

## **5. HEALTH AND SAFETY**

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- 5.1** A Health and Safety committee meets regularly and as required.
- 5.1.1 The Board will take all reasonable steps to provide a safe physical and emotional environment for students, staff and visitors to the site.
- 5.1.2 The Principal will develop a set of procedures to minimise the likely risk of harm to students whilst they are at school.
- 5.1.3 The caretaker will be responsible for ensuring hazard identification audits are conducted regularly with action taken to rectify hazards found. The caretaker will keep written records indicating action taken to eliminate hazards identified.
- 5.1.4 The Principal will ensure staff and students are made aware of emergency procedures for the evacuation of the buildings. A fire drill will be carried out a minimum of once a term.
- 5.1.5 As part of their contract conditions, all contractors will be required to accept the school's Health and Safety plan before commencing work on site. In addition, all contractors will be required to submit their own Health and Safety Plan to the school's Health and Safety Officer for approval before starting work on site.
- 5.1.6 All visitors to the school are to report to the office on arrival and departure. They will sign in on arrival and departure.

### **5.2 Animals at School**

- 5.2.1. Students bringing animals to the school for reasons other than specific curriculum or learning related experiences must have the prior approval of the Deputy Principal/Principal.
- 5.2.2. Students or teachers conducting any study using animals, must abide by the current Animal Ethics code and must receive prior approval of the Deputy Principal before proceeding with the study.

### **5.3 Administration of Medication**

- 5.3.1. Students may receive prescribed medication at school during school hours where this enables them to access education.
- 5.3.2. Before prescribed medication is held at school, written authority must

have been received from the parent/caregiver.

5.3.3. The Principal will develop a set of procedures for the safe storage and administration of medication.

## **5.4 Behaviour Support**

The school recognises its obligation to provide a safe, caring physical and emotional environment for students and staff where students can develop self-discipline and self management. The school will foster a climate of trust where students seek assistance and learn pro-social behaviours.

### **The purpose is:**

- To promote a whole school approach to developing a positive school culture where the needs of students are pre-eminent and which teaches pro-social ways of behaving, so that students and staff feel secure, safe and cared about.

### **Guidelines**

- To comply in full with legislation, and appropriate professional standards to ensure the safety of students and staff.
- To support teachers to be effective managers of student behaviour so they provide an environment of caring, inclusive, non-discriminatory, cohesive relationships.
- To encourage students and staff to be responsible for their own actions, show courtesy and respect for others.
- To teach positive relationships by modelling, acknowledging appropriate behaviours while correcting inappropriate behaviour proactively.
- To provide suitable opportunities for students to participate in decision making in student management and to have leadership roles e.g. peer mediation, Whanau leaders.
- To acknowledge parents as the first teachers of their children, and their responsibilities to work positively in partnership with the school for their children's best interests.
- To provide team collegial support to staff and involve parents in a problem solving, restorative management approach to severe and challenging behaviour, which may require an individualised programme and/or referral to specialist agencies.

## **5.5 Bully Free Policy**

5.5.1 All students and staff have the right to live and learn in an environment where they feel valued and safe. Students are able to learn most

effectively in an atmosphere free of verbal, physical or emotional harassment.

- 5.5.2 Bullying behaviours are an unfortunate part of life. It is important that we as a B.B.P.S. learning community recognise the extent and impact of this form of behaviour and that we take steps to stop it happening. Our continuous goal is to strive for a school environment that is free of bullying behaviours. Given that bullying will almost always take place out of the view of staff, the school relies upon students and parents informing staff when bullying behaviour is experienced or witnessed.
- 5.5.3 Disagreement between students is healthy if students have learned how to deal with disagreements and teachers can assist in this learning. As they are immature, students may use inappropriate means to resolve disagreements – sometimes through actions which are physically or emotionally inappropriate. This is conflict, rather than bullying, but it does require remedial action by teachers.
- 5.5.4 The school aims to foster a climate of trust where students feel able to inform others of bullying, in the knowledge that it will be dealt with promptly and effectively. We will work to understand why bullying behaviours have occurred and to promote more pro-social ways of behaving.

### **Guidelines:**

#### 1. Definitions

Bullying usually has four common features:

- It is deliberate, hurtful behaviour
- It is repeated, often over a period of time (possibly to several different victims)
- It is difficult for those being bullied to defend themselves
- It is targeted at an individual or small group

There are three main types of bullying:

- Physical, e.g. hitting, kicking, taking of, or interference with, belongings
- Verbal; e.g. name-calling, insulting, sexist, racist remarks, texts, emails
- Emotional; e.g. spreading nasty stories, excluding from groups, ostracism

#### 2. Guidelines to bully free environment

- All reported instances will be fully investigated by the teacher responsible for handling the issue.

- The school will collect and analyse bullying data, looking for trends, patterns and needs.
- The school will provide a culture which promotes positive behaviour.
- Investigations will address the needs of victims first and secondly the alleged bully.
- To be objective and fair, the following will be considered on a case-by-case basis and as in the best interests of both parties and a positive resolution.
  - Both parties will be informed of the problem
  - Both parties will be given the opportunity to be heard and respond
  - The teacher investigating will act fairly and honestly, respecting the needs of children involved

Parents will be involved, as is appropriate, in the problem solving of serious or repetitive instances, which may follow the restorative justice principles. Referral to outside agencies might be considered. In cases of serious violence or extreme emotional harm, the school may consider a stand-down, suspension or exclusion in accordance with its behaviour management policy and MOE regulations.

## **5.6 Computer and Internet**

- 5.6.1 Teachers will share the student computer and internet usage rules with students and parents annually. These rules will be displayed in all computer areas.
- 5.6.2 All class teachers will have a laptop provided and all staff sign the acceptable use agreement for these.

## **5.7 Education Outside the Classroom**

- 5.7.1 Approval for visits outside the school must be obtained from the Principal.
- 5.7.2 Prior to undertaking any class visit outside the school, teachers are to undertake a risk management assessment. A copy of this will be submitted to the Principal to review and approve the visit.
- 5.7.3 Adult/student minimum ratios for activities away from the school are set as follows:-
  - Water based activities      1:4
  - General class visits          1:8
  - Other activities at the discretion of the Principal

## **5.8 Sun Safe**

- 5.8.1 Regulation hats or a similar approved style are to be worn between Labour weekend and Easter.
- 5.8.2 Students who do not have hats at school will play in the shade.
- 5.8.3 Sun block will be made available to all students while at school

## **5.9 Suspected Child Abuse**

Child abuse means the harming (whether physically, emotionally or sexually) ill-treatment, abuse, neglect or deprivation of any child or young person. (Section 2, Children Young Persons and their Families Act, 1989).

- 5.9.1 Any staff member who believes that any child has been or is likely to be harmed (whether physically, emotionally, or sexually), ill treated, abused, neglected or deprived, is to report this matter to the Principal. No civil, or disciplinary proceedings, will be laid by the Board against any person unless that information was disclosed or supplied in bad faith.
- 5.9.2 Keeping ourselves safe and self-esteem units, will be taught as part of the Health curriculum to increase students' assertiveness skills in dealing with uncomfortable situations and to help raise teachers' consciousness of the issues.
- 5.9.3 A 'Health Team' comprising the Principal, the Public Health Nurse and other such parties as may seem appropriate, will be formed where any disclosures of a significant nature are made. This team will make decisions as to the appropriate agency for further referral if required.

## **5.10 Food & Nutrition**

- 5.10.1 The school will provide an environment that encourages and supports healthy eating.