder	Principal's Office	<ul style="list-style-type: none"> <li>Distributed to staff</li> <li>School procedures and information</li> <li>Annual review</li> </ul>
Procedures for Safe Bus Travel	Office	<ul style="list-style-type: none"> <li>Review Cycle</li> </ul>
Property Maintenance Programme	Office	<ul style="list-style-type: none"> <li>Annual review</li> <li>Caretaker implements</li> <li>Biannual update</li> </ul>
Smokefree Statement	All Staff Noticeboards & school signage	<ul style="list-style-type: none"> <li>Review Cycle</li> <li>Distribution</li> </ul>
Physical Restraint	Office NAG Folder <a href="#">Child Protection Policy</a> <a href="#">Vulnerable Children Act 2014</a>	<ul style="list-style-type: none"> <li>Review Cycle</li> </ul>
Ten Year Maintenance Plan	Office	<ul style="list-style-type: none"> <li>Annual Review</li> <li>Budget prioritising</li> <li>Biannual update</li> </ul>
Trauma Management Plan	Office (2)	<ul style="list-style-type: none"> <li>Review Cycle</li> </ul>
Trip/Excursion forms	Office	<ul style="list-style-type: none"> <li>Completion</li> <li>Acknowledgement of conditions</li> </ul>
Child Protection Policy: Other Relevant School Documentation/Information NZSTA website MOE website Vulnerable Children Act 2014	<a href="http://www.nzsta.org.nz">www.nzsta.org.nz</a> <a href="http://www.education.govt.nz">www.education.govt.nz</a>	
		<ul style="list-style-type: none"> <li></li> </ul>