

# Health and Safety

## School Management and Organisation at Papatoetoe Intermediate School

### Book 2

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## Papatoetoe Intermediate School Board Policies relating to Health and Safety

### 4. Health and Safety Policy

The legislative framework for health and safety is Health and Safety at Work Act 2015. NZSTA has published *A Practical Guide for Boards of Trustees and School Leaders*.

The Board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace. The Board is responsible for ensuring health and safety procedures are developed and implemented, however, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

The Board will, as far as is reasonably practicable; comply with the provisions of legislation dealing with health and safety in the workplace, by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation with workers and the school community on the strategy occurs
- ensure there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures, and comply with the Sale and Supply of Alcohol Act 2012 [Sale and Supply of Alcohol Act 2012 No 120 \(as at 30 January 2021\), Public Act Contents – New Zealand Legislation](#)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting serious harm incidents
- having a commitment to a culture of continuous improvement

The Principal, as Officer has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation, and in particular the six due diligence obligations
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure that the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every two years regarding the health programme being delivered to students
- provide information and training opportunities to employees

- advise the board chair of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
  - cooperate with school health and safety procedures
  - comply with the health and safety legislation, duties of workers
  - ensure their own safety at work
  - promote and contribute to a safety conscious culture at the school.

Review schedule: Triennially

### **1. Child Protection Policy (See Book 3)**

The legislative framework for the Child Protection Policy is the Vulnerable Children’s Act 2014 and the Children, Young Person and Their Families Act .

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 either as teachers or RTLB.

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 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 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
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
14. Have in place a procedure that appropriately supports the acceptance of claims and investigations into historic abuse

**Review schedule:** Review schedule: Triennially

#### **Related documentation and information**

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website [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>

#### **1. Legal Responsibilities Policy**

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

Review schedule: Triennially

#### **Legal responsibilities includes:**

- Enrolment Policy and Procedures
- International Students Policies and Procedures
- Care of Animals and their Rights Policies and Procedures
- Overseas Travel Policies and Procedures

## How the Board Health and Safety Policy is maintained and managed

*The Board will, as far as is reasonably practicable;<sup>1</sup> comply with the provisions of legislation dealing with health and safety in the workplace, by:*

### **1. Providing a safe physical and emotional learning environment by ensuring that all related procedures are maintained and adhered to:**

- See Health and Safety and Emergency Procedures Handbooks including:
  - Emergency Drills and Procedures
  - Staff Induction Procedures
  - Student Induction Procedures
  - Pandemic Procedures
  - Traumatic and Crisis Management Procedures
  - Hazards and Risk Management Procedures
  - Serious Injuries Procedures
  - Education Outside of the Classroom and Risk Identification and Management (RAM's) Procedures
  - Police Vetting Procedures (Personnel Handbook)

#### **See also**

- 'STAR Way' Handbook (Behaviour management procedures)
- Personnel Handbook – Personnel management
- Learning Support and Guidance Handbook – Student support
- Induction Handbook
- RTLB Operations Handbook
- Transition Handbook

The Principal regularly reports to the Board, in relation to Health and Safety, on:

- Health management – adherence to policy and procedure, as required
- Hazards and Risk management – each term (and as required)
- Student behaviour and attendance – each term
- Personnel management – monthly
- Learning Support and Guidance – each term

### **2. Ensuring a health and safety strategy/plan is in place and engagement and consultation with workers and the school community on the strategy occurs through:**

- Regular review processes are reported to the BOT by the Principal
  - The Wellbeing Survey – Term 2
  - The Inclusion Survey – Bi annually, Term 3 (starting in 2017)
  - Health and Safety Team meeting minutes – three times a year (Terms 1, 2, 3)

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<sup>1</sup> **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

- Property Meeting minutes - termly
  - Principals Reports – monthly
  - Community Hui feedback – when discussions are about aspects of Health and Safety up to twice a year
- 3. Providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards by:**
- Hazard Reporting processes (see Principal Reports including Property and Health and Safety minutes)
    - All identified Hazards are reported to the Caretaker, Executive Officer and Watershed (Property Management and Consulting firm)
    - Any identified Hazard that is assessed as ‘high risk’ has an immediate plan of action to minimize the risk and possibility of harm
    - Identified hazards are reported on to the BOT regarding risk and management
  - Regular area audit and compliance reporting (see Health and Safety Handbook Section 2)
- 4. Ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting serious harm incidents:**
- Principal reporting as outlined above re: Serious injuries, Hazards
  - ACC and Accident reporting
- 5. Having a commitment to a culture of continuous improvement:**
- **The BoT has an on-going commitment to training in the requirements under the Health and Safety Policy areas:**
    - Vulnerable Children’s Act
    - Health and Safety at Work Act
    - Health and Safety requirements regarding Education Outside of The Classroom
    - Police Vetting Requirements
  - **The Principal reports to the Board on a regular basis regarding;**
    - Self-review processes – each term
    - Community Hui feedback – twice a year
    - Data provided re student behaviour – monthly
    - Compliance under the above legislation and requirements

## How the Principal oversees and implements these policies

*The Principal, as Officer has responsibility for implementing this policy and therefore must:*

- 1. Exercise due diligence in accordance with the provisions of the health and safety legislation, and in particular the six due diligence obligations<sup>2</sup>**
  - Implementing the 'STAR Way' (see Handbook)
  - On-going review of SWIS behavioural data and ensuring analysis that lead to identification of times, incidents and areas of concern and addressing those as a staff
  - Working with students to identify and address concerns through use of Student Leaders meetings, class meetings, the Wellbeing Survey and the Inclusion Survey
  - Addressing identified concerns with students (at Assemblies, in Syndicates and in classes, specifically and via curriculum delivery)
  - Discussing EEO and Health and Safety matters at every meeting and for concerns identified through meeting minutes from meetings to be addressed through the Senior Leadership Team
  - Regularly discusses any health and safety matters relating to RTLB with the Cluster Manager
  - Regular Health and Safety meetings that do not include the Principal but do include the appointed Health and Safety school representatives and representatives of each teaching Syndicate, RTLB and students
  - *Also see Complaints Procedure, Harassment and Bullying Procedure and Protected Disclosures Procedures*
  
- 2. Take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices**
  - *Also see the Health and Safety Handbook Section 2*
  - Undertaking regular Health and Safety 'area audits' over the course of each year
  - Working with our Property Manager (*Currently 'Watershed'*) to ensure weekly checks of school property are undertaken with the Caretaker and Executive Officer
  - Ensuring that work of the school cleaners meets contractual requirements
  - Regular and on-going (specifically relevant) professional development for the Caretaker, Teachers, other staff members and students on:
    - Health and Safety requirements at induction and in an on-going way
    - Emergency Procedures
    - Education Outside of the Classroom (EOTC) requirements
    - Health and Safety Officers and Representatives training
    - Pandemic and Infectious disease management procedures

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<sup>2</sup> know about work health and safety matters and keep up-to-date, gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations, ensure the PCBU has appropriate resources and processes to eliminate or minimise those risks, ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information, ensure there are processes for complying with any duty, and that these are implemented, verify that these resources and processes are in place and being used.

3. **Ensure that the staff code of conduct is implemented effectively**
  - *Also see Personnel Handbook and the RTLB Operations Handbook*
  - Induction Procedures
  - Code of Conduct adherence and maintenance
  - Code of Conduct reviewed annually in December
  
4. **That there are effective processes in place**
  - *Also see Health and Safety reporting procedures, meeting agenda etc., (Health and Safety Handbook Section 2)*
  - *Also see Bullying and Harassment Complaints procedure – Personnel Handbook*
  - *Also see Complaints Procedure – Personnel Handbook*
  
5. **Provide a smoke free environment**
  - The Principal with all staff ensure that the school and all school-related activities support the expectations of a ‘smoke free environment’
  - *Also see staff members Induction Processes – Personnel Handbook*
  - *Also see Parent Information for trips and EOTC – Health and Safety Handbook Section 3, Risk Management and Education Outside of the Classroom (EOTC)*
  
6. **Ensure a risk analysis management system (RAMS) is in place and carried out**
  - *Also see Risk Analysis and Management procedures and documentation – Health and Safety Handbook Section 3*
  
7. **Seek approval for overnight stays/camps/visits attesting first to their compliance with above**
  - *Also see Risk Analysis and Management procedures and documentation - – Health and Safety Handbook Section 3*
  - Including EOTC requirements for planning and preparation
  - Including EOTC requirements for student and parent induction during EOTC events
  
8. **Consult with the community every two years regarding the health programme being delivered to students**

**Community consultation in even years:**

  - Personal Growth and Development: Mental Health support
  - Keeping Ourselves Safe/ Standing up for myself
  - Cybersafety and anti-bullying

**Community consultation in odd years:**

  - Pubertal Change
  - Effects of harmful substances/ Life Education programmes



- Relationships with others; Dealing with change /Restorative Practices

**9. Provide information and training opportunities to employees on a regular basis**

**a. Health Curriculum**

- Health Promoting Schools support for Health Curriculum Leader/s
- Life Education and/or other support Agencies for all staff re specific programmes
- Curriculum specific staff and team meetings

**b. Health and Safety and Emergency Procedures**

- Reminders at staff meetings as required
- Regular updates at staff meeting as required
- Emergency Procedures training at the start of every year, during induction and regular termly practices

**c. Risk/ Hazard Identification and Management**

- Regular whole staff reminders and PD as required

**d. First Aid training** for all staff over a two year rotation

**e. Student safety and referral PD for staff including**

- Identification and referral of abuse and neglect
- Vulnerable Children’s Act Requirements
- Non-violent Crisis Intervention
- Restraint and Seclusion
- Restorative Practices
- Cybersafety and our schools expectations re online safety for students, teachers/staff etc., as the need arises

**10. Advise the board chair of any emergency situations as soon as possible**

- *See Crisis Intervention and Management Procedures*

**11. Ensure all employees and other workers at the school will take reasonable care to:**

- cooperate with school health and safety procedures
- comply with the health and safety legislation, duties of workers
- ensure their own safety at work
- promote and contribute to a safety conscious culture at the school.

**12. All staff, students and visitors are responsible for reporting and minimising risks and hazards**

- *See Hazard Reporting and Section 2 of the Health and Safety Handbook*

**13. The Principal with the Executive Officer, Caretaker and Property Manager are responsible for working with students, staff and visitors to take all reasonable steps to minimise and reduce risk and possibilities for harm**

- All meeting agenda have a requirement to check for risks regarding Health and Safety including EEO risks
- All identified risks are analysed by senior leaders for seriousness and reasonable steps are taken to understand and minimise the risks
- Student leader and class meetings also have Health and Safety reporting and all reasonable steps are taken to address the risks
- Serious risks identified by students, staff and to the school by visitors and members of the community are reported to the BOT and all reasonable steps are taken to address the concerns

## **Health and Safety Procedures relating to school organisation and management**

### **2.1 Bus Safety and Bus Code of Conduct Agreement Procedure**

**Rationale:** *Many of our students use public transport to get to and from school, busses in particular. We strive to ensure a safe environment for our students at all times by defining what behaviours are safe and acceptable especially when travelling on a bus or other public transport.*

#### **Promoting Appropriate Travel and Bus Behaviours**

To ensure that our students and parent helpers are aware of acceptable bus behaviour it is important that promoting bus safety procedures occurs.

This is achieved by:

- Promotion of bus expectations through newsletters, assemblies, in the classrooms and meeting with students using the bus services
- Providing students with a copy of behavioural expectations for travelling on busses, reinforcing behavioural expectations before boarding so all passengers are doing a expected (students, parent or other helpers, and teachers) and are all reminded of expectations
- Having copies of the behavioural expectations posted within classrooms

#### **Organisational pointers**

- Prior to the start of each school year the DP and/or AP meets with students to explain our schools expectations regarding travelling on public transport and school busses
- Students using public transport will be noted, trained and supported by school staff members
- Supervision is provided prior to embarking on public transport. Our school has high expectations for students' standards of behaviour; when waiting for busses, embarking on busses, while travelling to and from school, and when they disembark.

**These expectations focus on keeping students safe at all times.**

**When using a bus for a school trip:**

**Prior** to all school trips involving buses, trains or ferries, a complete 'Risk Analysis Management' (RAM form) must be completed by the lead teacher. This will include behaviour on the buses and organisation for ensuring that bus behaviour expectations are stated to students, parent helpers and teachers. It is the lead teacher's responsibility to ensure that the expectations are met.

**At the start of the trip**, the lead teacher must introduce themselves to their bus driver. At this point, they will clarify their destination, drop off points and times for returning to school along with any other organisation relevant to the bus driver.

The lead teacher may invite the bus driver to speak to the passengers once they are settled on board in order to reinforce his/her expectations as travellers on his/her bus (this will reinforce positive relationships particularly on a long journey).

**Behavioural Expectations**

- Students wait in quiet and orderly ways
- Students allow members of the public to embark first
- Students will be polite to the bus driver, to other passengers and to one another at all times
- Students will get on and off the bus in an orderly way (under the supervision of an adult if on a school trip)
- Students walk to the back of the bus and fill all the seats in an orderly way
- Once seated, students place their bags (and any other items they are carrying) on their laps or under the seat in front of them
- Only socially acceptable language is allowed
- Students will speak quietly when talking to one another so as not to distract the driver
- There is no eating or drinking on the bus and no rubbish will be left on the bus when everyone disembarks. The premise of 'leaving the bus as we found it' is paramount.
- Students will not engage in 'unruly behaviours' (e.g. they will not: knock on windows, give rude gestures, touch bells curtains or buttons, distract other drivers, play with windows) and they will be courteous, respectful and listen to other passengers
- Students will remain seated and face forward.

**If the bus is for a school trip**

- Children are reminded of the bus behaviour expectations before they leave their classes for the trip
- The lead teacher will count the students onto the bus (train or ferry)

- The first person to leave the bus will be one or two adult supervisors who will ensure that students disembark and wait safely.
- Students will not stand until the lead teacher has told them it is time to leave the bus and their leaving will be in an orderly and quiet way.
- There will be at least 1 adult supervisor on every bus.
- The most important thing is to keep all students safe at all times
- If children do not meet our expectations they may not be allowed to use the buses and may be unable to attend other school trips unless they are also attended by a parent/legal guardian

**If there is a complaint**

- Parents (on behalf of students) may contact the school (by phone or email) to notify of a complaint. Members of the public also make complaints as do drivers and other passengers.
- If the complaint involves the use of public transport, we encourage students to complete an incident report and submit that to their Teacher, AP or DP as soon as possible.
- All complaints are taken seriously. An AP will discuss the with the students involved in order to try to resolve any problems
- The school cannot take responsibility for students’ behaviour outside of school hours. All attempts are made to resolve problems.

Related content re **Bus Safety and Bus Code of Conduct Agreement Procedure 5.5** follows:

**Code of Conduct on a Bus - see *the STAR Expectations in the STAR Way Handbook***

**Code of Conduct on a Bus Procedure is an agreement between The Parent/Legal Guardian and Student and Papatoetoe Intermediate School. The Parent/Legal Guardian and Student will read and ensure that they understand the expected code of conduct on a bus, which is to be adhered to for the safety of all students, the teachers and adult helpers travelling on the bus and the bus driver.**

I, (students name)\_\_\_\_\_agree to abide by the behavioural expectations described above.

I understand that the safety and comfort of everyone on the bus depends on the same standard of behaviour and consideration for others that is expected in the classroom.

**\*The Student (signature)**\_\_\_\_\_

**\*Parent/Legal Guardians (name)** \_\_\_\_\_ **(signature)**\_\_\_\_\_

**(date)**\_\_\_\_\_

***We expect Parents/Caregivers to support the school in maintaining and supporting these standards of behaviour.***

## 2.2 Playground Supervision Procedure

**Rationale:** *We take all reasonable steps to ensure that we provide students with a physically and emotionally safe environment at all times*

- ✓ **All students take breaks outside, with other students.**
- ✓ **Only students supervised by a staff member may be inside during breaks.**
- ✓ **Students may only use the internet or Chromebooks, computers if supervised by a staff member.**

- 1) Staff participate in playground and supervisory duties in order to ensure the safety of students
- 2) Teachers must be at playground and supervisory duty on time and in the designated area
- 3) Teacher/staff members behave 'professionally' when they are on duty. This means that there is to be no use of cell phones and other items that may distract the teacher/staff member from their purpose of supervising areas for the safety of students.
- 4) Duty personnel must be **active supervisors** and rove, making themselves available and visible to students. They will actively engage with students and look for opportunities to avert any trouble or redirect negative behaviours. They will ensure that the students are safe at all times.
- 5) Duty personnel will wear a fluorescent jacket or sash so children can easily spot them, these jackets are provided for every staff member.
- 6) In the case of an emergency, a bystander (student or adult) may be sent to the office to ask for assistance. The bystander must be told exactly where to go and what to say by the attending staff member.
- 7) Assistance will be sent immediately from the office.
- 8) Duty personnel recognise and praise positive behaviours in the playground. We actively seek out children who are doing the 'right things' such as playing cooperatively and constructively, picking up rubbish, sharing equipment, helping each other.
- 9) Duty personnel are expected to deal appropriately and immediately with conflict. They are to ensure that it does not escalate and must not 'pass the buck' to another teacher.
- 10) If an incident does happen, the teacher who dealt with the situation will follow school behaviour management procedures found in The 'STAR Way' Handbook.
  - ✓ State the incident and make a list of names of the students involved in their duty notebook

- ✓ Complete their own written incident report which must be submitted, before they leave school, to the relevant personnel (e.g. AP, DP, classroom teacher, Principal, etc.).
- ✓ Ensure students provide written incident reports and are referred, (if required) to the appropriate people (e.g. AP, DP, classroom teacher, Principal, etc.).

11) At the end of break times, when the music plays, it is the duty person's job to ensure that all students return quickly and happily to class.

12) If any health or safety concerns arise whilst on duty, the office must be notified immediately.

### **Duty Expectations for staff**

*Duty rosters are compiled by senior school leaders and are reviewed each term and take into consideration the requests of individual staff members.*

- Be on duty on time and at the correct area.
- Wear the flouro jacket or sash
- Make sure you know who is on duty before and after you.
- When your duty is over, meet the next duty person and hand over all the duty equipment.
- It is your responsibility to swap duties if you have planned to be away for the day (this includes release for professional development and requested leave).
- Make sure there is sufficient information for a reliever about your duty roster so that they can do your duties.
- Look out for other duty teachers when you are on duty. Help and support them especially if they are not regular teachers at the school.

### **Wet weather procedures:**

On very wet days, students cannot go outside for breaks. Teachers need breaks. A 'Wet Day' supervision agreement is developed in Teaching Teams and Teachers share the supervisory responsibilities.

The same rules apply: Students must be supervised. They may not use the internet or computers unless actively supervised.

We encourage children to make sensible decisions about the weather and if they should be inside or out.

The teacher on duty at the front of the school decides if the weather is too wet for children to be outside. They notify the office, office staff tells everyone that they must go and stay inside.

If the weather changes again and children can play outside again office staff tell all children they must be outside.

If the weather is wet children will be inside classes at break times and under the supervision of the 'wet day duty teachers' agreed in Syndicates

### **2.3 Drugs, Alcohol and Smoke free Environment Procedure**

**Rationale:** *We are committed to providing an emotionally and physically safe environment. Therefore, our school, the school the site and surrounding grounds are drug, alcohol and smoke free*

#### **PURPOSES:**

1. To ensure a smoke free, alcohol and drug free environment.
2. To promote positive messages regarding a smoke free lifestyle and the use of drugs and alcohol.

#### **Guidelines in the event of suspicion of drugs or alcohol at school**

**1.1** Students must not consume alcohol, be affected by drugs or have any alcohol, drugs or tobacco or any substance that mimics or can be used as tobacco or drugs (e.g. synthetic or prescription drugs, shisha etc.) in their possession when they are at school or on the school site.

- Students suspected of having any of any of these substances in their possession, or who have consumed, or suspected of under the influence of, will be questioned in the presence of a support person (AP, DP, Principal, SENCo, or social worker).
- If consumption or possession is confirmed their parents/legal guardians will be contacted and asked to come to school.
- If appropriate, the police may also be called to question, search or speak with the student and their families.
- A referral to Oranga Tamariki may also be made if the student has been supplied by a family member
- Appropriate and serious consequences (subject to the principles of natural justice) will apply if students are found to be, or have been, in possession, supplying to others, and/or not complying with these expectations.

**1.2** Staff, students, parents/legal guardians and the community are informed of the school's smoke, drug and alcohol free status through assemblies, newsletters and prominent signage and personal reminders when necessary.

**1.3** Staff, parents and helpers may not consume alcohol or smoke on site, at school, or at events where they are responsible for, nor in the presence of the students involved in or on school trips or events:

- No staff member is to be seen by students during the course of the school day consuming alcohol or smoking.
- Staff members may not attend class or be with students smelling of alcohol and cigarettes or showing signs of being under the influence of alcohol or any illegal drugs.

- Should this occur the staff member may face disciplinary actions.
- 1.4** If an event is school related (e.g. fundraising, staff only occasions) where students are not involved, permission to provide alcohol must be sought from the Principal or BOT Chair
- On these occasions, non-alcoholic drinks and food must also be available.
- 1.5** Non-compliance by persons other than students must be brought to the attention of the Principal, preferably in writing as soon as possible after the incident.
- 1.6** If a staff member or visitor (whether they are a staff member or not) is suspected of being under the influence of drugs or alcohol the principal may choose to relieve them of their duties at school and send them to work at home, or ask that they leave the school grounds.
- If that person does not comply, the Principal may request the presence and support of the police.
  - In all such events, the Principal must ensure the safety of the person involved (and of the students and public) and must ensure that the person is not a risk to themselves or to others.
  - The Principal may need to arrange safe transport and is able to request car keys if they feel this is warranted.
- 1.7** The Principal or their representative has no jurisdiction to ‘confiscate’ any items. However items may be ‘seized’ for a defined period (see No 1.9)
- 1.8** In any situations where there is concern for the safety of the person or to others, the police must be called.
- 1.9** If a student/ or students are suspected of being in the possession of ‘illegal substances or dangerous objects (i.e. alcohol, drugs, cigarettes, synthetic or un-notified prescription drugs, weapons, photographs or objectionable material – texts, notes etc.) The DP, AP or or Principal must be notified immediately.
- If there are reasonable grounds, these people may choose to ‘seize’ or ‘search’ the person involved.
  - All steps will be taken to uphold personal rights of the person involved: i.e. fair and respectful treatment, assume innocence, principles of natural justice.
  - All steps will be taken to ensure the person involved has a support person present (classroom teacher, SWIS, Parents/legal guardians etc.).
  - The search will involve no touching of the person involved.
  - A record will be kept of the search (names, times, items found if any and information shared).
  - If the person involved is unwilling to comply, the AP, DP or Principal may refer the matter to the police. At this point the parents/caregivers must be notified.

### **Guidelines for prevention**

**2.1** The school’s Health programme will include health issues relating to smoking and drug and alcohol use and abuse of substances.



- The Principal is required to consult with the school community regarding programmes relating to drugs, smoking and alcohol. This is done through Surveys and Community meetings where families are fully informed regarding the programme and feedback is sought that may provide useful information as to how various groups would like these topics approached.
- The Principal is charged with seeking and implementing appropriate and effective Health programmes relating to Drugs, Alcohol and Smoking relevant to this age group.

**2.2** Any student or staff member may seek assistance with smoking, alcohol or drug issues via support from the SENCo and/or referral to a support agency.

- All staff members are required to be made aware of the ‘Surrender and the Retention of property and Searches’ MoE Guidelines especially senior staff carrying out such searches. [Surrender and retention of property and searches - guidelines – Education in New Zealand](#)

#### **MoE Guideline principles to which the school adheres**

- Principle 1: All schools are required to provide a safe physical and emotional environment for students and staff. A safe environment for students and staff is of paramount importance and therefore must be given primacy when applying the guidelines. National Administration Guideline 5 and other legislation clearly establish this.
- Principle 2: Parents, students and the public will have a legitimate expectation that the school environment will be free from drugs, weapons, alcohol and cyber bullying. They will expect schools to develop a written policy and procedure on surrender and retention and to advise them accordingly. Schools must be mindful of these expectations.
- Principle 3: Parliament has given new powers and clarified the law in relation to searches and retaining student property. In exercising these powers, schools must act reasonably, in good faith and in the least intrusive manner to achieve a safe environment.
- Principle 4: Students are protected under Section 21 of the New Zealand Bill of Rights Act 1990, which states “Everyone has the right to be secure against unreasonable search or seizure, whether of the person, property or correspondence or otherwise”. This section does not prohibit searches or seizure of student property but schools must be able to justify their actions as reasonable and necessary to maintain a safe environment.

#### **2.4 Guidelines regarding Consultation at Papatoetoe Intermediate School**

**Rationale:** *We endeavor to provide opportunities for those affected by decisions to be able to provide feedback and express opinions on the decisions.*

To ensure that all decisions made facilitate inclusive processes with our school so that all students and their families, teachers and staff members are able to participate in programmes provided. We do this through a process described as ‘**consultation**’. *Consultation* is described by the New Zealand Ministry of Education in the following ways:

- 1) We follow a process that invites participation by the school community. This may be through a special Consultation Meeting or through the Community Hui held each term.

- 2) At the meeting, we will present a draft from the programme/ decision that we wish to consult with the community about. We will explain how the information was gathered and where recommendations originated. We will ask for feedback and community reaction, and recommendation for changes/alterations and inclusions. We will then consider the new information and make appropriate changes; keeping in mind the needs and requests of the whole school community.
- 3) Our aim is always to ensure that all needs are best met.

#### What is Consultation?\*

- It involves listening as much as talking
- It is about sharing information
- It involves dialogue
- It is about providing people with feedback
- It is about increasing understanding

#### What does Consultation Do?\*

- It helps people to understand each other's viewpoints
- It develops trust and partnership between people
- It allows people to contribute to tasks as equals
- It increases the power and influence of both parties in a relationship
- It helps people to understand what is happening

*\* From 'Getting Started on Consultation' (Starter Ideas for Schools and Board of Trustees), Ministry of Education, 1989 (out of print)*

#### **We will consult about:**

Curriculum delivery especially about

- ✓ Delivery of certain aspects of the Health Curriculum (i.e. Drug and Alcohol Education/ Keeping Ourselves Safe/ Sexuality and Relationships)
- ✓ Cultural and Language Programmes
- ✓ Behaviour Management
- ✓ Assessment and Reporting Processes
- ✓ EOTC- camps etc
- ✓ Health and Safety Procedures
- ✓ Charter and Strategic Plans

- 4) Some of these areas we are required by law to consult with our community. Some of them we consult with our community about because we believe it is in the best interests of our students to have strong community input.

***See Annual Plan***

## **2.5 Search and Seizure Procedures**

### **Rationale**

*It is the responsibility of the Board, including the Principal, to keep staff and students safe from harm. They must ensure that all staff members are trained to identify and manage unpredictable situations wherein a person may be intent on harm or be in the possession of harmful objects, items or illegal substances. The Board and Principal must also ensure that staff members are fully aware of the expectations, procedures and responsibilities in such high risk and unexpected situations.*

*The most important consideration always is the safety of staff and students.*

*From time to time staff members may have reason to believe that a person on the school grounds may be of risk to others or be in the possession of harmful or illegal items at school. This may include items held on a device.*

*The person in question is to be treated with respect and dignity and must have their rights upheld.*

- People are not to be confronted in a public place unless the risk of harm to that person or others is immediate and at a high level.
- If the risk is immediate and high staff members may use 'reasonable force' in order to keep all students and staff members safe.
- If the person must be restrained for a length of time then there must be an allocated and trained person checking the vital signs (breathing, pulse) of the person being restrained. Checking must continue after restraint has ceased.
- Restraint causes trauma and the person being restrained must be cared for after the event
- Those people doing the restraining must also be cared for and counselling offered

**If the person is very aggressive, unable to be restrained or non-compliant the school will call the police (111) and may choose to either evacuate the area and/or follow 'lock down procedures'.**

- If the person is a student, after calling the police their whanau will also be contacted the situation explained to them, including the fact that the police have been called.
- When whanau arrive they must be given access to the person involved.
- They must also be given a summary of the incident to that point with the understanding that an investigation is not completed.

- A written summary of the entire incident, police referral number, the person undertaking the restraint or search and the items found must be kept on a permanent file.
- All people involved must be offered opportunity to present their version of the incident (see incident reporting)
- The Principal must report to the Board all incidents involving restraint, search or seizure.
- Objects or Items cannot be confiscated by school staff, but may be 'taken as evidence' by the police
- Items found in a search (e.g. harmful objects of items- knives, lighters etc.) must be returned to the caregivers – not to students
- If the caregivers do not want the item they must be disposed of securely

**Only people delegated by the Board may undertake a search. This delegation is reviewed annually at the first meeting of the year. Delegated persons (delegated approval by Board annually ) are:**

✓ **The Principal:** Pauline Cornwell

✓ **The Deputy Principal:** Donna Young

✓ **The Assistant Principals:** Gareth Fletcher, Tracy Prout, Lynn Corderoy, Sanjeev Kumar, Nawinta Prasad

✓ **Caretaker;** Craig Hooper

✓ **RTLb CLuster Manager;** Tamara Gersbach

- Searches may be undertaken by people with written delegated authority if a person is 'believed to be in the possession of or have concealed on or around their person' an object, item or substance that is illegal or could be of harm to another person. This could also include items on a device.
- These people may request another adult to act as an adult support person or witness.
- The role of the support person is to act as a witness and to ensure the safety of the person being restrained or searched.
- Ideally, if the person being restrained or searched is a student, then the School Social Worker would be present.
- Searches may only include a person's property and outer clothing and must be undertaken in a private space, in the presence of another adult and by a person who is of the same gender, except in exceptional circumstances.

**The safety of students and staff members is of paramount importance. All actions taken must make decisions first in regards to ensuring safety of others is maintained.**

- If a staff member, who does not have delegated authority to search has 'reason to believe' a student is in the possession of or has concealed an object, item or substance they must contact the office urgently and request the urgent support of a school leader (see delegated list) and tell the office staff their understanding of the 'level or risk or immediate harm'.
- They must then choose whether to stay in the presence of the person or to remove themselves and others (i.e. students) from that person's presence (evacuate).
- They must ensure that the office and others in their immediate vicinity understand the risks and their concerns.

**Risk to students and staff must be diminished;**

- By evacuation
- Restricting access
- In lockdown
- By calling for help
- By telling others

**If the school or area of the school is in lockdown it must remain that way until the all clear is given by the Principal, or the person acting in the place of the Principal (e.g. Deputy Principal or Associate Principals)**

**Harmful and illegal items may include:**

- Any illicit or prescription drugs
- Knife or blade
- Gun – whether real, replica or toy
- Harmful digital content; emails, texts, photos, video content
- Pornography or items with pornographic offensive content
- Fire lighting equipment – accelerant, lighter, fireworks or explosives
- Rope
- Alcohol
- Anything that can be used to sniff, 'snort' or use to 'get high'
- Racist or derogatory items
- Stolen goods

**If, during the process of search or seizure, it is disclosed that a law has been broken (e.g. alcohol has been supplied to minors, items have been stolen etc.) this must be reported to the police and a record of the notification to the police kept on the police file.**

**Incident reports are completed by the person managing the search or seizure, the assigned witness, the person who is the subject of the search, any eye witnesses. The incident reports will be used as 'evidence' if any further action, such as a stand down or suspension, is required.**

**Our school does not use ‘seclusion’ as a method of behaviour management. Students are never locked in a room alone.**

- Students cannot be ‘forced’ to remain in a room or to follow instructions.
- They can only be restrained if they are about to harm themselves or somebody else.
- Non-compliance to reasonable instructions, destruction of property, absconding, disrespectful and or aggressive behaviours may lead to ‘further consequences’ such as stand down or suspension.
- The Board and Principal needs to know that a student will be compliant and follow instructions that will reduce risk and escalate the responses required.

**Restraint, search and seizure training is provided for all staff every ‘odd’ year. It is also initially covered during induction.**

**Training aligns to the MOE ‘Understanding and Responding to Behaviour Safely’:**  
<http://www.education.govt.nz/assets/Uploads/Guidance-for-New-Zealand-Schools-on-Behaviour-Mgmt-to-Minimise-Physical-....pdf>

**All staff members must hold a current First Aid Certificate.** The school pays for support staff to attend First Aid Training. First Aid Training is held as a call back day and offered every year. The cost of First Aid Training is paid by our school and is included in the PD Budget. A record of training is kept in personnel files and for the whole staff.

## **2.6 Eye Health**

**Health and Safety Eye Health:** In accordance with NZEI Collective Agreement Clause 7.9.4 the Papatoetoe Intermediate School Board will pay ‘reasonable costs’ to employees who ‘have eyesight problems that have been created or worsened by a VDU’ up to the amount of \$300.00 on receipt of payment for an eye test and renewed/upgraded spectacles.

- Discernment of the likelihood of exposure to VDU will be determined by the Principal on application
- The Principal will approve payment on receipt of the claim and receipt for payment
- The possible cost to the school will be predicted annually and budgeted under ‘Employment Related Claims’

## **2.7 Communicable Disease Response Procedure**

Refer to Ministry of Health

<https://www.health.govt.nz/our-work/diseases-and-conditions/communicable-disease-control-manual>

**A communicable disease** is one that is spread from one person to another. The spread of a communicable disease may happen through a variety of ways that include: contact with blood and bodily fluids; breathing in an airborne virus; or by being bitten by an infected insect. In New

Zealand there are diseases that are listed as 'notifiable diseases'. Schools are required to contact the Ministry of Education and the Ministry of Health if they are informed that a person attending their school has been confirmed with one of these diseases. This list can be found in the Ministry of Health Communicable Diseases Manual (see link).

### **Procedures identifying and communicating risk from exposure of a communicable disease**

If someone attending or working at our school has been identified through the DHB or a health practitioner as having a communicable disease there are procedures in place (advised by the Ministry of Health) to identify who may have been in contact with that person and the level of risk. Procedures include notification to staff members and whanau of students who may have been in who may have been in contact.

The notification in writing advises staff and whanau of what steps they must take to a) have a medical check b) monitor health c) when they may return to school.

### **People with communicable diseases must not attend school until they can provide medical confirmation that they are no longer infectious.**

- **Staff who have a communicable disease** must stay at home on sick leave and not come to school. If possible, this can be changed to 'working from home' if there is work they are able to undertake from home. Sick leave due a communicable disease can be applied for as 'disregarded sick leave' once they are able to return to work. If their sick leave allowance runs out they may apply for discretionary leave with pay. Extended sick leave is able to be reimbursed from the MOE after eight days.
- **Students who have a communicable disease** must stay at home and not come to school. These students must provide proof that the student is clear of the disease before they return to school. Learning opportunities must be provided to the student, either in hard copy or with the use of a device. These students while they are engaged in learning from home are counted as 'attending school'.

### **People suspected of having a communicable disease**

Sometimes a person may be 'suspected' of having a communicable disease. If the grounds are reasonable, our school reserves the right to preclude the student (or staff member) from attending school under section 77 of the Education and Training Act 2020.

- The Principal may ask a staff member to attend a medical practitioner, paid for by the school, to confirm they are safe to be at school. The staff member may choose to attend their own practitioner at their own cost (by the discretion of the Principal).

- The Principal, with reasonable grounds and the support of the Board, may preclude a student *“until the board has received a certificate from a medical practitioner stating that the student is well enough to go back to school.”*

### **Notification**

- Notification of preclusion must be in writing; a letter, email or text signed by the Principal or their delegate
- The reasons for suspicion of a communicable disease must be outlined in the notification (e.g. observed symptoms) along with the requirements prior to returning to school and who to contact at the school
- The medical certificate from a medical practitioner, confirming the student is well enough to return to school must be received prior to the student returning to school.

## **5.1 Risk Management**

### **Procedure**

*This procedure should be read in conjunction with the Health and Safety at Work Act 2015: A Practical Guide for School Boards and Officers, 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 procedure applies to and is to be followed by all of our workers and others in the workplace. This includes all members of the school’s leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

The board will consult, cooperate and coordinate with other duty holders 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 in 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 risks 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 four steps below describe how we do this.

- 1 identifying hazards: finding out what situations and things could cause death, injury or illness
- 2 assessing risks: understanding the nature of the risk that could be caused by the hazard, what the consequences could be and the likelihood of it happening
- 3 controlling risks: implementing the most effective control measures that are reasonably practicable in the circumstances
- 4 reviewing control measures: ensuring control measures are working as planned

### **Roles and Responsibilities**

Everyone has a part to play in managing risk effectively.

#### **Officers**

- 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 risks 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

#### **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 relevant school leader, including those that have already been eliminated
- seek support from the health and safety representative on health and safety risk matters if required
- comply with this policy and procedures in the workplace
- 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

#### **Health and Safety Committee**

- facilitates cooperation between the board of trustees and school workers in instigating, developing, and carrying out measures designed to ensure the school workers' health and safety at work

- assists in developing any standards, rules, policies, or procedures relating to health and safety that are to be followed or complied with at the school
- makes recommendations to the Board of Trustees about work health and safety.

### **Health & 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 undertaken by the board
- investigate complaints from workers about health and safety risks
- after first consulting with the relevant school leader, 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

### **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 given by the board in relation to risks

### **Review**

This procedure is reviewed every two years or more regularly, by agreement.

The provisions of this agreement may be varied by the Board, following consultation with staff members.

### **See RAM and EOTC Procedures and Documentation**

**A Senior Leader is appointed to oversee all Health and Safety requirements in the school including EOTC, RAMS, Emergency Procedures and the Health and Safety Committee. This position is in addition and separate to the Executive Officer and Caretaker.**

## **2.8 Health and Safety Induction, Training and Information**

### **Rationale**

*This procedure should be read in conjunction with the Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and Officers 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 workplace. Health and safety is everybody's responsibility. Effective health and safety management requires the involvement of all school workers.

### **Induction**

Staff members: all new staff members must have a school induction arranged by their principal/relevant school leader. This will include the identification of

- risks and hazards within their work area
- appropriate risk control procedures
- the risk register which will be provided to be read and signed by the worker
- relevant school health and safety policy and procedures for reading
- emergency procedures (sight first aid cabinet, fire alarms and fire fighting equipment, emergency exits)
- an introduction to the area Health and Safety Representative and those trained in first aid.

The Principal/relevant AP is responsible for ensuring the workers induction checklist is completed.

### **Health and Safety Training**

Compulsory health and safety training for all workers includes:

- fire drills
- computer health and safety e.g. online bullying, privacy, confidentiality, seating, screen time etc.
- 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): for all Administration, Senior Leaders, Specialist and Classroom Teachers attending EOTC and Camp as well as all staff members likely to have to restrain a person should be trained in first aid.  
Coverage can be provided in an area by other full-time staff members.
- Back care/manual handling
- CPR
- Defensive Driving (RTLB)
- 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) – possibly Science Teachers
- Approved handler training (4 hour ERMA course).

### **Contracted workers**

#### **Induction:**

The principal/relevant AP 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 school leader 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, as described in the position description/profile and expectations for each worker

### Monitoring

- Completion of training is reported and recorded
- Principal (or their 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 workers, when professional development and job training plans are updated.

### *Review*

This procedure 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.

### Sample Health and Safety Staff Induction Checklist

Name:  School:

Trainer:

#### Procedure:

Hazard management

Information  
provided

Training  
provided

- Information on hazards in school and control measures
- Identification and reporting systems

Use and maintenance of personal Protective Equipment and safety equipment	<input type="checkbox"/>	<input type="checkbox"/>
Emergency procedures, including Civil Defence	<input type="checkbox"/>	<input type="checkbox"/>
Injury/incident reporting	<input type="checkbox"/>	<input type="checkbox"/>
Rehabilitation process	<input type="checkbox"/>	<input type="checkbox"/>
Injury claims process	<input type="checkbox"/>	<input type="checkbox"/>
First Aid / OOS	<input type="checkbox"/>	<input type="checkbox"/>
Employer / Employee responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
Designated roles	<input type="checkbox"/>	<input type="checkbox"/>
Employee participation and representation in health and safety	<input type="checkbox"/>	<input type="checkbox"/>
Finding further health and safety information	<input type="checkbox"/>	<input type="checkbox"/>
Managing OOS	<input type="checkbox"/>	<input type="checkbox"/>
Stress and fatigue management	<input type="checkbox"/>	<input type="checkbox"/>

I, (name) \_\_\_\_\_ have read and understand the school health and safety procedures and will comply with all health and safety requirements.

**Signatures**

Staff member: \_\_\_\_\_ Dated \_\_\_\_/\_\_\_\_/\_\_\_\_

Principal: \_\_\_\_\_ Dated \_\_\_\_/\_\_\_\_/\_\_\_\_

**Sample Staff Health and Safety Training Plan and Record**

**Name:**  **Site /**   
**Dept:**   
**Date:**

Skill/Knowledge	Planned date	Completed date	Employees Initials	Refresher	
				Planned date	Completed date
Induction / Training					
Health and Safety Handbook and procedures					
First Aid Response					
First Aid Certificate					
H&S Representation					
Emergency and Evacuations					
Civil Defense Requirements					
Hazard identification and investigation					
Specific hazard training					
Injury investigation reporting					
OHS legislation					
OOS prevention					
Voice presentation/ projection					
Stress management					
Positive behavior: 5 to 1 and The STAR Way					
Restorative Practices					
Managing extreme behaviours					

Non-violent crisis intervention					
Cybersafety Training					
Restraint and Seclusion					

**Common Health and Safety Training Needs**

Outlined below are some prompts for training that may be needed for teaching, RTLB, administration and property manager/caretaker staff.

**Training Suggestions for Teaching Staff and RTLB**

- ✓ OOS and eye strain prevention
- ✓ First aid certificate
- ✓ Conflict resolution
- ✓ Self-defence
- ✓ Restraint and Seclusion
- ✓ Voice preservation and projection
- ✓ Fire warden training
- ✓ Light rescue training
- ✓ Civil Defence training
- ✓ Specialist issues – chemicals, technology, machinery, etc
- ✓ Behaviour Management and Non-violent Crisis Intervention
- ✓ Cybersafety

**Training Suggestions for Administration and Support Staff**

- ✓ OOS and eye strain prevention
- ✓ First aid certificate
- ✓ Conflict resolution

- ✓ Self-defence
- ✓ Fire warden training
- ✓ Civil Defence training
- ✓ Behaviour Management and Non-Crisis Intervention
- ✓ Cybersafety

#### **Training Suggestions for Property Manager/ Caretaker**

- ✓ Manual handling
- ✓ Use of power tools
- ✓ Safe handling and storing of chemicals
- ✓ Maintenance of personal protective equipment
- ✓ Working at height
- ✓ Safe ladder use
- ✓ Safety around ride-on mowers, other off-road vehicles
- ✓ Working around children
- ✓ Fire warden training
- ✓ Light rescue training
- ✓ Civil Defence training
- ✓ Boiler Management
- ✓ Lockdowns and Emergency Procedures
- ✓ Dealing with difficult adults/visitors to the school

Resources - H and S presentation - Gareth Fletcher