

PACIFIC ADVANCE SENIOR SCHOOL

Kainga / Aiga and Community Engagement

Purpose

To ensure effective engagement between the school and kainga/aiga and the wider community, to work together for the common good, develop shared visions and goals and to improve student's learning outcomes and wellbeing.

Guidelines

Pacific Advanced Senior School is committed to supporting successful partnership with kainga/aiga and the community and using a range of communication strategies to involve parties. These include kainga/aiga interviews, community talanoa, informal conversations with staff through an open door policy and the use of social media and student management systems.

Kainga / Aiga

Kainga/aiga are registered when students enrol. Involvement of kainga/aiga in general school activities is important and appreciated. The school will ensure that the aspirations of kainga/aiga and students are central and will consult with them on relevant matters. An emphasis is placed on kainga/aiga involvement with student goal setting and the completion of personalised learning plans. kainga/aiga are given the opportunity to communicate their aspirations for their children. The pastoral ethos permeates all activities at PASS and along with the student, the closest kainga/aiga will be involved through Tupu'anga mentors.

PASS will implement various strategies to seek feedback from kainga/aiga, including through surveys, to monitor satisfaction and gain kainga/aiga input. The results from consultation and surveys will inform improvements in policies, processes, programmes and practices.

Staff

The Principal will be responsible for kainga/aiga engagement and will facilitate relationships between the school and kainga/aiga and the wider community by acting as a the key contact person for kainga/aiga and facilitating community events.

Staff must be approachable. The school encourages honest communication between staff, students and kainga/aiga about student progress and direction. Kainga/aiga will be provided with information and support directly from staff or indirectly through correspondence from the administrator or student management system portal.

School Activities

Kainga/aiga engagement is crucial and central to the school vision. Kainga/aiga will be encouraged to participate and support learning, cultural and sporting events wherever possible i.e. field trips, camps, end of term evenings, fundraising events, community gatherings etc. The school will have close associations with local bodies including churches, council and other community organisations.

Open Door Policy

The school will maintain an open door policy at all times for kainga/aiga who wish to discuss any ideas or concerns regarding students. The school will designate a drop in space for kainga/aiga.

Student Management System

The school will use KAMAR as the primary information distribution portal, key aspects will be:

- Accessibility of required information for kainga/aiga
- Understanding information in relation to student progress and achievement

The school will provide support for kainga/aiga regarding the information available on the student management system.

Barriers

We've identified that there are a number of potential barriers for kainga/aiga engagement and will endeavour to provide support to overcome these challenges:

- Lack of alignment between home/cultural life and educational demands
- Language barriers
- Limited attendance by kainga/aiga at talanoa
- Limited time and resources and other kainga/aiga or work commitments
- Inconsistent communication methods
- Information overload
- Limited peer support and uncertainty

PASS will address this barrier through:

- Frequent contact with kainga/aiga about their children's progress, especially when the school is celebrating their achievements
- Formal school-kainga/aiga-community partnerships
- Kainga/aiga events and information meetings to inform kainga/aiga about the expectations of education—particularly NCEA and the curriculum—and ways they are able to assist their children towards NCEA readiness
- Access to interpreters when necessary

Reference

National Administrative Guidelines (1)

This policy is has been reviewed by the Trust and will be reviewed by December 2015.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Evaluation

Objective	Indicators	Evidence
Gathering input and feedback from kainga/aiga and wider community	<ul style="list-style-type: none"> • Various strategies are used to seek community views and encourage kainga/aiga to approach the school • Consultation includes conversations, interviews, and talanoa • Information from kainga/aiga about their perceptions of, and attitude towards, the school is gathered, analysed and used 	<ul style="list-style-type: none"> • Documentaiton that shows how the school obtained community views such as perceptions on the school's approachability, responsiveness, partnerships, consultation, the information received, and timeliness and accuracy of reports on students' progress • Talanoa minutes • Discussion notes • Interactive technologies: KAMAR, school website, email and social media
Using information in decision-making	<ul style="list-style-type: none"> • Views and opinions from the community are considered and, where appropriate, acted upon • Concerns from kainga/aiga are responded to • The process for complaints is clear, publicised and use effectively 	<ul style="list-style-type: none"> • Board meeting minutes • Evidence about community views are incorporated into the charter, strategic plan and other documents • Complaints policy and process is available upon request • Records of complaints and actions • Notices and minutes of talanoa
Forming partnerships with kainga/aiga and students to share information about learning, progress and the school	<ul style="list-style-type: none"> • A range of methods is used to communicate and share important informaiton between kainga/aiga and the school • Parents are informed about school programmes • Kainga/aiga and the teachers share ways they can support the student's learning • School reports to kainga/aiga are timely and clearly explain progress and achievement and how the kainga/aiga and student can contribute to future improvmenets • Kainga/aiga receive reports on progress 	<ul style="list-style-type: none"> • Student Handbook / Prospectus • School Policies and Procedures • Student Portfolios • School website • Parent feedback on satisfaction with interactions with the school • Personalised Education Plans

Objective	Indicators	Evidence
	<p>of students that are specific in relation to national curriculum</p> <ul style="list-style-type: none"> • Kainga/aiga are involved in decisions about student learning and programmes • The school communicates effectively with kainga/aiga concerning particular education needs including that for special education • Clear information is provided for students and kainga/aiga about programme choices, qualification requirements, career pathways and students' progress towards achieving their goals • The school website is relevant, interesting, current and easy to navigate • The school uses effective strategies to communicate with kainga/aiga 	
Engaging parents and kainga/aiga	<ul style="list-style-type: none"> • The community identifies with the school and its vision • Kainga/aiga feel they are in a partnership with the school to support their child's learning • The school has effective processes for engaging kainga/aiga when students are enrolled • Kainga/aiga actively participate in the school in a variety of ways • Kainga/aiga needs are considered when arranging times/venues for meetings • Kainga/aiga attend meetings and events at school • Kainga/aiga feel they are listened to and valued • Data is monitored and analysed on kainga/aiga involvement, such as attendance 	<ul style="list-style-type: none"> • Kainga/aiga talanoa and discussions • Information about parent attendance at events • Documentation passed on to receiving schools • Student profiles • Appropriate meeting schedules • School calendar • Kainga/aiga referrals • Celebratory/awards events and kainga/aiga participation
Engaging Māori community	<ul style="list-style-type: none"> • Māori whānau are engaged in culturally appropriate ways • Māori whānau feel the school values them as Māori and is committed to improving the achievement of Māori students • Strong partnership is developed 	<ul style="list-style-type: none"> • Strategic goals and objectives reflect the needs of whānau, hapu and iwi • Policy Review process • Consultation with iwi and Māori community • Feedback sheets

Objective	Indicators	Evidence
	<p>between the school, whānau and iwi</p> <ul style="list-style-type: none"> • The school reports to the Māori community on Māori achievement 	
Relationships with the wider community	<ul style="list-style-type: none"> • The school identifies and uses appropriate agencies to support students and kainga/aiga • The school uses community resources to complement its teaching programmes 	<ul style="list-style-type: none"> • Strategic plans connect with wider community • Annual reports • Term plans and calendar of events for the year • Lesson/unit planning showing resources • Notes on meetings and contacts with receiving schools • Feedback from other external providers

Policies for Ensuring a Safe Physical and Emotional Environment for Students 2:
Pacific Advance Senior School

Safe Physical and Emotional Environment for Students



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Section 1: General Policies Related to Health and Safety

Health and Safety

Purpose

To provide guidelines for the implementation and maintenance of a safe environment as required by relevant health and safety legislation, standards and codes of practice. Pacific Advance Senior School (PASS) is committed to providing a safe and healthy environment for the students, kāinga,¹ staff and others who enter PASS.

Guidelines

To ensure the health and safety of staff, students and visitors, and to comply with the Health and Safety in the Employment Act 1993, the Board of Trustees will ensure a safe work place and safe working policy and practices are maintained. Specifically, PASS will provide:

- A safe physical and emotional environment for staff and students
- Training and instruction in occupational health and safety
- Appropriate safety devices and protective equipment
- Promotion of occupational health and safety standards

The safety of students and staff will be maintained through the establishment of policies and procedures that are designed to ensure:

- PASS complies with all relevant health and safety legislations, standards and Ministry of Education Codes of Practice which ensure the safety of students, employees, contractors and visitors to PASS.
- All members of the school community understand their own responsibilities in maintaining a healthy and safe environment.
- PASS has documented health and safety management procedures that are followed and monitored for compliance.
- The Principal, with the aid of administration staff will monitor compliance with health and safety procedures and report compliance and performance to the Board of Trustees.
- Development and maintenance of hazard management systems and procedures to manage emergency situations, health and safety related issues and ensure staff are appropriately trained to provide first aid and medical treatment when needed.
- Active steps will be taken to ensure any risk is quickly eliminated or appropriately mitigated.
- A safe and healthy physical and emotional environment for students and staff, both within PASS grounds and when school activities are held elsewhere.
- Bullying of any kind is unacceptable at PASS. If bullying does occur, all pupils will be able to tell and know that incidents will be dealt with promptly and effectively.

¹ Kāinga is the Tongan word for family and is used throughout PASS documentation to represent Pacific family.

- That students and staff use information and communications technology appropriately and safely at school, and when participating in school activities/events held elsewhere.
- That smoking and illicit substances are not permitted within PASS buildings or grounds.

Reporting

All health and safety issues will be systemically recorded using the following registers:

- Accidents
- Hazards
- Fire evacuation – details and trial evacuation recorded
- Scheduled Health and Safety meetings will be held and formal minutes recorded
- Emergency Procedures Duties – distributed to all staff

Review

Evaluation, review and updating of the school's compliance with the Health and Safety programme and this policy will be completed in accordance with PASS' Self-Review Cycle.

Emergency Procedures

- Emergency procedures sheet will be displayed at the entrance /exit of every room.
- The Principal will issue all staff with an 'Emergency Procedures Duties Register' which outlines the responsibilities of each staff member (including Fire/Building Wardens) in the event of an emergency. Staff are expected to familiarise themselves with the duties therein.

Hazard Identification

- The Principal will complete annual hazard identification.
- Staff must alert the Principal of any other identified hazards.
- All hazards will be recorded in the Accident and Hazard Register, prioritised and addressed.
- Significant hazards will then be controlled by:
 - Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people.
 - Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.

Visitors and Contractors

- Visitors must register at the front office.
- Contractors must have their own Health and Safety documentation. At the time the contract is let this will be viewed and it will provide emergency evacuation information.

Staff Sick Leave

- Staff will have sick leave in accordance with their Individual Employment Agreements.
- Support will be given for the safe and early return to work of injured employees.

Injury and Incident Reporting

- All accidents and injuries will be logged in an Accident and Hazard Register for staff and students.

- Kāinga will be informed of any injury, accident or if a student is ill and wants to go home.
- The school will endeavour to keep kāinga contact details and medical information up to date.
- Serious harm incidents will be reported to the Department of Labour.

Access to Medical Treatment

The school will:

- Ensure adequate numbers of staff are first aid trained and any associated costs covered by the professional development budget.
- Ensure that only trained or first aid qualified staff members may administer pain relief.

Medical Conditions

- The school will note any medical conditions on the individual student files and inform the staff accordingly.
- Staff will make contact with parents prior to administering any pain relief.

Responsibilities

- The school shall review this policy annually.
- The Principal is responsible for implementing this policy and may delegate to staff. This will be measured via annual performance reviews.
- All staff are to:
 - Take all practicable steps to ensure the safety of students, staff and others in the workplace
 - Follow all health and safety policies and procedures
 - Report all known or observed hazards and incidents to the Principal for investigation (including those that have been fixed)
 - Report incidents and hazards in a timely and accurate manner

Principal

- Ensure that Health and Safety officer(s) complete accredited Occupational Health and Safety training.
- Complete annual hazard identification checks.
- Monitor key officers(s) reports to check drill practices.
- Provide funding as part of budgeting process to eliminate, isolate or minimise identified hazards.
- Monitor Accident and Hazard Registers.
- Report any serious injury incidents in first instance to the Board of Trustees, kāinga and relevant government agencies.
- Apply disciplinary action if this policy and its procedures are not adhered to.

Health and Safety Officer

- Complete Occupational Health and Safety training as directed by the Principal.
- Complete term hazard identification checks.
- File and secure all source documents for the school.
- Respond immediately to an emergency call.
- Complete hazard identification check every term and maintain register.

- Ensure remedial steps are taken to eliminate, isolate or minimise identified hazards.
- Ensure school premises meet fire safety requirements.
- Induct staff in organisation safety procedures and duties relevant to Health and Safety.
- Liaise with staff to ascertain procedures, responsibilities, document trails.
- Ensure service people hold suitable certificates that show they have safe working practices (e.g. electrician holds and submits a certificate of compliance for work completed).
- Ensure that all access ways are clear at all times.
- Monitor good housekeeping rules.
- Submit Health and Safety reports to the Principal.

Building/Fire Warden

- Induct staff and clients in fire drill and evacuation procedures.
- Initiate fire drill practices on a basis specified by documentation for the school.
- Ensure all school premises have a clearly visible fire evacuation plans.
- Monitor 'smoke free' policy in buildings.
- Monitor and supervise maintenance of fire alarms/hoses and other safety equipment.
- Respond immediately to an emergency call.
- Submit progress report to the Principal.

Staff

- Apply good housekeeping rules in workspaces and premises
- Adhere to 'smoke free' policy in school premises
- Participate in fire drill and evacuation procedures
- Report any new identifiable hazards to key personnel
- Report any accidents (actual or near-miss) and complete relevant forms in the Accident and Hazard Register
- Respond immediately to an emergency call
- Assist school guests, contractors and others in particular safety procedures

Related Policies

- Child Abuse
- Complaints
- Cultural Diversity
- Anti-Violence
- Smoke Free
- Cyber Safety
- Managing Student Behaviour
- Drugs and Alcohol and Other Substances
- Education Outside the Classroom
- Food and Nutrition
- Sexual Harassment

References

- Education Act 1989
- National Administration Guidelines
- Health and Safety in Employment Act 1992

- Health and Safety Code of Practice for State and State Integrated Schools (Codes of Practice)
- Ministry of Education Work Safe in Schools Guide
- Hazardous Substances and New Organisms Act 1996
- Safety and Science – Revised Edition – Guidance Manual for New Zealand Schools
- Safety and Technology Education – Guidance Manual for New Zealand Schools
- Education Outside the Classroom – Guidance Manual for New Zealand School

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Staff Recruitment

Purpose

To appoint suitable and competent applicants to fill vacancies in the PASS according to the school organisational structure, identified school needs and to ensure the goals of the school can be achieved.

Guidelines

During the staff recruitment process we will adhere to the following guidelines:

- All appointments to teaching, coaching and administrative positions will comply with relevant legislation and employment criteria. Equal Employment Opportunity Procedures will be applied and demonstrated in appointment procedures.
- All permanent positions will be advertised.
- The Principal is responsible for the appointment of teaching staff and will recruit, select and appoint staff according to the procedures outlined below.
- In any of the appointment processes, outside professional advice may be sought or used in the selection process if it is thought appropriate.

Related Policies

- Equal Employment Opportunity
- Recruitment and Appointment Procedures
- Police Vetting
- Internal Dispute Management
- Kāinga Engagement
- PASS School Charter
- Cultural Diversity

Attachments

- Appendix 1: Recruitment and Appointment Procedures
- Appendix 2: Police Vetting

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ Date: _____

Reviewed: _____ Date: _____

Appendix 1: Recruitment and Appointment Procedures

- An appointment timeline and documentation is produced including job description, NBHS application form (including Teacher Registration or Police Vetting information), referee forms and criteria for appointment.
- Staff vacancies are advertised publicly and written submissions received.
- Candidates are shortlisted based on the position description and key competencies.
- The Principal appoints an Interview Panel, which could include a member of the Curriculum Advisory Board and a member of the Board of Trustees.
- The shortlisted candidates attend an interview conducted by the Interview Panel.
- The Interview Panel completes a checklist/comments based on each question in the interview.
- The Principal must do referee checks once the preferred candidate is selected by the panel.
- A Police vet must be obtained before appointment.
- While the Interview Panel makes the decision together, it is the Principal who takes responsibility for making the appointment.
- The Principal then informs the Board of Trustees of the appointment/s made.
- An induction process will be provided for all new appointments.

Appendix 2: Police Vetting

There is a regulatory requirement for all persons working in a school environment to be routinely vetted by the New Zealand Police:

- PASS is responsible for ensuring that all prospective employees are Police vetted as a precursor to employment.
- Teaching Staff are routinely rechecked through the re-registration process under the New Zealand Teachers' Council.
- All other employees should be routinely rechecked by the New Zealand Police at two yearly intervals.
- In the event of a routine Police vetting check identifying an unsuitable employee, then the Curriculum Advisory Board shall be advised immediately.

Abuse

Purpose

To establish a procedure for those working at the school to report suspected or actual abuse and neglect which ensures:

- The welfare and interests of the young person are the first and paramount consideration.
- That all complaints are taken seriously and dealt with effectively including full, accurate and prompt sharing of information (as permitted by the law).
- In the case of a complaint against an employee, action is guided by the applicable employment contract, Complaints Policy and/or principles of natural justice.
- The vital role of cultural groups and local support agencies is recognised by the Principal in his/her ongoing communication and liaison with the wider community.

Definition

A **'child'** is someone under the age of 14 and a **'young person'** is someone aged 14 years and over, but under 17 who is not or has never been married or in a civil union (Section 2, CYP&F Act).

'Abuse' is any situation where a child or young person has been or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived (Section 2, CYP&F Act 1989). Harassment or intimidation of any kind is also regarded as abuse for the purpose of this policy.

Guidelines

- Adherence to the paramountcy principle inherent in the Child, Young Person and their Families 1989 (Section 6). Thus being that the welfare and interests of the child or young person are always to be the first and paramount consideration in all cases of suspected abuse.
- In the case of suspected abuse, the student's safety is to be the first consideration and actions to ensure their continued safety are to be implemented.
- The Board of Trustees in conjunction with the Principal, will appoint a Student Welfare Team, which will consist of members adequately qualified to fulfil their role and will be responsible for managing all allegations of abuse that are made by a student to any staff member.
- PASS has clear protocols for the investigation and reporting of suspected abuse. All staff will be knowledgeable of these protocols and how they are implemented.
- Timeframes for investigating and reporting of any allegation of abuse will be stringently adhered to.
- Guidelines and training on identification of abuse for all staff and others working with the students will be implemented.
- As a part of the PASS curriculum, students will be provided with preventative education to enhance their safety and awareness of abuse.
- PASS will partnership with other Pasifika social services that have expertise in dealing with abuse within our communities.

Staff and Student Training

- The school will facilitate training for staff to help them identify and to be able to respond appropriately to suspected abuse and/or neglect.
- To assist with training, the school may liaise with specialised Pasifika social services, CYF (Child Youth and Family Services) and the New Zealand Police.
- The school will provide preventative education in the delivery of Health and Physical Education national curriculum statement. Students will have access to information about abuse and appropriate responses to it through the relevant parts of the curriculum.

Reporting

- Section 15 of the CYP&F Act 1989 provides that:
- Any person 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 may report the matter to a social worker or constable. Guiding principles are:
 - The student's safety should always be the paramount consideration in the notification process.
 - No decision or actions in respect of suspected or actual abuse are to be made by any staff member in isolation unless there are concerns for the immediate safety of the student.
 - A consultative approach is essential to ensure the safety of the child and the staff member. Staff must discuss their concerns with the Principal or Counsellor. Where applicable, the Complaint Policy will be followed.
 - Decisions about informing parents, caregivers or any authority (e.g. Police, CYF etc.) will be made once discussion about the proposed reporting has been undertaken with the affected student. The decision to inform or report the abuse or neglect will involve making a professional judgement as to the student's ability to give fully informed consent to a report being made on their behalf. Schools are not legally obliged to report abuse. Anonymous protection for referees is legally binding.
 - Decisions about informing parents, caregivers and kāinga should be made after consultation between the school and CYF.

Related Policies

- Health and Safety
- Sexual Harassment
- Complaints

References

- Child, Young Persons and Their Families Act 1989
- Reporting of Suspected or Actual Child Abuse and Neglect: Protocol between the MOE, NZSTA and CYF 2009

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Complaints

Purpose

- To acknowledge that all complaints should be investigated fairly and objectively
- To follow a path which encourages resolution of concerns at the earliest opportunity
- To respect the integrity of PASS, the Principal and staff
- To acknowledge the role of the Principal as professional leader and manager of PASS
- To protect teachers and other employees against malicious and frivolous allegations
- To provide input into the self review process
- To ensure that any conduct issues are dealt with fairly, and in accordance with existing legislation, employment contract and the Independent Review Process as specified in the Partnership Schools Agreement.

Guidelines

Handling complaints requires clear and fair procedures, recognition of employment contracts and a commitment to justice and conflict resolution. Complaints are dealt with quickly and effectively when explicit, fair, procedures are outlined and followed.

- Should the complaint be about Principal, then the complaint must be submitted to the Board of Trustees and the dispute procedures in the Principal's Employment Contract will be invoked.
- All actions taken as a result of a complaint must be in accordance with the Employment Contract affecting that particular staff member.
- Where a complaint is addressed by the Board of Trustees, a complaints committee will be convened to investigate the complaint and recommend action to be taken to the full Board. The composition of this Committee shall include:
 - Member(s) of the Board of Trustees
 - The Principal.
- All other complaints are to be formalised in writing and submitted to the Principal and Board of Trustees.
- The Principal shall keep a centralised Complaints Register, into which all complaints will be entered chronologically and tracked through to conclusion.
- If a complaint is received annotated as 'Confidential', then its status shall remain so until concluded.
- Complaints received via email or facsimile, shall be acknowledged within one working day of receipt and an indicative timescale indicated as to when a response to the issue will follow.
- Complaints received via letter, shall be acknowledged within three working days of receipt and an indicative timescale indicated as to when a response to the issue will follow.
- When complaints are responded to and 'closed out' an appeal process should be advised, should the complainant be dissatisfied with the outcome
- All issues of teachers competence and issues related to the management of the college will be addressed by the Principal.
- Where a complaint involving a teacher's competence is proven all possible steps will be taken to provide support for the teacher concerned to restore performance to a satisfactory level.

- The Principal will inform the Board of Trustees of the actions that are being taken to address performance complaints against staff.
- The Independent Review Process as specified in the Partnership Schools Agreement allow for the process or mediation, carried out by a qualified independent mediator, if a complaint is unresolved.

Related Policies

- Internal Disputes Management
- Abuse
- Self Review

References

- Education Act 1989
- Partnership Schools Agreement
- Independent Review Process

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Cultural Diversity

Purpose

To provide guidelines for sustaining and promoting respect for cultural diversity in the school. PASS is a school for Pasifika, by Pasifika and determined by Pasifika. It also offers an open enrolment policy, welcoming students of all ethnicities who choose to study with PASS.

Guidelines

PASS will uphold the following principles in relation to cultural practice:

- To respect cultural differences and acknowledge these in practice
- To ensure the personal dignity of each individual and their kāinga
- To celebrate differences
- To recognise the needs of ethnic groups within the New Zealand context.

The following guidelines will assist staff in the implementation of good cultural practice:

- Awareness of and sensitivity toward ethnic minority cultures considered in staff recruitment and selection
- Cultural differences and practices included in staff development (as appropriate)
- Consultation with appropriate cultural representatives in the community
- A knowledge and understanding of one's own cultural biases.

Pasifika Cultures

PASS will be a secondary school for Pasifika, by Pasifika and determined by Pasifika. Its proposed learning environment, teaching and curriculum will support the engagement and achievement of its target student group.

More specifically, its unique point of differentiation will relate to the inclusion of its community cultural values and Pasifika into an education experience that uses specialised curriculum and advanced pedagogical approaches to engage, empower and educate the 21st century Pasifika youth. In this way PASS will overcome barriers to achievement that stem significantly from a lack of alignment and compatibility between the educational environment and the home/cultural environment.

Inclusion of Pasifika Cultural Values and Practice

Because of conflicts between culture, family and school, Pasifika youth can feel disenfranchised from mainstream education, and are more likely to engage with transformative learning in a safe environment centred in their community. The cultural identity perspective will include:

- Location of the school in the heart of the community
- Involving extended and immediate families, not just parents
- Acknowledging language and customs
- Acknowledging cultural identity including family ancestry
- Conceptualising wellbeing as linked to the collective rather than the individual.

Community connectedness will ensure community backing for students, and that parents and kāinga engage in school activities and impact on school culture. It will also enable learning

that is relevant culturally, thereby encouraging an understanding of the self and a sense of belonging.

Cultural Responsiveness

- Cultural practices of staff and students will be respected.
- Where there is conflict of cultural practices with school policies and rules there will be open discussion and consultation with the student and their kāinga to establish a satisfactory outcome.
- The school will follow Ministry guidelines with respect to funding and practices.

Related Policies

- Anti-Violence
- Staff Recruitment
- Supporting Diversity

References

- Equal Employment Opportunities
- Equal Education Opportunities
- New Zealand Commission 2003:16

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Enrolment

Purpose

PASS is committed to providing quality education for all students ensuring that there is a manageable roll that will not diminish the quality of the education. We are committed to providing an opportunity for all kāinga to enrol their child/children at our school.

Applicability

This policy applies to parents, family and kāinga who wish to enrol their child or children at PASS. Our school will accept all students who wish to enrol, regardless of background or academic ability.

Guidelines

- The school enrolment policy commits to a fair and transparent enrolment process which aligns with the stated purpose and goals of our school and ensures the requirements of Section 158N the Education Act 1989 are met.
- The school will be marketed through efforts based on relationships, connections, networks, word of mouth and marketing material.
- Enrolments are to be in writing and on the prescribed school forms. The following documents/information are required:
 - A complete student enrolment form
 - A complete kāinga registration form
- PASS will provide an open enrolment to all interested students.

The Ballot Process

- We will accept all students who apply for entry, regardless of background or ability. If oversubscribed, we will conduct a ballot for available places with priority given to:
 - First priority will be given to applicants who are siblings of current students
 - Second priority will be given to applicants who are siblings of former students
 - Third priority will be given to all other applicants.
- If there are more applicants in any of the priority groups than there are places available, selection within the priority group will be by ballot conducted in accordance with the Education Act 1989.
- If two or more siblings apply for places at the school at the same time, the applications of those siblings will be dealt with as a single application for the purposes of the ballot.
- Notification will be sent out to all parents/kāinga who will be affected by the ballot process.
- Notification of the ballot results will be made in writing and kāinga advised at the earliest opportunity.
- PASS will maintain a waiting list and kāinga who were unsuccessful with the ballot will be invited to be included on the waiting list.
- The waiting list will be regularly reviewed and kāinga advised if a place becomes available for their child.

References

- Education Act 1989

Attachments

- Appendix 1: Enrolment Form
- Appendix 2: Kāinga Registration Form

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Siblings Information

Siblings likely to be attending this school in the future:

- | | |
|----------|-----------------------------------|
| 1. _____ | Birth date: _____ / _____ / _____ |
| 2. _____ | Birth date: _____ / _____ / _____ |
| 3. _____ | Birth date: _____ / _____ / _____ |
| 4. _____ | Birth date: _____ / _____ / _____ |

Parent / Caregiver Information

Name of legal guardian(s): _____

Caregiver 1 Details

Last name: _____ First name(s): _____
 Relationship to student: _____
 Address: _____ Postcode: _____
 Mobile: _____ Home Phone: _____
 Work Phone: _____ Email: _____

Caregiver 2 Details

Last name: _____ First name(s): _____
 Relationship to student: _____
 Address: _____ Postcode: _____
 Mobile: _____ Home Phone: _____
 Work Phone: _____ Email: _____

Caregiver 3 Details

Last name: _____ First name(s): _____
 Relationship to student: _____
 Address: _____ Postcode: _____
 Mobile: _____ Home Phone: _____
 Work Phone: _____ Email: _____

Emergency Contact Details (must be someone different from caregivers above)

Last name: _____ First name(s): _____
 Relationship to student: _____
 Address: _____ Postcode: _____
 Mobile: _____ Home Phone: _____
 Work Phone: _____ Email: _____

Please give any information that we should be aware of regarding caregiver/custody arrangements or other information that may affect this student's learning: _____

Declaration

I / We request that the above named student be enrolled at PASS.

I / We agree that the above named student will wear the correct school uniform and abide by the rules, regulations and discipline procedures of PASS.

I / We give permission for PASS to use any images / publications showing my son's / daughter's work or self.

I / We agree that we have read and will abide by the Cyber Safety Policy and Cyber Safety Student Use Agreement.

I / We give permission for the school to obtain school records and any other information relevant to my child's welfare from previous schools. Students may request to view and correct any errors to their records.

In an emergency I / we give permission for medication to be administered.

I / We agree that non uniform items or inappropriate articles can be confiscated and that PASS takes no responsibility for confiscated items that may subsequently be lost or misplaced.

I / We agree that PASS will not be responsible for costs associated with any accident or injury sustained during a school related activity.

I / We agree that mobile phones are not to be switched on in classrooms without permission and maybe confiscated for 24 hours, students using them during lessons and during school time do so at their own risk.

I confirm that the information given in this application is correct and complete and I understand and accept that PASS may actively seek to verify this information.

Name of student: _____

Signature of student: _____ Date: ___ / ___ / ___

Name of parent / guardian / caregiver: _____

Signature of parent / guardian / caregiver: _____ Date: ___ / ___ / ___

Checklist

A copy of the student's Birth Certificate or Passport is attached:

A copy of the student's latest full school report / learning record is attached:

You have read and agree with the enclosed Cyber Safety Use Agreement:

Office Use Only

Birth date verification: Birth certificate number Passport number

Record / information requested: ___ / ___ / ___ Received: ___ / ___ / ___

NSN: _____ Data entered: ___ / ___ / ___

Additional information: _____

Date of entry: ___ / ___ / ___

Appendix 2: Kāinga Registration Form

**Pacific Advance Senior School
Kāinga Registration Form**



Kāinga details			
Parent Caregiver Other	Name:	Ethnicities	Gender
			Male Female
Parent Caregiver Other	Name:	Ethnicities	Gender
			Male Female
Parent Caregiver Other	Name:	Ethnicities	Gender
			Male Female
Address:			
Home Phone Number:		Mobile Number:	
How do you prefer to be contacted?		Email Address:	

Details of household				
Relationship	Name	Age	Year	Current School

Internal Disputes Management

Purpose

- This policy is to offer a neutral process that can be followed when any staff member of the school community finds that undesirable conflict exists between any of the school community members and is difficult to resolve.
- This conflict may be the result of harassment, intimidation, threats, and aggression etc.
- At all times the mediation process is completely confidential.
- Mediation occurs when it is agreed to by both parties.

Guidelines

- When a situation arises the parties concerned may invoke the mediation process bearing in mind there are alternative strategies e.g. complaints process, self review and Independent Review Process (IRP).
- A mediator may be appointed externally. This is done by ruling out any that are unacceptable to the parties concerned, followed by mutual agreement on the key mediator to be appointed.
- Meetings are arranged at which support people are welcome (with speaking rights at the discretion of the mediator). The purpose is, hear points of view, clarify problems and work towards strategies to solve the conflict.
- At all times the mediator acts as a chairperson and neutral facilitator.
- At the conclusion of the meeting, a written summary may be prepared with the content agreed to by both/all parties. It may contain a summary of the conflict with working strategies and a review process. Alternatively, an agreement may be reached on a handshake.
- While the mediation process is invoked the parties agree to commit themselves to that process and use their best endeavours to reach a solution within that process.
- If no acceptable solution is found, the mediator should make available other strategies to help solve the problem including an IRP. The Complaints Policy may also be invoked.

Related Policies

- Complaints
- Protected Disclosures
- Self Review

References

- Independent Review Process

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Pastoral Care

Purpose

To provide a framework to ensure that the welfare and guidance needs of the students' life are nurtured and tended to whilst they are at PASS. It also provides for a safe physical and emotional environment in which the student can learn and grow.

Guidelines

Overall Approach

PASS will adopt a learner-centric, culturally-safe, community-based instructional and mentoring approach. Specifically, there are two elements:

- The **mentoring programme**, Tupu'anga, is designed to help students grow in character and cultural identity.
- The **educational programme**, with a Pasifika focus, facilitated by a registered teacher supported by an educational coach, designed to progress students through NCEA Levels 1, 2 and 3.

All students will therefore be assigned to:

- A community mentor for a collective-group mentoring programme
- A teacher for group teaching towards the NCEA programme
- An educational coach for group and one-on-one learning support towards the NCEA programme.

Tupu'anga Programme

The mentoring approach includes the Tupu'anga Programme.

Tupu means: (*growing roots*) to grow up, spring up or come into existence; originate.

Anga means: character, characteristic and customs.

The approach includes:

- A diagnostic assessment, student survey and Individual Education Plan
- Involvement of strong relationships between stakeholders and within communities

Duty of Care and Guidance

PASS provides guidance to all staff in ensuring that the duty of care of students is appropriate in order for the student to reach their highest potential both whilst attending PASS and preparing them to live in the world. All staff have a responsibility for the duty of care needs of students at PASS.

The environment of PASS will be safe both physically and emotionally for all students and staff of PASS. Services that students may require externally will be accessed by the staff in the guidance network.

Where it is identified that the student requires specific professional assistance to meet their pastoral needs, external agencies will be involved. Relationships with external agencies will be explored and maintained so as to ensure there is a broad range of services available to students and their kāinga.

Related Policies

- Health and Safety
- Abuse
- Supporting Diversity
- Anti-Violence
- Sexual

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Privacy and Information Management

Purpose

To comply with the Privacy Act 1993 when collecting, storing, using and disclosing of personal information.

Guidelines

A Privacy Officer will be appointed by the Board of Trustees in compliance with Section 23 of the Privacy Act 1993. The officer will be responsible for providing an annual report to the Board of Trustees relating to the operation of the Privacy Act at PASS in the preceding year.

Procedures will be developed by the Privacy Officer with the assistance of the Board of Trustees to assist the Privacy Officer in his/her task of ensuring that the Principal and staff adhere to the 12 privacy principles contained in the Act in all aspects of their work for the Board of Trustees. The Privacy Officer will develop the procedures and submit to the Ministry of Education for review by 30 April, 2015.

The Privacy Officer will ensure the following:

- Staff training/education regarding appropriate management of staff and student information in accordance with the Act and Information Privacy Principles (IPPs).
- Review collection, storage, use and disclosure of personal information practices and forms including opportunities for students and kāinga to discuss forms or obtain assistance.
- Opportunities for students and kāinga to discuss matters privately away from common areas.
- Restricted access to staff and student information in accordance with the Act.
- Regularly update personal information to ensure accuracy.

The Board of Trustees will ensure that there are procedures for the collection, use, and disclosure of personal information.

Exceptions to the Principles

- Many of the principles have built in exceptions therefore it is important to read the principles together with their exceptions to see how they relate in particular circumstances. It is the responsibility of the person wanting to claim an exception applies to prove that the exception does apply to their circumstance.
- Section 7 of the Privacy Act states that if another statute is contrary to the privacy principles, that other statute will 'trump' the Privacy Act.

References

- Privacy Act 1993
- Information Privacy Principles
- Privacy Commissioner see <http://privacy.org.nz/news-and-publications/guidance-notes/information-privacy-principles/>

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Protected Disclosures

Purpose

To provide information and guidance for reporting serious wrongdoing within the school in accordance with the Protected Disclosures and Education Acts.

Definition

'**Protected Disclosure**' is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees and students making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

'**Serious wrongdoing**' is as defined in the Act, and includes:

- An unlawful, corrupt, or irregular use of funds or resources of a public sector organisation; or
- An act, omission, or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- An act, omission, or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to a fair trial; or
- An act, omission, or course of conduct that constitutes a criminal offence; or
- An act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, grossly negligent or that constitutes gross mismanagement.

Guidelines

The school accepts that it must regularly educate and train its employees on the internal disclosure system.

Conditions for Disclosure

Before making a disclosure, the employee/student should be sure the following conditions are met:

- The information is about serious wrongdoing in or by the school
- The employee/student believes on reasonable grounds the information to be true or likely to be true
- The employee/student wishes the wrongdoing to be investigated
- The employee/student wishes the disclosure to be protected

Who Can Make a Disclosure

Any employee or student of the school can make a disclosure. For the purposes of this policy an employee includes:

- Current employees
- Former employees
- Contractors supplying services to the school

Protection of Employees Making Disclosures

Employees who makes a disclosure and who has acted in accordance with the procedure outlines in this policy:

- May bring a personal grievance in respect of retaliatory action from their employers
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers
- Are not liable for any civil or criminal proceeding, or to a disciplinary hearing by reason of having made or referred to a disclosure
- Will have their disclosure treated with the utmost confidentiality
- The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

Protection of Students Making Disclosures

Students who makes a disclosure and who has acted in accordance with the procedure outlines in this policy:

- May bring a personal grievance in respect of retaliatory action from PASS staff, senior management team or the Board of Trustees
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from PASS staff, senior management team or the Board of Trustees
- Are not liable for any civil or criminal proceeding, or to a disciplinary hearing by reason of having made or referred to a disclosure
- Will have their disclosure treated with the utmost confidentiality
- The protections provided in this section will not be available to students making allegations they know to be false or where they have acted in bad faith.

Procedures

Any employer/student of the school who wishes to make a protected disclosure should do so using the following procedure.

How to Submit a Disclosure

- The employee/student should submit the disclosure in writing.

Information to be contained

- The disclosure should contain detailed information including the following:
 - The nature of the serious wrongdoing
 - The name(s) of the people involved
 - Surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.

Where to Send Disclosures

- A disclosure must be sent in writing to the Principal who has been nominated by the school under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.
- If the Principal is believed to be involved in the wrongdoing or believed to have an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then the disclosure can be made to the Board of Trustees.

Decision to Investigate

- On receipt of a disclosure the Principal must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is

warranted. If a full investigation is warranted, it will be undertaken by the Board of Trustees or as quickly as practicably possible through an appropriate authority.

Protection of Disclosing Person's Name

- All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Board of Trustees will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential to ensure an effective investigation or to prevent serious risk to public health or public safety or the environment.

Report of Investigation

- At the conclusion of the investigation, the Board of Trustees will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board.

Disclosure to an Appropriate Authority in Certain Circumstances

- A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:
 - The Board of Trustees is or may be involved in the wrongdoing
 - Immediate reference to another authority is justified by urgency or exceptional circumstances
 - There has been no action or recommended action within 20 working days of the date of the disclosure.

Appropriate Authorities Include (But Not Limited To)

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- The head of any public sector organisation

Disclosure to Ministers and Ombudsman

- A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this Policy and reasonable believes that the person or authority to whom the disclosure was made:
 - Has decided not to investigate
 - Has decided to investigate but not taken or recommended any action
 - The employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

Related Policies

- Complaints
- Abuse
- Internal Disputes Management
- Privacy and Information Management

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Special Education

Purpose

To provide guidelines to ensure the requirements of students with special education needs are met.

Guidelines

- Qualified and trained staff or specialised experts from relevant agencies will identify, analyse and provide support to students with special education needs.
- Staff will identify, analyse and provide support and assistance to students with special education needs so they are successful.
- Resources will be allocated to support special education initiatives.
- Staff will be provided with opportunities for professional development so they can better support students with special education needs.
- The school will support students with special education needs as they transition into the wider community.

Definitions

'**Special Education**' is the provision of extra help, adapted programmes, learning environments, or specialised equipment or materials to support students with their learning and help them participate in education.

'**Special Education Needs**' include students with learning difficulties, communication, emotional or behavioural difficulties, or intellectual, sensory or physical impairments.

References

- Ministry of Education (2014) *Special Education*, accessed online at <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation.aspx>

Related Policies

- Enrolment

References

- Equal Education Opportunities

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ Date: _____

Reviewed: _____ Date: _____

Section 2: Policies Related to the Physical Safety of Students at School

Attendance

Purpose

To encourage student attendance and achievement in accordance with the Education Act 1989 and contractual outcomes and performance standards as outlined in the Partnership Schools Agreement. Board of Trustees, Principal, teachers and kāinga are responsible for ensuring students regularly attend school. Section 25 and Section 31 of The Education Act 1989 require every board to take all reasonable steps to ensure students attend school when it is open. Being present and engaged is fundamental to student achievement.

Guidelines

- All staff and kāinga are responsible for ensuring students regularly attend school.
- The Board of Trustees will take all reasonable steps to ensure accurate daily attendance registers are maintained and provide support when attendance issues arise.
- KAMAR will be utilised by staff to record attendance twice daily, training will be made available to staff if required.
- The Principal will identify the scope of ‘all reasonable steps’ within the school by reviewing policy, practices and reporting to the Board of Trustees quarterly.
- The Board of Trustees will foster achievement and attendance and ensure the safety of all students by:
 - Identifying students who are not achieving
 - In consultation with the kāinga, develop and make known policies, plans and targets for improving the achievement of students especially Pasifika and Māori students
 - Developing and implementing policies and procedures which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.
- Being present and engaged is fundamental to student achievement.
- The Board of Trustees, Principal, kāinga and wider community must be confident that students and staff are in a safe learning environment.

Related Policies

- Kāinga Engagement
- Student Behaviour Management

Reference

- Education Act 1989 (Section 25 and 31)
- Contractual outcomes and performance standards in the Partnership School Agreement

- PASS Charter
- Strategic Plan Attendance Matter – Guidelines for implementing effective attendance management plan, accessed online at <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/Attendance/ForBoardsAndPrincipals/~media/MinEdu/Files/EducationSectors/PrimarySecondary/Attendance/AttendanceMatters.pdf>

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Accident, Incident Reporting and Investigation

Purpose

To ensure there is a co-coordinated effective way of dealing with accidents and injuries:

- To provide effective response to an accident or injury
- To establish roles in case of an accident or injury
- To ensure all safety regulations are complied with.

Guidelines

- Designated staff members must have up-to-date first aid qualifications.
- All fulltime staff members will be encouraged to have up-to date first aid qualifications including CPR.
- Adequate resources should be available at the sick bay to deal with accidents and injuries effectively.
- Selected people to provide skilled back-up/support will be identified and/or trained.
- A register of serious accidents will be kept.
- Occupational Safety and Health will be notified of accidents or injuries which result from a hazard in the work place.
- Hazards will be identified and dealt with in an appropriate manner.
- This policy is to be read in conjunction with the Health and Safety Policy.
- Parents/caregivers will be notified of the accident or injury as soon as possible. Parents and caregivers must be notified if the student is to be taken to hospital/emergency care.
- Parents/caregivers will be kept informed regarding the student's progress during the care time.

Related Policies

- Health and Safety

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Anti-violence

Purpose

PASS aims to teach students the core values of accepting others, celebrating difference and embracing all whom they engage with in the school environment. Violence or bullying is in direct conflict with these values and will not be tolerated. The purpose of this policy is to ensure that violence/bullying is addressed quickly and effectively at PASS.

Definition

Bullying is an act of aggression causing embarrassment, pain or discomfort to another:

- It can take a number of forms: physical, verbal, gestures, extortion and exclusion and online/cyber bullying
- It is an abuse of power
- It can be planned and organised or it may be unintentional
- Individuals or groups may be involved

Bullying may include:

- Any form of physical violence such as hitting, pushing, fighting or spitting
- Interfering with another's property by stealing, hiding damaging or destroying
- Using put downs, belittling others' abilities or achievements
- Making degrading comments about another's culture, family, sexuality or religious background
- Ridiculing another's appearance
- Hurtfully excluding others from a group
- Writing offensive notes or graffiti about others
- Forcing others to act against their will
- Making sexual comments, offensive gestures or inappropriate touching
- The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Guidelines

- Violence in schools includes physical, verbal and emotional assaults. It is often called bullying and, although once referred to as part of growing up, is not to be dismissed in this way.
- The Board of Trustees believe that effective intervention and good education and attitude can reduce violence.
- The PASS community, particularly staff and the Board of Trustees must publicly:
 - Acknowledge the undesirability of violence, state this clearly, and act on it in every possible way
 - Bullying can occur between pupils, from staff to students, and from students to staff. All forms will be addressed
- PASS will establish strategies for dealing with violence. These strategies will include:
 - Making a commitment to intervening always when violence is suspected or identified

- Elements of non-violence teaching will be included in all relevant parts of the curriculum
- Anti-violence programmes will be initiated as appropriate
- Staff adherence to their 'code of conduct' will help ensure that adults do not model violence
- Procedures that encourage the reporting of violence and its investigation will be developed
- Reports of bullying will be responded to thoroughly, in accord with PASS policies on reporting on abuse

Related Policies

- Child Abuse
- Complaints
- Cultural Diversity
- Internal Disputes Management
- Protected Disclosures
- Cyber Safety
- Student Behaviour Management
- Drugs and Alcohol and Other Substances
- Education Outside the Classroom
- Sexual Harassment

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Health and Safety in Science and Technology

Purpose

To ensure a safe workplace and safe working practices for the health and safety of staff, students and visitors within scientific contexts, in science classrooms and associated areas.

Guidelines

In order to comply with the Health and Safety in Employment Act 1992, the Health and Safety Code of Practice for State Primary, Composite, and Secondary Schools, and the requirements of Safety and Science:

- PASS will do everything within its power and resources to implement health and safety codes of practice in science by:
 - Providing and maintaining a healthy, safe environment
 - Providing training and instruction in science health and safety practices
 - Providing appropriate safety devices and protective equipment in science
 - Promoting and encouraging science health and safety standards and practices
- The Board of Trustees will encourage participation in monitoring, improving and promoting programmes to enhance health and safety standards in science.
- The Board of Trustees will identify, record and act upon all hazards and potential hazards relating to teaching science on the school's property.
- The Board of Trustees will liaise with the Ministry of Education's district property manager when hazards and potential hazards are identified.
- The Board of Trustees will ensure that staff and students are trained in appropriate science health and safety matters.
- The Board of Trustees will encourage all staff, students, visitors and those with business on the school property to comply with the science health and safety requirements where necessary.
- Staff will ensure that hazards and risks are minimised.
- Staff are aware of actions that need to be taken if an accident was to occur.
- Staff will ensure that animals being kept in captivity are treated with respect as per the Animal Protection Act 1987.

Related Policies

- Health and Safety

References

- Animal Protection Act 1987

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ Date: _____

Reviewed: _____ Date: _____

Lockdown and Evacuation

Purpose

PASS recognises that in the event of a disaster, fire, earthquake or violent incident such as a dangerous person on the school, the school needs to be able to expeditiously evacuate or lockdown the school for purposes of safety for all students, staff and visitors without further endangering lives.

Guidelines

- In the event of an emergency the school bell will ring continuously to warn everyone to vacate the buildings.
- In the event of an earthquake, students and teachers will seek refuge under desks until appropriate time enables buildings to be vacated.
- Teachers, with attendance registers will lead classes to a designated assembly point using sign posted egress. A roll must be taken once at the assembly point.
- Those with designated responsibility will check specific building areas, close all doors after them and go to the assembly area to call the class roll.
- Any absences must be reported immediately to the Principal and whereabouts, if known, and listed for checking.
- All visitors to the school must sign in at the school office. On evacuation, visitors must be checked off this list. Any person in the school having disabilities will also have that noted.
- School training drill times will be scheduled through the year.

Emergency Procedures Plan

Types of emergency covered in this plan are:

- Serious Injury
- Fire
- Explosion
- Earthquake
- Hazardous Substance Spill
- Intruder

Staff members will ensure they know the following points and how to react should an emergency arise:

- Building or emergency exits
- Location of the fire extinguishers
- Location of the fire alarms
- Nearest telephone
- Check on how the phone system works (you may need to dial another number to obtain an outside line)
- Where the evacuation assembly area is and who to report to

Fire

- Raise the alarm
- Dial 111 for the emergency required
- Follow the correct procedure and advise operator carefully

- Evacuate the area
- Check other pupils/visitors in the area are evacuated
- Shut any doors as you leave
- Proceed to assembly area
- See the evacuation notices displayed for your assembly area
- Ensure that you tell the Principal that you are safe
- Stay in the assembly area until you are advised that you can leave
- Do not re enter the area until the all clear is given

Explosion

- Raise the alarm
- Dial 111 for emergency service required
- Follow correct procedure and advise the operator carefully
 - You may need all three emergency services
 - Secure the explosion area to avoid further injuries
 - Water, Gas and electricity supplies are likely to be ruptured
 - Make victims (if any) as comfortable as possible
 - Cover to keep warm
 - Do not attempt to move any victims if they are unable to tell you their condition.
 - Arrange for immediate first aid
 - If fire follows the explosion evacuate area as set out under the Fire procedure.

Earthquake

Safety Measures Indoors

- Do not evacuate the area
- Take cover beneath a strong desk or table or a doorway
- Remain calm and give reassurance
- Evacuate the area ONLY when instructed to do so or if the building is obviously structurally unsafe
- Check others in the area are evacuated
- Shut any doors as you leave
- Ensure all electrical or gas supplies are turned off
- Proceed to assembly area
- Ensure that you tell the warden that you are safe
- Stay in the assembly area until you are advised that you can leave
- Do not re enter the area until the all clear is given

Safety Measures Outside

- Move clear of all buildings and potentially dangerous structures
- 20 paces is a safe distance for a single storey building
- Leave swimming pool immediately (if applicable)

Hazardous Substance Spill

- Raise the alarm
- Dial 111 for emergency service required
- Follow correct procedure and advise the operator carefully
- Evacuate the area
- Check other workers in the area are evacuated
- Shut any doors as you leave

- Proceed to assembly area
- Ensure that you tell the warden that you are safe
- Stay in the assembly area until you are advised that you can leave
- Leave the clean up to the emergency services
- If you are unaware of what is needed to neutralise the hazardous material phone Poisons and Hazardous chemicals phone number: 0800 764 766
- Assist in clean up ONLY if you have the full protective safety gear as recommended by the emergency services and then only if asked.
- Do not re enter the area until the all clear is given.

Lockdown Procedures

- A lock-down of the school will be implemented anytime students need to be contained and protected inside school buildings, for example:
 - A chemical spill, which could put students and staff at risk of toxic inhalation if allowed outside.
 - A person on the school site who could pose the risk of a hostage situation.
 - An intruder inside the building
- In all these cases the police would request a lock-down of the school to prevent putting students and staff in danger separating them from the risk.
- The lock-down may also help to prevent confusion, and to make it easier for staff to account for all students as it is simpler to determine if a student is missing when the students are at least standing still.
- When the 'lock down' signal is given, staff will go to their classroom doors, listening, and then looking for a sign of imminent danger. If it is safe to do so, they will take in any students not already in a classroom, then close and lock the door and turn off the lights.

Related Policies

- Health and Safety
- Response to Civil Defence and National Emergencies
- Safety and Hazards Precaution and Management
- School Emergency Management

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Response to Civil Defence and National Emergencies

Purpose

To prepare plans to enable the school to continue to provide education to its students in the event of a national or civil defence emergency which either affected the school's ability to operate as usual or which prevented some or all of its students from attending the school. And to prepare plans to ensure that the school can play its part in assisting with any national or civil defence emergency, which might affect the school.

Guidelines

- National or Civil Defence Emergencies which the school may be required to deal with include:
 - Earthquake
 - Tsunami
 - Flooding
 - Major grass scrub / bush fires
 - Adverse weather conditions
 - Aircraft on flight path into / out of domestic Airports
- In consultation with the local authority and civil defence authorities, the school will prepare and maintain plans to provide for the inability of students to return home immediately following any of the events outlined above. Plans will include provisions for accommodating students unable to return home immediately together with provisions for transporting students unable to return home.
- In consultation with the local authority and civil defence authorities the school will prepare and maintain plans to continue the education of students when the school's facilities have been damaged or otherwise become unavailable for education purposes. These plans will include the possibility of using:
 - Community facilities such as church halls or other buildings in other parts of the school's area
 - Erecting temporary facilities on the school's grounds
 - Making provision for students to continue with their education at home
- The school will maintain contact with civil defence authorities on a regular basis (at least once a year) to ascertain the role the school may be required to play in any emergency and to provide whatever training may be required of staff and students to ensure that it can take all necessary steps to undertake required measures or perform required functions and duties.
- The school will provide at least one representative to attend civil defence briefings and exercises.
- The Board of Trustees will send the emergency plans to the Ministry of Education for review after the plans are developed.

Related Policies

- Health and Safety
- Response to Civil Defence and National Emergencies
- Safety and Hazards Precaution and Management
- School Emergency Management

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Surveillance, Search and Seizure

Purpose

The purpose of this policy is to provide guidelines for the use of surveillance, search and seizure techniques and processes in situations where management has reasonable grounds to suspect that a student has a harmful item that poses an immediate threat to safety.

Guidelines

Surveillance

- Where there is reasonable cause for the management of the school to suspect that a student and/or employee is engaging in or may engage in activities which are illegal, unethical, injurious or simply against the school rules or policies, some system of surveillance may be employed in order to apprehend the culprit and thus put a stop to the activities.
- According to the circumstances, such surveillance may be overt (for example, use of mounted surveillance cameras) or covert (for example, use of a miniaturised camera to record suspected drug dealing).
- In all cases, the person's right to privacy will be considered.
- Where a person is apprehended through the use of surveillance equipment he/she will have the right to view the evidence before any disciplinary action is taken against him/her.

Search

- The only instance a search can take place is if there is reasonable grounds that a student has a harmful item that poses an immediate threat to safety. What is reasonable will depend on the context and the nature of the item. Note: 'item' does not have to be physical.
- In this context, a teacher or authorised staff member may search a student's outer clothing after removal including shoes, socks, jacket, jersey, caps and emptying of pockets.
- Wherever practical when such a search (of possessions, bags, etc.) is initiated, the staff member conducting the search shall call in an additional adult as witness to the search.
- Again, wherever possible, the student himself shall be asked to display the contents of his possessions and of such items of clothing as may be used to conceal the item(s) suspected.
- In a situation where a student refuses to remove clothing, police can be involved.
- Where a more comprehensive search may be required, the student's parents shall be advised and their presence (or their representative) is requested. The police shall be asked to conduct the search. PASS staff will make no physical contact with the student being searched.
- Students may decline to have their person or possessions searched but must be advised that failure to consent may be taken into account as evidence against them.
- From time to time where a staff member has reasonable cause to suspect that one or more members of a class may be unlawfully in possession of substance(s) or object(s), a search involving multiple members of the class may be conducted.

- From time to time, the police or other agencies may be invited to bring in ‘sniffer’ dogs to search for drugs. This is to be seen as an important measure in the creation of a drug-free environment.
- PASS can search its own property at any time, for any reason and in any way. The school’s property includes PASS buildings, grounds and vehicles as well as any locker, desk or other receptacle provided to students for storage purposes.

Seizure

- A teacher or authorised staff member may require students to produce, reveal and surrender items including bags or containers in their possession or control if the staff member has reasonable grounds to believe that a student has an item that is likely to endanger safety, detrimentally affect the learning environment, or is an item that poses an immediate threat to safety.
- When a staff member considers that an item surrendered by a student, or revealed following a search, should be taken from the student’s possession.
- Under legislation, every item or device that is retained for more than two school nights must be recorded in writing.
- A student, who fails to hand over such an item on request, will be held to be guilty of defiance to an instruction and thus liable to discipline.
- Any item confiscated is to be put (named and dated) in the designated place by the staff member concerned and the student advised when and under what conditions the item may be returned.
- Illegal items will not be returned.
- Other items may be claimed immediately by the kāinga of the student provided they do so in person via the School Office.
- In general, other items will be available to the student within a week of confiscation. Items not claimed after six months will be disposed of.
- Where an item is repeatedly confiscated, its return may be delayed.
- The school accepts no responsibility for the loss of any confiscated item where possession of the item is illegal or contrary to the school rules.

Related Policies

- Safe School
- Drugs, Alcohol and Other Substances

References

- National Administration Guideline 5
- Ministry of Education’s ‘Guidelines for the surrender and retention of property and searches’

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Safety and Hazards Precaution and Management

Purpose

For the safety of staff members, pupils and others using the school facilities all of the school property will meet the safety standards set out by the Ministry of Education, OSH or other local bodies standards.

- To provide a safe and aesthetically appealing environment for the school community.
- To ensure strategic planning for present and future development.
- To ensure the facilities meet the needs of the school community.
- To provide for the day-to-day maintenance of the school.
- To ensure all school property meets general and legal safety requirements.
- To identify and eliminate hazards.

Guidelines

Responsibilities of the Board of Trustees

- Day-to-day maintenance.
- The Board of Trustees and the Principal shall be responsible for the maintenance programme to ensure that the school's buildings and facilities provide a well maintained, attractive, safe, healthy learning environment for students.
- This will be achieved by:
 - Maintaining and improving the condition of the Board of Trustees' assets to high standard.
 - Keeping the school in a clean, tidy, safe and hygienic condition, meeting the requirements of the Regulations and Acts relating to health and safety.
 - Keeping short, medium and long term maintenance and development plans.
- The primary responsibility for identifying and reporting on maintenance activities rests with the Board of Trustees and the Principal.

Building Warrant of Fitness

Regular inspections to meet the standards and requirements of Building Warrant of Fitness will be carried out. These include fire extinguisher checks, signage checks and manual fire alarm checks.

Personal Property

The Board of Trustees will not be responsible for personal property at the school unless the Board accepts responsibility for such property and there is written acknowledgement provided from the Chairperson or Principal.

Intentional Damage

All occurrences of vandalism are to be reported to the Board of Trustees.

Security

- The Principal will ensure that the buildings and equipment are appropriately secured at the end of each school day. Any occurrences where the buildings have not been properly secured (either by school personnel or other third parties using the facilities) are to be reported to the Board of Trustees.

- The Principal shall maintain a key register, and maintain control over the issue of all keys.

Safety and Hazards Guidelines

Fire

The Principal will hold fire evacuation drills every second term. The date of the drill will be logged on the Emergency Drill Register for compliance audit.

Earthquake

A copy of earthquake procedure shall be displayed in each building. Earthquake drills shall be held every year. The date of the drill will be logged on the Emergency Drill Register for compliance audit.

Flood

Flooding is unlikely to affect the school because of its position on high ground. Therefore a flood drill is deemed unnecessary. If it becomes necessary to evacuate the school due to flooding it should be done under the civil defence evacuation procedure.

Hazards (Identification and Management)

- Management includes:
 - Assessment of risk
 - Steps taken to secure risk
 - Local control of the risk
- Hazards identified, shall be recorded in the Accident and Hazard Register along with action to be taken. All reported hazards shall be kept in this book.
- Hazard identification will be conducted on an annual basis. The caretaker along with the Principal and/or a representative from the Board of Trustees will conduct a walk around the school buildings and grounds to identify any hazards or potential hazards.
- Any hazards identified will be brought to the notice of the Board at the earliest meeting.
- The Board of Trustees will ensure that the hazard is eliminated or its potential to cause harm minimised.

Storage of Chemicals, Poisons, Medication and Hazardous Substances

- Chemicals, poisons and other hazardous substances, if held on school property, are to be kept in a locked cupboard accessible only by school staff.
- Medications are to be stored in a safe locked cupboard.
- Students shall only bring daily doses of medication.
- Hazardous substance storage areas are indicated by the international hazard symbol.
- Protective equipment must be used when handling any hazardous substances.
- Care must be taken to ensure incompatible substances are not mixed together.
- The no-smoking policy must be strictly adhered to in and around storage areas.

Mechanical Equipment

- All care will be taken in the storage and use of any mechanical equipment used within the school to ensure the safety of both the operator and others.
- Ear protectors and/or safety goggles must be utilised when using mechanical equipment.

Related Policies

- Health and Safety
- Lockdown and Evacuation
- Response to Civil Defence and National Emergencies
- School Emergency Management

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

School Emergency Management

Purpose

- To enable the Board of Trustees to undertake the duties and responsibilities outlined by:
 - The Fire Service Act 1975 (Section 21A – Evacuation Schemes for Public Safety)
 - The Fire Safety and Evacuation of Buildings Regulations 1992
 - The Health and Safety in Employment Act 1992
 - The Health and Safety Regulations 1995
 - The Civil Defence Act 1992
- To ensure prior planning and drill practice optimises emergency responses to the various natural disasters or hazards, or school emergencies.

Guidelines

- The guidelines for emergencies are those outlined in the PASS Emergency Evacuation Plan. These documents are held in the School Office and will be held at the local Police Station.
- In the event of a natural disaster, civil or school emergency, prior planning and drill practice can be vital in maximising the safety of all people on the school site. The school will hold an evacuation drill annually.
- PASS will contact homes regarding desired arrangements for students in the aftermath of an emergency.
- The Board of Trustees will take advice from Civil Defence / Ministry of Education / Police as to when it would be appropriate to continue with the normal functioning of the school after a natural disaster.

Relevant Policies

- Health and Safety
- Lockdown and Evacuation
- Response to Civil Defence and National Emergencies
- School Emergency Management
- Fire Evacuation Plan

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

School Transport

Purpose

To ensure a safe, efficient transport service for the students of PASS.

Guidelines

- PASS supports a range of transport modes by which students will travel to and from school. This hierarchy will seek to promote the most sustainable modes of transport, in preference to less sustainable modes.
- Walking to school is considered the most sustainable modes of transport for students. Exercise has health benefits and improves student’s concentration and academic achievement.
- PASS provides transport from the Brown Corridor of Auckland to the school site, which is central to all the suburbs that have a greater Pasifika population. The PASS transport service consists of two mini vans from Central-West and South-East.

Difference Transport Modes

	Mode	Comments	
	Most preferable	Walking	Walking is an environmentally sustainable mode of transport. In addition, walking provides health benefits,
		Mainstream Public Transport	Public transport is considerably more environmentally sustainable than the private car. Using the public transport network provides more health benefits than using a private car as most journeys require a walk to and from bus stops. Switching from car use to public transport also contributes sustainably to reducing congestion and road safety concerns around schools, whilst also developing social skills.
		School Transport Service	Two transport runs are provided from the Brown Corridor of Auckland to the school site.
	Least preferable	Private Car	Private cars, although providing high levels of convenience, are least preferable. The private car is also the main contributor to congestion. It also has adverse effects on health and on safety around schools, when cars are parked indiscriminately or illegally outside schools.

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ Date: _____

Reviewed: _____ Date: _____

Supervision on School Grounds

Purpose

To ensure each student's safety by providing adequate supervision.

Guidelines

- As part of its duty of care the school is required to adequately supervise students for a defined period before school, at recess time and lunch time, and after school.
- This on-site supervision requires not only protection from known hazards, but also protection from those that could arise (that is, those the teacher should reasonably have foreseen) and against which preventive measures could be taken.
- Parents/carers are informed as to when supervision of students is available before and after school, and that outside these times supervision and/or the collection of students is the responsibility of parents/carers.
- Students are discouraged from coming to school before the designated supervision time in the morning and leave by the end of the designated supervision period. This information will also be clearly stated via the school newsletter and website on a regular basis.
- Although students are expected to attend school daily, there may be times when students are required to leave the school grounds to:
 - Go home for a particular reason
 - Be dismissed early from school to attend an appointment. Parents/caregivers should record these requests in writing to the class teacher and/or Principal according to the Withdrawal of Students from Class or School/Term Time Policy.
- The school has a process to authorise these requests and maintain accurate records of student attendance.

Relevant Policies

- Health and Safety
- Attendance

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Visitors to School

Purpose

In order to preserve a safe and settled working environment for staff and students of the school, procedures must be adopted for all visitors to the school.

The purpose of this policy is to:

- Protect staff and students from intrusions into class instruction time.
- Protect staff and students from potentially dangerous situations.
- Monitor who is in the school at any one time in case of an emergency such as fire or earthquake.

Guidelines

- All visitors to the school (anyone who is not a student or staff member of the school) must report to the school office.
- All visitors are required to state the purpose of their visit so that this may be checked with the appropriate staff member.
- A visitor's label will be issued where appropriate and must be worn. The visitors' arrival and departure time, and name and business will be recorded.
- The Principal or a senior staff member will be advised by the office staff should the reason for the visit not appear to be legitimate.
- Parents, kāinga and friends of students will not be permitted to visit classrooms or seek out students.
- Other visitors to the school may not enter classrooms unless given permission to do so by the teacher in the room, or a senior staff member.
- Staff who observe visitors in the school who do not wear a visitor's label should immediately accompany the visitor to the office to begin this procedure. If the staff member is uneasy about approaching the visitor, he/she should immediately inform a senior staff member of his/her concerns.

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Withdrawal of Students During School/Term Time

Purpose

To have a consistent leave policy for students.

Guidelines

- The sole authority for the whereabouts and safety of students during term time is vested in the Principal's nominated representative.
- Students can be released from their academic studies during school hours only by the Principal's nominated representative.
- The Principal's nominated representative shall ensure that a system exists to notify the school daily of any students absent, reasons for absence and expected date of return.
- All students must be signed out of the School by the parent or kāinga member picking up the student and signed in again on return.

Leave Entitlement

- Leave will be granted based on an individual needs by the Principal's nominated representative.
- Kāinga/parents/caregivers must comply with the leave procedures, fill in the appropriate leave request forms and have them authorised before their child goes on leave.
- Kāinga/parents/caregivers must also provide an approved address for their child to be at whilst on leave.
- Kāinga/parents/caregivers are responsible for their child's travel to and from the school whilst they are on leave.

Relevant Policies

- Attendance

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ Date: _____

Reviewed: _____ Date: _____

Section 3: Policies Related to the Physical Safety of Students Away From School

Education Outside the Classroom

Purpose

PASS recognises the value of educational experiences outside the classroom. Staff are encouraged to extend students' learning opportunities that deepen and solidify their understanding on any given theme. The purpose of this policy is:

- To ensure documented procedures are available and followed so that the learning of new skills and new experiences outside the classroom is carried out in a safe manner
- To promote the development of leisure activities and community based learning activities.

Guidelines:

- The Principal will appoint an Education Outside the Classroom (EOTC) coordinator for each organised event.
- All activities will follow documented procedures which include safety and risk management procedures and the code of conduct.
- The code of conduct and PASS rules will apply for all EOTC activities.
- The EOTC coordinator will be responsible for coordinating, monitoring and evaluating EOTC activities.
- A report will be provided annually to the Boards through the Principal.
- The Board of Trustees will support teachers in developing EOTC activities.
- The Board of Trustees will annually make provisions in the Budget for EOTC.
- Time off timetabled classes must have the approval of the Principal.
- Teacher time away from PASS will be at the discretion of the Principal.
- All EOTC activities will be available to all students. However, the Principal has the right to exclude a pupil from an activity.
- All trips require the approval of the Principal.
- Parents will be fully informed of all EOTC activities.

Staff planning must clearly outline the learning outcomes for students

- All students in the class or group involved should be eligible to go.
- Student ratios should be determined by the EOTC coordinator and Principal depending on the overall EOTC risk management plan.
- PASS will endeavour to ensure that no student is deprived of the opportunity of EOTC for financial reasons.
- Communicate with parents/caregivers about the trip as soon as possible.
- The Drug and Alcohol and Other Substances Policy will apply to students while they are on all PASS trips.

- PASS will provide an appropriate form for the written permission. This form will also request information relevant to the student e.g. health requirements, emergency contacts etc.
- The teacher in charge will complete all required documentation prior to any educational experience outside of PASS. Approval must be sought by the Principal before the activity continues.

Relevant Policies

- Health and Safety
- Safety and Hazards Precaution and Management
- Supervision and School Grounds

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Section 4: Policies Related to Student Health

Administering Medication

Purpose

Except for emergency situations, staff are not required to administer medication. However, subject to a staff member being prepared to accept responsibility, then the following will apply:

Guidelines

- All parents or caregiver and staff will be made aware of the Board of Trustees policy concerning the administration of medication.
- Parents or guardians will be required to provide the Principal with a medical statement that it is acceptable for a non-medical staff member to hold responsibility for administering the medication.
- This statement needs to be sighted before a staff member agrees to take responsibility for administering prescribed medication. Prescribed medication should only be administered once the agreement is signed and only by those named in the agreement. It may be appropriate for more than one staff member to sign the agreement and for alternative arrangements to be noted in case the person usually responsible for the administering the medication is absent.
- The agreement should name the medication and the directions for administering it. Each time the medication is administered a register should be signed. It should be the parent/guardian's responsibility to inform the school of any change in the student's medical circumstance.
- Information/training will be made available to staff members who elect to administer medication to students. By law, the medical practitioner's directions must be included on the label of all dispensed medication. It is essential that the person administering the medication follow these directions.
- All reasonable care should be taken with security where medications and drugs are held or administered on school premises.
- Storage must be safe and secure at all times. When medication is removed from its place of safe-keeping administrative processes should be clear. Boards are strongly advised to restrict the amount of medication held on the school premises at any time.

The Board of Trustees Recognises That:

- Students have a right to receive prescribed medication in school hours if this enables them to access education.
- Staff members have a right to choose whether or not to take the responsibility for administering prescribed medication to a student. An exception to this is when the role is specified in an employee's job description.
- Boards have a duty to maintain a safe physical and emotional environment.

Relevant Legislation

- Education Act 1989 gives students the right to receive education until the end of the year of their 19th birthday or, for students with Section 9 agreements to receive special

education, until the end of the year in which they turn 21.

- Human Rights Act 1993 protects a student’s right to access education.
- The Health and Disability Commissioner advises that the Code of Health and Disability Services Consumers’ Rights may also apply to teachers who administer medication. However, whether anyone is in breach of the Code will depend on if they acted reasonably in the circumstances. For example, it would be considered relevant that the medication was administered at the parent’s request and under a doctor’s instructions. It is important that a staff member does not do anything required to be done by a medical professional. Staff who exercise care and act in accordance with a parent’s or doctor’s instructions have little to fear from the Code.

Relevant Policies

- Health and Safety
- First Aid

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Drugs and Alcohol and Other Substances

Purpose

To provide a safe school environment by defining management and prevention of unacceptable behaviour specifically related to drug, alcohol and other mind-altering substances.

Definitions

'**Other substances**' are drugs, alcohol or other chemical substances that alter brain function and result in changes to perception, mood, consciousness or behaviour, whether illicit or not, other than those prescribed by a GP.

Guidelines

- PASS has zero tolerance of mind-altering substances
- Students are not permitted to:
 - Possess, consume or supply alcohol, drugs and/or other mind-altering, harmful and illegal substances at school or any event linked with PASS
 - Be under the influence of alcohol, drugs and/or other mind-altering, harmful and illegal substances at school
 - Associate with other students who are participating in any of the above
- Staff will not consume alcohol in the presence of students
- If a student is found to be in possession of, using or supplying illegal substances they will be immediately subject to disciplinary procedures. PASS must report any illegal activities to the appropriate authority
- Any student found to be in possession of, consuming of, under the influence of or supplying of harmful and/or illegal substances will be subject to college discipline as per the relevant procedures.
- PASS will maintain a record of any details pertaining to breaches of this policy. All serious breaches will be reported to the Chairperson of the disciplinary committees.

Education and Guidance

- School health programmes will offer information and skills to help students establish responsible attitudes towards drugs, alcohol and other mind-altering substances.
- Counselling will be made available for students who have problems with drugs, alcohol and other mind-altering substances.
- The programmes will consist of the following components:
 - Generic Awareness
 - School Curriculum
 - Programmes for students 'at risk'
 - Staff professional development

Generic Awareness

- The wider school community (students, kāinga, caregivers etc) will be made aware of the school's zero tolerance of mind-altering substances being on school property.
- Students being found in possession of or under the influence of mind-altering substances while under the jurisdiction of the school (being in loco parentis) will be subjected to appropriate disciplinary procedures.

- Appropriate community speakers will give awareness presentations at assemblies during the year.
- Students will be regularly reminded both in writing and verbally, that having or consuming mind-altering substances at school is absolutely forbidden.

School Curriculum

- Students taking Health in Year 11 and 12 will cover aspects of drug and substance use/misuse/abuse as prescribed by NCEA achievement standards.

Programme for Students 'At Risk'

- The school will provide a service for parents who have concerns regarding perceived student drug issues.
- The school will set in place, a large intervention programme for students with a perceived 'at risk' factor.
- Community services will be identified for inter-sectoral work within this programme.

Staff Professional Development

- Staff will provide exemplary role models for students in their attitudes and practices in respect to mind-altering substances. This will be especially important where staff are responsible for extracurricular activities.
- Teaching staff will undertake the appropriate professional development in the area of awareness of mind-altering substances.

Relevant Policies

- Surveillance, Search and Seizure
- Smoke Free
- Student Behaviour Management
- Health and Safety
- PASS School Rules

References

- National Administration Guideline 5
- Education Act 1989

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Allergy Potential Food

Purpose

To provide an environment that is safe for all students and kāinga, the school has undertaken to manage the wider environment with a goal of eradicating nut contaminants as much as possible.

Guidelines

- Kāinga are expected to advise staff of any known food allergies as well as any other allergies the student may have.
- The enrolment information contains information about allergy potential foods.
- Simple hygiene measures such as hand washing and bench-top washing will be adhered to.
- It is ideal that students with severe food allergies should only eat lunches and snacks that have been prepared at home.
- The use of food in crafts, cooking classes and science experiments may need to be restricted depending on the allergies of particular students.
- Food providers (including school camps) should be instructed about measures necessary to prevent cross contamination during the handling, preparation and serving of food. Examples would include the careful cleaning of food preparation areas after use and cleaning of utensils when preparing any foods.
- Education in the care of people at risk of food anaphylaxis shall be undertaken by staff members.
- Education in the administration of medicine shall be undertaken by staff members.
- Age appropriate education for students will be delivered periodically.
- For the purposes of the policy the word 'nuts' includes ground nuts, tree nuts and peanuts.

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Cyber Safety

Purpose

To promote and ensure the welfare and safety of students when using the Internet and maintain a safe learning environment in accordance with relevant legislation.

Definitions

- **'ICT'** refers to Information and Communication Technologies
- **'Cyber Safety'** refers to the safe use of the Internet and ICT equipment/devices including mobile phones
- **'School ICT'** refers to the school's computer network, Internet access facilities, computers and other school ICT equipment devices as outlines below
- **'ICT equipment/devices'** includes but is not limited to, computers (desktops, laptops, PDAs), storage devices (USBs and flash memory devices, CDs, DVDs, iPods, MP3 players), cameras (video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (portable CD and DVD players), and any other similar technologies as they come into use.
- **'Objectionable'** means material that deals with matters such as sex, cruelty, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a school environment. This is intended to be inclusive of the definition used in the Films, Videos and Publications Classification Act 1993.

Guidelines

- To provide Internet access so all staff and students can:
 - Become effective users of the Internet
 - Extend their awareness and knowledge of the internet
 - Become motivated, responsible, independent users of the Internet
- The Principal will ensure that issues of safety surrounding the use of the Internet are administered appropriately.
- Use of the Internet facilities at the school is strictly for educational purposes. This includes personal use and use for professional development of staff.
- A filtering and monitoring software will used for access to the Internet.
- The 'Student Computer and Internet Use Agreement' will be clearly displayed on the wall of the computer rooms.
- PASS will continuously refine methods of improving safety on the Internet.

Staff Internet Use

- Professional development for all staff using or wishing to use the Internet will be made available and is essential for the safety and protection of staff, students and equipment.
- All staff will be required to sign a copy of the Staff Internet Use Agreement indicating that they are aware of the details of this Policy. The signed agreement will be kept in each individual's personal file.
- Appropriate web browsing and email etiquette to be used at all times. All web browsing and emails may be logged and scanned.
- The school has the right to monitor access and review all use. This includes reviewing all web browsing, access to social media sites, downloads and personal emails sent and received on the schools computer/s and/or network facilities at all times.

- The school has the right to audit at any time any material on equipment that is owned or leased by the school.

Student Internet Use

- All students and kāinga must sign the 'Cybersafety Student Use Agreement' before using the Internet at school.
- An appropriately trained staff member must be present when students are required to access the internet.
- Students may have an email account.
- Students and kāinga please read and discuss all sections carefully.

References

- This Use Agreement is based on the NetSafe® Cyber Safety Use Agreement for Secondary Student Template©.

Attachments

- Appendix 1: Student Computer and Internet Use Agreement
- Appendix 2: Cyber Safety Student Use Agreement

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Appendix 1: Student Computer and Internet Use Agreement

As a safe and responsible user of Information and Communication Technologies (ICT), I will help keep myself and other people safe by following these rules:

- I cannot use school ICT equipment until my kāinga and I have read and signed my use agreement form.
- If I have my own user name, I will only log on with that user name. I will not allow anyone else to use my user name.
- I will not tell anyone else my password.
- While at school or a school-related activity, I will not have any involvement with any ICT material or activity which might put myself or anyone else at risk (e.g. bullying or harassing).
- I understand that I must not at any time use ICT to upset, offend, harass, threaten or in any way harm anyone connected to the school or the school itself, even if it is meant as a joke.
- I understand that the rules in this agreement also apply to mobile phones. I will only use my mobile phone at the times that I am permitted to during the school day.
- I understand that I can only use the Internet at school when a teacher gives permission and there is staff supervision.

While at school, I will not:

- Access, or attempt to access, inappropriate, age restricted, or objectionable material.
- Download, save or distribute such material by copying, storing, printing or showing it to other people.
- Make any attempt to get around or bypass security, monitoring and filtering that is in place at school.
- If I accidentally access inappropriate material, I will:
 - Not show others
 - Turn off the screen or minimize the window and
 - Report the incident to a teacher immediately.
- I understand that I must not download any files such as music, videos, games, or programmes without the permission of a teacher. This makes sure that the school complies with the Copyright Act 1994. I also understand that anyone who infringes copyright may be personally liable under this law.
- I understand that these rules apply to any privately owned ICT equipment/device I bring to school or a school-related activity. Any images or material on such equipment/devices must be appropriate to the school environment.
- I will not connect any device (such as a USB drive, camera or phone) to, or attempt to run any software on, school ICT without a teacher's permission. This includes all wireless technologies.
- I will ask a teacher's permission before giving out any personal information (including photos) online about myself or any other person. I will also get permission from any other person involved. Personal information includes name, address, email address, phone numbers, and photos.
- I will respect all ICT systems in use at school and treat all ICT equipment/devices with care. This includes:
 - Not intentionally disrupting the smooth running of any school ICT systems
 - Not attempting to hack or gain unauthorised access to any system

- Following all school cybersafety rules, and not joining in if other students choose to be irresponsible with ICT
- Reporting any breakages/damage to a staff member.
- I understand that the school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.
- I understand that the school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the above items may include any stored content, and all aspects of their use, including email.
- I understand that if I break these rules, the school may inform my parent(s). In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs. If illegal material or activities are involved, it may be necessary for the school to inform the police.

I understand that Pacific Advance Senior School will:

- Do its best to keep the school cybersafe, by maintaining an effective cybersafety programme. This includes working to restrict access to inappropriate, harmful or illegal material on the Internet or school ICT equipment/devices at school or at school-related activities, and enforcing the cybersafety rules and requirements detailed in use agreements.
- Keep a copy of this signed use agreement form on file.
- Respond appropriately to any breaches of the use agreements.
- Provide members of the school community with cybersafety education designed to complement and support the use agreement initiative.
- Welcome enquiries from students or parents about cybersafety issues.

I have read and understood my responsibilities and agree to abide by this Student Computer and Internet Use Agreement. I know that if I breach this use agreement there may be serious consequences.

Name of student:

Signature:

Date:

Appendix 2: Cyber Safety Student Use Agreement

STUDENT SECTION:

- I will read this cybersafety use agreement carefully.
- I will follow the cybersafety rules and instructions whenever I use the school's ICT.
- I will also follow the cybersafety rules whenever I use privately-owned ICT on the school site or at any school-related activity, regardless of its location.
- I will avoid any involvement with material or activities which could put at risk my own safety, or the privacy, safety or security of the school or other members of the school community.
- I will take proper care of school ICT. I know that if I have been involved in the damage, loss or theft of ICT equipment/devices, my family may have responsibility for the cost of repairs or replacement.
- I will keep this document somewhere safe so I can refer to it in the future.
- I will ask the a member of staff if I am not sure about anything to do with this agreement.

I have read and understood my responsibilities and agree to abide by this cybersafety use agreement. I know that if I breach this use agreement there may be serious consequences.

Name of student:

Signature: **Date:**

KĀINGA SECTION:

- I have read this cybersafety use agreement carefully and discuss it with my child so we both have a clear understanding of their role in the school's work to maintain a cybersafe environment.
- I will encourage my child to follow the cybersafety rules and instructions.
- I will contact the school if there is any aspect of this use agreement I would like to discuss.

I have read this cybersafety use agreement document and am aware of the school's initiatives to maintain a cybersafe learning environment, including my child's responsibilities.

Name of parent:

Signature: **Date:**

Please note: This agreement for your child will remain in force as long as he/she is enrolled at this school. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.

Information and Communication Technologies

Purpose

To outline the requirements and priorities for electronic Information and Communication Technologies (ICT) at PASS.

Guidelines

- The use of ICT must always be consistent with the school's obligation to maintain the highest ethical standards.
- The school will provide and maintain an electronic ICT network of hardware and software. The network will provide for:
 - Education of students
 - School administration
 - Security of premises
 - Communication with students, kāinga and stakeholders.
- The priority for ICT use is student learning and achievement.
- PASS recognises the rapid rate of change and development of ICT, and when considering new initiatives, will pursue innovations that are flexible to change and adapt, cost-effective, and best suited to the needs of students.
- ICT users will be protected from Objectionable Material, offensive and inappropriate material through the use of appropriate monitoring and filtering systems.
- ICT users will be protected from Cyberbullying by appropriate management procedures, protocols, and interventions.
- The ICT network will be protected from sabotage caused by cyberspace activities such as viruses and malware.
- Illegally copying material in any format, copying software, downloading video or audio files, using material accessed on the Internet in order to plagiarise, or illegally using unlicensed products are prohibited.
- ICT Intellectual property developed at the school shall be regarded as the property of the school.
- The Principal will establish and maintain a set of management procedures for ICT users, containing rules and protocols to ensure:
 - Compliance with this policy
 - Effective use of the network
 - Network assets are protected from damage

Relevant policies

- External Communication
- Student Behaviour Management
- Cyber Safety

References

- Films, Videos and Publications Act, 1993
- Ministry of Economic Development: Broadband in school

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Drinking Water Quality and Water in School

Purpose

To ensure easy access to water and promoting a regular water intake throughout the school day as vital in promoting health and providing a healthy learning environment.

Guidelines

- PASS will promote a regular intake of water for pupils and staff through providing drinking water and an environmental that is supportive to for adequate levels of water intake.
- Water must be actively promoted to pupils i.e. teachers acting as good role models by drinking water openly.
- Water must be accessible to pupils at all times during the day. Where this is genuinely impossible, a minimum of three fluid breaks per day must be provided (with a minimum of one fluid break during the afternoon).
- All students should have an equal opportunity to drink water.
- Provision for extra water and extra water breaks must be provided when pupils exercise and/or in warm weather.
- Pupils must be allowed good access to the toilets during the day.

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ Date: _____

Reviewed: _____ Date: _____

First Aid

Purpose

To ensure there is provision of first aid support to someone if they are injured or become unwell in school, and to ensure that the school complies with the Health and Safety Act. It is our policy to have at least one trained first aider at school who will provide first aid support as and when necessary. Note that First Aiders are not legally permitted to give any medication to students.

Guidelines

- All new staff are provided with information at induction on how to obtain first aid assistance and who the qualified first aiders are.
- All staff are expected to use their best endeavours in the event of a first aid emergency. All staff must know:
 - How to call the emergency services – dial 111 and ask for an ambulance. If there is any doubt that an ambulance is required, call an ambulance straight away.
 - The location of the nearest first aid box and how to obtain first aid assistance.
- Legally there is no set limit for the number of first aiders that are required but based on the nature and size of the school, the level of risk present in the school and the distance we are from medical facilities we aim to have at least one first aider present at all times in each school building allowing us to fulfil our First Aid policy.
- Qualified First Aiders are able to recognise and manage any immediately life-threatening conditions. If the First Aider feels that further medical assistance is required, they will arrange for an ambulance to be called.
- All first aiders have attended an approved St John's Ambulance course in first aid and undertake yearly refresher courses.
- There is a First Aid box in two locations on the school site. All qualified First Aiders are responsible for replenishing the First Aid boxes and ensuring that it contains all necessary equipment and that the equipment is in date. On the inside of the First Aid boxes is a recommended contents sheet.

Relevant Policies

- Health and Safety
- Administering Medication
- Accident and Incident Reporting and Investigation

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Food and Nutrition

Purpose

- To promote healthy food and nutrition for all students
- Encourage students and staff to be responsible for their own health
- Encourage students and staff to eat nutritious food and question their own food choices
- To ensure healthy, nutritious food choices are available at school breakfasts, lunches, functions and events

Guidelines

- High standards of hygiene will be maintained at all times when food is prepared for school events or for resale at school events and venues.
- A variety of foods will be provided, including vegetarian food and foods that are low in fat, sugar and salt.
- Costs of healthy foods sold on school premises will be kept as low as possible, consistent with the need to cover costs.
- Where possible, the school Food and Nutrition Policy will be integrated into the school health programme.
- Where possible, foods available for school fundraising, at school camps, festivals and sports days will be consistent with this policy.

References

- National Administration Guideline 5

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Sexual Harassment

Purpose

To develop and maintain an environment in which all members of PASS including visitors feel comfortable, safe, secure and are free from sexual harassment. Specifically:

- To provide an environment that is non-threatening for students, staff and kāinga
- To ensure that the meaning and manifestations of harassment are made known and understood by everyone
- To empower the individual or group with strategies to deal with harassment
- To provide management with clear procedures and guidelines for dealing with sexual harassment and providing remedies should it occur
- To uphold Section 15 of the Human Rights Commission Act. Sexual harassment 'takes away from the employee equal employment opportunities by creating a working environment in which that employee's ability to perform is impaired'

Definitions

Sexual harassment is defined as any verbal or physical behaviour of a sexual nature, including misuse of visual or written material, which is unwelcome and offensive to the receiver and which is either repeated or of such a significant nature that it has a detrimental effect on a person's education or employment. It can include:

- Sexually orientated jokes, cartoons, posters and pin-ups
- Sexually suggestive remarks, questions or teasing about a person's gender, sexuality, alleged sexual activities, or personal life
- Staff or students or members of our college community entering rooms unnecessarily where students are showering or changing
- Offensive questions, comments, abuse, leering and gestures
- Unwanted, unnecessary, deliberate physical contact, touching and gestures
- Requests for sexual favours implying promises of favourable treatment or threats of unfavourable treatment
- Referring to students or staff or members of our college community using sexual names
- Persistent and unwelcome social invitations or telephone calls

Sexual harassment is not:

- Occasional compliments or behaviour based on mutual attraction
- Friendships between equals where both people consent to or enjoy the relationship

Sexual harassment can occur between:

- Individuals, individual and groups, groups, students, students and adults and adults

Guidelines

- The Board of Trustees will ensure that all members of the college community are informed of the nature and implications of sexual harassment, and will act to reduce the risk of its occurrence by providing annual programmes for staff and students to develop their awareness.
- The Principal in consultation with the Governance Facilitator and Board of Trustees will ensure that the Officer has adequate expertise to fill the role, will appoint a Sexual

Harassment Officer.

- People who experience harassment will be encouraged to report incidences to the Sexual Harassment Officer
- Complaints will be handled confidentially and sensitively by the school and complainants protected against any victimisation.
- All complaints of sexual harassment will be taken seriously, investigated quickly, privately and fairly.
- Harassers, if students, will be dealt with under the current disciplinary policy and procedures; if staff, according to the staff conduct and discipline policy and the procedures of their employment contract.
- The school will ensure that students and staff are provided with information as to whom to contact regarding an enquiry or complaint of a sexual harassment nature.
- Ensure the counselling and appropriate support is available for the victim and the accused.
- The rights of the accused must be respected at all times.

Relevant Policies

- Complaints
- Protected Disclosures
- Privacy and Information Management
- Anti-Violence

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Mental Health

Purpose

PASS staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm. This policy is intended as guidance for all staff.

Definition

'Self-harm' is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

Guidelines

- PASS aims to:
 - Increase understanding and awareness of self-harm
 - Alert staff to warning signs and risk factors
 - Provide support to staff dealing with students who self-harm
 - Provide support to students who self-harm and their peers and parents/carers.

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse
- Family Factors
- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family
- Social Factors
- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding students: Possible warning signs include:

- Changes in eating or sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- 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

Staff Roles in Working With Students Who Self-Harm

- Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer.
- School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection.
- However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.
- Students need to be made aware that it may not be possible for staff to offer complete confidentiality.
- If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept. It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.
- Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the staff or mentors designated for safeguarding students.
- Following the report, the designated staff member will decide on the appropriate course of action. This may include:
 - Contacting parents/caregivers
 - Arranging professional assistance e.g. doctor, nurse, social services
 - Arranging an appointment with a counsellor
 - Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
 - In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
 - If a student has self-harmed in school a first aider should be called for immediate help.

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Non-Custodial Parents

Purpose

To ensure there are clear guidelines and procedures for any visit to a student by a parent that does not have formal responsibility for the day-to-day care of their child or who may have access denied by the Courts.

Guidelines

- PASS will comply with all Court Orders and Directives the school is made aware of.
- The school will record the names of the people who by law have been forbidden. access to the student or have the right of access subject to conditions. This information is to be given to the College by the person who has custody of the student.
- All student enrolment forms will be checked to see if:
 - Permission has been denied for a parent without formal day-to-day care responsibility to have contact
 - That no Court Order exists that bars such contact
- When informed of circumstances denying a parent access to a student a warning alert will be attached to the student's file on the school's Student Management System.
- Whenever any parent seeks to take a student out of school during school time a check will be made on the Student Management System to ensure there is no alert for that student.
- If a parent who has been denied access to a student attempts to see the child a senior staff member will immediately be sent for to determine the situation and if appropriate liaise with the parent with legal custody and student.

Relevant Policies

- Enrolment

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Pandemics, Infectious and Communicable Diseases

Purpose

- To provide a safe environment for the entire school community including students, kāinga, staff and visitors.
- To prevent the spread of pandemics, infectious and communicable diseases and illnesses by responding in a positive and informed manner to issues arising from these.

Definition

An '**infectious and communicable disease**' is one that can be passed on by:

- Direct contact i.e. touching
- Exchanging body fluids e.g. sharing drinks
- Transfer by air/droplet i.e. coughing and sneezing

Guidelines

- Students will be taught the difference between seasonal influenza and influenza pandemic.
- If students or staff have influenza symptoms (fever over 38°C, significant headache, aches and pains, vomiting, diarrhoea, chest discomfort, sore throat) they are advised to stay at home.
- Under the Education Act, the Principal can exclude a person suspected of having an infectious disease until a doctor has assessed that person. Exclusion from school for cases and contacts of certain communicable diseases is the prerogative of the Medical Officer of Health under the Health Act.
- If symptoms develop while at school, staff or student must immediately attend sick bay where they will be isolated and arrangements made for them to go home as soon as possible. If the kāinga/parents/guardians cannot be contacted, the Principal or person acting as Principal will act in loco-parentis or on behalf of that person.
- Staff and students will be educated about personal hygiene and hand washing.
- Staff and students will be educated about cough and sneeze etiquette – how to cough or sneeze into a tissue or elbow, and to wash hands after coughing or sneezing.
- The school will maintain high level of cleanliness and hygiene throughout the school.
- Maintenance and cleaning of toilets shall be a high priority at all times.
- In the event of a Ministry of Health announcement that it is to implement Stage 2 of the National Pandemic Plan, a pandemic committee shall meet. The pandemic committee shall comprise:
 - Principal
 - Board of Trustees Representative
 - Medical Officer of Health or representative
- The Ministry of Education document 'Pandemic Action Plan' for Schools shall be used as a basis for continuing action from that point.

Sick Bay Procedures

- Staff are to have access to the first aid kit, list of pupils with medical problems and specific pupil medication.
- The staff member with medical responsibility is to ensure that medical supplies are kept well stocked.

- Staff are to inform the Principal and/or office staff when a student is admitted to the sick bay.
- The Principal and/or office staff are responsible for any further action and care of the student.
- The sick bay book is to be kept up to date. For more serious accidents an entry in the Accident Book in the Principal's office needs to be made.
- If a sick or injured student needs to go home (or to a doctor/hospital) the classroom teacher, parent (or caregiver or kāinga member) must be informed of this.

First Aid Procedures

- Gloves are to be worn at all times during first aid procedures involving blood spills and body fluids.
- The Board of Trustees will provide training for the staff member with medical responsibility and ensure this is updated when necessary.
- Kāinga/parents/caregivers will be informed of any outbreak of a communicable disease affecting the school community. Any recommended action/advice will be conveyed through a school newsletter.
- Staff and students will be encouraged to sneeze into their inside elbow to prevent spread of droplet infection.
- Students who have been vomiting are to remain away from school for 24 hours once vomiting has stopped.

References

- Ministry of Education's 'Pandemic Action Plan for Schools' report
- Ministry of Education's 'Influenza Pandemic – Planning Guide for Schools' report

Relevant Policies

- Health and Safety
- Administering Medication
- First Aid

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Sexual Health

Purpose

- To provide safe, confidential and professional assistance to all students who request help with issues relating to sexual health, sexuality, contraception and pregnancy.
- To promote responsible sexual behaviour in order to minimise unplanned pregnancy, reduce termination rates and incidence of sexually transmitted infections and HIV/AIDS.

Guidelines

- The Registered Nurse, School Doctor or an appropriate informed staff member will be available for students wishing to discuss sexual health, sexuality, contraception and termination.
- Students who want to arrange for contraception or termination will be referred to the appropriate provider (e.g. School Doctor, Nurse, GP, FPA, WPH).
- Education about screening for sexually transmitted infections will be provided and referral to appropriate agency will be arranged.
- Students will have access to Sexual Health Pamphlets and relevant information at the Student Health Clinic.
- Students will be encouraged to inform an appropriate parent/caregiver/kāinga member about their sexual health and ensuing issues.
- The Health Clinic will keep information confidential and maintain student privacy by complying with the relevant professional and legislative regulations of their appropriate professional body.

References

- The Guardian Act 1968 allows people over 16 years to consent to their own medical treatment.
- The Contraception, Sterilisation and Abortion Act 1977 (as amended in 1990) states that people under the age of 16 years can consent to their own medical treatment in relation to receiving contraceptive advice, services and termination of pregnancy.
- The Guardianship Act (Section 25A) covers the situation regarding consent for termination.
- The CYP&F Act 1989 (Section 15) stipulates it is not mandatory but is recommended that Health Practitioners need to address issues of neglect and abuse with social workers.
- The Venereal Disease Regulations 1982 states a Doctor is obligated to report cases of AIDS, gonorrhoea and syphilis, Hep B and Hep C to the Medical Officer of Health.

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Sun Smart

Purpose

To promote sun awareness and encourage students to be sun smart and to ensure that good role models are set for students.

Guidelines

- Kāinga are actively encouraged to promote the sun smart message and act upon it.
- The school will incorporate 'being sun smart' into the educational programmes using appropriate resources.
- The school will request that kāinga encourage students to have appropriate sunscreen and suitable clothing that protects the neck and shoulders during the high risk months.
- Students are encouraged to wear their own hats that protect their faces from the sun's rays.
- Where possible outdoor activities and sports will be scheduled for the mornings during summer months.
- SP30+ broad spectrum sun block will be available for staff and students and its use encouraged, especially on days of high risk.

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ Date: _____

Reviewed: _____ Date: _____

Smoke Free

Purpose

To promote and maintain a smoke free environment for all staff and students when at school and when on school activities off school grounds, and to ensure that good role models are set for students.

Guidelines

- All school premises must remain smoke free at all times.
- Smoke free signage will be displayed at the entrances to the school grounds and buildings.
- All staff, contractors and visitors will be required to adhere to the policy.
- Prospective employees will be advised of this policy.
- Students who smoke within the school campus will be subject to the appropriate disciplinary procedures.
- Staff and students attending off-site activities/EOTC must also adhere to the Smoke Free Policy.
- Staff and students will be offered smoking cessation support upon request.
- Complaints under the Smoke-free Environment Act 1990 must be made in writing to the Principal and the procedures outlined in the Act will be followed.

Relevant policies

- Health and Safety

References

- National Administration Guideline 5
- The Smoke-free Environment Act 1990 and amendments

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Supporting Diversity

Purpose

To ensure that all members of the school community work together in an atmosphere of respect and safety, PASS School will adopt appropriate administrative regulations and strategies that promote respect for human rights, support diversity and address discrimination.

Guidelines

Staff and Professional Development

- The School shall provide and promote opportunities for staff to increase their awareness and understanding of the scope and impact of discrimination including discrimination against people who perceive themselves to be gay, lesbian, bisexual, transgender or intersex (GLBTI).
- The School shall provide and promote opportunities for staff to increase their knowledge and skills in promoting respect for human rights, supporting diversity, and addressing discrimination in schools.

Student Programmes

- Students are educated in the areas of diversity, healthy relationships and social justice education including harassment through the curriculum. In the case of potentially sensitive topics, students and their parents/guardians may arrange with the school for alternative instruction outside the classroom.
- Teachers shall be encouraged to include age appropriate GLBTI issues into curriculum that meet prescribed learning outcomes to help students acquire the skills and knowledge to understand the impacts of discrimination upon society.
- School staffs shall be encouraged to support diversity by modelling acceptance of diversity.

Parent Programmes

- The district and school administration shall work to increase parental awareness of the needs of students who perceive themselves to be GLBTI and their families.
- Learning, curriculum and library resources should reflect and value the diversity in the district, so that all students see themselves and their lives positively reflected in the curriculum.
- The learning, curriculum and school library resources shall emphasise diversity, acknowledging diversity as essential and enriching.
- The learning, curriculum and school library resources shall, when appropriate, provide all students with opportunities to become familiar with diversity.

Counselling, Mentoring and Student Support

- School mentors, counsellor and staff shall be educated in the knowledge and skills required to understand GLBTI issues concerning students, staff and families and will be sensitive.
- Counsellors and/or staff will be informed and familiar with all policies with respect to human rights, hate literature, discrimination and harassment.

Safety and Anti-Harassment

- Any language or behaviour that deliberately degrades, denigrates, labels, stereotypes, incites hatred, prejudice, discrimination, harassment towards students or employees will not be tolerated and prohibits such language and behaviour in student codes of conduct.

Relevant Policies

- Cultural Diversity
- Anti-Violence

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Traumatic Incidences

Purpose

- To develop a plan to deal with a traumatic event before an event occurs
- To protect students, staff, and the school from further adversity
- To facilitate the recovery process

Definition

'Disasters' are usually defined as overwhelming events that can involve destruction of property, include injury or loss of life, affect communities and are shared by students and families. They are out of the realm of 'normal' human experience and as such are viewed as traumatic, meaning that they can lead to or result in stress reactions.

'Traumatic incidents' are broadly defined as events that:

- Cause sudden and/or significant disruption to the operation, or effective operation, of the school and/or community
- Have the potential to affect a large number young people and/or staff and create significant dangers or risks to the physical and emotional wellbeing of students, kāinga or people within the community
- Attract media attention or a public profile for the school as a result of these incidents.

Examples of traumatic incidents may include:

- The death or serious injury of a student, staff member or kāinga member
- Witnessing serious injury or death of a student, staff member or kāinga members
- Threats to the safety of students or staff, including the presence at the school of an individual behaving in a dangerous or threatening manner
- A lost or missing student or staff member
- Floods, fires, earthquakes or other community crisis or natural disaster
- Pandemics

Guidelines

- In the event of a traumatic incident, the Board of Trustees will consider advising the Ministry of Education as the Ministry has protocols and specialist support to provide the Board of Trustees to deal with such events.
- The school will have a Traumatic Incident Response Plan and Team. The plan will not depend on any single person but will promote the coordinated responsibilities of a team of people who will act to support staff and students and the functioning of the school.
- The Board of Trustees will regularly review the Plan and Procedures, including the constitution of the team, and the system for calling the team together, as part of its review cycle.
- The Principal will ensure all staff are familiar with the Plan and know what to do in the event of a crisis.
- The Plan will aim for the resumption of a normal school programme as soon as possible following a traumatic event, to help reduce the intensity and duration of difficulties that students and staff can experience following a crisis event.
- The Board of Trustees will provide 'psychological first aid' (counselling and support), as appropriate, to members of the Crisis Team during, and immediately after, acute

traumatic exposure. Psychological first aid focuses on providing immediate support on the 'here and now' and 'what needs to happen next' for those involved in the management of an incident in order to deal with any confusion, disorganisation and emotional numbness, in order to promote problem-solving and functioning.

- Clear, positive communication will be part of the Plan as this will act to reduce uncertainty and fear and prompt positive emotional and physical coping.
- All contact with the media will be through the Board of Trustees.

Relevant Policies

- Pastoral Care

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Section 5: Student Behaviour

Discipline

Purpose

Discipline involves keeping a balance between control and freedom, rights and responsibilities to help ensure that behaviour remains within the range of limits acceptable by the community and school. The purpose of this policy is to provide an acceptable set of guidelines within which staff, parents, kāinga and students can work harmoniously.

Guidelines

- The use of corporal punishment by any staff member (or parent helper or member of the public) on any student during school time (or at any time deemed to be school time or when the person is acting in *'loco parentis'*) is illegal and under no circumstances will its use be condoned in PASS.
- The establishment of positive relationships between student and teacher helps establish desirable behaviour.
- The emphasis should be on rewarding and reinforcing positive behaviour as opposed to punishing negative behaviour.
- Well established and maintained routines plus good housekeeping and classroom preparation will assist the development of good relationships.
- Expectations (rules, code of conduct, guidelines and procedures) will be clearly stated, consistent, adhered to and followed up.
- A proactive approach in dealing with initial breaches of discipline and prompt action will often prevent the situation from escalating.
- Teachers will provide students with guidance and counselling.
- The class teacher will keep parents informed of matters 'that are preventing or slowing students' progress or harming the students' relationship with teachers and or other students'.

Procedures for Negative Behaviour

Step 1 Verbal warning, **adjustment** required and name is written on the white board at the front of the classroom or equivalent.

Step 2 Second verbal warning, **action** required and a mark is put by student's name.

Step 3 Third verbal warning, **discipline** required another mark is put by the student's name. Student is withdrawn and a non compliance is recorded

Some examples of behaviour leading to the above

Low

- Disrespect to an adult in authority
- Late to class
- Disruptive behaviour
- Disregarding instruction
- Inappropriate language
- Absence from base room

- Absence from tutorials

Medium

- Verbal abuse
- Smoking outdoors
- Truancy
- Repeated withdrawals from class
- Out of bounds

High

- Physical assault
- Consuming alcohol and or drugs
- Continual truancy/disobedience
- Breaking and entering
- Theft
- Wilful damage to property
- Smoking indoors
- Bullying

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Managing Student Behaviour

Purpose

Student misbehaviour is detrimental to teaching and learning objectives and may compromise the safety of students and staff. The purpose of this policy is to provide the school with a range of options for dealing with misbehaviour and to ensure misbehaviour is managed in a consistent and transparent way. Clear rules and expectations of students are in place to assist them to accept responsibility for their behaviour in order to develop positive relationships with each other, kāinga, staff and their wider environments.

Guidelines

- The school will provide a range of solutions to deal with misbehaviour. The chosen option will depend upon:
 - The seriousness of the misbehaviour
 - The individual circumstances of the student
- Behaviour management processes will be fair and flexible.
- The school will provide appropriate support and guidance to students involved in misbehaviour.
- The Board of Trustees will appoint a Disciplinary Committee with specific powers to act according to the Education Act 1989 and the Education (Stand-down, Suspension, Exclusion and Expulsion) Rules 1999.
- The Board of Trustees and Principal will adhere to the provisions of the legislation.

Relevant Policies

- Safe School
- Health and Safety
- Drugs, Alcohol and other Mind Altering Substances
- Surveillance, Search and Seizure

Related Documents

- Education Act 1989 and the Education (Stand-down, Suspension, Exclusion and Expulsion) Rules 1999.
- MoE Guidelines for Principals and Boards of Trustees on stand-downs, suspensions, exclusions and expulsions 2009
- MoE Good practice guidelines for Principals and Boards of Trustees for managing behaviour that may or may not lead to stand-downs, suspensions exclusions and expulsions

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____

Stand Downs, Suspensions, Expulsion and Exclusions

Purpose

- To ensure that the students' best interests are first priority.
- To protect staff and other students from the consequences of a student's activities.

Guidelines

- Should there need to be a stand down, suspend, exclude or expel a student, the procedures that are followed are in accordance with Sections 13-18 of the Education Act 1989, as amended by the Education Amendment Act (No.2) 1998, and the Education (Stand-down, Suspension, Exclusion and Expulsion) Rules 1999.
- The Principal has the delegated authority of the Board of Trustees, and can make the decision to stand down or suspend a student.
- Procedures as outlined under the Act must be strictly adhered to. These procedures are contained in the Ministry of Education Booklet '*Guidance for Principals and Boards of Trustees on STAND-DOWNS, SUSPENSIONS, EXCLUSIONS AND EXPULSIONS*' July 1999, and as such form part of this policy. The detailed procedures for Suspension Process/Meetings are online at <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/StanddownsSuspensionsExclusionsExpulsions.aspx>.
- The Principal may stand down or suspend a student if satisfied on reasonable grounds that:
 - The student's gross misconduct or continual disobedience is a harmful or dangerous example to other students; or
 - Because of the student's behaviour, it is likely that the student, or other students will be seriously harmed if the student is not stood down or suspended for an unspecified period.
- The basis for Suspension could include:
 - Theft
 - Assault
 - Sexual harassment
 - Verbal abuse
 - Alcohol / possession / use / supply
 - Drugs / possession / use / supply
 - Wilful damage
 - Continual refusal to comply with School Rules
 - Outright defiance to teacher's authority
- A wide range of disciplinary and support measures may be invoked commensurate with the reason for the suspension e.g.
 - Community service – work around the school
 - Anger management
 - Counselling
 - Written apology
 - Personal apology
 - Loss of privileges
 - Good behaviour bond
 - Exclusion

- Expulsion
- Extended suspension with conditions
- Return to school with conditions.
- These procedures shall be reviewed following the legislative changes advised by the Ministry of Education.

Review

This policy has been reviewed by the Board of Trustees and will be reviewed by January 2016.

Approved: _____ **Date:** _____

Reviewed: _____ **Date:** _____