

CANNINGTON SCHOOL HEALTH AND SAFETY

Policy

Cannington School provides a safe, physical and emotional environment for students, employees, parents and visitors through complying with any legislation currently in force or that may be developed to ensure the safety of students, employees, parents and visitors. This policy should be read in conjunction with the Health and Safety at Work Act 2015.

Purpose

The board of trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

The board of trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- making health and safety a key part of our role
- working with our workers to improve the health and safety system at our school
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- providing appropriate induction, training and supervision for all new and existing workers
- helping workers who were injured or ill return to work safely
- making sure contractors and sub-contractors working at the school operate in a safe manner.

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- being involved in improving health and safety systems at work
- following all instructions, rules, procedures and safe ways of working
- reporting any pain or discomfort as soon as possible
- reporting all injuries, incidents and near misses
- helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- reporting any health and safety concerns or issues through the reporting system
- keeping the work place tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards.

Others in the workplace

All others in the workplace including students and visitors are encouraged to:

- follow all instructions, rules and procedures while in the school grounds
- report all injuries, incidents and near misses to their teacher or other staff members
- wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

Health and safety is everyone's responsibility.

Chairperson _____ Date: ____/____/____

Next review date: ____/____/____

HEALTH AND SAFETY POLICY

In order to meet these requirements

The Board of Trustees in conjunction with the principal develops and implement -

1. Procedures for abuse (Now in the V.C.A Policy)
2. Procedures for harassment (sexual and other)
3. Procedures for smoke-free environment
4. Emergency Procedures (Now in the Emergency Response Policy)
5. Sun protection programme
6. School Bus Transport Procedure/Passenger Contract
7. Truancy procedure
8. Privacy procedure (Now in the V.C.A.)
9. Use of Agrochemicals & Harmful Substances Procedure
10. Hazard Identification Procedure

The Principal and Staff develop and implement -

1. Internet safety procedure/contract
2. Accident notification (students & employees) - Resource Room
3. Administration of medication (see General Procedures)
4. EOTC Risk Management Programmes (see Student Achievement - Office)
5. Behaviour Management Procedure & Plan
6. Emergency Evacuation Procedures (see General Procedures)
7. Contact with blood and other bodily fluid procedures & HIV
8. Headlice Procedure
9. Playground Supervision Procedures
10. Accidents & Sick Children Procedure
11. Drug use Procedure
12. Ladder and scaffolding use
13. Contractors working on site
14. Other Visitors

Through the development of these Health and Safety procedures and practice, Cannington School ensures a safe, physical and emotional environment for students, staff and visitors.

Policy review date: Next review date

Signed:

COMPLAINTS AGAINST STAFF INVOLVING SEXUAL ABUSE PROCEDURE

The primary teacher's collective agreement contract will be followed:

Once a helping agency is involved, i.e. the following procedures will be followed and will be in line with those set out in the Teachers Collective Contract, re Complaints against Teachers.

1. The Principal will inform the Chairman of the Board of Trustees
2. Both will then inform the staff member who will be advised to seek legal and/or union representation, and be encouraged to seek personal professional support.
3. The school will inform the union.
4. The staff member will be suspended on full pay once an investigation has begun. in line with the Teachers Collective Contract. At this stage the rest of the staff will be informed. The MOE must also be notified at this stage.
5. If the complaint is against the Principal, the Chair of the BOT will be informed and then the collective agreement procedure will be followed.

<https://education.govt.nz/framework/main.php/running-a-school/employing-and-managing-staff/collective-agreements/primary-principals-collective-agreement/?url=/school/running-a-school/employing-and-managing-staff/collective-agreements/primary-principals-collective-agreement/>

SMOKEFREE PROCEDURE

1. Notices will be displayed in all classrooms, staff-room, and school entranceway informing everyone of Cannington School's Smokefree Procedure.
2. All prospective employees will receive a copy of the Cannington School Smokefree Procedure.
3. All complaints regarding smoking will be investigated by the Board of Trustees within 20 working days following the procedure laid down in the Smokefree Environment Act 1990.

BEHAVIOUR MANAGEMENT PROCEDURE

Cannington School expects that all students will exhibit behaviour which will allow students to meet their potential and encourage positive behaviour, by following our behavior management plan. This plan will be followed when a child undertakes willful damage of school or personal property. The BOT has decided that the parents are liable for the costs of any willful damage undertaken by their child.

BEHAVIOUR MANAGEMENT PLAN

CHILD CAUSING CONCERN

Level One

- At the beginning of each year, each teacher and students will develop their expectations.
- Each teacher will keep a record of any incidents
- If problem recurs on a more regular basis, teacher may decide to contact parents.
- One or two of a range of consequences may be employed for the misdemeanour.

PROBLEM STILL EXISTS

Level Two

- The Principal will be involved at this level with the possible involvement of teachers with any special responsibility for the child.
- Parents will be involved via meeting and close home/school liaison will be put in place and parents will be informed of other help, networks and outside agencies.
- Strategies and a system of consequences will be put in place.

PROBLEM NOT SOLVED

Level Three

- Meeting will be set up with Teacher/Principal/Parents
- Appropriate support services will be used.
- Parents must be re-notified by phone/writing as is appropriate.
- Strategies such as withdrawal, isolation, contracting for return to class or playground will be set in place.

UNRESOLVED PROBLEM

Level Four

- The Principal will become officially involved and the parents will be notified of the situation in writing by the Principal.
- There will be continued involvement of support services where necessary.
- If necessary the use of stand down or suspension will be considered.
- Following suspension, there will be further involvement of support services and the relevant clauses of the Education Act will come into action for the parents.
- Before the child returns to school there will be an agreement between school and home, this will be reviewed regularly until the behavior is deemed acceptable.

TRUANCY PROCEDURE

- When children are enrolled at school, enrolment details etc. are to be entered on the enrolment form. These details are to be entered on the SMS (EDGE)
- The Principal is to be notified immediately if children, who have come to school in the morning, leave school or cannot be found.
- The following shall be referred to the Principal for further action.
 - Children who have failed to attend school without reasonable excuse
 - Children whose absences have been one or more days every week
 - Children who have patterns of absence

Parents are to be fully advised of instances of truancy by their children and the consequences.

- Accurate written records of absences, telephone calls, home visits, letters sent and explanations given (including time, date, and place) are to be entered on to the SMS as they are reported. These excuses/reasons are entered on the notes section under attendance.
- The Truancy Officer will be involved through the Principal
- Where any child has
 - failed to attend school without reasonable excuse
 - required interventions have failed to ensure a return to school attendance
 - the absences have been continuous for 20 school days
 - one or more days a week
 - patterns of absence which persist for a school term

Any child who has not attended school for twenty school days without written reason will be withdrawn from the school register. The Truancy Officer will be notified of this action.

DRUG USE PROCEDURES

1. Any student caught using, possessing or under the influence of harmful drugs, alcohol or solvents at any time while under the school's jurisdiction will be referred to the principal and may be stood down. In all circumstances parents and caregivers will be notified as well as appropriate authorities.
2. Any student caught smoking or possessing cigarettes, cigars, and/or tobacco while under the school's jurisdiction will be referred to the principal who will notify the parents in writing and suspension may be considered in certain circumstances. A second offence will be considered as continual disobedience and may result in suspension.
3. Any student caught in possession of or under the influence of any of the substances above will be given appropriate support and guidance that will be negotiated with the family/guardian.

SUNSMART PROCEDURE PLAN

Rationale:

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

This sun protection policy will apply during Terms 1 and 4, (especially between 10 am and 4 pm). However, from beginning of September UVR levels are increasing, therefore, sun protection should be used in September when children are outdoors for extended periods (e.g. sports days). During the winter months' sun protection is unnecessary.

This policy is adopted so that children attending **Cannington School** are protected from harmful UV radiation from the sun.

As part of general SunSmart strategies, during Terms 1 and 4, between 10 am and 4 pm, our school will:

Guidelines:

- Require children to wear broad-brimmed (min 7.5 cm), legionnaire or bucket hats (min 6 cm. brim, deep crown) when they are outside (e.g. interval, lunch, sport, excursions and activities) during Terms 1 and 4.
- Provide extra hats for children to borrow if appropriate
- Encourage children to wear clothing that protects the skin from the sun (e.g. sleeves and collars). Request that children wear shirts at all times which cover their shoulders, backs and midribs.
- Implement a "No Hat, Play in the Shade" policy. Require children without hats or with bare shoulders to play in shade or indoors.
- Work with wider school community to promote students' use of SPF 30+ broad-spectrum sunscreen and ensure it is available for students when extended outdoor activity is required (1)
- Encourage staff to role model SunSmart behaviour, particularly the use of appropriate hats, within the school grounds and during outdoor school activities.
- Regularly publicise and reinforce the SunSmart Policy, for example, through newsletters, parent meetings, student and teacher activities.
- Inform parents of the SunSmart Policy at enrolment, especially the use of appropriate hats, clothing, SPF 30+ sunscreen, and encourage parents to practise SunSmart behaviour themselves.

Curriculum:

- Incorporate SunSmart education and activities at all levels each year when delivering the curriculum. Resources are available at www.sunsmartschools.co.nz
- Work towards developing and improving existing shade, particularly in areas where students congregate. Shade can be both built and natural (e.g. constructed shelter and trees).
- Include a sun exposure assessment in the Risk Analysis and Management System for any EOTC plan for outdoor activity.
- Whenever possible schedule outdoor activities and sports events before 10am. (2)
- Organise outdoor activities to be held in areas with plenty of shade whenever possible.
- Use gazebos for outdoor events such as athletic sports.

Reinforcement and evaluation

- Ensure ongoing assessment of SunSmart behaviour, shade provision, and curriculum emphasis.
- Review of the SunSmart policy by the Board of Trustees and Principal at least every 3 years.
- Sunscreen should not be the sole or primary form of protection.
- The Cancer Society recommends holding school excursions early in the day to cut down the exposure to UV radiation. Plan them for venues where adequate shade is available or alternatively provide your own shade by taking umbrellas or tents.

Policy Prepared by: _____ (Name or title e.g. BoT) on _____

Policy approved by: _____ (Name or title e.g. BoT) on _____

Policy will be reviewed on _____

PLAYGROUND SUPERVISION PROCEDURE

- Due to the small nature of Cannington School ALL staff are on duty at all times. It is expected that a teacher will roam the grounds during the break times to observe what children are playing. All disturbances such as arguments and bad sportsmanship are to be entered into the PB4L section so that commonalities can be isolated and then treated.

BUS TRANSPORT PROCEDURE

Guidelines

- The rules and regulations for bus transport assistance are set by the Education Act 1989.
- The Education Services Centre for this area administers the service on contract to the Ministry of Education. The final decision regarding changes, extension, etc, rests with their office.
- Procedures and routes pertaining to the bus service are to be included in the School's Information Booklet.
- The school bus controller will negotiate with the Board of Trustees over any changes to be made to the existing schedule.
- Eligible pupils for a transport allowance are those who are: -
 - Aged under ten years and live more than 3.2km from the school
 - Aged ten years and over, and live more than 4.8km from the school
 - Disadvantaged through disability
- Eligible pupils are normally required to make their own way up to 1.6km to the bus stop.
- The school bus controller is responsible for:
 - Liaising with the parents and the local bus driver
 - Informing the Board of Trustees of extensions required or deletions to the bus route
 - Arranging bus lists of eligible pupils at the commencement of each school year and the marking of daily rolls by the bus duty teacher.
 - Dealing with, and informing the principal and parents of any complaints regarding the service, or conduct of pupils
 - Eligible pupils will have the first right to transport in the event of overloading
- The BOT takes the view that final responsibility for acceptable conduct of pupils on the bus rests with the parents. The Board has the right to withdraw any child from the service that continually offends. This applies also to those children travelling to and from manual T.Tech, and on any other school trips. The Board delegates the decision to the principal in the role of school management.
- "Courtesy" transport is acceptable only with the approval of the Board of Trustees. In the event of a serious accident the school staff, BOT, the Education Service Centre and Ministry of Education are in no way liable for any ensuing parental legal action. Parents are to negotiate directly with the Board re courtesy rides.

Private Transport to School Events EOTC

- Parents will be consulted and notified of any requiring transport.
- Parental permission is required before any child can be transported on a trip or to a camp.
- Every private vehicle and driver used must have:
 - A current full driver's license (copy of which must be kept at school.)
 - Warrant of Fitness and Vehicle Registration, Insurance, a Blood Alcohol level of zero.
 - Where possible avoid transporting other students on their own.
 - Appropriate to regulations – a car seat fitted for a child under the age of 7.

**SCHOOL BUS SAFETY
CANNINGTON PRIMARY SCHOOL
BUS PASSENGER CONTRACT**

My family and I understand and accept the following school bus rules: -

- Bus vests will be provided by the school and are to be worn at all times to and from school.
- Bus roll is to be called by the bus monitor.
- At school, children are to wait in line until the teacher/bus driver gives permission to board.
- Sit down quietly in your seat.
- Put your bag on the floor or on your knees.
- Stay away from open windows at all times. Do not throw anything out of the windows.
- Do not eat or drink on the bus.
- Do not distract the driver while the bus is moving.
- You may talk quietly on the bus.
- Keep your hands, feet and objects to yourself.
- Wear your seatbelts if you have one, while travelling on the bus and stay in your seat.
- Wait until the bus stops before you leave your seat. Walk quietly from the bus.
- If you have a concern, please tell the bus monitor or the bus controller.
- If the bus monitor/bus driver reports a concern, this will be investigated and the following consequences may arise:
 - (a) Parent/child meeting with Bus Controller
 - (b) You may be: -
 - Stood down from travelling on the bus for a predetermined time.
 - Excluded from travelling on the bus.
 - Shifted to a new seat on the bus.

INTERNET SAFETY PROCEDURE

- Cannington School will endeavor to protect staff and student from any misuses or abuses as a result of accessing the internet and electronic mail. The school will not be held responsible for any problems that occur, including loss of data, accuracy or suitability of information found inappropriate or illegally used.
- Learners will be given guidelines on and support with how to gather, select from and process information to support their learning in a monitored environment.
- Signed permission from parents must be received by the school before any child has access to the school internet.
- Learners are required to take responsibility for their own appropriate behaviour when using the internet or electronic mail as they are representing the school
- Opportunities for professional development in the use of the internet as a teaching and learning resource will be provided.

CANNINGTON PRIMARY SCHOOL COMPUTER AND INTERNET USE AGREEMENT

**Read this notice carefully. Then keep it so you can check with it again.
That way you will not forget what it says.**

These are the important rules I must follow:

1. School computers are to help me with classroom learning. They are not for play.
2. It is important to keep safe while using the Internet and e-mail. This means I must follow the school's safety rules.
3. The only time I can use the Internet and e-mail at school is when a teacher is supervising me.
4. I am not allowed to try and look up things on the Internet which I know are not for children. This might be pornography, or information which is dangerous. Some of it is against the law. (Your teacher will explain this to you).
5. I must be sensible when using e-mail. I know that I must not send messages which I would not want my parents or teacher to read, even as a joke.

I agree that:

I will take care of our computers:

- I will not damage any equipment or furniture.
- I will not use any school computer for arcade-style games.
- I will not copy any software.
- I will not bring software from home to use on a school computer.
- I will not print anything without the permission of the teacher.
- I will use disks only to back up work or to take work home/back to school.

I will be considerate of other users:

- I will not monopolise equipment - I will share.
- I will not deliberately disrupt the computer or the school's network.
- I will not be involved in electronic vandalism, like viruses.
- If I accidentally come across offensive, dangerous or illegal material I will immediately remove it from the screen and tell the teacher, without showing any other students.

I will look after myself sensibly:

- I will not give anyone on the Internet information about myself or others - this includes addresses and phone numbers.
- I will tell the teacher if I come across any problem.

I understand that if I break this agreement in any way I may lose the right to use computers at school. The school may also take disciplinary action against me.

CANNINGTON PRIMARY SCHOOL COMPUTER AND INTERNET USE

Student Contract

I have read my Primary School Computer and Internet Rules and Agreement, and I know what the school rules are about the use of computers and the Internet. I know that if I break these rules there will be serious consequences:

- I might lose the right to use a school computer.
- The school may also take disciplinary action against me.

Name: _____ Class: _____

Signature: _____ Date: ____/____/____

PARENTS/CAREGIVERS

I have read the Primary School Computer and Internet Rules and Agreement and understand that there may be severe consequences if the rules are broken. I have gone over the information with my child and explained its importance. I also understand that theft or damage to equipment could result in the home receiving a bill for the cost of replacement parts or repairs.

I understand that while the school will do its best to restrict student access to offensive, dangerous or illegal material on the Internet or through e-mail, it is the responsibility of my child to have no involvement in such material.

I give my permission for _____ Room _____

to be given access at school to the Internet & e-mail.

Name: _____

Signature Parent/Caregiver _____ Date: ____/____/____

.....
Please return this to your teacher after it has been signed.

ACCIDENTS AND SICK CHILDREN PROCEDURE

Injury to students

Parents are to be contacted about injury to their children if:

- The child has received a bump to the head
- The child's injury required a doctor's opinion.
- There is a deep cut to the skin, or there is significant bleeding.
- The child has been assaulted by another child resulting in the perpetrator receiving some disciplinary action, ie: it was serious.
- The child has been traumatized by the incident, if there is any doubt, contact the parent anyway.

We need to ensure that parents are well informed about what happens to their children while at school. At the same time make sure that we protect ourselves by giving the parent/caregiver the opportunity to come and see the child and determine for themselves if further action is necessary.

It must be noted in the accident report who will contact the parents and this should be initialed to indicate this has happened.

First Aid

A reasonable stock of first aid items will be readily available. This will be readily available. This will include a current first aid manual and a list of pupil conditions. Ice packs are kept in the staff room refrigerator. Duty staff or ancillary staff will attend to first aid treatment. Pupils are not to treat themselves. All staff are required to keep their knowledge of first aid procedures up to date and if possible to have current first aid certificates.

Log Book

The logbook is required to be filled in to record ALL treatments. A full accident report form is to be completed for major incidents. A major incident is defined as one that prevents a student returning to class, where treatment is sought from a doctor or hospital.

Without exception where a child has received a bump to the head, the incident is to be recorded and the parents are to be informed.

Medication

All medications for specific allergies or other needs will be stored in the office with a complete list of pupil's conditions. Staff are required to make themselves aware of the list.

NB: No medication may be administered to a child without parental consent. This includes aspirin and paracetamol.

Field Kits

The school maintains a small field first aid kit. This is required to be uplifted by any teacher taking a class on a visit away from school. If items are used during an outing these should be recorded and the secretary notified on return so that they can be replaced.

Bleeding

Staff are required to use gloves when treating pupils, particularly those who are bleeding.

Asthma Kit

Kept on site and taken to all school/community events.

SENDING INJURED OR UNWELL STUDENTS HOME

If a child is unwell, they will be looked after (if possible in their own classroom) until home can be contacted:

- A child may only be sent home once a caregiver has been contacted and permission given for the child to leave.
- In general, it is expected that a caregiver will collect the child.
- An injured child must be closely monitored until collected.
- The secretary/principal is to be informed in every case.
- The secretary will inform the class teacher if a child from their room is to be sent home.

Serious Illness or Accident

In some cases, the child should not be moved. Consultation with other staff is imperative if the situation allows this. Engage the assistance of one of the trained first aid staff members.

- Caregivers are to be contacted immediately.
- Ambulance service to be called if necessary.
- The child should not be left alone.
- A full report is to be completed as soon as possible.

Accident Notification (Registers)

- The student/employee register will be kept in the first aid cupboard.
- This register must be reviewed, once a term, looking for commonalities that can be then removed, reduced, or isolated. This can be through teaching safer practices or isolating areas.

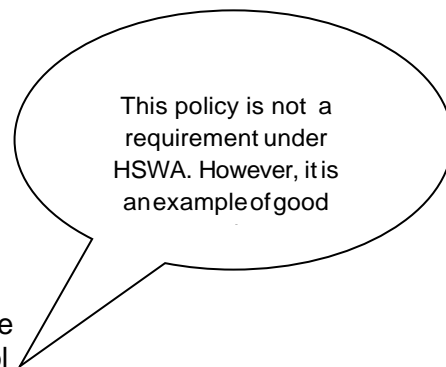
RISK MANAGEMENT POLICY

Policy and Procedures

This policy should be read in conjunction with the Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and Officers, which clearly outlines Health and Safety responsibilities.

Purpose

Risk management is the cornerstone of the Health and Safety at Work Act 2015. It allows the board to perform its primary duty of care, as far as reasonably practicable, to its workers and others. The purpose of this policy is to explain how we manage risks effectively in the school environment and work carried out by the school.



Scope

This policy applies to and is to be followed by all of our workers and others in the workplace. This includes all members of the school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

The board will consult, cooperate and coordinate with other duty holders on matters when there are overlapping health and safety duties. For that reason, this policy can also be applied where an adequate risk policy does not exist in other workplaces.

The board will keep a risk register and record information from the risk management process. For each identified hazard, the following information will be recorded:

- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the effectiveness of current controls
- what further controls are needed
- how the controls will be implemented – by whom and by when
- review date

How do we manage health and safety risks effectively?

Health and safety is everyone's responsibility and together we will keep our workplace safe and secure. To do this, we will manage health and safety risks effectively. The four steps below describe how we do this.

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

Roles and Responsibilities

Everyone has a part to play in managing risk effectively.

Officers

- ensure workers and others know about health and safety risk processes and procedures
- ensure that workers receive the right health and safety risk training and are aware of the risks on induction into the work area
- hold and maintain the risk register for the work group
- inform 'others in the workplace' of any known risks and controls in place
- assess risks that are reported to you
- consult with workers on the most effective controls to manage the risks
- regularly review and monitor risks and the controls that are in place

Workers – (employees, temporary workers, contractors, volunteers)

- take reasonable care of their own health and safety
- take reasonable care that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are first identified
- report any risks to their relevant school leader, including those that have already been eliminated
- seek support from the health and safety representative on health and safety risk matters if required
- comply with this policy and procedures in the workplace
- comply with any reasonable instruction in relation to risks given by the board or the PCBU they are visiting
- inform others of known risks
- may cease or refuse to carry out work if they believe the work would expose them to a serious risk

Health and Safety Committee

- facilitates co-operation between the board of trustees and school workers in instigating, developing, and carrying out measures designed to ensure the school workers' health and safety at work
- assists in developing any standards, rules, policies, or procedures relating to health and safety that are to be followed or complied with at the school
- makes recommendations to the board of trustees about work health and safety.

Health & Safety Representatives

- represent workers on health and safety risk matters
- promote the interests of workers who have raised health or safety risks
- monitor risk controls undertaken by the board
- investigate complaints from workers about health and safety risks
- after first consulting with the relevant school leader, issue provisional improvement notices if risks in the workplace are not managed so far as is reasonably practicable
- direct workers to cease work if they believe the work would expose them to a serious risk

Others – (visitors, students, parents etc.)

- take reasonable care of their own health and safety
- take reasonable care that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are first identified
- comply with any reasonable instruction given by the board in relation to risks

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signatures

Signed _____ Dated ___/___/___

Signed _____ Dated ___/___/___

Tool 12 - Risk Management Checklist

Toolbox

This tool can be used to review your risk management processes.

Does our school have:

| | YES | NO |
|--|--------------------------|--------------------------|
| 1. A hazard identification process? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A risk assessment process for significant hazards? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A process to develop and implement the appropriate controls for each risk? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A process to regularly monitor and review risk control plans? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Risk registers that record how risks are managed? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Evidence of worker consultation or participation in risk management? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. A process for issuing, renewing and maintaining all safety equipment including Personal protective equipment? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. A process for managing risks associated with new equipment or new work processes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. A system for undertaking baseline monitoring of health and safety in identified areas (for example a music room) and notifying the results to workers and others? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. A process to report significant risks to our board of trustees? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. A process for inducting visitors and students (as significant Others) to our School which covers risks and emergency procedures? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Provision of appropriate personal protection equipment for visitors to our school, if required? | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. A budget put aside to put controls in place, such as for personal Protective Equipment? | <input type="checkbox"/> | <input type="checkbox"/> |

For further information about risk management, refer to Factsheet Topic 4 Risk identification, assessment and management, Parts 1 and 2.

Approved by: _____ Date: _____ / _____ / _____

INJURY AND INCIDENT **Management and Reporting**

Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and Officers, which clearly outlines Health and Safety responsibilities.

Purpose

Incident management is key to any workplace's Health and Safety systems/processes. Incident management requires a school wide approach with clear points of accountability for reporting and feedback.

The purpose of this policy is to:

- outline the principles of incident management
- standardise the incident management process
- ensure consistency in definitions
- outline roles and responsibilities for incident management

Scope

This policy applies to and must be followed by all of our workers and others in all school workplaces. This includes all members of the school's leadership team, workers, contractors, temporary workers, volunteers, students and visitors.

The board will consult, co-operate and co-ordinate with other duty holders on matters when there are overlapping Health and Safety duties. For that reason, this policy can also be applied where an adequate risk policy does not exist in other workplaces.

How do we manage incidents effectively?

The principles of accountability, obligation to act, and collaboration should be applied at each step of the incident management process. The six steps include identification, notification, classification, investigation, action and evaluation.

Step 1: Identification

It is important for all workers to recognise when an incident or near miss has occurred. Workers need to act immediately to make sure, those who are involved are safe and that the workplace poses no further risks. You may need to apply first aid. First aiders are available to provide immediate assistance to anyone who has suffered an injury or illness while at work.

Step 2: Notification

Workers must notify their relevant school leader when an incident occurs. The board uses the incident notification form to document incidents. School leaders are required to investigate incidents lodged by their workers to ensure local action is taken. All incidents and notifiable events including near misses must be reported.

Step 3: Assessment

The relevant school leaders need to assess the level of incident that has occurred. When a 'Notifiable Injury or Illness' and/or 'Notifiable Incident' happens, Work Safe NZ must be contacted. This is called a Notifiable Event.

The site must be kept preserved to allow Work Safe NZ to inspect it. Examples of a notifiable incident include harm that causes hospitalisation for 48 hours or more, amputation of a body part etc.

Step 4: Investigation

The investigation of incidents is an essential component of incident management.

All incidents, including notifiable events, should be investigated to identify the causes. Following the investigation, corrective actions to prevent similar incidents and injuries happening again are identified and implemented as soon as possible after the event.

Step 5: Action

Actions are developed for each recommendation. Actions may be in the form of putting in place risk controls. The HSR, the affected worker, and others in the workplace may be consulted about the action. Accountability for each action will be given to a person in the work group. Progress on the implementation of actions is monitored regularly. Mechanisms for monitoring include risk registers, team meetings, health and safety committees and aggregated information collated by the principal or the HSR. The HSR or principal collates this information to generate reports and analyse incident data to identify trends, risks and to initiate, monitor and/or evaluate system improvements.

Step 6: Review

The review step monitors whether the actions taken have been successful in preventing further incidents. Actions that have been made must be regularly monitored and reviewed to ensure they are effective. The manager is expected to do this in consultation with workers.

Roles and Responsibilities

Everyone has a part to play in managing incidents effectively.

PCBU

The Board of Trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- making health and safety a key part of our role
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- helping workers who were injured or ill return to work safely

Officers – (principal and individual board members)

- know and keep up to date with incidents that are associated with the school's operations
- ensure resources and processes are in place to prevent incidents
- ensure processes are in place for timely information on incidents
- ensure health and safety processes are actually implemented
- monitor the health and safety performance of the school

Workers – (employees, temporary workers, contractors, volunteers)

- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- immediately report any incident to their relevant school leader
- report any risk or hazard to the relevant school leader to prevent injuries occurring
- cooperate with the incident management policy and its procedures in the workplace including investigations of incidents
- participate in the implementation, monitoring and evaluation of actions following an incident investigation
- comply with any reasonable instruction given by the board or the PCBU they are visiting
- encourage fellow workers and others visiting the workplace to notify identified incidents

Members of the school's leadership team

- view all incident investigation forms submitted by workers as soon as practicable
- report notifiable incidents to Work Safe NZ via the school's principal
- investigate all incidents submitted by workers who report them, undertake actions in a timely manner, and document these

- consult with health and safety representatives, the affected worker, and others in the workplace during investigations and actions
- delegate actions to relevant workers, who may also need to review them
- monitor and review the effectiveness of actions taken
- undertake relevant education to meet requirements of the role

Health & Safety Representative

- represent workers on matters relating to health and safety incidents
- investigate complaints from workers in the workplace
- monitor the incident management approach undertaken by the board
- promote the interest of workers who have raised/reported health and safety incidents
- if requested by the relevant school leader, participate in incident investigations

First Aiders

- take reasonable care of their own health and safety
- identify themselves to workers and others in the workplace
- provide immediate assistance to anyone who has suffered an injury or illness while at work
- ensure that the workplace has adequate First Aid resources
- ensure that First Aid can be provided for the risks that are apparent within the workplace
- keep their qualifications up to date
- attend training or refresher courses as required

Others in the workplace – (visitors, students, parents etc)

- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- comply with instructions given by the board or another PCBU
- immediately report any incident to an officer

Infectious diseases

- The following information may be useful in developing a policy on illness and sickness:
 - The Ministry of Health has developed an Infectious Diseases chart, which outlines 21 childhood diseases, with information on early signs of illness, how long the child will be infectious and the length of time the child should be excluded from the schooling environment.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signed: _____ Date _____

Signed: _____ Date _____

HEALTH & SAFETY EDUCATION OUT OF THE CLASSROOM (EOTC) PROCEDURES

When undertaking any of the activities below we are to refer to the best practice guide for the relevant information. To do this follow the link written below at <http://www.sportnz.org.nz/managing-sport/search-for-a-resource/guides/outdoor-activities-guidelines-for-leaders>

Remember that each EOTC is to be accompanied by a Risk Assessment Form. RAMS

Appendix 2 – Accepted best practice resources

Accepted best practice

In the absence of a standard or code of practice, accepted best practice guidelines become the standard for an activity. Usually, national organisations agree on a range of acceptable practices to run an activity safely, and document these in guidelines, manuals and other media (e.g. DVDs).

Accepted best practice evolves, so it is important to check with national organisations whether their resources are up-to-date.

Accepted best practice resources

Accepted best practice for various activities are available in the following resources:

1. **Outdoor Activities - Guidelines for Leaders Sport New Zealand (2005)**
2. <http://www.sportnz.org.nz/managing-sport/search-for-a-resource/guides/outdoor-activities-guidelines-for-leaders>

This downloadable resource has a comprehensive list of guidelines for outdoor activities. Best used to help you run an activity or monitor a provider the **Outdoor Activities Guidelines for Leaders** has a general section and then Section B contains activity specific guidelines for the following:

- | | |
|------------------------------------|----------------------------------|
| 1. Abseiling | 22. Nordic skiing |
| 2. Bouldering | 23. Orienteering |
| 3. Canoe Polo | 24. Quad biking |
| 4. Canyoning | 25. Rafting |
| 5. Caving | 26. River crossing |
| 6. Cycle Touring | 27. Rock climbing |
| 7. Dragon boating | 28. Sailing |
| 8. Fishing | 29. Scuba diving |
| 9. Flatwater canoeing and kayaking | 30. Sea coast traversing |
| 10. Flying fox | 31. Sea kayaking |
| 11. Hang gliding and paragliding | 32. Ski area skiing and boarding |
| 12. High ropes course | 33. Skydiving and parachuting |
| 13. Horse trekking | 34. Snow shelters |
| 14. Hunting | 35. Snow tubing and sliding |
| 15. Jet skiing | 36. Solo |
| 16. Local activities | 37. Sport climbing |
| 17. Low ropes course | 38. Swimming |
| 18. Mountain biking | 39. Tramping |
| 19. Mountaineering | 40. Tubing |
| 20. Multi-day journeys | 41. White-water kayaking |
| 21. Multisport | |

Note that where the activity is covered by the Adventure Activities Regulations an Activity Safety Guideline has replaced the guideline listed above.

2. Activity Safety Guidelines (ASGs) www.supportadventure.co.nz

ASGs have been developed for operators working in the adventure activities industry. The guides are voluntary guidelines that reflect industry good practice for managing safety and set a benchmark for safety standards. The guides, along with the Outdoor Activities Guidelines for Leaders, should be used by schools to ensure knowledge of what is expected in NZ of those leading adventure activities.

This knowledge should be used when:

- the school itself is leading the activity
- a provider is contracted (this must be a registered operator)
- an individual is contracted by the school
- a parent or other volunteer is helping the school

ASGs are available online and include the following:

1. Abseiling
2. All-Terrain Vehicles
3. Alpine Hiking
4. Canyoning
5. Caving
6. Climbing on Artificial Structures
7. Coaststeering
8. Dive
9. Heli-skiing
10. High Wire and Swing

National and other organisations with good resources for schools Water- focus organisations

| | |
|------------------------------|---|
| Coastguard Boating Education | The Coastguard Boating Education website carries resources for: Day Skipper / Boat Master / Marine VHF Radio |
| Maritime NZ | Maritime NZ web based resources include: Publications and Resources ☑ Safety Guidelines for Specific Activities: kayak, waka, ☑ Resources for Schools |
| Surf Life Saving New Zealand | Safe Boating- An Essential Guide Safety guidelines for commercial kayaking and canoeing www.surflifesaving.org.nz/education/surf-education/ Beach Education, Surf to School, Junior Surf, School Information, Resources for Schools |
| Swimming New Zealand | www.swimming.org.nz/kiwi-swim-safe.html Kiwi Swim Safe, Professional Development for Teachers, Become a Swim Teacher |
| Water Safety New | Check the following links to material: |

Form 18 – RAMS: Risk Management Plan

Introduction

| |
|--|
| <p>1. Identify the learning outcomes.</p> <ul style="list-style-type: none"> Using the lesson plan process. |
| <p>2. Identify the significant risks (losses) that could result from the activity.</p> <ul style="list-style-type: none"> Physical Injury Social/psychological Material (gear or equipment) Programme interruption |
| <p>3. List the hazards (causes) that could lead to each risk/loss.</p> <ul style="list-style-type: none"> People Equipment Environment <p><i>(see over for hazards/factors to consider)</i></p> |
| <p>4. Think of strategies that could reduce the chances of each hazard leading to the risk/loss. Pay particular attention to significant hazards.</p> <ul style="list-style-type: none"> Eliminate if possible Isolate if can't eliminate Minimise if can't isolate Cancel if can't eliminate, isolate or minimise |
| <p>5. Make an emergency plan to manage each identified risk/loss.</p> <ul style="list-style-type: none"> Step by step management Equipment/resources required |
| <p>6. Continual monitoring of safety during the activity.</p> <ul style="list-style-type: none"> Assess new risks Manage risks Adapt plans |
| <p>7. There is a range of formats available to assist with safety management planning. See sample forms 17, 18 & 19.</p> <p>See chapter 4 of the <i>Outdoor Safety – Risk Management for outdoor leaders</i> (NZ Mountain Safety Council Manual 37) for a step-by-step guide on how to use these tools.</p> |
| <p>8. It is important to pay attention to significant risks.</p> <ul style="list-style-type: none"> It is also important to pay attention to both significant and minor hazards. Research shows that most serious harm incidents result from a combination of hazards (causal factors), many of which, on their own, are seemingly minor. In an education setting, useful thresholds for significant risks/losses are illustrated on the Incident Severity Scale, on page 3 of Sample Form 30, National Incident Database Report Form <ul style="list-style-type: none"> ➤ Severity ranking 3 is the threshold for reporting to the National Incident Database ➤ Severity ranking 6 is the threshold for reporting serious harm incidents to the Department of Labour. |

Risk Assessment Checklist Hazards/causal factors to consider for physical and emotional safety
(when completing SAP, RAMS or other risk assessment process)

| PEOPLE | RESOURCES & EQUIPMENT | ENVIRONMENT |
|---|--|--|
| <ul style="list-style-type: none"> • Who? • <u>How many?</u> <ul style="list-style-type: none"> Students Activity Leaders Assistants • Experience • Effective supervisions structure (ratios) • <u>Cultural considerations:</u> <ul style="list-style-type: none"> Head touching Swimming for some groups of girls Observing site significance for cultural groups • Physical size/shape • Fitness • Anxieties/feelings • Motivation • <u>Student needs:</u> <ul style="list-style-type: none"> Educational Medical and Health Language abilities Cultural Behaviour Physical disability • <u>Social and psychological factors:</u> <ul style="list-style-type: none"> Get-home-it is Risk shift Dropping your guard Unsafe act/s by participants Error/s of judgement by activity leader | <ul style="list-style-type: none"> • <u>Information to:</u> Parents or Whānau • Plans and systems • Clothing • Footwear • Food and drink • Transport • Toilets • Safe drinking water • First aid kit and knowledge • <u>Special equipment:</u> <ul style="list-style-type: none"> Rope Canoes/kayaks Maps/compass Cameras • Equipment maintenance, quantity, quality • Safety equipment <p>Are sleeping arrangements/facilities culturally appropriate?</p> | <ul style="list-style-type: none"> • <u>Weather:</u> <ul style="list-style-type: none"> Forecast Sun Rain Wind Snow Temperature; Season • <u>Terrain:</u> <ul style="list-style-type: none"> Where? What? Familiar? Unfamiliar? Bush Mountain Sea River Beach • <u>Accessibility to help</u> <ul style="list-style-type: none"> Telephone Doctor Ranger Roads/tracks • Emergency Services • Security • Animals/insects • Road use • Traffic density • Fences • Human created environments • Does the site have cultural significance? <p>Consent and information from landowner/local iwi</p> |

RAMS: Risk Management Plan

School _____

Activity _____

Instructors: _____ Location: _____

Group: _____ Date: _____

Risks (significant potential losses)

| | |
|---|---|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

| Causal Factors (lemons) | | Risk reduction strategies |
|--|--|---------------------------|
| People Skills, attitudes, age, fitness, ratios, experience, health etc. | | |
| Equipment Clothing, shelter, transport, activity, specific gear, safety gear etc | | |
| Environment Weather, terrain, water, season etc. | | |

Critical incident management

| Emergency procedures to manage each identified risk | Emergency gear required |
|---|-------------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

National standards applicable

Policies and guidelines recommended (activity specific)

Minimum skills required by activity leaders/assistants

Final Approval Accept _____ Reject _____

Comments: _____

HYGIENE PROCEDURES WITH BLOOD OR OTHER BODY FLUIDS

Introduction:

Since AIDS can be contracted from infected blood, clearly there is a need for a set of hygiene procedures which effectively address this threat, and that of hepatitis B/C and other similarly transmitted diseases.

It follows that:

1. The school should have an effective set of hygiene procedures.
2. The school should have the equipment needed in order to give effect to these procedures and
3. That all staff should be fully aware of these procedures.

Additionally, staff should pay added attention to their own cuts or broken skin, protecting them from direct contact with body fluids. Any cut, (less than 24 hours old) should be covered by an impermeable dressing.

The following procedures have been devised. They must be used by any member of staff or student who has gone to the assistance of a child with a cut or broken skin.

1. Avoid contact with blood if your hands or lower arms have open cuts or unhealed wounds.
2. Use disposable gloves and wash thoroughly with soap and water after removal of gloves.
3. Place any cotton wool, gauze, etc that has had contact with blood in a plastic bag and seal it for disposal or incineration.
4. Wipe down the benches or other bloodied areas with cold or tepid tap water and then with household bleach (e.g. Janola) freshly diluted 1 to 10 with water.
5. Wash carpeted areas with water and disinfected.
6. Wash scissors or other instruments thoroughly in cold tap water to remove any blood, then instruments can be effectively sterilized by boiling for at least 10 minutes or by soaking them for 30 minutes in household bleach diluted 1 part to 10.

Hepatitis, HIV/AIDS Procedures

Purposes: -

1. To provide a supportive environment that prevents unfair treatment of individuals who have contracted Hepatitis or HIV/AIDS.
2. Staff or students at any stage of Hepatitis or HIV/AIDS infection do not pose a health risk to other staff or students in a school setting because these are blood borne diseases. Care and personal protection are paramount in dealing with first aid situations where bleeding occurs.
3. Disclosure of HIV status (where known) is entirely voluntary and is left up to the individual. Cannington School will neither confirm nor deny rumours of Hepatitis or HIV/AIDS in the school.
4. Confidentiality is maintained at all times according to the wishes of the person/s concerned or upon parental request on what they want done and whom they want to know (e.g. teachers, support staff). Refer privacy policy.

HEADLICE PROCEDURE

1. The school requests that all parents inform the principal as soon as headlice is detected.
2. A notice is sent to all families advising headlice is in the school. A treatment pamphlet accompanies the notice.
3. Children are welcome back at school as soon as they have been treated.
4. When necessary, the principal contacts Community Public Health and discusses the current issue with them, in regards to working with the family.
5. No child can be sent home or kept home because of headlice.

USE OF AGRICHEMICALS AND HARMFUL SUBSTANCES PROCEDURE

Agrichemicals

- Only non residual chemicals to be used.
- Chemicals to be applied at times when school is closed for 2 days or more.
- Person applying the chemicals is to use appropriate protective equipment.
- Chemicals to be used in consultation with person responsible for the school grounds and the Principal.
- All chemicals when purchased must have the S.D.S. (Safety Data Sheet) supplied and this is to be brought to the school office.
- The school will keep all S.D.S for all dangerous chemicals, harmful substances, in the office, ready to hand over to emergency services.
- If the S.D.S asks for safety items to be used when working with this chemical, then it is the duty of the school to provide this e.g. if the S.D.S. requires eye wash (such as Optrex) to be available for treatment then the school will have a product such as or similar to Optrex.

Harmful Substances

- All harmful substances will be kept secure in a locked shed.
- All harmful substances will be clearly labelled.
- All harmful substances when purchased must have the S.D.S. (Safety Data Sheet) supplied and this is to be brought to the school office.
- The school will keep all S.D.S for all dangerous chemicals, harmful substances, in the office, ready to hand over to emergency services.
- If the S.D.S asks for safety items to be used when working with this chemical then it is the duty of the school to provide this e.g. if the S.D.S. requires eye wash (such as Optrex) to be available for treatment then the school will have a product such as or similar to Optrex.

HAZARD IDENTIFICATIONS

- The BOT member responsible for Health & Safety, in conjunction with the Principal will draw up a checklist of hazards which are evident within the school buildings and grounds and submit it to the BOT for their approval.
- Each term a member of the board or the contracted grounds man will check every item on the above checklist and report to the board meeting about any items which are cause for concern, so that the Board can arrange for immediate repair, correction or dismantling of that item.

CRISIS PROCEDURE

Goal

To provide a detailed outline and a step by step method of handling suicide/sudden death or traumatic event and to prevent the contagion effect.

Objectives

- To establish structures and networks to deal with sudden death/suicide/traumatic events
- To train staff to recognise early warning signs and to act of them
- To establish grieving and debriefing procedures
- To prevent a mental health crisis
- To facilitate the recovery process

Rational

The impact of a sudden death, suicide or traumatic event may put other students and the community at risk. Intense feelings of shock, guilt, anger, anxiety and denial may be present after such an event. By defusing these feelings through a thoughtful and comprehensive programme, future tragedies may be prevented. To facilitate the recovery process, students must have help with grief resolution and posttraumatic stress.

Guiding Principals

- All staff must understand the crisis support process and be aware of the composition and purpose of the crisis support team
- The overriding need throughout is to create safety for the staff and students at the school.
- The grieving of all students and staff must be accepted as genuine. Suicide/sudden death etc may trigger grief for past events in people's lives
- In the event of death, especially suicide, students and staff must be given the opportunity to express their grief. A comforting and reassuring environment, is necessary for this to happen
- Members of the crisis team must have available to them opportunities for counselling and support
- An open and honest approach to death and trauma is most helpful for students and staff to begin to deal with a traumatic situation.
- The normal school programme must be maintained throughout as far as possible

TRAUMATIC INCIDENT RESPONSE PLAN

Step One

1. The person who receives the initial information must involve the Principal or Crisis Team Leader who will: -
 - Verify that the information is correct
 - Contact parent's/emergency services/the Board Chair as necessary
 - Contact GSE Crisis Team
 - Implement TIRP (Traumatic Incident Response Plan)
2. At the first opportunity a meeting to be held in the Principal's office involving the Crisis Team (minutes taken by secretary or designated person who will be dealing with incoming calls).
 - The Principal
 - Other Staff members
 - Public Health Nurse (if available)
 - Inform all present to keep on-going written record of events and actions.

The Principal to establish most appropriate means of informing: -

 - Students of victim's class to be informed first
 - Students to be informed of crisis and of support facilities in class groups
 - Collect information — what school population is involved in crisis?
 - Identify groups requiring attention:
 - Staff, students and peer groups
 - Ascertain names of other family members or close friends enrolled at school
 - Siblings in nearby schools
 - Families
 - Ensure key persons can readily be contacted — phone/addresses etc needed
 - Ascertain which staff are unable to take their classes. How long will they be out of action? (Plan for more than minimum time here — avoid placing teachers who are distressed in front of classes)
 - Events for the day or nearby days to be rescheduled as necessary - possible timetable changes.
 - Arrange for briefing of the following people as appropriate
 - Public Health Nurse
 - Culturally appropriate resource people as required (e.g. Maori Kaumatua)
 - Specialist consultants as required.
 - Allocate responsibilities as outlined in **Step Two**

| Step Two — Immediate Action | |
|---|---|
| Principal or Crisis Team Leader | <ul style="list-style-type: none"> • Further liaison with family (s) involved (e.g. of deceased) and police if necessary • Inform staff: <ul style="list-style-type: none"> - all grieving to be accepted as genuine - No assemblies (??) — gauged by Crisis group • Inform teachers (in writing) of what to say in class <ul style="list-style-type: none"> - referring to policy guiding principles - discussing when to inform students Include: <ul style="list-style-type: none"> - description of event - availability of support — teachers to watch for response/needs - if students leave school or need to contact parents, what official processes must be followed. • If out of school time, contact staff as necessary (phone tree can be used) • If students need to be sent home, this should be authorized by the Principal Crisis Team Leader • Organise daily 8.15am full staff meetings as required Inform students closely associated (and their parents). |
| Crisis Team | <ul style="list-style-type: none"> ▪ At the end of the day, the crisis team to meet to review events <ul style="list-style-type: none"> - Check all allocated tasks have been performed - Establish procedures and requirements for Day Two e.g. confirm need for 8.15am meetings of crisis team to check procedures in place each day and confirm need for crisis team. Review meetings at end of each day to check allocated tasks performed. • Reallocation of staff responsibilities and duties as appropriate for as long as necessary (e.g. teaching, grounds, etc)on-going: <ul style="list-style-type: none"> - Day relief needed to cover teachers/staff, etc as necessary • NB — relievers need to know what they are coming into • A team of extra staff or outside agencies may be required to assist. Students may leave with parents if greatly distressed. (Ensure that parents have names and phone numbers of professional agencies) |
| BOT Chair | <p><i>Provide appropriate information to media. If BOT Chair Unavailable Principal or Crisis Team Leader to fulfill role.</i></p> <p><i>Any media release will be discussed firstly with the Police and victim's family.</i></p> |
| Teacher | <ul style="list-style-type: none"> • Teachers to inform students only after written instructions are received from Principal/Crisis Team Leader |
| <p>BOT and/or Support School to organize catering for needs of Crisis Team when busy (e.g. providing food/drinks)</p> | |

| Step Three – Further Action | |
|------------------------------------|--|
| Staff | <ul style="list-style-type: none"> • Staff to see students that are 'at risk' (e.g. friendship groups) but not necessarily closely associated to the crisis, as soon as possible. On-going contact with parents of students who are deemed to be in danger • Where appropriate and in consultation with the Principal contact Professional person to offer support for parents/students/staff. |
| | <ul style="list-style-type: none"> • Updating daily statements to staff and students as required (to avoid rumours etc) • Liaise with family re funeral participation (e.g. student attendance with parents/caregivers) and possibility of memorial service |
| BOT | <ul style="list-style-type: none"> • Support offered to/available to members of the Crisis Team (usually outside specialists) |

| Step Four – Debriefing |
|--|
| <ul style="list-style-type: none"> ▪ A debrief of all crisis team ▪ Evaluation of process and review action taken ▪ Adjust policy and procedures if necessary |

Ladder and scaffolding use on the school grounds

- Ladders shall be used for access only
- No work is to be undertaken while standing on a ladder
- Any work to be carried out that is above 1200mm will be accessed from scaffolding
- Any work that can be accessed from a 2400mm, including mobile scaffold that's wheels are locked, scaffold safely can be undertaken without requiring the scaffolding to be certified.
- All work carried out at the school by contractors will be required to prove that they are working according to safe site requirements before they may start, remembering that the school is responsible for ensuring that all work is carried out in a safe manner.

Contractors Working On Site

- It is the school's responsibility to see all relevant paperwork and ensure that safe working procedures are followed by contractors on site.
- All workers must be police vetted if they are to be on site during school hours and have any contact with the students.
- Contractors must supply the S.S.S.P. (Site Specific Safety Plan) to the office before commencing work.
- As above with harmful and dangerous goods, S.D.S. (Safety Data Sheets) must be seen for all these goods and kept in a place that emergency services can quickly access.
- If a S.D.S. recommends that certain safety items must be used then we must check that these products are on site and serviceable, e.g. earmuffs.
- A hazard analysis board/list must be kept by the contractor and these must be communicated to all setting foot in the work area.

Other Visitors on site

- All visitors are to sign in at the office during school hours

SWIMMING POOLS AT SCHOOLS/KURA

As a board of trustees, you must make sure everyone using the school/kura pool with your permission remains safe and healthy. You must manage the pool's water quality to the required New Zealand Standard.

Keeping people safe around your pool

As the Board we will make sure everyone who is using it with our permission remains healthy and safe. This includes school community members who use the pool after school and in the holidays with your permission.

Procedures for day-to-day pool management and rules for pool users

- Regularly check the operation and effectiveness of the pool gates and locks. Replace any locks that stick or don't close properly.
- Lock pool chemicals away from the swimming pool and changing rooms. Store and dispose of them according to the manufacturer's instructions.
- Put away pool equipment when not in use as it can be a potential hazard if left lying around. Do not store pool equipment in the same area as the pool chemicals, as this may mean students can access hazardous chemicals.
- Do not allow aquatics toys that are not designed for pool use, such as boogie boards, to be used in the pool.
- Manage water quality in compliance with current standards.

In addition, develop rules for the safe use of your pool. Display the rules where they can be read by all pool users, such as on a sign beside the gate. Some sample rules are:

- Nobody is to swim alone. There must always be at least one pool supervisor present when the pool is in use. Additional supervisors are required as the number of people swimming increases.
- Children under 8 must be actively supervised by someone who is at least 16, who can give immediate help.
- The pool supervisor must make sure the gate is always securely closed.
- Nobody is to swim while under the influence of alcohol or drugs.
- Check the depth of water before entering the pool.
- Check for hazards, such as steep slopes into deeper water.
- No running, jumping, or diving into the pool.
- Return pool equipment to the storeroom after use.
- Boogie boards, surf boards and kayaks are not to be used in the pool.
- The closest telephone for emergencies is located at Cannington School office during school hours.

Pool fencing and signage

Make sure people can't access the pool when:

- there is no one to supervise, or
- they are uninvited, such as trespassers entering the pool outside school hours.

Date:
Location:

**SSSP
Cross Country Running**

- Any medication for asthma bronchitis etc. on hand
- Identify these children

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

- Water
- Check appropriate footwear, those without stay behind
- First aid kit out and all know its location
- Children who are not well, are advised to only do what they can
- Course identified
- Hazard identification

List potential hazards

- Running surface _____
 - Weather conditions _____
 - Traffic _____
 - Animals, what type and what specific hazards they present
- _____
- _____
- _____
- _____

- Students being silly due to not enough control/marshal's

SSSP TECHNOLOGY UNDERTAKING

- Briefing around safe use of tools that will be used in the lesson
- Loose clothing discussed and tucked away
- Hair tied back for all long hair
- Safety equipment used when appropriate
 - Apron
 - Gloves
 - Vests
 - Safety shoes
 - Ear muffs
 - Goggles
 - Emergency procedure run over as to response to an accident

- Date _____

CANNINGTON SCHOOL HAZARD CHECKLIST

Grounds

- Paths clear and free of mold/mildew
- Trees with dangerous branches
- Gates open and close safely
- Decking nailed down and nails put home

Playground equipment is safe

- Slides
- Chains
- Ropes
- Ladders
- Fort
- Bark in playground areas is deep and loose.

Surrounding farm

- Fences in good repair
- Spraying to take place out of school time, preferable on the weekend

Swimming pool fences

- Good condition
- Locking and closing mechanism works
- Padlock works

Shed and chemicals

- Locked when not being used/ lock works
- Chemicals/paints are keep in cupboard out of sight

Actions and remedial work required

Completed Date _____ Signed _____