

Long Bay Primary School

Health, Safety and Welfare Policy

NAG 5



Long Bay Primary School
WHOLE CHILD EDUCATION

Rationale

Long Bay Primary School aims to

- Provide a safe physical and emotional environment for students, staff, contractors, visitors and volunteers.
- To comply with all current legislation that ensures the safety of students and employees.

Purpose

1. To ensure that the school is a safe environment and place of work for students, staff, contractors, visitors, and volunteers by systematically identifying and eliminating or minimizing the potential damage from actual and potential hazards.
2. To establish safe work practices, including maintaining correct procedures for the maintenance of equipment and materials to ensure that they are safe and properly handled, and to implement procedures to ensure that these are followed.
3. To preserve the long term health of the Long Bay School Community by demonstrating care and concern for self, others and the environment.
4. To promote cross-cultural awareness and develop a school culture which is non-discriminatory and supportive.

Guidelines

1. All staff will be informed of the school Health and Safety expectations and understand their responsibility for taking reasonably practicable steps for their own health and safety and that of others.
2. The school will have a Health and Safety team, chaired by the Principal with a representative from the staff and Board of Trustees.
3. The school will have written management procedures that are actively practised and regularly reviewed for compliance. These will include:
 - a. **Physical, social and emotional wellbeing**, including behaviour management.
 - b. **Medical and Health Care systems**, including protection from communicable diseases and medical room procedures.
 - c. **Protection from identifiable Hazards**
 - d. **Emergency Procedures**
 - e. **Adult conduct in the School**
3. The school will follow guidelines in the Occupation Health and Safety Act and other Health and Safety legislation.
4. Safety Action Plans (SAPS) will be part of management procedures and all EOTC trips. (See Education Outside The Classroom Policy).
5. Health and Safety issues and compliance will form part of the reporting to the Board of Trustees.
6. Also see the Long Bay Primary School e-Learning Policy in regards to use of IT, eLearning and digital citizenship responsibilities for staff and students.

Conclusion

The school will have a set of implemented management procedures that will result in a safe and caring physical and emotional environment for the Long Bay School Community.

Approval

When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the approval of the Board.

A copy of this policy is to be included in the School Policy Manual, a copy of which shall be available to all staff, and to students and parents at their request.

DATE: 2019 Next Review: 2022	APPROVED BY:	
	PRINCIPAL	BOT CHAIRPERSON

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Health, Safety and Welfare Procedures

Section One: Physical, Social and Emotional Wellbeing

See also NAG 5: Emotional and Physical Abuse Policy

Additional Student Support

The Principal and SENCO officer (Special Education Needs Co-ordinator) within the school will work with staff members to explore programmes and external support options for students with identified learning, behaviour and social needs. Referrals for additional behaviour support from external agencies such as RTLB or GSE must be made through the school special needs co-ordinator.

Behaviour Management

Long Bay Primary School requires standards of behaviour which enable students to participate as a member of a community, and which respects individuals and their safety.

All students need to have acceptable social and learning behaviour at school.

This school believes in a positive approach to discipline, and views this as a partnership, sharing responsibility between the school, the home, and the community.

We recognise that positive programmes and management techniques are effective in meeting students' needs and modifying disruptive behaviour.

Behaviour problems will be kept to a minimum by ensuring that

- Rules and expectations are clear.
- Staff member responses are positive, yet firm and consistent.
- Students achieve success from interesting and relevant programmes.
- Students are engaged in constructive play at break times

We have rules to ensure that the school environment can be a pleasant, secure and safe place for all.

Guidelines

The Long Bay Way encourages positive behaviour choices.

- Through the Long Bay Way, our school aims:
 - 1 To promote the celebration of success and reward appropriate behaviours.
 - 2 To develop self-discipline and independence.
 - 3 To develop skills in making appropriate choices, and in accepting responsibility for their own actions.
 - 4 To encourage tolerance, understanding, respect, and friendship amongst students.
 - 5 To encourage students to care for property and other people's possessions.
 - 6 To facilitate a supportive and positive working climate within the school.
 - 7 To recognise that students need to understand and learn that there are consequences to their actions. The consequences aim to modify the students' behaviour, to foster positive personal development and assist the student to learn.
- The Long Bay Way is presented in the Staff Organisation Folder and on the classroom walls. The Long Bay Way is to be reviewed annually and the community is kept informed through the school website/newsletters.
- Teachers should be aware of the concept of 'the spirit' versus 'the letter' of the rules. Professional judgment must prevail when dealing with children.
- Behaviour management may be in either of two categories – collective classroom or individual.
- Teachers will be consistent and fair in their approach to discipline with the emphasis on positive reinforcement.

Examples of positive reinforcement are: positive comments – verbal and written, reward book stickers, group points, recognition within class or at assembly for effort and achievement, assembly certificates, selection as a class or school monitor.

- Provision will be made for assisting students who misbehave to modify their behaviour. All factors, which affect a pupil's learning and behaviour, must be assessed, analysed and taken into account. Teachers need to be prepared to critically evaluate the effectiveness and appropriateness of their class programmes, class organisation, and management techniques.
- Consequences for misbehaviour should be focused on the students concerned (rather than full class punishment), relative to the age of the student, frequency and severity of the student's misbehaviour, and linked where possible with the poor behavioural choice. The Long Bay Primary behaviour procedures provide a guide for staff members.

Appropriate consequences include:

Completion of a task in own time, a brief 'thinking time' detention, withdrawal from an activity or time out (in another class or with a member of the Leadership Team), writing the Long Bay Way/what other choices they could have made or an apology, contacting the misdemeanour student's family.

Serious misbehaviour must be reported to the Principal, and may result in implementing a behaviour modification chart, referral to other agencies (including RTLB, GSE or counselling), stand-down or suspension.

- Teachers will liaise with parents/caregivers when there is a concern about a student's behaviour. It is important that parents/caregivers are incorporated into the behaviour modification programme as much as possible.
- Parents will be expected to support the vision of the school in relation to appropriate behaviour.
- When there is a serious difficulty with a student, the teacher will inform the Principal. For a more immediate response, the school has a Red Card System. The teacher sends the class Red Card to the office (with a responsible student) to indicate additional support is required. A member of the Senior Leadership Team or, if unavailable, an office staff member will respond to the request immediately.
- **PLAYGROUND SUPERVISION**
A duty roster is developed each term to ensure supervision of students during break times. The allocation of duties will be fair and equitable to all staff members.
- Teachers on playground duty wear a clearly observed fluorescent jacket with a lanyard outlining emergency responses for identified high health risk students. Students are encouraged to seek the duty teacher should they be experiencing difficulties in the playground. The duty teacher will attend to any injuries (and report them to the office staff), they will also deal with any disruptive behaviour in the first instance and report such to the class teacher, an Associate Principal or the Principal if it persists or is of a serious nature.

Guidelines for Search and Seizure

(see MoE 2014 booklet, Guidelines for the Surrender and Retention of Property and Searches)

In exercising the powers for surrender of property and searches, schools must act reasonably, in good faith and in the least intrusive manner to achieve a safe environment.

Any search must also adhere to the Adult Conduct guidelines in the school procedures file.

There are times when a student may require assistance to locate something in their bag, e.g. a trip form or book. In these circumstances the staff member is to ask the student to empty the bag to locate the item. If more assistance is required, the staff member needs to ask the student for permission for them to check the bag instead. The student must be present during the bag check and this needs to be conducted in a visible location.

The guidelines principally relate to three types of items that are:

- likely to endanger the safety of others
- likely to detrimentally affect the learning environment
- harmful (poses an immediate threat to the physical or emotional safety of any person).

A staff member may require a student to disclose what they may be carrying on their person or in a bag in their possession (pockets/pencil case/school bag/lunchbox etc). In these circumstances the staff member needs to be thoroughly professional and discrete, and be visible to other people.

The school Principal or Associate Principal needs to be notified if the item disclosed is of a suspicious nature.

The belief that a student has something that is harmful (poses an immediate threat to the physical or emotional safety of any person) allows a staff member to conduct a search. It is for this reason that a robust investigation process is important since the more evidence you have the greater the justification for any search. If there is a concern that the suspected item could be used to cause harm, the Principal or Associate Principal needs to be consulted immediately.

A staff member may require a student to reveal an item that is stored on an electronic device, and may require the device to be surrendered. In each case staff must have reasonable grounds for their actions. There is a difference between a device and an item. For the purposes of these guidelines, a device can be thought of as something electronic (for example, a mobile phone, a tablet or a computer). An item is everything else.

If an item is surrendered, staff may retain and/or dispose of it (if appropriate). If a device is surrendered, staff may retain it, but cannot dispose of it. Items and devices that are retained must be stored appropriately. After a reasonable period of retention, they must be returned to the student or passed to another person (such as a parent) or agency (such as the Police).

If a student refuses to show or surrender an item that is likely to endanger safety or detrimentally affect the learning environment, then the school's usual disciplinary or behaviour management practices may apply. This may include (but is not limited to) a stand-down or suspension.

If a student refuses to show or surrender an item that is harmful, then either a search can be conducted, or the school's usual disciplinary or behaviour management practices may apply.

To conduct a search for an item, staff must require the student to remove outer clothing, or surrender a bag or other belongings in which they suspect the item/device is. Staff may not search clothing that the student is still wearing, nor may a student's person/body be searched.

If however you think a serious criminal offence has been or will be committed and drugs or weapons are involved, the Police should be notified. Police may have the power of search in such circumstances. As above, if a student refuses to remove the outer clothing, or surrender a bag or other belongings, then the school's usual disciplinary or behaviour management practices may apply. If the outer clothing is removed, or the bag or other belongings are surrendered, then staff can search them. If any one of the three types of items is found, then staff may retain it. Whether or not an item is found, the clothing, bag, or other belongings must be returned immediately.

Stand-down or Suspension

If stand-down or suspension is considered correct procedures will be followed as outlined in the Education Act 1989. See the Ministry of Education Stand-downs, Suspensions, Exclusions and Expulsions Guidelines (2009) – Part One (Legal options and Duties) and Part Two (Good Practice).

Corporal Punishment

In accordance with New Zealand Law, corporal punishment and the use of force will not be practised at Long Bay Primary School.

Anti-Bullying

Bullying can be defined as repeated negative behaviour directed at an individual; or a one-off serious planned incident where a person has been targeted and victimised. Bullying differs from the usual range of social interactions between students as they develop their social and friendship skills, such as learning to share (both things and people).

- Bullying of any member of our school community, student or staff, for any reason, including their race, gender, sexual orientation or special needs is completely unacceptable, and any episode of such will be followed up by a member of the school staff.
- Our policy of zero tolerance to bullying is to be advertised through newsletters and public meetings, school assemblies, staff meetings, class meetings and through our behaviour management plan.
- All students are to know that if they suffer bullying they are to report this immediately to the class/duty teacher or to a member of staff, or to a student leader.
- All students and staff are to respect the “it’s okay to tell” practice and are encouraged to be responsible bystanders.
- Staff must take all reports of bullying seriously and either deal with it themselves or pass on the responsibility to someone they know will deal with it.
- Appropriate programmes such as the NZ Police ‘Confident Kids’ unit, may be used to help both the bully and the bullied.
- In bullying situations, parents will be informed by the staff of Long Bay Primary School.

Missing Student

If a staff member believes a student is missing, the following steps are taken:

- Confirm student has been present during school hours
- Check toilet areas and ask classmates
- Notify main office and Principal
- Search the school
- If student is not found, contact parents/guardians
- Principal to decide next appropriate step (wider search, calling police)

Mental Health of Staff Members

The Board recognises the importance of the issue of stress and fatigue for staff. The procedures for recognising stress, in oneself and in others, are detailed below:

Seeking Help for Oneself When Under Stress

Points to Consider:

- Try to identify what the problem is and who may be able to assist you.
- Depending on the nature of the problem choose someone you feel comfortable and safe talking with.
- Discuss confidentiality with the person you have chosen to talk with.
- Think carefully about what you are going to disclose.
- Select time and place that you consider is appropriate and how you are going to initiate this.
- If the problem is work related, staff are encouraged to speak out about any concerns early on so this can be discussed and a solution sought.
- Staff members are encouraged to consult with the Principal or member of the Senior Leadership Team in order to manage their stress and fatigue levels.

Identifying and Seeking Help for Stress in a Colleague

After the first approach with the person under stress;

- If the problem is able to be dealt with at school; identify the issues and work through possible solutions.
- If the problem cannot be dealt with at school, ask the person involved to consider who else may be able to assist, or what outside agencies could provide support.

Points to Consider:

- Think carefully about how you will approach the issue: when, where, what will you say?
- Discuss confidentiality issues with person involved.
- Consider your own safety – know when to refer on.

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Section Two: Medical and Health Care Systems

See also the School Pandemic Plan

Medical & Health Care Systems

- For all accidents/injuries where medical treatment may, or has been required, a record of this will be kept:
 - General injuries that require treatment other than a minor plaster, will be recorded in the school First Aid Register that is located in the First Aid Room. Injury requiring treatment (other than a plaster for a minor graze) does need to be reported to the school office personnel.
 - An Accident Report needs to be filled out for all accidents where serious harm has occurred.
- It is the responsibility of the duty teacher to give details of the accident to the office.
- The general First Aid Register, Accident Report and Administration of Medicine forms are kept in the First Aid Room.
- The Principal and delegated staff will review the accident register to determine whether a significant hazard exists and if so, take appropriate action.
- Students whose condition may require urgent treatment (e.g. severe asthma, diabetes or for allergic reaction that requires an epipen) need to provide an action plan, which will be updated annually, and staff kept informed.
These students have their photograph and action plan displayed on the first aid room wall, staff notice board and their photo in the duty teacher jackets.
- Parents will be requested to collect sick children, as the school is unable to care for them other than in the short term.
- A student may only be sent home through the office personnel, and their teacher will be informed.
- First Aid supplies are regularly budgeted for and these are stored safely away from students. First aid room supplies are monitored by the office personnel as person in charge. All requests for additional supplies are to be referred to the assigned office person.
- If teachers or staff members feel that students would benefit from referral to the Public Health Nurse, they must approach the SENCO staff member or Principal.
- On enrolment, parents will be informed that if their child requires urgent medical attention the school will take the necessary action. Every endeavour will be made to contact the parents however the child's immediate safety and care will be paramount. The Principal or his/her representative is delegated to authorise any emergency treatment if the school is unable to contact parents in the first instance.
All costs are the parent/guardian/caregiver's responsibility.
- Head and back injuries, and suspected fractures, are regarded as serious in the first instance. Health care is sought, parents are to be informed immediately and the Principal notified.

First Aid Certification:

- At least one staff member will hold a current workplace first aid certificate.
The office personnel do need to hold a current first aid certificate.

Administration of Medication:

- Office personnel will administer prescription medication at school, once there has been written, signed permission from the parents, which is countersigned by the principal. The school has an 'Administration of Medicines at School' form for this purpose.
- All medication must be provided in its original container with the pharmacy label and a measuring device where required. This must include the student's name and the exact dose of medication. All medicines must be kept at the school first aid room, in a secure place.
- In an emergency situation medication can be administered by any staff member. Students with known medical conditions have action plans to refer to (displayed in the medical room and staff room)
- Long-term use of medication will require written notification from a General Practitioner or Specialist. This will need to be verified annually.
- Parents are asked to administer medication to their children in the morning before they attend school, to prevent the need for administration during school time.
- Asthma inhalers are kept in the first aid room, well labelled, and accessible at all times. A staff member with first aid training will assist with the administration of an inhaler. Only in particular cases, will an asthma inhaler be kept on a child's person (this may occur during a school trip, dependent on the maturity of the student). This is negotiated with the parents, and the Principal.
- Student's requiring an epipen are encouraged to deliver the epipen to the office in the morning, and collect before heading home, so it is also available whilst travelling between home and school. The epipen goes on all school trips with the child. It is the responsibility of the student's family to keep the epipen current.
- The school only administers medication with parent permission. The school accepts no responsibility for any adverse reaction to medicine administered to a child.

Contact with Blood or other Body Fluids

(The following precautions are necessary for protection from communicable diseases and Blood-borne viruses (BBV) including AIDS/HIV and hepatitis and other infections)

Staff treating an injury will follow the listed guidelines:

- Avoid contact with blood if you have open cuts or unhealed wounds.
- Use disposable gloves and wash thoroughly with soap and water after removal of gloves. If disposable gloves are unavailable at the time, wash your hands and lower arms and any other bodily parts in contact with or splashed by blood thoroughly, with water and soap after handling blood. Place any cotton wool, gauze, etc that has had contact with blood in a plastic bag and seal it for disposal or incineration.
- Areas in contact with blood need to be cleaned thoroughly, the suggested procedure is: 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: 10 with water. Wash carpeted areas with water and soap. Wash scissors or other instruments thoroughly in cold tap water to remove any blood; then instruments can be effectively sterilised by boiling for at least 10 minutes or by soaking them for 30 minutes in household bleach diluted 1 part in 10.

Drugs and Alcohol

- As part of the health curriculum coverage, there will be a visit from the Life Education Caravan on alternate years at all levels of the school. The skills and knowledge that students gain through Life Education will be reinforced by the school curriculum.
- Consumption of alcohol by adults at staff or school functions should occur in a responsible manner. All adults should be aware of the role models they present to children. On such occasions non-alcoholic drinks and food should be available. Legal requirements pertaining to alcohol use must be adhered to.
- Any concerning information about drugs that comes to light during the teaching of the health curriculum will be handled sensitively. The teacher or staff member is to consult with the Principal prior to taking further action.
- The Principal will make contact with local agencies that can help any students or staff members who are found to have problems related to their use of drugs

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Section Three: Protection from Identifiable Hazards

Dealing with Identifiable Hazards

- The school will strive to isolate, minimise or eliminate any foreseeable hazards that may result in fires, security losses, damage to property and personal injury/illness.
- The school will continuously review current safety practices and will promote improved safety practices wherever possible.
- The Principal will at regular intervals supply employees with relevant health and safety information as and where it is considered to be relevant and important. Any staff members who do not comply with safety practices and procedures may be subject to disciplinary action.
- The school will provide the opportunity for employees to participate effectively in the ongoing processes for improvement of health and safety
- The school will keep a hazards register of any buildings, plant or property that might present a hazard to those using the premises or equipment.
The status of hazards will be monitored regularly by the school property manager, in consultation with the Principal. Staff will inform the property manager of hazards that arise.
The school will ensure:
 - (I) That any Improvement Notice or Prohibition Notice received by a Board from the Department of Labour pursuant to the HASE Act 1992 shall be reported to the Ministry of Education immediately.
 - (II) That any health or safety incident that could give rise to an offence in terms of the Act shall be reported to the Ministry of Education immediately.
 - (III) That all reasonable steps have been taken to mitigate any risk of danger or hazard in the workplace. Refer to "A Guide to the Health and Safety in Employment Act 1992".
- The school shall provide suitable safety protective equipment/clothing for employees as required, which shall be used where provided.
- Any incidents causing serious harm are to be reported to the Occupational Safety and Health Division of the Department of Labour.
- The School Property Manager, or assigned person, will undertake regular inspections of all electrical appliances including extension cords and caretaking tools. These inspections will comply with Health and Safety requirements.
- Hazardous substances are to be kept in restricted areas. For example cleaning materials are locked in the cleaner's cupboard. A chemicals register is kept in the office.
- The Principal needs to be informed beforehand, and provide permission, for the use of any potentially hazardous substance in a proposed teaching session. Safety precautions and first aid measures need to be prepared if permission is granted.

Bus and Road Safety

- Safe bus travel expectation and procedures will be reviewed annually with staff, students and school families.
- Students in Year 4 level upwards may ride a bike to school (younger students may bike if their parent is walking or riding alongside them). Students travelling to school on a scooter or bike must have parental permission and must wear a safety helmet. Permission to ride a bike to school may be withdrawn if the school has concerns regarding the student's ability to safely ride to and from school. The school does not guarantee safe storage of scooters and bike.
- The school will emphasise safe practices when travelling by any mode of transport.
- Parents transporting children to extra-curricula and sporting activities must provide a seat belt for each passenger and have a current driving licence, Warrant of Fitness and current registration. Children aged under 7 years must use an approved car seat.
- Where buses are hired for school, the ideal ratio is three Y0-3 students to a seat and two Y4-6 students to a seat.

Water Safety

The school will:

- Provide for quality teaching and learning of water safety skills and knowledge within the Health & Physical Education curriculum for Y0 – 6 children.
- Require a Safety Action Plan (SAP) to be completed for water related trips.
- Ensure that parents/caregivers and others used to assist in conducting water based activities have appropriate supervisory skills and training.
- Identify and utilise, where appropriate, water safety programmes offered by outside agencies.
- Develop evaluation processes that ensure regular review and revision of the teaching of water safety skills and knowledge.
- Ensure that adequate resources are provided for the effective teaching and promotion of water safety education.
- Teaching staff will evaluate their water safety teaching practise on a regular basis, and professional development in this area will be provided as required.
- Establish appropriate approval processes on the use of venues and other organisations outside the school that involve an aquatic environment and related aquatic activity.

Sun Safety

- The school is committed to the provision of shade facilities and the protection of children from the sun by the requirement of appropriate clothing.
- Students are to bring a suitable sunhat to school in Terms 1 and 4, which is to be worn when outside.
- Parents and Caregivers will be informed of this requirement.
- On-going review of the adequacy of shaded areas at Long Bay Primary School will take place.
- Teachers are to lead by example and encourage children to be Sun Smart.

Education Outside the Classroom

See the School Policy, NAG 5

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Section Four: Emergency Procedures

- Staff and students, contractors, workers, visitors and volunteers will be made aware of emergency procedures.
- At the beginning of each school year emergency procedures will be reviewed by the staff.
- Included in the procedure will be provisions for emergency bells, ringing the emergency services, orderly movement of children to a safe area, checking rolls, and providing for other emergency situations.
- Designated minders of persons with disabilities are required to be specifically responsible for the safe evacuation of the person/s under their care in the case of any emergency.
- The Evacuation procedure will be included in the staff School Organisation Handbook.
- Evacuation notices stating the evacuation assembly area and the nearest exit will be displayed in each teaching/learning area and the admin and staffrooms.
- Practice fire drills will be held at least three times a year and they will be followed by an evaluation where any deficiencies will be identified and remedied.
- Practice drills will be done both during class time and during play times and various types of emergency situations will be practised, e.g. fire, earthquake and code red lock down.
- Regular checks will be made of emergency exits, fire alarms and fire hoses. Emergency exits will be kept clear by staff.
- The Board will receive regular confirmation that emergency drills have been held.

EMERGENCY PROCEDURES

In all cases the safety of children and staff is paramount.

Escape routes must always be free from obstruction. Staff members are to keep this in mind when arranging furniture and displays. Ensure that waste materials and inflammable substances do not accumulate (DO NOT place furniture or items in front of electrical heaters).

A Fire Drill will be held at least three times a year.

In all instances the Principal or designated deputy is responsible for the overall safety of staff and students. If an emergency situation becomes so serious that the school has to be evacuated, this function will be carried out under the direction of emergency services or civil defence. Before evacuating, place a sign on the main door stating where you have been evacuated to, turn off the power, secure the building and take the attendance register with you.

Potential Emergency situations:

Flood, as Long Bay Primary School is set on the side of a hill:

- Assemble all students in classrooms
- STAY INSIDE – await further instruction
- Account for all students

Cyclonic Storm

- Assemble all students in classrooms
- Stay away from windows and glass doors
- STAY INSIDE – await further instruction
- Account for all students

Volcanic Eruption / Hazardous Substance Spill or Leak

- Assemble all students in classrooms
- Close all windows and doors
- STAY INSIDE – await further instruction
- Account for all students

EARTHQUAKE RESPONSE PROCEDURE

Taking Cover: Teachers will act independently to initiate the procedure.

When the Shaking starts:

If inside – stay inside

- Students take cover under individual desks or tables and hold onto legs *
*(train your students to go under sideways so they do not bang heads with the child opposite).
Students are to have their backs to the windows.
- In an open room, where possible move to the centre of the room first.
Students are to;
Curl into a turtle shape on the floor on their hands and knees, with backs to windows,
clasp hands behind their head covering their neck,
Bury face in arms to protect the head.
Stay in this position until told to move.
- Staff are to brace themselves against the classroom door, go beneath their desk or into the safety position with students

If outside – stay outside

- Staff and students are to curl into a turtle shape on the ground on their hands and knees with their hands over their heads
- Stay in that position till the shaking stops

Regardless of whether you are inside or outside, avoid excess movement

After the shaking has stopped

- **Once the immediate danger is over:** evacuation is as for a fire except that students keep well away from buildings en route to assembly points, moving singly or in pairs rather than in large groups.
- Checking of buildings and roll call are as for Fire Drill.
- All children and staff stay at assembly points until given further instructions by the Principal or by Civil Defence Personnel.
- Be prepared for after shocks

If the earthquake was severe and emergency assistance is required phone 111

FIRE EVACUATION PROCEDURE

A Fire Drill will be held at least three times a year. Escape routes must always be free from obstruction. Keep this in mind when arranging furniture and ensure that waste materials do not accumulate.

DISCOVERING A FIRE: ACTIVATE the Fire Alarm system – this is a continuous ringing of the bell. Should the bell be out of action, the warning is to be given by ringing the handbell and/or calling out ‘Fire, fire!’ at each classroom door.

During normal working hours – Office Personnel or Principal rings the Fire Service

After normal working hours – anyone in the building rings the Fire Service

Dial 111 slowly and use the following message: *"This is (name) from Long Bay Primary School, Ralph Eagles Place, Long Bay, Auckland. The fire alarm is ringing and the buildings are being evacuated."*

ONLY USE A FIRE EXTINGUISHER AND FIRE HOSE IF IT IS SAFE TO DO SO

Fire Drill Procedures:

- **The Alarm is the continuous ringing of the bells and/or siren.**
- **Everyone** must leave the buildings and assemble, including visitors and ancillary staff.
- On hearing the fire signal the Principal / Head Warden will instruct the office to phone the Fire Brigade. The Principal will check evacuation of the Administration Area; collect the yellow fire jacket (in office), supervise the full school evacuation and liaise with the emergency services.
- Office staff will bring a first aid kit, the Visitors Book, Class Rolls and the Daily Absence Register (which may help ascertain the whereabouts of children who are unaccounted for).
- The Property Manager will meet the Fire Service at the gate and inform them as to the whereabouts of the fire. If necessary, turn off the electricity at the main switchboard.
- On hearing the alarm teachers take their registers, if possible, and accompany the children to the nearest exit facing the courtyard. Remain calm; do not run; prevent pushing; check rooms, withdrawal spaces, cloak-bays and toilet cubicles before leaving. Teachers should follow the class out of the rooms, rather than leading it to ensure that no one is left behind. Close doors and windows if possible.
- Students do not line up or wait, they are to walk briskly in an orderly manner to the assembly area. The school will assemble in class lines on the court area (out perpendicular from the staffroom, near the playground).
- Roll Call Students, seated in class lines are checked by roll call using class registers. As their name is called students say they are present and to raise their arm. Teachers need to make visual contact with the child before marking them present on the roll. No student is to answer for a classmate. Students remain in lines under teacher control for further instructions. Once the class roll check is conducted, teachers are to report the evacuation status to the Principal/Head Warden, at the assembly area.
- Only when everyone is clear of the buildings and accounted for will the Principal consider attempts to deal with the fire (other than phoning the Fire Service).
- The Principal/Head Warden will advise the Fire Service, on their arrival, of the evacuation status, including the location of any people who have not been accounted for or who were unable to leave a building.
- Should a fire occur during lunchtime, the Principal or their delegate will check the hall and hall toilets before proceeding to the assembly area.
- If teachers are in the playground or out of class, they are not to return to their class for the roll. Students are to proceed straight to the evacuation point.
- Teachers closest to the area are to check toilet blocks and all withdrawal rooms
- The Dental Therapist is responsible for all children and parents who are present and will check their toilets etc. and report to the assembly area as well.

CODE RED - LOCK DOWN DRILL

A Lock Down is signalled by an internal communication over the intercom, and also by the sounding of **four short school bells**.

The intercom and an external announcement will say "This is a Code Red Alert, remain indoors"

Students in transit at this time go into the nearest classroom.

Procedures within buildings

Teachers are responsible for their own classroom. If a teacher is absent from their room the neighbouring teacher will carry out the locking procedures. Office staff will secure the admin block.

Procedure:

- Close and lock all doors and windows. Check attached cloak bays/ toilets & classrooms are locked.
- Pull all curtains and blinds
- Turn off lights
- Turn off any equipment making a loud noise (T.V, CD player)
- If in prefab blocks (Rooms 13 – 16) sit on floor under desks and tables and out of sight of windows
- If under no immediate threat, Room 18 students are to immediately join Room 19
Room 4 students and staff are to move through and join students in main block
If students/classes are out of their classroom they go into and secure the nearest lockable space
- Everyone in Rooms 1 – 12 are to sit under desks (blinds drawn).
- Maintain silence
- Remain in this position until a second communication giving the "All Clear," via the intercom message is made. The Principal and/or Property Manager will also visit classes to ensure that everyone has received the 'all clear' message.

Procedures in the Playground

Proceed to the classroom or if this poses a danger proceed instead to the nearest lockable building and follow the steps above

Special Considerations

School Hall: remain in hall, follow the steps to secure the building as above

Library: remain in library, secure the building

Office: remain in office – lock front and side doors

Teacher Aides: stay indoors with the students you are working with. Assist teacher if with a class

Property Manager: if indoors, proceed to office if able and assist with lock down. If outside proceed to nearest lockable building

Reading teacher: secure room, Join Room 6

Music teacher: secure room. Pull blind down. Get down on the floor with student/s and out of sight

Visitors: follow the direction of the staff member in same area

Keep cellphone (on silent) available in case you need to be contacted by the Principal/police

Internal calls only – **NO EXTERNAL CALLS.** Maintain media silence, no electronic information sharing

All staff will be informed as soon as practicable if a lockdown is likely to persist for a prolonged period.

VIOLENCE / PERSONAL THREAT EMERGENCY RESPONSE

Staff are requested not to be at school on their own after dark. Should they arrive during out of school hours, they are asked to sign in on the whiteboard by the main entrance then secure the entrance behind them. They need to rub their name off the whiteboard when they leave.

Should a staff member be confronted by an intruder, consider the following guidelines:

- Try to keep calm – don't panic and do as you are told
- Acknowledge the person's problems and/or feelings
- Speak quietly, slowly and calmly
- Move carefully and explain your actions as you move
- Avoid provocation by careful use of words or body language
- If the intrusion occurs during school time, if possible send the Red Card to the class next door or the office, which will immediately bring another adult to support you
- If safe to do so: contact the school office, dial 111, wait for help to arrive

Long Bay Primary School NAG 5

Health, Safety and Welfare Procedures

Section Five: Adult Conduct in the School

(Also see the E.O.T.C policy)

Rationale

Adult supervision of students is often necessary and caution should be exercised where student contact is concerned. All contact should be positive and affirming. The interactions between adults and students are important for building caring, inclusive and cohesive learning communities.

Our goal is to maintain the safety of students and adults.

Guidelines

The general guidelines to be aware of in adult/student situations are:

- Be professional and cautious in situations where you are **alone** with a student. There are times when this is unavoidable. Where it is necessary and appropriate ensure that you are clearly visible to other people.
- Avoid transporting a student on his/her own.
- The use of physical restraint is limited to where there are reasonable grounds to believe that there is a serious and imminent risk to the safety of a student or other person (see the Behaviour Management & Physical Restraint Policy). The restraint used is reasonable and proportionate in the circumstances
- Students must never be subject to any form of abuse.
- Adults act as important role models for students, thus actions deemed inappropriate include the use of bad language.
- It is advisable that adults of the same gender supervise groups of students on occasions such as changing and preparation for swimming lessons, and entering sleeping cabins whilst on camp.
- Where possible wear disposable gloves when administering first aid especially where there is an open wound or bleeding is concerned.
- Our school is a smoke free zone, therefore the expectation is that adults do not smoke cigarettes or vape in front of students on school trips and camps.

The following are examples of contact that may be professionally appropriate under NZEI Guidelines:

- 1 Emotional support, including placing a supportive arm across a child's shoulders, but only when and where needed. This is especially important in an early childhood setting or with young children when reassurance is required;
- 2
 - a) Patting a child on shoulder in a congratulatory manner when praise is due;
 - b) Where custom and practice within cultural observances dictates appropriate physical contact;
 - c) During the delivery of a lesson which necessitates demonstration using appropriate and limited contact;
 - d) Helping with toileting as appropriate;
 - e) Personal assistance with special requirements including lifting, transferring or administering medication;
 - f) Accident or medical emergency situations.
- 3 There will be times when, due to extraordinary circumstances, more physical contact and intervention is required. In these situations teachers and support staff may be required to act quickly and decisively to restrain a student or remove them from danger
- 4 Building a positive and caring learning environment will involve some physical contact with children.

Visitor Procedures

All visitors must report to the school office, and sign the visitor's booklet stating the purpose of the visit and where they will be. They must also sign out on departure.

Adults who assist on a regular, timetabled basis at the school (e.g. classroom assistance or sport coaching) are asked to view and sign a Volunteer Helper Agreement.

Where possible property maintenance work is scheduled for out of regular school instruction hours. Contractors are required to report to the school office on arrival. The school property manager meets them, discusses the work, provides a school Health and Safety briefing and may assist with managing the work environment, e.g. coning off an area.

Contractors who are called to the school on a regular basis are police checked, e.g. electrician.

Removing Children from School

- Parents picking children up from school during the school day must report to the school office.
- Parents / caregivers must inform the office if another adult is picking a child up early.

Non-Custodial Parent Access

- Where there are issues relating to the custody of a student, the onus is on the parent to produce written legal documentation informing the school of custodial access.
- The school will support the legal status. Where necessary non-custodial parents with restricted access will be advised they must leave the school premises.