

# **Health and Safety**

## **Child Protection and related Procedures at Papatoetoe Intermediate School**

### **Book 3**

## Contents

Papatoetoe Intermediate School Board Policies relating to Health and Safety	2
Child Protection Policy	3
Procedures at Papatoetoe Intermediate School relating to Child Protection	5
3.1 Non-Custodial Access and/or Protection Orders Procedure	5
3.2 Visitors to Schools Procedure	7
3.3 Administration of Medication at School Procedure	10
3.4 Enrolment of a Student with Special Needs	14
3.5 In the Case of Injury or Sickness Procedure	16
3.6 Digital Citizenship Procedures and Expectations (This Procedure must be read in conjunction with the Staff and Student Codes of Conduct.)	19
3.7 Disclosure and Sensitive Information Procedure	27
3.8 Police Vetting Procedure	32
3.9 Preventing and Responding to Self-Harm and Suicide: See also the Hauora and Well Being Handbook	33
3.10 Missing child / Student emergency response Checklist and Procedure	48
3.11 Emergency and Traumatic Procedures	51

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

### **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 and School Leaders.

The Papatoetoe Intermediate School 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 <http://www.legislation.govt.nz/act/public/2012/0120/latest/DLM3339333.html>
- 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

## **Child Protection Policy**

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

### **Procedures at Papatoetoe Intermediate School relating to Child Protection**

#### **3.1 Non-Custodial Access and/or Protection Orders Procedure**

*Rationale: Papatoetoe Intermediate School is committed to ensuring all children are emotionally and physically safe while they are at school.*

- *All parents and legal guardians have access to their children while they are at school.*
- *Access can only be restricted by court order.*

- *Parents/caregivers who have non-custodial access and protection orders must provide the school with the original or an authorised copy of the court order for the school to be able to enact it.*
- *It is the school's responsibility to implement, respect and follow the orders of the court regarding guardianship, custody and parental access.*

Our school ensures that children, whose parents require court orders, regarding protection and custody, are able to distance themselves from any issues that may arise from those orders or conflict between the adults in their lives, whilst they are at school. This may include

- providing counselling or mentoring
  - setting clear guidelines regarding adult contact during school hours
1. **On enrolment, evidence proving the relationship between the child and the person enrolling is required;** this is usually in the form of a birth certificate or passport, but may also be in the form of a Custody or Guardianship Order. It may also be in the form of a certified letter giving legal and binding guardianship/custody of the child to the person seeking enrolment. The onus is on the enrolling parents/ legal guardians to provide adequate documentation.
    - Guardianship and/or custody matters are discussed at the enrollment meeting with the primary custodial parent/ legal guardians.
    - All correspondence from the school, all emergency contact and reporting, is with the legal guardian of the child.
    - The parents/legal guardians must provide all relevant information that may impact on the health, safety and well-being of their child while they are at our school
    - Regardless of assertion, written verification is required, as sometimes one parent says the other cannot see the child when they legally can.
    - If a protection or custody order is issued after enrolment the parent/legal guardian must provide an authorised copy for the school before it can be enacted.
  2. The Deputy or Associate Principal responsible for the child's class will work with the parents/legal guardians and with the child to:
    - Establish plans (including safety plans in the case of protection orders) to support the student and their families
    - Liaise with the courts or parents to ensure that office staff, all relevant teachers and school staff members are fully and accurately informed. Other staff may need to be included if a child is involved in after school activities.
  3. All children with protection orders must have a safety plan sighted by all relevant parties.
  4. In some instances when a court order is issued, the court also appoints a lawyer for the child. The lawyer is entitled to make appointments and meet with the child/ren. The school facilitates this.

5. In some instances, Oranga Tamariki also wishes to meet with the child. The school also facilitates this.
6. The Police may also request access to the child.
7. In addition, the school is required to identify all students who have legal requirements and/or those needing Learning Support, Behavioural Support and/or who have 'special needs' (including cognitive, academic, medical, emotional, enrichment or extension).
8. The relevant AP or SENCo will collect all relevant '*informed consents*' and information (from the classroom teacher, parent/legal guardians etc.) in order to refer a student to outside agencies. These agencies may include:
  - Counsel for the child
  - Ministry of Education Special Education
  - Truancy Support - STRIVE
  - RTLB
  - TYLA
  - Oranga Tamariki
  - Doctor or Public Health Nurse etc.
  - Refugee support

### **3.2 Visitors to Schools Procedure**

**Rationale:** *Our school seeks to assure safety for students, staff at our school. We seek to make sure that we know who is on site at any given time, so that in the event of an emergency we can account for all people. We seek to protect our students and staff and to limit access of 'undesirable' people and/or interruptions to our core purpose. Our school maintains the right to instruct people on the school site to justify their reason for being there. It also maintains the right to request people to leave the school and its grounds.*

**A 'visitor' is defined as any person on the school grounds and/or seeking to enter a school building who is not a student or an employee of the school.**

- Whenever possible, visitors, or the people they are visiting, should obtain authorisation from the Principal in advance of coming to the school.
- Only people with valid reasons may enter the school site.
- The Principal (or any person that the Board or Principal chooses to delegate responsibility to) may request a reason from any person on the school site.
- Authorisation of visitation to school is at the discretion of the Principal (or any person that she chooses to delegate responsibility to) in some cases, prior authorisation may be required.

**The Principal maintains the right to ask any person to leave the school grounds and may formally trespass any unwanted visitor to the school site if it is deemed by the Principal that that person poses a risk to Health and Safety to any people in the school or if they may disrupt learning and teaching programmes.**

- Visits may be prohibited at certain times depending on school or classroom activities.
- Access to particular classrooms or other instructional areas of the school may be restricted upon the recommendation of the teacher in charge or as otherwise deemed necessary by the principal.
- Visitors wishing to conference with teachers or administrators during the course of the school day are expected to make arrangements in advance.

**All school visitors must comply at all times with Board Policies, administrative rules and school regulations.**

- ALL visitors must sign in at the Office. Access remains at the discretion of the Principal.
- Visitors to the RTLB rooms MUST sign in on the RTLB Vistab
- To assist identification of 'visitors' staff members are required to wear an identification tag at all times.
- ALL staff members and students are expected to actively assist in this matter in order for safety to be maintained.
- ALL staff members and people who work in our school (e.g. Cleaners, Social Workers, RTLB stationed at our school etc.) must wear their ID Tag when they are at school (at least between the hours of 8am – 4.30pm and when they are supervising students for any event). RTLB will wear specific RTLB [name badges](#) at all times.
- Authorised visitors are issued with an ID tag when they sign in to the school office. People without ID tags do not have authorisation to be on the school grounds and must be directed to the school office.

The distinction of 'those employed by the school' includes all persons who have approved and regular access to our school and have undergone a police vet i.e.

- Papatoetoe Intermediate School Teaching, Administration and Support staff
- Student teachers, para-professionals and student counsellors on placement in our school (they must be fully supervised at all times and must have a police vet, or proof of a police vet prior to starting at our school).

**The following have approval to be on our school site and also must sign in and out.** These visitors, while they are one our site, are governed by the same expectations our school has for visitors to our school site.

**a) Resource Teachers of Learning and Behaviour**

- RTLB are employed by the school and have their own designated site, offices and parking spaces
- RTLB have and maintain a 'visitors register' separately to the school and maintain responsibility for the Health and Safety of all their clients (parent/adult supervisors or child clients and including any accompanying adults, staff members of other schools, MOE staff members etc.



- RTLB 'sign into the school' when they are 'visiting classes' in their role as an RTLB or attending a meeting

**b) Mt Richmond Special School Satellite Classes**

- All people visiting the Mt Richmond Special School Satellite class, are considered to be 'visitors' to our school site including parents/caregivers, therapists, visiting and relieving teachers and any other related visitor to the class and therefore must adhere to the same procedures and expectations set for other visitors to Papatoetoe Intermediate School site.
- This facility has and maintain a 'visitor's register' separately to the school. They maintain responsibility for the Health and Safety of all their clients (parent/adult supervisors or child clients, including any accompanying adults
- These 'visitors' are signed in at Mt Richmond and provided with a specific ID Tag noting they are visitors to Mt Richmond Satellite Class.

**c) The Mobile Dental Clinic and Public Health Staff**

- The Dental Clinic has Dental Technicians and all people who are attending as regular visitors
- The Dental Clinic must have and maintain a 'visitors register' separately to the school and maintain responsibility for the Health and Safety of all their clients (parent/adult supervisors or child clients and including any accompanying adults)
- Public Health departments send staff to our school to provide vaccinations, complete health checks, liaise with the school regarding public health initiatives etc.

**d) Contractors**

- Contractors 'employed' by the school or other agencies connected with the school who have undergone the police vetting process
- Regular contractors who have completed Police Vetting through the school as regular contributors to school life (e.g. IT staff from Isometrics Solutions, builders who are part of a building project and are under the supervision and control of the Site Manager).

OR

- Contractors who have a contact person who stays with and 'supervises' them when they are on site

**e) Members of the Board who have undergone a police vet**

**f) All visitors (unless by prior agreed arrangement\*) must report to the school office when arriving and when leaving the school premises.**

- Notices are prominently displayed, indicating that all visitors are required to register with the school office and obtain authorization from the office to remain on the school premises.
- All visitors are requested to carry an appropriate form of identification when within school grounds.

- In the event of parents wishing to take a child within school hours that parent must have been cleared by the office staff and have signed the child out.
- Children may only be collected from the school office unless told differently by the Principal. They must not be collected from the classroom

### **Exceptions to the 'visitor' requirements**

- Parents or individuals who have been invited to visit school as part of a scheduled open house, special event, scheduled performance by a class, team or group, or other adult participants in organized and school approved activities either within or outside of school hours.
- These people are irregular visitors and are under the supervision of school staff that must remain actively vigilant throughout the event.

### **Visitors conduct within classrooms**

- In accordance with the 'Vulnerable Children's Act' regular classroom visitors must be police vetted prior to visits beginning.
- Classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be imposed upon visitors, including but not limited to:
  - remaining in a designated place, area or seat
  - refraining from speaking to students while the class or activity is in session
  - refraining from entering or leaving the area while an activity is underway
  - requiring that the visitor be chaperoned
  - limiting the duration of the visit to particular times or length of time
  - limiting the activities of the visitor to a particular purpose(s)
  - designating particular routes of travel in the building or upon the school grounds

### **Special Situations**

1. Custodial and non-custodial parents of a Papatoetoe Intermediate School student have rights to visit the child's school unless a court order exists restricting such contact.
  - a. In the event that a non-custodial parent seeks permission to visit, the school shall make an effort to notify the custodial parent in advance of the visit.
2. The Principal has the authority to exclude from the school premises any person who disrupts or who appears likely to become a disruption to the educational program.
  - a. Any such individual shall be directed to leave the school premises immediately and law enforcement authorities shall be called if necessary.

*NB\*\* School staff, RTLB, Dental Clinic Staff (District Health Board) staff and staff from Mt Richmond Special School contributed to these procedure*

### 3.3 Administration of Medication at School Procedure

**Rationale:** *Papatoetoe Intermediate School seeks to maintain the health and physical wellbeing of all children.*

*Responsibility for the administration of medication at school remains at the discretion of the Principal.*

**Administration of medication is carried out by the staff in the school office or, in the case of life-threatening conditions, by school staff members trained to provide initial assistance**

- Administration staff and Teachers do carry a First Aid at School Certificate but are not trained medical practitioners and therefore can only provide First Aid
- Staff members, particularly Administration Staff providing medical room support, are required to maintain a full First Aid certificate (train every two years) and be confident and competent in the face of a medical emergency.
- All staff at Papatoetoe Intermediate School are required to be able to give First Aid in the case of emergency and if necessary remain with the patient until they are able to receive additional care.

When 'handing over' the care of a patient to another person the staff member must ensure that a full account is given (and written down) and that communication of exactly what happened at the point of the accident is clear and concise. The care given is in response to that initial event and any developing concerns. Any concerns arising from the accident or condition should also be clearly communicated to both the next staff member caring for the child and whanau, when the child is put into their care.

**The school accepts that, for some students to be able to attend school, they must have 'supervised' administration of specific medication.**

- Parents/ legal guardians are required to provide the instructions for medication. Instructions must be verified by a medical practitioner i.e. the Public Health Nurse, a doctor's prescription etc. (see No. 3). This could include conditions such as:
  - Diabetes
  - Anaphylaxis
  - ADHD
  - Epilepsy
  - Asthma
  - And other specific medical conditions
- Administration of medication may also include antibiotics to ensure the completion of a course of these after the student has been sick.
- If medication is required to be administered the parent/legal guardian must request this in writing to the principal, via the school office.
- The parent/legal guardian must complete a 'Request to Administer Medication' form

- The instructions for administration of medication must be attached and written by a registered medical practitioner
- The request must be supplied with reasonable notification and provide instructions for exact frequency of the medication
- Primary responsibility for the administration of medication remains with the parents/legal guardians and school staff act simply as support for the medication administration
- All medication must be individually contained in a sealed plastic bag with the child's name and contain written instructions for administration and the dates this relates to.
- Office staff will ensure that a medication schedule is completed in the presence of the parent/legal guardian and signed by them.
- Office staff must administer, write the time of administration and sign the medication register as the medication is administered

**Students are not to come to school if they are infectious or still ill.**

- If a child is too ill to be at school or if they are suffering from any condition, requiring medical attention the school will contact the parents/ legal guardians to ensure the child receives the necessary care.
- If the parent is unable to be contacted, the school will take the required action, at the cost of the parent/legal guardians.
- During a pandemic the administration staff will take all reasonable steps to isolate and manage, according to pandemic requirements, any staff or students showing symptoms of pandemic illness.

**If the student has a life-threatening condition it is the responsibility of the parent/legal guardian to ensure that adequate communication, training and support is made available to school staff about the condition specific to the child.**

- The school reserves the right to defer the date a child starts or returns to school until adequate information and training have been provided
- Any student suffering from a life-threatening condition the parents/caregivers must arrange for school staff members to be trained and under 'adequate supervision' of the relevant medical practitioner or specialist.
- Our school will identify and support staff members to attend training to administer the medication and learn the required medical assistance required for an individual student.
- School staff must have adequate and regular contact and communication with the parent/legal guardians and, if necessary, medical practitioner, to ensure the safety of the child is maintained
- These students must also have 'Care plans' that are regularly reviewed
- Students will not be administered with pain killers without permission from parents/legal guardians

- First aid will be given, measures taken to stop bleeding and if necessary parents/legal guardian will be contacted, in the case of an accident, harm or sickness at school

**In the case of a head injury school staff will err on the side of caution.**

- If the child has fallen from any higher than the child’s own height or if there is any lump or cause to believe the child may have sustained even the slightest concussion the parent/ caregiver will be called to take the child for a check by a doctor.
  - Parents/ Caregivers will be notified by phone as soon as possible after the accident happens.
  - If the parent cannot be contacted within 30minutes of the accident happening and the injury is assessed as serious, an ambulance will be called to take the child to hospital.
- All administration of first aid, bleeding requiring more than a plaster and serious accidents will be recorded by the staff member administering medical support
- In the case of any accidents requiring referral to a medical practitioner (by ambulance) or requiring parents to be called to take students for referral an ACC record of the accident must be completed by the person who first attends the student.
- In the case of an adult or staff member being the victim of an accident, they must also attend the medical room for assessment before leaving the school. If the accident is serious, an ACC form must be completed before the staff member leaves the school grounds.
  - The person giving the first aid and/or the first witness (not the person who is injured) must ensure the ACC forms are completed and referred to the Principal for signing.
  - Our school reserves all rights to refer any student or adult who has suffered an accident or become sick at school, for medical assessment. This may include referral to the Public Health Nurse, a doctor or the hospital.

**Medication Record (example)** Record kept in student file

Student Name	NSN
Medical Alerts	Medication to be given at school/ Time etc.
Other Notes	Doctors contact details

Date	Sign	Date	Sign	Date	Sign	Date	Sign	Date	Sign	Date	Sign	Date	Sign	Date	Sign

### 3.4 Enrolment of a Student with Special Needs

**Rationale:** All students are enrolled according to our enrolment processes and procedures. On enrolment we aim to identify and support any students and families who need additional support as they settle into our school.

Ideally, parents/caregivers feel confident to inform our school of the special needs of their children so that they can be referred. Identification may also be made (with permission from the legal guardian) by:

- Office staff
- Deputy Principal or Associate Principals
- Previous school/ staff referrals
- MOE or RTLB
- SWIS

All students needing additional support are referred to our SENCo and respective AP. Referrals are notified to the teacher of that student.

#### Our enrolment procedures follow this process

1. Students and their families are encouraged and welcome to visit our school and/or meet with senior staff in order to decide whether this is the learning environment they wish for their child.
2. Having made the decision to enrol, the family completes all the relevant enrolment documentation which is checked by Administration staff members.

3. All students who need learning or behaviour support or have identified 'special needs' ideally have an agreed transition process arranged with the DP or respective AP/ SENCo who will work with the whanau, previous schools and other agencies (e.g. RTLB/MOE/SWiS etc.) to gather all relevant information
4. Ideally transition meetings are undertaken prior to a student starting so that all people supporting the student, whanau and school staff members are conversant with care plans, learning needs etc.

**Learning or Behaviour Support could include those children with the following needs:**

- **Behavioural needs** e.g. the child has been stood down, suspended or excluded from another school, may have extreme responses, identified behavioural dysfunctions, diagnosed behavioural conditions or other behavioural or social difficulties
- **Learning needs** e.g. the child has been previously identified as needing extension, enrichment, learning support, developmental delays, medical conditions, require technological support etc. or have high health needs (including disability, requiring medication or medical support plans etc.)
- **Health or Medical needs** e.g. the child has an identified medical condition or has been prescribed medication and monitoring that needs to be understood and supervised at school

**The Transition Meeting will:**

- gather information from the whanau and/or student regarding their identify their strengths and capabilities as well as areas for support
  - any need for referral to other agencies or re-referrals
  - requests or requirements for additional documentation
  - elicit any permissions required (e.g. for administration of medication, taxi services etc.)
  - ensure that all previous documentation is made available to the school (e.g. other school files, medication plans, care plans, referrals, reports etc.)
  - ensure that relationships between key people are established and lines of communication and responsibility are clear (check details)
  - ascertain 'best methods' (e.g. what has worked in the past)
1. The meeting will be convened by the DP or respective AP and/or SENCo. The SENCo/ AP will ascertain who, apart from the child's family, needs to attend and make the invitation and set the meeting at a time that suits all those people. The meeting will usually be held at Papatoetoe Intermediate School (and usually takes about 1 hour)
  2. If the child is transferring from another school with the support of RTLB the SENCo will attend the 'transition' meeting or the last IEP/IBP meeting in the previous school
  3. An IEP, IBP or Medical Care Plan will be written, checked by the people at the meeting and shared with the necessary school staff members
  4. A follow-up meeting date will be set to review the plans and transition process and to continue the development of any learning, behaviour or care plans.

## **Enrolment and Transition Meeting Checklist**

- Does the child have special learning or behavioural/ care needs?
- Are there any safety concerns?
- Do the whanau need to/ wish to meet with the AP?
- Has the enrollment been referred to the SENCo?
- What category of needs are they (learning, behavioural, medical – or a combination of needs)?
- How does this affect the learning, care, safety and socialisation of the child?
- Does the child have previous history from another school of referrals for behaviour, learning and/or health?
- Does our school have all the documentation for those referrals (including reports, doctors' prescriptions, paediatric assessments, taxi and technology applications and allocations)?
- Is there a previous care plan for medication/ behaviour? Has one been established?
- Has a transition support plan been established? How will the necessary information be shared to the appropriate staff members (who are they)?
- Is there any further information that our school/classroom teacher needs?
- Are there any concerns or questions that the parents/caregivers have?
- Have all the permissions, referrals and application documentations been signed?
- Is there any outstanding information that needs to be supplied prior to the child starting at our school?

### **3.5 In the Case of Injury or Sickness Procedure**

***Rationale:** Our school actively seeks to minimise risk and possible harm.*

#### **In the event of a serious injury our school**

- The adult first on the scene becomes the 'primary responder'.
- Except in the case of an 'extreme emergency', the medical room/administration staff members make the decisions as to the level of care required and actions taken after the handover is complete.

**In the case of 'violent attack', the care of the victim takes precedence to the 'discipline' of the perpetrator.**

#### *Instructions for all staff*

- The first responder (who first attends the child) must make an initial assessment of the level of care required and give initial first aid as required.
- If the level of care required is urgent, the child **MUST NOT** be left unattended and must remain in the care of an adult, preferably the first responder.



- The person first attending MUST then notify administration or medical room staff to complete a 'hand over', information-sharing process and complete all the required documentation (i.e. ACC Injury Report, Incident Report) before leaving the administration area.
- If the initial and follow up assessment is considered to be urgent or serious an ambulance is called before the parents are contacted. The decision to call an ambulance is made by the person in charge of the medical room (unless the ambulance is called from the playground). Administration staff will call the ambulance and administer any necessary first aid once the hand-over is complete. The first responder must stay with the child until the ambulance handover is completed. If the parents cannot be contacted before the ambulance arrives, a staff member (decided by the Principal) must go with the child

**For the following injuries or sickness parents/legal guardians must be contacted immediately**

❖	Head injury, suspected head injury or blow to the head
❖	Suspected broken bone
❖	Bleeding that cannot be stopped
❖	A deep cut or bruising
❖	Vomiting
❖	If the child goes to sleep
❖	High fever
❖	Suspected contagious sickness
❖	Uncontrollable asthma
❖	Allergic reaction
❖	Epileptic seizure
<i>And any other condition that warrants attendance by a medical practitioner or the administration of medication</i>	

**Injury as the result of a violent attack**

- In the case of the child being the victim of a violent attack by another student parents/legal guardians are notified immediately. This is be done by a person in the Senior Leadership Team (AP, DP or Principal)
- Discipline of the perpetrator must remain secondary to the physical and emotional wellbeing of the victim.
- If it is possible, a transcript of the victim's account should be made before they leave the school. If not they are given an incident report to complete at home.
- If possible, an initial incident report by the first attending adult, must outline the incident and be made available to the Principal before they speak to the parent/legal guardian of the victim.
- Incident reports are collected in writing from: witnesses, all participants and any adults first on the scene. This is coordinated by a Senior Leader.

- The Senior Leader collects the information and writes a summary report which is provided to the Principal, the classroom teachers of the victim and the perpetrator and any other relevant person (e.g. SWIS, staff witness etc). In order to maintain confidentiality the distribution must be limited. Sharing is only to check accuracy and to provide updates.
- All paperwork is made available to the Police if a complaint is made.
- The Principal may choose to provide a copy of the summary to the families of the victim and/or the perpetrator.
- In the case of a formal Stand down or Suspension, the Principal will prepare papers for the family of the child accused.
- Our school follows the concepts of Restorative Justice to deal with conflict. This does not diminish the likelihood of an appropriate consequence for using violence.
- Only the Principal makes a decision about consequences such as Stand down or Suspension based on all the information provided and based on recommendation from the Senior Leader.
  - If a Stand down (whether a formal stand down or an informal, in-school stand down) or a Suspension is considered, the Principal will not make their decision until there has been sufficient time to consider all points of view regarding the incident. This may mean gathering more information, discussing matters with family prior to making the decision.

**If an injury or sickness is not urgent, the parents/ legal guardians are notified by a note home with the child.**

Records of medical care are kept in the students file on the Student Management System.

### **3.6 Digital Citizenship Procedures and Expectations *(This Procedure must be read in conjunction with the Staff and Student Codes of Conduct.)***

***Rationale:*** *Our school is committed to taking all practicable steps to ensure the on-going safety of all students and staff members. This extends to safety and well-being when using the internet and information technologies at school, for schoolwork and in relation to school.*

1. Our school wants all staff and students to be able to use the internet while they are at school. We believe this is fundamental to providing and accessing a high-quality educational provision and a modern curriculum.
2. We encourage and support staff and students bringing their own internet capable devices to support learning at school and at home.
3. Our school provides leased laptops to all permanently appointed teachers (see Laptop Lease Agreements) to both Classroom and Specialist Teachers. Smartphones may also be provided to Senior Leaders, the Caretaker and RTLB (see also Laptop, Cell Phone, and iPad Agreements). Scanned copies of all agreements are kept in the staff member's personnel file.

4. All students sign a Cyber Citizenship Agreement prior to having access to the internet at school. **A scanned copy of this agreement is stored on the child's file.**
5. All staff members are provided with a Code of Conduct presentation and a **copy to sign. The signed copy will be added to the staff members personnel file. If a person does not sign the copy after the presentation the person delivering the presentation will note that the presentation was provided and that will be kept on the personnel file.**

Staff members of Papatoetoe Intermediate School are expected to ensure that they, always, maintain professional standards.

6. Our school employs an IT provider to help provide additional expertise in ensuring school, student and staff internet security and safety.
7. Our school ensures that all reasonable actions are taken to ensure that there is appropriate filtering of information into our school and access to 'questionable materials' via the internet at school. Our school subscribes to 'The Network for Learning'.
8. Internet access is restricted, monitored and, as much as reasonably possible, blocked to ensure the safety of staff and students.
9. Students and staff members are taught about Papatoetoe Intermediate School 'Cybersafety' expectations. This includes:
  - a. the acceptance and opening of unsolicited emails
  - b. accessing questionable websites
  - c. viewing of questionable materials
  - d. reporting of the acceptance and opening of unsolicited emails
  - e. reporting accessing questionable websites
  - f. reporting the viewing of questionable materials if they do happen
  - g. expectations regarding engagement in on-line bullying
  - h. the use of social media, emails or use of cell phones
  - i. reporting incidents of on-line bullying by students or staff members
10. All complaints will be investigated to the best of our ability. We only have control of the school network.
11. Deliberate disregard for school expectations, online bullying and illegal behaviour may result in disciplinary action. Disciplinary action may include
  - a. Being banned from using school internet connection or devices
  - b. Informal disciplinary processes
  - c. Formal disciplinary processes

**The school cannot be held responsible for:**

- Information uploaded using a student's phone and personal data during school time. Students are required to hand in their phone and have behavioural expectations in this regard. Matters like this are considered serious breaches of conduct.

- Students deliberately circumventing safety nets. Linewise monitors our school network and provides notifications of breaches. These would be considered a breach of conduct expectations.
  - Information shared and activities undertaken online outside of school hours (8.30am – 3pm and when the school is open for instruction). The school will hear complaints and concerns and will do their best to address harm. The school cannot be responsible for online events that occur outside school hours when children are under the supervision of whanau.
  - Serious matters should be addressed to Netsafe and/or the Police.
12. During an investigation access to the internet may be blocked for that person/s, as may access to or use of, any devices in our school.
  13. Our school will search and seize digital devices if we have reason to believe that they may contain information, items or material that may be considered to be harmful, questionable or objectionable.
  14. Our school will have access to email and online documents established in the school and may access them during an investigation.
  15. Our school manages internet access through the Ministry approved 'Network for Learning' and applies strict filters. Access to some popular internet sites is blocked. Blocking can be reviewed on a case-by-case basis through the Cluster Manager or your relevant AP or the DP.
  16. Unfortunately, sometimes there may be items that may not be detected by the school filters. If this is the case and questionable and unsolicited materials are viewed or accessed the person (whether student/s or staff member) who sees this will:
    - a. Shut the laptop or turn off the computer screen
    - b. Notify the teacher/ person responsible for the computers in that place or the school technician who will restrict all access to the computer. No one is to use the computer or laptop until the it has been checked by an IT providers
    - c. The person/s making the notification will write and submit an incident report the same day, which will be provided to the DP or AP
    - d. A staff member will check the name of the website domain and will ensure that the site was not deliberately accessed and make a report to the respective DP or AP
    - e. If appropriate the DP or AP will notify parents
    - f. The DP or AP will notify the schools IT provider and the site will be blocked
  17. Disciplinary actions and/or referral to the police may be considered if it is found that a person (student or staff member) has been involved in one or more of the following:
    - a. breached the Cybersafety, Cell phone, iPad or Lease Agreements
    - b. has either deliberately or through negligence damaged a school-owned or another child's device
    - c. has introduced a virus to their laptop or the school network
    - d. has deliberately accessed questionable materials or behaved in ways that puts themselves or others in danger

- e. has been involved criminal activities
  - f. has behaved in ways that are ethically unacceptable
  - g. has compromised the school security
  - h. or has brought into question the good name of our school
18. Staff members are expected to maintain high expectations for public behaviour and display, this extends to social media.
  19. Staff members are discouraged from ‘friending’ students on social media sites (see Code of Conduct). They must not post photos of students on their social media pages.
  20. Student’s photos must not be put onto the internet without written permission from their parents or caregivers (and with the child’s permission) and definitely not with their full names attached to photos.
  21. If it is suspected that an objectionable site has been deliberately accessed or that students or staff members have been acting inappropriately a full investigation will be undertaken. This will be undertaken by either the school technician, the school IT provider. In the case of very serious incidents by an independent forensic data analysis provider.
  22. Not meeting our school’s expectations may result in disciplinary actions. Including formal disciplinary processes for either staff members or students (such as stand down or suspension).
  23. If it is deemed that the behaviour brings into disrepute the good name of our school disciplinary actions could result.
  24. If it is deemed that the matter is of a serious nature the police will be informed. All criminal actions will be referred to the police.
  25. Serious breaches by Teachers may result in referral to the Teaching Council.

## **Laptop and Digital Devices agreement for Staff Members**

**This Agreement is between PAPATOETOE INTERMEDIATE SCHOOL and**

\_\_\_\_\_ (name of Staff member)

The following are the conditions under which You accept the provision of a laptop for your use from the School. This Agreement will start on receipt of the laptop from the School. The school reserves the right to transfer the laptop to another eligible teacher if you do not, or are unable to, for any reason, fulfil the requirements of this Agreement.

### **Under this Agreement the School will:**

1. Provide a leased laptop computer and other specified digital devices for your sole use while you are a permanent full-time or part-time teacher at the school. The laptop and all other digital devices provided are for work use. You are encouraged to

use it outside work hours; however, it is for your sole use only, and not for use by students, family members or any other person.

2. Set up the laptop and the other digital devices to enable you to connect to and make effective use of the school network and provide a secure location for the safe storage of your laptop during the school day.
3. Plan and manage the integration of laptops and other digital devices into the school environment, and provide the professional development required to enable you to use them effectively in your professional practice.
  - a. Make regular payment to the leasing company for the lease of the laptop and any other digital devices provided by the school
  - b. The leasing company has ongoing ownership rights to the leased laptop.
  - c. The school has ongoing ownership of all other digital devices issued to you, e.g. ipads, phones, cameras etc.

#### **Under this Agreement you will:**

1. Use the laptop and all other digital devices issued to you for the purposes it was provided and abide by Papatoetoe Intermediate School's Code of Conduct and Cyber Citizenship Procedures.
2. Provide suitable care and security of the laptop computer and all other digital devices issued to you at all times and immediately report any damage or loss of the laptop to the school (see procedures for reporting loss or damage).
  - a. Ensure that the cover and case provided for any of the digital items is in good repair and properly used.
  - b. Purchase a phone cover for the phone that you are issued to the approved price.
3. Be prepared to cover the insurance excess for the cost of repair or replacement of the laptop or other issued digital devices when the damage or loss has been a result of your own negligence.
  - a. Pay for the replacement of any damaged items (like for like) if the item is not covered by insurance when the damage has been deemed to have been a result of your own negligence (e.g. fluid split on the device, being dropped, screen being broken etc.)
  - b. Pay for the replacement of any lost items (like for like) if the item is not covered by insurance when the loss has been deemed to have been a result of your own negligence (stylus pens, bags, covers, chargers, plugs etc)
  - c. Pay any costs, above the monthly mobile plan for your digital device (including additional data use, texts, pics and phone calls)
4. Make a commitment to achieving the ICT goals of our School/ Cluster and take part in the IT and Digital Technologies professional development activities provided for you as part of your work here.
5. Make necessary arrangements for the return of the laptop and all other digital devices issued to you to the school when you resign or leave the school or when you will be away from the school for an extended period (see exit procedures)

6. In accordance with school policies, be held responsible for any involvement by yourself or any other user of your laptop and all other digital devices issued to you in activities associated with accessing inappropriate, questionable or illegal materials.

**Laptop and Digital Devices Agreement Acceptance of Conditions:** *Record kept in personnel file*

(name of Staff member) \_\_\_\_\_

**Accepts the conditions, as outlined in the Laptop Agreement above, for provision of a laptop and other digital devices by PAPATOETOE INTERMEDIATE SCHOOL**

**Provided with:**

laptop (model) initial

ipad (number) initial

phone (make and number/ sim card number) initial

**Other digital devices**

Description (number) initial

Description (number) initial

Staff Members Signature: \_\_\_\_\_

Principal/ Cluster Manager's Signature: \_\_\_\_\_

Date issued: \_\_\_\_\_ Return confirmed by \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

*Notes (e.g. if the items were not required to be returned/ were damaged etc)*

## **STAR Digital Citizenship and Responsible User Agreement**

*Everyone at Papatoetoe Intermediate strives to be excellent digital citizens and everyone is required to sign an agreement confirming they will do this.*

*Our Expectations for digital citizenship at our school are set out below. Please make sure you understand the expectations and then sign and return the declaration to our school office.*

### **Safety**

I will take care of school ICT equipment e.g. by carrying and using equipment properly; by keeping the computers junk and virus free.

I will protect my computer identity

- e.g. by not sharing my password;
- by not leaving myself logged in when I leave;
- by thinking carefully about who may read information about myself that I enter on the computers

### **Trust**

I will use the ICT equipment for reasons appropriate for school.

If I come across inappropriate material on the computers, I will tell an adult

- e.g. mean, offensive or rude words, pictures, music, games or videos;
- Anything that belongs at home not at school;
- Anywhere that someone has “messed around” with the computer files or settings;
- Anything found on the web which would be wrong for me to look at or listen to.

I will only bring devices into class that I am allowed and after my caregivers have signed a “BYOD” agreement form. Other devices will be left in the security tins (e.g. cell phones, smartphones, portable media players and games consoles are not allowed).

### **Attitude**

I will work hard at learning to be good at using ICT tools properly and well.

I will help other become better digital citizens

- e.g. by helping them when they have difficulties;
- By not ignoring it when people are doing wrong things on the computers.

### **Respect**

I will only make changes to other people’s work when they have given us permission



I will be kind, honest and polite when communicating with other people using technology

I will respect other people's privacy e.g. by not looking at their files or passing on information about or pictures of them without their permission.

### **Student copyright license**

From time to time the school publishes student work and images/videos of students engaged in activities connected with the school.

This is for educational purposes and to promote the school within the wider community and may be in print or online.

You will only be identified by your first name and/or year at school and/or class as appropriate. If you or your caregiver(s) objects to a particular image or example of work published by the school, you can contact the school to decide whether it should be removed.

Your parents will already have signed an agreement about this, but we would like to include you in it by signing the declaration.

### **Student Declaration**

I understand that this agreement applies to any ICT equipment while at school or on any school activity, including devices that I bring. Yes/ No

I understand that breaking this agreement is breaking the behaviour expectations of the school and will be treated as such. Consequences may include loss of access to school ICT services.

Yes/ No

I have read, understood and agreed to the way my work or images of me may be published by the school. I agree with this. Yes/ No

Name \_\_\_\_\_ Room \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Student Permission to Use Personal Digital Devices in School (BYOD Agreement)**

*Papatoetoe Intermediate encourages students to bring their own devices to school to support their learning. These devices will be connected to the Internet. Students can bring any of the following:*

- Laptop which is wireless and USB capable; minimum screen size 9in; minimum 2.5GHz processor speed and 500GB hard drive.
  - Chromebook with a minimum screen size of 9in.
  - Tablet with a minimum screen size of 7in (iPad mini size).
  - Cell phones and media players are not acceptable.
1. Devices can be securely locked away when not in use, providing the device has been given to a staff member for it to be secured. While the school will do everything in its power to keep the student owned devices secure, Papatoetoe Intermediate cannot take responsibility for any loss or damage of such computers while at school.
  2. Cash or private property left in, or stored, at the school shall be at the sole risk of the owners who should have such items privately insured. The Board of Trustees shall not be responsible for either the loss or the insurance excess.
  3. Student owned devices are brought to school for learning and the same rules for their use in school apply to them as they do for school owned computers.
    - a. The school has a Digital Citizenship Agreement that all students and their parents and caregivers sign before they can have access to digital devices within our school.
    - b. A copy of this can be found on our school website.
    - c. If a student is believed to not be keeping to this agreement the school reserves the right to remove access to the school network and use of devices while an investigation is undertaken.
    - d. If the student has been involved in unacceptable online behaviours the school may take further disciplinary actions including stand down or suspension.
  4. Students need to have completed and returned the acknowledgement slip below to the school office before they can bring a device to school. A device must be connected to our school system before it can be used at our school. A staff member will do this with your child. Appointments can be made to do this through the school office. If you have further questions, we encourage you to contact one the Deputy Principal or one of our Associate Principals.

## Bring Your Own Device Agreement Form

Students Name \_\_\_\_\_ of Room \_\_\_\_\_ has permission to bring his/her device to school for his/her own personal learning use. I understand that the school will support students in taking care of their devices but will not accept responsibility for any or damage.

Type of device: \_\_\_\_\_

Signed \_\_\_\_\_ Student Date \_\_\_\_\_

Signed \_\_\_\_\_ Parent/Guardian Date \_\_\_\_\_

### 3.7 Disclosure and Sensitive Information Procedure

**Rationale:** *Our schools seeks to treat all people with respect and to keep everyone safe; physically and emotionally. From time-to-time people (children or adults) may disclose information about the ways that they have been treated, abuse that they have suffered or the ways they have felt about certain situations. These disclosures or revelations of sensitive nature must be treated with respect, and with sensitivity, keeping in mind the on-going well-being of the person involved.*

- In all cases of 'disclosure', the person hearing the disclosure must consider the safety of the person disclosing. Under the Vulnerable Children's Act instances in which a child may be at risk must be reported to a person who can investigate and address any matters involving the safety of the child
- In the instance of an adult disclosure the person receiving the information must consider Employment Law; 'Bullying or Harassment' , 'Complaints Procedures' and 'Protected Disclosures'.

#### Considerations of Safety and Protection must guide all actions in these instances.

1. People can make a sensitive claim if they believe they were abused, mistreated or neglected at a New Zealand state school. Papatoetoe Intermediate School also has in place a process for accepting and appropriately investigating historic claims of abuse (see following).
2. A 'disclosure' is any statement indicating that a person has been treated badly or has been in or continues to fear for their safety or that of another person. Not all disclosures need to be 'addressed'. Care must be taken that in the event of a disclosure the person

3. hearing the information must understand the level of seriousness and that the person disclosing understands what action may be taken, indeed may be required by law to be taken, as a result of a full disclosure.
4. It is therefore advisable that disclosures are addressed to the person in the school who is most qualified to address any concerns arising from that disclosure.

This may be as follows:

**For students:** The Social Worker, SENCo or Senior Staff Member. It should be noted that our Social Worker is the only person properly trained to take a 'full disclosure' that may be used as evidence in a legal situation.

If a staff member become aware of a matter or is told of an incident that may become a legal disclosure, they are to (see below for further details):

- Tell the child **before** the disclosure (if possible) that if the matter is one of safety that you may have to stop the process and ask for professional support or refer it to another more qualified person
- Reassure the person making the disclosure that you will remain 'involved' and that you can act as a 'support person'
- Reassure the person that the focus is on care and protection not punishing some other person
- Check in after the disclosure

**For staff members:** (see also Protected Disclosures, Bullying and Harassment and Complaints Procedures – Personnel Handbook).

- If you are hearing a disclosure from an adult follow the same processes (above) for a student.
- If you wish to make a disclosure try to choose a suitable person, time and place to ensure your privacy

The best person:

- When choosing a person think about who you can trust to maintain privacy, who can do something to address the problems, who has the training, experience and/or time that may be needed, who can support your emotion
- Senior Staff members, Team Leader, Principal or Union Area Rep (not usually a site rep) are all people you may wish to turn to.
- In some cases it may be necessary to address concerns to the Board Chair however staff members must note that a 'complaints procedure' is very different to that of a 'disclosure'.
- It is NOT acceptable to use the School Social Worker or Student Counsellors for staff disclosures, unless the information specifically affects children.

## The best place and time

- Sometimes , due to emotion, it is very difficult to choose a good place or time. Usually it is better not to display strong emotions (anger, tears, distress) in a public place (such as the staffroom, corridor, open office, classroom etc) because if you are seen it leads to questions and speculation.
- For the sake of 'natural justice' confidentiality for both the complainant and for the person about whom the complaint is made must be a priority.
- We encourage you to tell the person you have chosen to talk with, ahead of time (even if it is just a few moments ahead) that you need to have a 'private conversation'
- Then you could suggest that you need to go somewhere private (an office, your car, off site)
- Allow that person some time to make any necessary arrangements (cover for your class, cover for their work, getting permission to go off site etc)

## Receiving an online Disclosure

1. A student makes a comment online that is concerning their wellbeing / safety - making them unsafe.
2. Teacher informs Syndicate Leader ASAP
3. Teacher responds: via message  
*"I'm worried about whether or not you are safe. I do have to by law refer this to XXXXXXXX (Team Leader). He / She will then discuss this with our School Social Worker (SWIS)and they will get in touch with you. Nothing is going to happen until she gets in touch with you, unless you are unsafe and we need to act now to help you."*
4. Syndicate leader contacts SWIS worker and passes on information to follow up and Check via email then followed up with a referral form  
[SWIS Referral Form Template.docx](#)
5. SWIS worker feedbacks on next step actions
  - A) No further action required. Student is safe
  - B) Further action required. Referral to be made to next level by SWIS

## In the event of a serious student disclosure:

1. **LISTEN and DECIDE** if the matter is beyond your level of expertise
  - a. If the matter is an assault, attack or indicates that the child is at risk from others or may harm themselves it is URGENT and serious and MUST be referred to the Social Worker.
2. **TELL the child that it is a serious matter.**
  - a. If the matter is an assault, attack or indicates that the child is at risk from others or may harm themselves it is URGENT and serious and MUST be referred immediately to the Social Worker (or an outside agency such as Oranga Tamariki or the Police)

3. **TRUST that the social worker** will treat the matter in the most effective way to keep the child safe and to ensure that all appropriate actions are taken.
4. **SEEK SUPPORT for yourself** through the Social Worker.
  - a. The Social Worker is trained to support you, the Parents and Caregivers and the child through this process.
  - b. DO NOT discuss that matter with anyone else unless the Social Worker approves it.
  - c. If you do need further support talk only to the Principal or Cluster Manager
5. **MAINTAIN confidentiality.**
  - a. Serious disclosures may result in legal action being taken.
  - b. Confidentiality is paramount to safety and the legal process.

**If a Parent or Caregiver or other staff member informs you of an URGENT matter relating to a disclosure or a child's safety it must also be immediately referred to the Social Worker (refer also Vulnerable Children's Act and the requirement for mandatory reporting) OR Oranga Tamariki (senior leaders are able to support you with this)**

- An incident report (written by the staff member hearing the information) must record what was said, by whom and when
- Non-referral may result in disciplinary or legal action being taken against an individual or an organisation
- On no account is a staff member to discuss the matter with any other family member or caregiver if the Social Worker is not present or has not sanctioned the discussion
- 'Disclosures' must not be the topic of Team, Syndicate or Staff meetings, nor are they to be discussed in the staffroom or any public area
- 3Way Conferences are not the forum for discussions of this kind
- In all serious cases accept that your role is the 'teacher', 'friend' and 'supporter' and ensure that on-going professional support is provided by the social worker or support agencies
- If you believe that the matter is not being properly addressed, speak to the Social Worker or the Principal
- If you have any questions or concerns regarding 'disclosures', 'referrals' or student support they should be addressed to:
  - The Social Worker
  - The DP or respective AP or SENCo
  - Cluster Manager
  - The Principal or senior leader

**In the event of an Historic claim of abuse the following process will be undertaken:**

- The claim will be written down and summary checked by the claimant, if the claimant has not already provided a written summary
- The Principal will confirm the time and staff member/s involved and locate any relevant records.

- The Principal will refer the claim to the MOE if the claim is about a residential special school (Mt Richmond or Dingwall) and if the claim relates to events occurring before 1989, otherwise the claim will be responded to by the school's Board.
- The BOT will provide any relevant records we hold to assist The MOE in responding to an historic claim. [Sensitive Claims of Abuse in State Schools – Education in New Zealand](#).
- The Ministry may refer a claimant (or their lawyer) to the school Board.

### **Historic Claims received by the Board**

- The claim will be written down and summary checked by the claimant (or their lawyer), if the claimant (or their lawyer) has not already provided a written summary.
- The Principal will confirm the time and staff member/s involved and locate any relevant records.
- The Board of Trustees will respond to claims about our school if the allegations from 1989 onwards.
- We will consult our lawyer and NZSTA

**If the claim is about a present staff member, or one recently employed at our school the Principal will make a mandatory report and inform the Teaching Council.**

- The Principal and Board Chair will notify the Ministry, ensuring that if there is name suppression, or a likely court case, they do not breach confidentiality.

### **3.8 Police Vetting Procedure**

***Rationale:** Under the Vulnerable Children's Act schools are required to ensure that all employers and any people working on site and having contact with students have undergone*

- Verification of Proof of Identity
- Police Vet

**All staff under-go regular Police Vets:**

- Teachers every 3 years with renewal of Practising Certificate
- Support/ Admin staff every three years through this Police Vetting process
- Staff members; RTL, Teachers and Support staff
- All support staff members are vetted on employment. A 'clean' vet is a requirement for employment.
- Our school only employs registered teachers (whether subject to confirmation, provisional or fully registered) who are already vetted (see sample employment contract)

**All staff members, including day to day relievers, are required to provide two forms of proof of identity on initial employment. These are added to a personnel file for that person (see Personnel File Checklist, Personnel Handbook).**

### **Regular Visitors, Contractors , Parent Helpers**

- Any person coming regularly onto our school site or having un-supervised contact with students must be Police vetted, especially those attending overnight stays with students present.
- Parent Vets are undertaken at least 6-8 weeks prior to a camp or overnight stay so that the process can be completed in a timely way.
- The Police Vet folder contains the summary of Police Vets for support staff and various providers (contractors) who work within our school. No other papers are retained.

### **Management of Police Vetting Applications**

- Police Vetting Applications are managed by the Principal OR are delegated to the Executive Officer.
- The Application form will indicate which person will undertake the application process.
- Applications for our school are submitted into the Police Vet website through our school as the 'agent'.
- Application forms are shredded or returned to the person when the return reply is provided.
- 'Return' replies are given to the person (along with the application if requested) ONLY when the return reply indicates that there are concerns. Only the principal manages this process.
- If the Police Vet response indicates no concerns an email is sent to the person applying (or the company of that person) stating that the application has been made and the response indicates that there are no concerns. At this point all the application paperwork is destroyed and only final information is recorded in the Police Vet website.

*See Personnel Handbook for all relevant information on this Procedure*

### **3.9 Preventing and Responding to Self-Harm and Suicide: *See also the Hauora and Well Being Handbook***

#### **Self Harm and Suicide Support for students**

**Background:** *Education involves the growth and development of the whole person. Our Self-harm and Suicide prevention procedure provides the framework for student self-harm support as well as provide information on the identification of at-risk students, checklists for*



*dealing with various events. The focus is on supporting, monitoring preventing student's self-harming and engaging in the act of suicide.*

**Principles:** The principles underlying this document have to do with the rights and responsibilities of students, staff and parents/caregivers and whanau. These rights include :

**1) Students**

- All have the right to work, play and learn in a friendly, safe, caring and helpful school.
- Duty of care of our students is of paramount importance
- Our students are central to the whole process

**2) Staff**

- All have the right to work in a friendly, safe and satisfying school that is supported by the school community.

**3) Parents / caregivers and whanau**

- Whanau all have the right to feel welcome and to know that everyone works, plays and learns in a friendly, safe, caring and helpful school.

**Preventing and responding to self-harm and suicide at Papatoetoe Intermediate School**

- encompasses everything that our school community does to meet the personal, social, emotional and academic needs of students, staff and our community and to enhance their well-being
- is reflected in the way our school community demonstrates care, ensures security and provides opportunities for contribution, success, recognition and enjoyment
- is fostered through the PIS school curriculum and the way we deliver it
- focuses on developmental, supportive and preventative strategies in all areas of student need and provides support for students and staff with personal, social, emotional and academic needs
- It involves close liaison between parents, staff, community service providers, agencies, community leaders and students.

**The main aims of this Papatoetoe Intermediate School Self-harm and Suicide Procedure**

- to ensure that staff are able to recognise and act swiftly and appropriately to all cases of student self-harm.
- to foster a secure and caring learning environment where the rights, beliefs, and values of all are to be respected, and the needs of staff and students are identified and targeted for development

**Objectives**

- To recognise any form of self-harm or mutilation

- To understand that self-harming is almost always a symptom of some underlying emotional or psychological issue
- To put in place a framework for intervention
- To be alert to the possibility that self-harm may arise from a history of abuse

### **What is Self Harm?**

- Self-harm is any deliberate behaviour that inflicts physical harm on someone's own body and is aimed at relieving emotional distress. Self-harm can include:
  - cutting themselves
  - scratching themselves
  - burning or scalding their body
  - banging and bruising themselves
  - scrubbing or scouring their body
  - deliberate bone-breaking
  - punching themselves
  - sticking things into their body
  - swallowing inappropriate objects or liquids
  - taking too many tablets (overdose)
  - biting themselves
  - pulling their hair or eyelashes out
  - attempting to terminate an unwanted pregnancy

Less obvious self-harm behaviours also include:

- controlled eating patterns – anorexia, bulimia, over-eating
- indulging in risky behaviour / risky sexual behaviour destructive use of drugs or alcohol
- an unhealthy lifestyle
- getting into fights

### **Warning signs**

- Self-harm may present as visible or invisible signs. The latter can include ingested materials or cuts/bruises under the clothing.
- Staff, parents/whānau and fellow students may become aware of warning signs that might indicate that a student is experiencing difficulties that may lead to self-harm or suicide.
- These warning signs should always be taken seriously and anyone observing any of these should seek further advice from the teacher, in the case of the student, Social Worker, Counsellor, senior staff member or principal.

**Warning signs may include:**

- visible signs of injury (e.g. scarring)
- a change in dress habit that may be intended to disguise injuries (e.g. an unexpected/sudden change to wearing long sleeved tops)
- changes in eating or sleeping habits
- increased isolation from friends or family
- becoming socially withdrawn
- changes in activity or mood (e.g. becoming more introverted or withdrawn)
- lowering of academic achievement
- talking or joking about self-harm or suicide
- abusing drugs or alcohol
- expressing feelings of failure, uselessness or loss of hope
- changes in clothing / image

### **Links to emotional distress (including abuse)**

- Those who self-harm are usually suffering emotional or psychological distress and it is vital that all such distress is taken seriously to assist in alleviating that distress or to minimise the risk of increasing distress and potentially suicide.
- Any student who suggests they are experiencing suicidal feelings must be taken extremely seriously and safeguarding procedures put in place immediately.
- *Any student showing this level of distress must NOT be left unattended*

### **Emotional/psychological risk factors associated with self-harm can be:**

- recent trauma e.g. death of a friend or relative, parental divorce
- negative thought patterns and low self-esteem
- Bullying
- abuse – sexual, physical, emotional or through neglect
- sudden changes in behaviour and/or academic performance
- relationship difficulties (with family or friends)
- learning difficulties
- pressure to achieve (from teachers or parents)
- substance abuse (including tobacco, alcohol or drugs)
- issues around sexuality

### **Other causal or risk factors**

- inappropriate advice or encouragement from internet websites or chat-rooms
- experimentation, 'dares' or bravado, 'copycat behaviour'
- concerns by a girl that she may be pregnant (including an attempt to terminate this)
- a history of abuse of self-harming in the family
- parental separation
- domestic abuse and/or substance misuse in the home

- media influence
- issues surrounding religious or cultural identity

**Risk Analysis of Students:**

- All students involved in any incident of self harm, or talk about self harm in person, to another student, write about it...etc) must be immediately referred to the DP/ AP or Principal
- The DP/AP or Principal will ensure a referral is made to the SWIS who will undertake a risk assessment.
- Once a risk assessment is completed parents/ whanau must be contacted and told of the incident and outcome of the risk assessment.
- Whanau will be advised of the next step, based on the risk assessment
- If a referral to ‘Taunaki’ (Child Mental Health) is advised it is the responsibility of the whanau to complete the referral. Referrals may be made by a school but must be confirmed by the whanau.
- If the risk is ‘High’ the school (DP or Principal) will phone and email Taunaki to advise them of the concerns and risk assessment.
- For students who do not need referral to Taunaki (assessed as low or medium risk), there are established guidelines for checking student safety and de-escalation of self-harming behaviours
- Teachers are not experts in mental health. All students requiring mental health support will need a transition back to school plan along with an agreed plan ongoing for support that clearly defines what the teacher/s and TAs are expected to do. Training may need to be provided.
- In serious cases, this should be in place prior to the student returning to school.

**Use this rubric to assess risk. Risk is ideally assessed by a trained person.**

	Immediate Intervention	Consultation	Referral/Management	Follow-up
Low Risk	<p>Establish an appropriate plan to monitor the young person’s suicide risk</p> <p>Check on family or whānau and other support available and, as appropriate, involve them</p>	<p>Consult as appropriate with school staff and family or whānau</p> <p>Counsellor to consult with supervisor as necessary</p> <p>Check if other services are involved and coordinate; clarify who is leading</p>	<p>Provide information to the young person (and the family, whānau or caregivers) on resources available to assist them</p> <p>Provide on-going clinical management as part of school counselling service</p> <p>Establish a check in system during breaks, check who the most appropriate family</p>	<p>Regular review of the young person to identify any changes in risk</p> <p>If there has been no improvement in four to six weeks then treat as if the risk were moderate and seek additional assistance (Ministry of Education)</p>

		clinical management planning	<p>member is and communicate with them (phone or meeting)</p> <p>Ask the student if they want to attend that meeting, set goal plans – such as ‘using Facebook safely’; treat and refer as a ‘minor behavioural incident’ and speak to the children as such - detention in ‘isolation’.</p> <p>These interventions last 4-6 weeks, once a week, and checking in with family and teacher.</p> <p>Locked file – when the case start and when it finished</p>	
--	--	------------------------------	--	--

<p>Moderate Risk</p>	<p>Take a team approach to ensure the safety of the student while at school</p> <p>Principal to inform the family, whānau or caregivers, as appropriate, and discuss strategies appropriate to the level of risk</p> <p>Establish appropriate regime to monitor the person's suicide risk</p> <p>Arrange for the young person to get access to the appropriate level of counselling /treatment</p>	<p>Parent/SWIS or DP/Principal to consult with health professionals (GP, mental health services) to discuss actions required</p> <p>For new cases, referral for assessment by GP or mental health services desirable</p> <p>Parent/SWIS or DP/Principal to consult with supervisor as necessary</p> <p>Check if other services are involved and coordinate; clarify who is leading management planning</p>	<p>Referral to mental health services desirable for new case</p> <p>If referral will not be picked up, actively manage with self-management strategies, as appropriate, and weekly monitoring</p> <p>Notify DP or relevant AP and teacher, principal by email;</p> <p>SWIS picks up all Moderate level students;</p> <p>SWIS will arrange free counselling with Family Works for of 3-4 students at a time;</p> <p>Establish a check in system after 12 pm but before lunch;</p> <p>Encourage students to make self-referrals if they are feeling more 'at risk';</p> <p>Check who the most appropriate family member is and communicate with them (ph or meeting), ask the student if they want to attend that meeting;</p> <p>Make sure family take and refer to GP or mental health professionals;</p> <p>Discuss with Whirinaki about this caseload (invited to school- DP or relevant AP attend and respective Teachers if possible);</p> <p>Set a safety plans – e.g. putting strategies in place to moderate emotions and reactions to high emotions, treat and refer as a 'minor behavioural incident' and speak to the children as such – need to establish a response.</p> <p>Check in 1x times a week, 4-5 weeks with SWIS and then 4-5 weeks with AP</p>	<p>Check outcome of any referral with the health professional and family or whānau</p> <p>Monitor risk and behaviours within the school environment and take action as appropriate</p> <p>Ensure all staff involved with the young person report all incidents that cause concern (risk factors: unexpected reduction in academic performance, ideas and themes of depression, death, suicide. Changes in mood, grief, withdrawal, physical symptoms, high-risk behaviours)</p>
----------------------	--	--	--	---

<p>High Risk</p>	<p>Consult with the principal who will then inform the appropriate staff to minimise any immediate risk. Principal to inform the family, whānau or caregivers of the risk and proposed management as appropriate</p> <p>SWIS / Principal/ AP / DP to ensure the young person's immediate safety, arrange for any hand over of responsibility (including informing family or whānau of safety precautions) to family, whānau or caregivers or a health professional</p>	<p>Continue contact with the young person and their family, whānau or caregivers to ensure the required level of service is being provided and to facilitate a smooth return to normal involvement in the school</p> <p>Consult with health professionals involved to ensure they know of the current level of risk, any behaviours seen at school and that the appropriate services are being accessed</p> <p>Counsellor to consult with supervisor, as necessary</p>	<p>Parent/SWIS or DP/Principal to make a referral to an appropriate health professional (GP, mental health services) for further assessment and primary management</p> <p>Ensure communication about primary management with mental health services is clear so roles can be established</p> <p>Crisis intervention and Whirinaki and as previously for moderate risk; full supervision</p>	<p>Check outcome of any referral with the health professional and family, whānau or caregivers</p> <p>Ensure all staff involved with the young person report all incidents that cause concern (risk factors: unexpected reduction in academic performance, ideas and themes of depression, death and suicide. Changes in mood, withdrawal, physical symptoms, high-risk behaviours)</p> <p>Liaise with family, whānau or caregivers to ensure they have support and that the young person's environment is safe (ie, removal of means of suicide and close monitoring and support)</p> <p>Prior to the student returning to school, establish the necessary monitoring and support systems</p>
------------------	--	--	---	--

## Records Management

Any staff member noticing incidents of self harm, or being told of concerns or by a child at risk must write down everything they have been told/ witnessed- date/ signature/ names of students/ staff members name.

They must refer the student immediately to AP or DP; by email **and** in person. The AP/ DP will refer to the SWiS for risk assessment.

The SWiS will keep a written record of each individual student. The records of the Social Worker are at all times the property of ATWC and will be retained in their archives. Access to Self-harm records will be provided where appropriate legal and privacy legislation requirements are met.

- The self-harm records will be posted onto the school self harm register on a regular basis. Access to these records is restricted to the Principal, Deputy and Associate Principals, SWiS.
- The record will contain information on the individual student as well as any relevant notes. The record remains in school archives for a period of seven years. After this time, the entire file is destroyed.
- This student's record never leaves the Pastoral Care Team and never becomes a part of the educational record.

## **Confidentiality**

***When thinking about Privacy and confidentiality we must always consider 'what is the level of risk?' and 'what will keep this person safe?'***

Most limits to confidentiality are to ensure safety. If there is evidence of imminent danger of harm to the student or other(s), the staff member or Social Worker (SWiS) must take action. Action may include notifying

- Taunaki - Child Mental Health
- The Police - if the child/staff member is at serious risk of harm
- Oranga Tamariki - if the issue is care and protection
- Relatives or whanau

## **If a student describes abuse of another student, sibling or elder,**

- 1) the information provided must be recorded and reported to the Principal or Deputy Principal and/or SWiS - (see the requirements for reporting under the Vulnerable Children's Act) -
  - a) incases of serious concern the matter must be reported to either the Police or Oranga Tamariki
  - b) Any person can make this report, somebody **MUST** make the report



- c) The person taking the initial disclosure MUST ensure the matter has been reported to the appropriate authority
- d) Failure to report may result in charges being laid against the person who took the disclosure OR the person to whom they reported it
- 2) It is possible a court order may require release of privileged communication.
  - a) **Counselling information** cannot be released to the following without the student's express consent:
    - i) parents or guardians,
    - ii) siblings,
    - iii) doctor
    - iv) lawyer,
    - v) health organization
    - vi) A state agency (e.g. Taunaki, Oranga Tamariki)

### **CHECKLIST IN EVENT of Suicide or Suicide Attempt / Traumatic Incident Checklist**

- 1) Inform the Principal or their delegate with as much information possible
  - a) The principal will make a written note indicating the time and the person giving the information
  - b) The person who Acts as 'The Principal' remains responsible for this event until the event is deemed 'closed'
  - c) Through out the management of the incident the Principal or their delegate will
    - i) maintain a running written record of events, communication and decisions
    - ii) Continue to offer support to people involved (e.g. counseling etc)
    - iii) Will gather written records from people providing information (incident reports) that are dated, time indicated and signed by the person providing the information
- 2) The Principal or their delegate will ask someone (not usually the person providing the information) to check the accuracy of the information and get back to them asap
- 3) The Principal or their delegate will convene the Traumatic Incident Response Team, develop a plan and assign roles
- 4) The Principal or their delegate will assign or themselves ring the Board Chair
- 5) The Principal or their delegate will assign someone to contact Ministry of Education Traumatic Incidents (TI) or Crisis team, phone 0800 TI Team (0800 84 8326) and get back to the Principal when this is done
  - a) This will be followed up by an email to that person from the Principal or their delegate outlining the incident and their request for support
  - b) The Principal may do this or assign someone to do it and ask for them to be cc'd into the email
- 6) The Principal or their delegate will call a meeting of the TIR Team to share facts (when, where, how, what has been confirmed) and devise a plan

- a) The facts (as known at that time - with a time note and note of recorder) should be listed
  - b) The roles and responsibilities of the Team members will be recorded
  - c) Incident reports will be gathered and provided to the Principal or their delegate
  - d) An incident summary will be compiled
  - e) The Principal will confirm the incident details and plan with the Board Chair
- 7) The Principal or their delegate will assign a member or members to contact other schools that may be affected if this is required
- 8) If necessary the Principal or their delegate will assign someone to contact the family (the Principal may choose to do this themselves)
- a) This person will be the family contact from that point onwards
  - b) They will together with the family agree what information can be discussed with students, community,
  - c) They will seek support for the whanau - food/ counselling/ a listening ear etc.
  - d) if appropriate offer condolences and discuss funeral arrangements
- 9) The Principal or their delegate will determine the need for additional support services, support rooms and relief staff
- 10) The Principal or their delegate will determine how, when and what information to release to teachers (usually at a staff briefing) or via Syndicate Leaders
- a) Syndicate Leaders will be given a script and coached on what and how to respond to questions, concerns and reactions
  - b) EAP will be offered for staff members
- 11) The Principal or their delegate will with the Team, agree to a script for
- a) Concerned parents
  - b) Unrelated incoming calls
  - c) Notices for classes - how, when and what information to release to students (usually in class groups, with familiar teachers and peers).
    - i) A written statement for teachers to read out to students is necessary. (See Statement to students template in Section 3, part 3)
  - d) Notices for all whanau and community
    - i) A letter for families and the wider community will include
      - (1) information on recognising risk,
      - (2) where to seek additional support
      - (3) how to talk with a young person if they have questions about suicide. (See Letter to all parent's template in Section 3, part 3)
  - e) Prepare a media statement in case you are approached by the media. (See template in Section 3, part 3)
- 12) The Principal or their delegate will determine need for outside support from cultural or religious advisers, other schools
- 13) For a week afterwards the Principal or their delegate will
- a) ensure a 'presence' of Leaders as students and staff come into and leave the school over the next week
  - b) closely monitor school grounds and attendance over the next week.

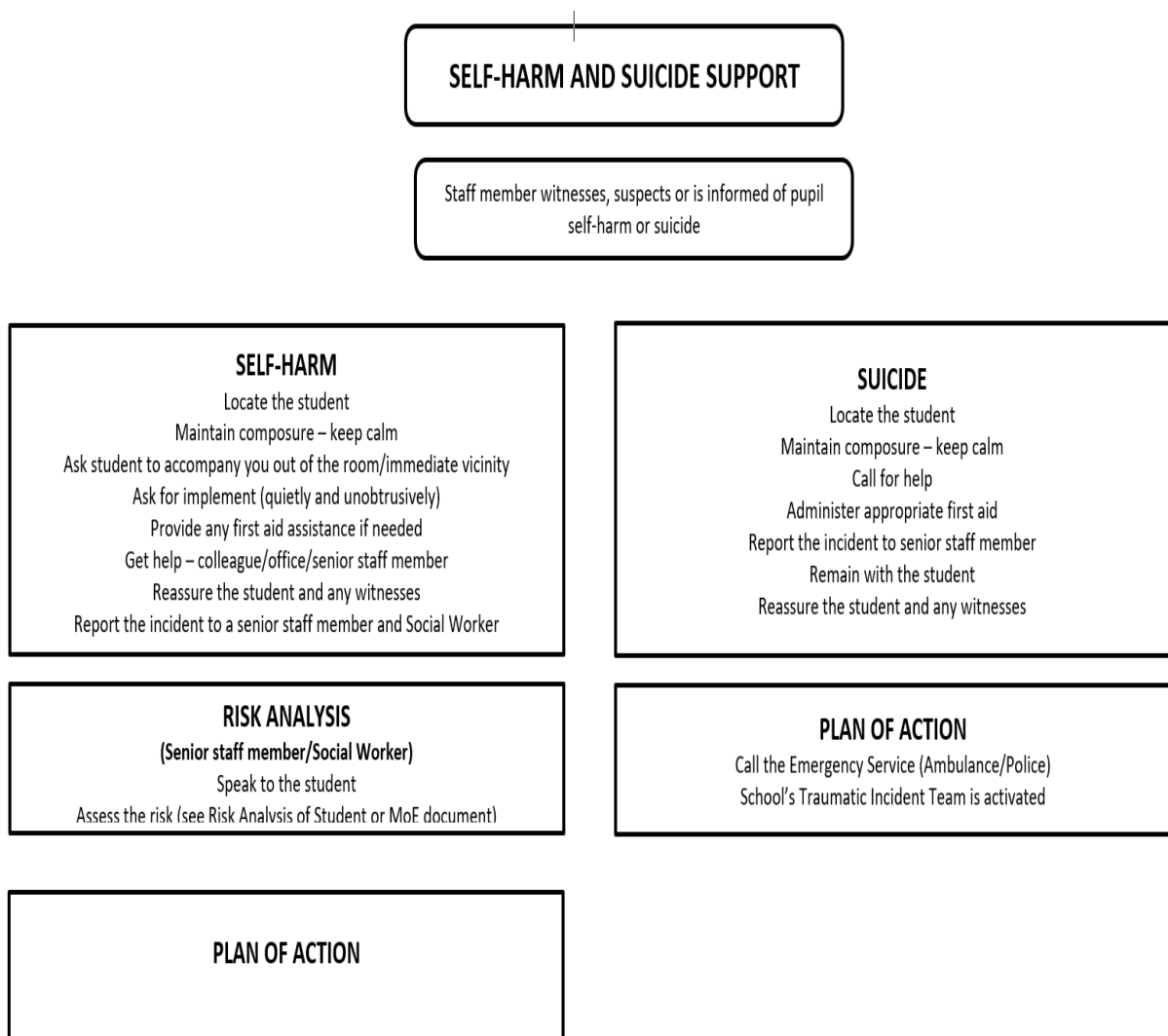
- 14) The Principal or their delegate will establish systems to cover the next four to six weeks to identify students who may be at risk
  - a) including known students with previous adverse life events
  - b) systems to support staff/ parents and students
  - c) A place where students, staff and parents can go to for support at set times (e.g.before and after school, breaks)

**TEMPLATE to support staff calling Parents/whanau if required**

- 1) Introduce self and role
- 2) State reason for calling/ arranging to visit
  - a) 'I am ringing to advise you...
  - b) It is always better to talk face to face to deliver difficult news
  - c) Be specific about what has happened
  - d) Express sadness and offer support
  - e) Explain where the child is etc. and how they are
  - f) Reassure parents that the child/staff member is not alone
- 3) Ask if they had previous concerns
  - a) If so, how long?
  - b) have they sort help before?
  - c) Have they had experience - other family members/ friends etc.
  - d) Do they have support
- 4) In the event of suicide explain the assessment process and outcome (Low, mod or high risk)
  - a) Low risk - that the child will work with the DP or AP to stop the behaviour and that they will be in contact with the whanau
  - b) Medium risk - that the child (and whanau) needs ongoing support from the SWIS to ensure the behaviors do not escalate
  - c) High risk - let them know that the school has notified Taunaki and that the child needs urgent assessment
  - d) possibly explain the thoughts behind the action
    - i) it's clear they are getting bullied... they have been engaging in online influences...
- 5) Explain intervention steps:
  - a) It has been referred to the SWIS
  - b) Your child knows that I am going to regularly check in with them
  - c) That I have had a conversation with Mum/Dad/ caregivers
  - d) They know that I am going to check in to make sure you have had a chance to talk about it tonight
- 6) Advise them of the need to monitor their child, maintain close communication with the allocated AP or DP and together implement a safety plan provided by Taunaki/ SWIS/ AP or DP and agreed with whanau
  - a) E.g. putting strategies in place to moderate emotions and encourage conversations.

- 7) Provide: Your number, SWIS, Youth lines numbers, Taunaki etc. online links
- 8) Set up a meeting/s to
  - a) discuss concerns
  - b) Better understand the risk (med- high esp)
  - c) Discuss safety plan
  - d) Establish communication methods
  - e) Offer additional support

**Flow chart for Self-harm and Suicide Support**



**Plan of Action flow charts**

## PLANS OF ACTION

### Low Risk Student

1. Student needs to be monitored
2. An appropriate plan needs to be put in place
3. Contact the family/whānau and inform them of the incident of self-harm.
4. Inform senior staff members (Pastoral Care Team members/Traumatic Incident team members).
5. Provide on-going support for the student for 4 – 6 weeks
6. If there is no improvement then case is regarded as Moderate Risk.

### Medium Risk Student

1. Student needs to be monitored
2. Contact the family/whānau and inform them of the incident of self-harm.
3. Inform senior staff members (Pastoral Care Team members/Traumatic Incident team members).
4. Establish an appropriate programme to monitor the student.
5. Arrange for student to receive appropriate level of counselling/treatment.
6. Incident must be referred to the mental health services.
7. Social Workers will accept the case.
8. Social workers will arrange for appropriate counselling
9. A suitable check-in procedure is put in place to monitor the student for 4-5 weeks.
10. A safety plan needs to be developed to support the student.

### High Risk Student

1. Ensure the immediate safety of the student.
2. Contact the family/whānau and inform them of the incident of self-harm.
3. Inform senior staff members (Pastoral Care Team members/Traumatic Incident team members).
4. Referral MUST be made to the appropriate mental health services.
5. Ensure that all incidents of concern are report to the responsible case worker

## SELF-HARM

### MINOR

Scratches, surface cuts, welts from rubbing



### RESPONSE

- Do not reinforce negative behavior with positive attention.
- Advise AP / DP via phone.
- If AP / DP unavailable contact AP / DP via email and keep the student working in class as usual.
- The AP / DP will make contact with teacher asap



### SWiS/ AP/ DP TO:

- Contact home and arrange meeting with caregiver/family member.
- If AP/DP has care and protection concerns AP/DP to request SWiS to join the family meeting.
- Advise family to check for cuts daily and to keep blades away.
- Advise family if further instances occur to take child to GP or contact Taunaki (Adolescent Mental Health) on 092654000 (24 hour line).
- Offer the family SWiS support. If the family consents then the AP/DP will complete a referral form and email/hand to SWiS.



### MAJOR

Deep cuts or injury that requires medical attention



### RESPONSE

- Take student to sick bay
- Advise AP / DP via phone.
- If Ap / DP unavailable contact other member of school leadership team and advise if medical assistance is required.
- Follow normal school emergency procedure.
- Contact the DP/AP via email.



### AP / DP TO:

- Contact home to advise of medical emergency and to arrange a meeting with caregiver/family member.
- If AP/DP has care and protection concerns, AP/DP to request SWiS to join the family meeting.
- Contact Taunaki and MoE Crisis Team
- Advise family to check for cuts daily and to keep blades away.
- Advise family if further incidents occur to take child to GP or contact Taunaki (Adolescent Mental Health) on 092654000 (24 hour line).
- Offer the family SWiS support. If the family consents, then the AP/DP will complete a referral form and email/hand to SWiS.

### 3.10 Missing child / Student emergency response Checklist and Procedure

*All instances of a child or student going missing from Papatoetoe Intermediate School are treated urgently and steps are taken to find the missing person or confirm their safe whereabouts.*

- 1) If a student does not come to school and the parent has not informed the school that they will be absent
  - a) Parents/caregiver is informed by text message at around 10.30am
    - i) Parents/caregiver is expected to respond indicating where the child is
    - ii) If a parent/caregiver responds saying the child is supposed to be at school the school will work with the parent/caregiver to try to find the child
  - b) Effort will be made by the school to ascertain the whereabouts of the student may include
    - i) Staff members searching the school grounds
    - ii) Staff members checking with friends and classmates to ascertain likely places the student may be e.g. Community Library, at a friend's place, at a sports event, whether there was a precursor event
    - iii) Check if the student is unhappy, angry, etc.
    - iv) Take all reasonable steps to identify when the child was last sighted
      - (1) The respective AP ideally take all reasonable steps to 'search' for the child.
      - (2) The respective AP, school receptionist, teacher or other staff member will ring any people that may be able to give some information or may know where the student is.
      - (3) Staff members driving the route to school
      - (4) Staff members checking with the bus company
      - (5) Until the child or student has been found or confirmed in a safe location, all reasonable action must be taken to locate them.
- 2) The school will contact the police after contacting the family if a student disappears from school or leaves the school grounds
- 3) Ultimately it is the responsibility of the parent/caregiver to find the child and report them missing to the police. If the child is not found, it is the family's primary responsibility to find the child and the school will assist.
- 4) The family is asked to contact the school if the student is found.
  - a) The school will ensure that someone remains available to monitor a phone and act as a communication liaison.

**There can be a range of possible reasons and associated dangers for a child or pupil who is going missing. Some, but not all, may include:**

- The proximity of water dangers to the school
- The possibility of an abduction
- The possibility that the child or student has been picked up by a parent or caregiver
- The child or student has decided to leave school for the day
- The child or student has felt unwell and simply gone home
- The child has gone somewhere with friends
- The child has caught the wrong bus
- The child has not got off the bus at the correct bus stop

**The following is our school’s emergency management checklist**

Event or information received	School action
Information or notification that a child / pupil is missing.	Confirm that the person had been present at school at some time during the day.
	Determined when the person was last seen in the school.
	Notify the Principal and relevant AP
	Search the school. This should include checking common areas, areas where students are known to congregate, sports fields, spectators if a sports event is being held in the school, nearby hazards identified in the school’s risk assessment.
Child or student is found alive and well	Notify Principal and other searchers.
	Establish what happened.



	Complete an Emergency Management incident report
	Arrange for the child /student's parents to be advised.
Child or student is found in an injured or ill condition	Assess the situation and if necessary call for medical assistance.
	Notify Principal and other searchers
	Establish what happened.
	Complete an Emergency Management incident report
	Arrange for the child /student's parents to be advised.
Child or student is not found within the school or at nearby hazards	Notify the parents /caregivers immediately
	Notify the police immediately
	Check places the child may be – see list above
	Complete an Emergency Management incident report

### **3.11 Emergency and Traumatic Procedures**

*Rationale: An Emergency is an unpredictable event caused by an external influence. The damage caused and hazards to health and safety depend on many variable factors. These procedures identify the defined responsibilities and sequence of actions that will occur within the school in order to prepare for a variety of possible emergencies that may affect our school.*

It is important that prior to an emergency, staff members and students are fully aware of the evacuation and safety procedures during the emergency itself and know the line of authority and what actions they each must take.

There is a range of emergencies for which we prepare. Some require immediate evacuation and assembly; others require that students and staff members remain quietly within buildings. Therefore, there must be clear lines of communication and identification at the time of an emergency that notifies exactly what response people must take, for their own and others safety.

In the case of any emergency, an alarm and/or voice message will sound over loudspeakers in the school indicating the emergency classification and the action to take by students and teachers.

#### **CHECKLIST IN EVENT of a 'Traumatic Incident'**

##### **1. CHECKLIST IN EVENT of Suicide or Suicide Attempt / Traumatic Incident Checklist**

Inform the Principal or their delegate with as much information possible

- d) The principal will make a written note indicating the time and the person giving the information
- e) The person who Acts as 'The Principal' remains responsible for this event until the event is deemed 'closed'
- f) Through out the management of the incident the Principal or their delegate will
  - i) maintain a running written record of events, communication and decisions
  - ii) Continue to offer support to people involved (e.g. counseling etc)
  - iii) Will gather written records from people providing information (incident reports) that are dated, time indicated and signed by the person providing the information

The Principal or their delegate will ask someone (not usually the person providing the information) to check the accuracy of the information and get back to them asap

The Principal or their delegate will convene the Traumatic Incident Response Team, develop a plan and assign roles

The Principal or their delegate will assign or themselves ring the Board Chair

The Principal or their delegate will assign someone to contact Ministry of Education Traumatic Incidents (TI) or Crisis team, phone 0800 TI Team (0800 84 8326) and get back to the Principal when this is done

- g) This will be followed up by an email to that person from the Principal or their delegate outlining the incident and their request for support
- h) The Principal may do this or assign someone to do it and ask for them to be cc'd into the email

The Principal or their delegate will call a meeting of the TIR Team to share facts (when, where, how, what has been confirmed) and devise a plan

- i) The facts (as known at that time - with a time note and note of recorder) should be listed
- j) The roles and responsibilities of the Team members will be recorded
- k) Incident reports will be gathered and provided to the Principal or their delegate
- l) An incident summary will be compiled
- m) The Principal will confirm the incident details and plan with the Board Chair

The Principal or their delegate will assign a member or members to contact other schools that may be affected if this is required

The Principal or their delegate will assign someone to contact the family (the Principal may choose to do this themselves)

- n) This person will be the family contact from that point onwards
- o) They will together with the family agree what information can be discussed with students, community,
- p) They will seek support for the whanau - food/ counselling/ a listening ear etc.
- q) if appropriate offer condolences and discuss funeral arrangements

The Principal or their delegate will determine the need for additional support services, support rooms and relief staff

The Principal or their delegate will determine how, when and what information to release to teachers (usually at a staff briefing) or via Syndicate Leaders

- r) Syndicate Leaders will be given a script and coached on what and how to respond to questions, concerns and reactions

- s) EAP will be offered for staff members

The Principal or their delegate will with the Team, agree to a script for

- t) Concerned parents
- u) Unrelated incoming calls
- v) Notices for classes - how, when and what information to release to students (usually in class groups, with familiar teachers and peers).
  - i) A written statement for teachers to read out to students is necessary. (See Statement to students template in Section 3, part 3)
- w) Notices for all whanau and community
  - i) A letter for families and the wider community will include
    - (1) information on recognising risk,
    - (2) where to seek additional support
    - (3) how to talk with a young person if they have questions about suicide. (See Letter to all parent's template in Section 3, part 3)
- x) Prepare a media statement in case you are approached by the media. (See template in Section 3, part 3)

The Principal or their delegate will determine need for outside support from cultural or religious advisers, other schools

For a week afterwards the Principal or their delegate will

- y) ensure a 'presence' of Leaders as students and staff come into and leave the school over the next week
- z) closely monitor school grounds and attendance over the next week.

The Principal or their delegate will establish systems to cover the next four to six weeks to identify students who may be at risk

- aa) including known students with previous adverse life events
- bb) systems to support staff/ parents and students
- cc) A place where students, staff and parents can go to for support at set times (e.g. before and after school, breaks)

### **The role of the Learning Support and Guidance Team**

- provide support and guidance to all students and staff at Papatoetoe Intermediate School
- facilitate close learning focussed relationships between teachers and support staff
- Work in liaison with the DP and respective AP's on cases that require external referrals (to MOE/ RTLB/ SWIS etc.)

- attending/arrange meetings with parents/whānau, community service providers, agencies or any other appropriate service provider
- prioritising referrals where necessary
- develop appropriate strategy/intervention programmes
- holding review meetings (IEP/programme reviews etc.)
- liaising and supporting with the SWIS
  - Pastoral Care Team Referral Form (See Learning Support Handbook)