

# **WHATAWHATA SCHOOL HEALTH AND SAFETY PROCEDURES MANUAL**

**Incorporating the Health and Safety at Work Act 2015**

**To be read in conjunction with the guide: Health and Safety at Work Act – A Practical  
Guide for Boards of Trustees and School Leaders**

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# 1 LEADERSHIP

Set the direction of health and safety management in your workplace.

## 1.1 Responsibilities of boards and principals

Everybody who is involved with a school has a responsibility for health and safety, but there are specific responsibilities that are tied to specific roles.

A key role defined by the HSWA is the “Person Conducting a Business or Undertaking (PCBU)”. A PCBU is usually an entity rather than an individual. In the case of schools/kura, the PCBU is a school’s board of trustees – as a collective entity, in the same way the board is the employer. As the PCBU, the board holds the primary duty of care to ensure the health and safety of everybody involved with the school “so far as is reasonably practicable”.

The HSWA also introduces a duty for officers of the PCBU. In the case of schools/kura, the board members as individuals, including the principal, are all “officers” of the PCBU. The officer duty is an individual responsibility that is distinct from the collective responsibilities of the board. More detailed information about these roles is provided in section 2.1 Roles and Responsibilities.

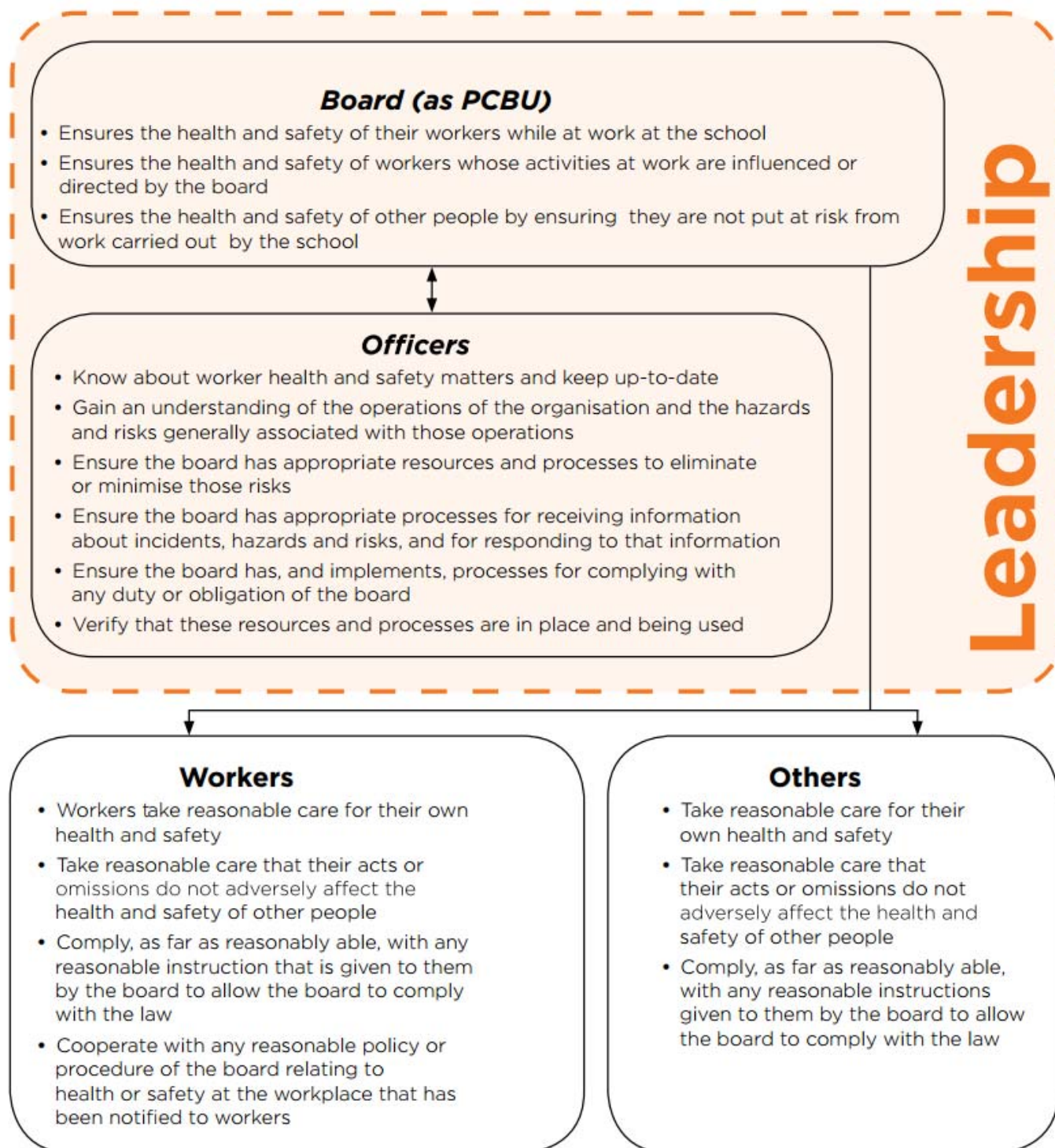
The board usually delegates the implementation of health and safety policy to the principal, who develops appropriate procedures and practices to ensure obligations and expectations are met.

The board may delegate any of its functions or powers but can never delegate its accountability. The table below outlines the role of the board and the principal in ensuring a healthy and safe environment at work.

The board	The principal
Collectively holds the primary duty of care and develops and reviews their health and safety policy to make sure they meet the obligations of the HSWA	Develops, reviews and implements health and safety procedures for workers and others in the workplace.
Individually must exercise due diligence to ensure the board complies with its duties and that policies and procedures are in place and are monitored.	
Reviews the school’s charter to ensure it supports a health and safety focused culture	Follows through on any values/core beliefs and any strategic or annual goals focused on health and safety
May include goals related to health and safety in the principal’s performance agreement	Takes action to achieve these goals Reports on achievement of these goals.
Monitors the health and safety policy goals, obligations and expectations throughout the year	Reports on any health and safety matters as outlined in the policy

## 1.2 PCBU, officers, workers, visitors and students

Clearly defined roles and responsibilities will help create an effective approach to managing health and safety. Important aspects of the roles and responsibilities outlined below and under the HSWA are the requirements and duties they impose. Attention to requirements and duties will help ensure that a board is meeting its minimum legal obligations. The diagram below shows the different roles and how they interrelate



Further information can be found in **Health and Safety at Work Act – A Practical Guide for Boards of Trustees and School Leaders**, pp.11-19, [online here](#)

For further information about the board's duties refer to [Factsheet Topic 1 Leadership, Part 1](#).

### 1.3 National Administration Guideline (NAG 5)

NAG 5 has not changed. NAG 5(c) reinforces the fact that a board is required to be compliant with Health and Safety legislation, including HSWA.

#### The relationship between NAG5 and the HSWA

NAG 5 Each board of trustees is required to:

- provide a safe physical and emotional environment for students

- b. promote healthy food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

NAG 5 is about the pastoral care of children and students and focuses on educational health and safety, not workplace health and safety. NAG5 overlaps with the HSWA duties and schools/kura are required to meet the requirements of both.

It's worth noting that legislative compliance is just one strand of a board's responsibilities under NAG 5. Providing a safe physical and emotional environment for students requires a holistic focus on the physical and emotional needs of the student as a child/young person and as a learner.

Boards are also required to comply with section [77A of the State Sector Act 1988](#) which requires boards to operate a personnel policy that complies with the principle of being a good employer, including provisions requiring "good and safe working conditions".

Employee collective agreements also contain provisions for health and safety.

Under section 7A of the Smoke-free Environments Act 1990, smoking is prohibited at schools/kura and ECEs.

## 1.4 Whatawhata School Health and Safety Policy

(from the Whatawhata School - School Policies document)

The board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, workers and other people in the workplace. To achieve this the principal must give emphasis to:

1. Worker and student engagement and participation: Working with our workers and learners to improve the health and safety system at our school
2. Risk management: Doing everything reasonably possible to remove or reduce the risk of injury or illness
3. Risk management: Having emergency plans and procedures in place
4. Risk management: Providing a safe physical, emotional and healthy environment for students
5. Risk management: Ensuring the school site is appropriately maintained
6. Incident and injury reporting: Investigating incidents, near misses and reducing the likelihood of them happening again. Ensuring all documentation is correctly kept and incidents are reported to the Board
7. Incident and injury reporting: Helping workers who were injured or ill return to work safely
8. Training and induction: Providing appropriate induction, training and supervision for all new and existing workers to ensure worker and student safety.
9. Others in the workplace: Making sure contractors and sub-contractors working at the school operate in a safe manner and report any incidents or injuries
10. Compliance: Complying with the provisions of all Health and Safety legislation that applies to schools

## 1.5 Review

The Board uses these two checklists annually to ensure its duty is being met and its policy meets legislative requirements

[Tool 1: Health and safety policy checklist](#) [PDF, 25 KB]

[Tool 2: Board of trustees checklist](#) [PDF, 37 KB]

For the Board H&S officer, Principal and HSR:

[Tool 3: School Officer's checklist](#) [PDF, 27 KB]



## 2. WORKER PARTICIPATION

Effective formal and informal worker participation practices, eg Health and Safety Reps and committees

### 2.1 Introduction

HSWA has a strong focus on worker engagement and participation, recognising this is essential to fostering a safety-conscious culture. “Ticking boxes” will not be enough to ensure a safe work environment, however using the checklists in this guide is a good starting point to identify processes that may need reviewing.

The HSWA sets out two overarching duties on the board (as the PCBU) for involving workers in work health and safety. The board must:

1. engage, so far as is reasonably practicable, with workers who carry out work for it and are directly affected, or likely to be directly affected, by a work health and safety matter, and
2. have practices that allow workers who work for the board to have reasonable opportunities to participate effectively in improving work health and safety in the school on an ongoing basis. These are known as worker participation practices.

Failure by the board to meet either of these duties is an offence under HSWA.

Engagement with workers requires that relevant information be shared in a timely manner, and that they be given a reasonable opportunity to express their views and raise work health and safety issues and be able to contribute to the decision-making process. Their views must be taken into account and they must be advised of the outcome of decisions.

### 2.2 What does engagement mean?

Effective engagement involves the board increasing its workers’ awareness of health and safety and drawing on the workers’ knowledge and experience of health and safety to make better decisions.

[Under section 60 of HSWA:](#)

Engagement with workers in relation to health and safety is required in the following circumstances:

- (a) when identifying hazards and assessing risks to work health and safety arising from the work carried out or to be carried out as part of the conduct of the business or undertaking
- (b) when making decisions about ways to eliminate or minimise those risks
- (c) when making decisions about the adequacy of facilities for the welfare of workers
- (d) when proposing changes that may affect the health or safety of workers
- (e) when making decisions about the procedures for the following
  - (i) engaging with workers
  - (ii) monitoring the health of workers
  - (iii) monitoring the conditions at any workplace under the management or control of the PCBU
  - (iv) providing information and training for workers
- (f) when making decisions about the procedures (if any) for resolving work health or safety issues at the workplace
- (g) when developing worker participation practices, including when determining work groups
- (h) when carrying out any other activity prescribed by regulations for the purposes of this section.

If the workers are represented by a health and safety representative, the engagement must involve that representative.

## 2.3 Health and Safety Representatives (HSRs)

### ***Function and Powers***

The functions and powers of the health and safety reps are to:

- a. represent the workers in the work group in matters relating to health and safety
- b. investigate complaints from workers in the work group regarding health and safety
- c. if requested by a worker, to represent the worker in relation to a matter relating to health and safety in the work group (including a complaint)
- d. monitor the measures taken by the board that are relevant to health and safety
- e. inquire into anything that appears to be a risk to the health and safety of workers in the work group arising from the conduct of the business or undertaking
- f. make recommendations relating to work health and safety
- g. provide feedback to the board about whether the requirements of the Health and Safety at Work Act 2015 and Regulations are being complied with
- h. promote the interests of workers in the work group who have been harmed at work, including in relation to arrangements for rehabilitation and return to work.

### ***Election of HSRs***

- Elections for HSRs are held triennially, or as required in the event of a HSR vacating their role.
  - The election organiser calls for nominations for the HSR position by a certain date – all workers in the workgroup must have the opportunity to nominate and elect their HSR
  - Elections may be undertaken using any form of voting. Voting may be by a secret ballot (if requested by a member of the workgroup, a candidate for election or the board)
- Forms and guides for conducting an election can be found [online here](#)

### ***Training for health and safety representatives***

The HSR training will be based on need and will reflect their function and powers.

- a. All newly elected HSRs must complete initial training. Initial training is considered completed when the HSR is assessed as having achieved the NZQA Unit Standard 29315 39
- b. HSRs will register for appropriate health and safety training in the first two months after becoming an HSR. Each HSR may undertake further training as courses become available and the board budget permits.
- c. As part of the HSRs' continual learning, the board will periodically coordinate and deliver active development and knowledge sharing.

NB: Refer to Health and Safety Policy Training and Induction for information for training for HSRs and general worker training.

### ***HSR, Principal and Board representative meetings***

The HSR and Principal will meet at least termly, or more often if required. The purpose includes

- a. To discuss any issues raised in regards to the functions and powers above
- b. Outstanding issues from previous meetings
- c. Review of actions from previous meetings
- d. Requests or issues to be considered by the board of trustees
- e. Progress on any internal or external reviews of policies, processes and procedures
- f. Progress on health and safety improvements
- g. Working alongside the Board representative for the annual school H&S review

Minutes must be taken and kept for a minimum of 5 years at these meetings

### ***Provisional Improvement Notices***

An HSR who has received the appropriate training may issue a provisional improvement notice (notice) to a person if the HSR reasonably believes that the person is contravening, or is likely to contravene, a provision of the Act or Regulations. The notice may require the person to—

- a. Remedy the contravention; or
- b. Prevent a likely contravention from occurring; or

- c. Remedy the things or activities causing the contravention or likely to cause a contravention.

The HSR must not issue a notice to a person unless he or she has first consulted the person.

The HSR must not issue a notice if an inspector has already issued a notice in relation to the same matter. If a notice is issued, the HSR must provide a copy of that notice to the relevant school leader as soon as practicable.

### **Committees**

Where there is more than one Officer responsible for workers in the workplace, the Officers will work cooperatively with each other and the HSRs in order to identify and resolve the issues.

### **Additional Ministry resources can be found here:**

[Tool 5: Roles of a HSC and HSR](#) [PDF, 22 KB]

[Tool 6: HSR election process](#) [PDF, 22 KB]

[Tool 7: HSC membership list - Word version](#) [DOCX, 17 KB]

[Tool 8: Example HSC meeting agenda - Word version](#) [DOCX, 15 KB]

[Tool 9: HSC example minutes template - Word version](#) [DOCX, 17 KB]

[Tool 10: Worker engagement guidelines](#) [PDF, 18 KB]

## **2.4 Worker engagement: Consultation**

The principles outlined in the Health and Safety at Work Act recognise that workers have significant knowledge and expertise about the hazards and risks in the workplace, and can make a significant contribution to improving health and safety.

For these reasons, employers must consult with health and safety representatives (HSRs) and their workers when dealing with hazards and risks in the workplace. Proactive and regular consultation with workers can help to identify issues in the workplace and build strong commitment to health and safety.

In addition to consultation via the HSRs, workers may be consulted through worker meetings, individual face-to-face discussions or meetings between the employer and the union representing the workers. Consultation about health and safety is integrated into the normal process of consultation about other matters.

If the workers are represented by HSRs, the consultation must involve those representatives if the matter relates to their work group.

This requires:

- sharing information about the matter with HSRs a reasonable time before it is shared with school workers
- inviting the HSRs to meet and consult about the matter or meeting with the HSRs at their request to consult about the matter
- giving the HSRs a reasonable opportunity to express their views, and
- taking those views into account.

Worker meetings provide a good forum for consultation on health and safety, including alerting workers to hazards, seeking their ideas on options to control risks and reporting progress on risk control plans. Just as importantly, encouraging workers to raise health and safety issues in meetings (and reporting back on how it is proposed to deal with each issue) demonstrates commitment and openness.

Meetings where it may be appropriate to include health and safety on the agenda (in addition to the health and safety committee) include leadership meetings, administrative committee meetings, curriculum-related meetings, year level coordinators' meetings and workers welfare committee meetings.

Agenda items should be set in consultation with the HSR and should always include feedback on issues raised at previous meetings. The needs of both teaching and non-teaching workers should be considered. Health and safety consultation should be considered each time the school reviews its general consultation arrangements. The consultation arrangements should be documented.

## 2.5 Worker engagement: Issue resolution

- i. Any matter that concerns a worker about their health and safety should be raised with that worker's school leader. This can be raised by that worker, or a HSR.
- ii. If the school leader cannot resolve the matter to the worker's satisfaction, the HSR will be approached if they are not already involved.
- iii. The school leader, worker and the HSR will work together to get a satisfactory resolution.
- iv. If a satisfactory resolution cannot be reached with the school leader, the worker, HSR, or worker representative may look to the options below to resolve the issue.
- v. Operational matters, including workload or work process, should be raised with the relevant manager as appropriate.
- vi. Building facilities matters should be raised with the principal in the first instance.
- vii. Policy concerns should be raised with the board.
- viii. School leaders involved should make every effort to find satisfactory and timely resolutions.

## 2.6 Right to refuse unsafe work

The board recognises a worker may cease or refuse to carry out work, if the worker believes carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health and safety arising from an immediate or imminent exposure to a hazard.

In this event the following steps will be taken:

- i. The worker will advise their relevant member of school leadership immediately.
- ii. The worker and school leader will attempt to resolve the matter as soon as practicable.
- iii. If the matter is not resolved the worker may continue to refuse to carry out the work, if the worker believes on reasonable grounds that carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health or safety arising from an immediate or imminent exposure to a hazard.
- iv. If the matter cannot be resolved, WorkSafe NZ will be contacted.
- v. The worker will perform any other work the employer reasonably requests within the scope of their employment agreement.

## 2.7 Review

Worker participation and engagement will be reviewed annually. The tool below is used for review.

[Tool 4: Worker engagement and participation checklist](#) [PDF, 24 KB]

[Tool 11: Consultation checklist](#) [PDF, 55 KB]

## 3. RISK IDENTIFICATION AND MANAGEMENT

Identifying hazards in the workplace and managing the associated risks.

### 3.1 Introduction

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.

This procedure 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.

### 3.2 Risk identification. Assessment and management

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.

1. identifying hazards: finding out what situations and things could cause death, injury or illness
2. 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
3. controlling risks: implementing the most effective control measures that are reasonably practicable in the circumstances
4. reviewing control measures: ensuring control measures are working as planned

#### What is the difference between a hazard and a risk?

A hazard arising from a work activity can be defined as a situation or thing that has the potential to cause death, injury or illness to a person.

HSWA states that hazards also include a person's behaviour where that behaviour has the potential to cause death, injury or illness to a person (whether or not that behaviour results from physical or mental fatigue, drugs, alcohol, traumatic shock, or another temporary condition that affects a person's behaviour).

Risk is the likelihood that death, injury or illness might occur when a person is exposed to a hazard. Risks must be managed by taking action to eliminate them, and if that is not reasonably practicable, minimising them. Eliminating a hazard will also eliminate any risks associated with that hazard.

#### Management of risks

HSWA emphasises the requirement to manage the risks of harm occurring, rather than managing the hazard. Boards (as PCBUs) must manage risk and ensure, as far as is reasonably practicable, the health and safety of workers and others under the Act. Specifically, the PCBU must eliminate the risk, but if this is not reasonably practicable they must minimise the risk of any harm happening. There should be ongoing monitoring of the situation.

A formal risk assessment enables the board to understand what the significant hazards in their school are. More importantly, it helps the board to focus on the significant risks, rather than using their resources trying to manage every risk.

#### Identifying hazards

A hazard is not limited to an object and can be a situation, or a person and their behaviour both physically and emotionally. Bullying is an example of a person's behaviour that has the potential to cause harm to a person. These can also be unpredictable and occur at any time.

A process should be implemented to regularly identify and assess hazards and risks. You should consider if the hazard is an actual or potential cause or source of notifiable event or is a cause or source of harm, which increases with exposure to the hazard or which occurs sometime after exposure to the hazard.

### 3.3 Managing work health and safety risks

#### Step 1: Identify the risks

Start by identifying all potential sources of harm or illness arising from the work. This includes places where a worker is likely to be while at work. Health and Safety Risks can be identified in many ways. You can come across them while you are working, identifying a risk through a work group review, guessing what they might be before starting a new work task, or going onto another workplace. For remote workers, this means identifying risks before going to other workplaces. As health and safety is everyone's responsibility, you can take reasonable steps to eliminate or minimise the risk yourself. Make sure that you are not putting yourself or others in harm's way. You will still need to report the risk.

#### Step 2: Assess the risks

If a risk has been identified, but you are unable to safely eliminate or minimise the risk yourself, you will need to escalate this to your relevant school leader. School leaders need to assess the level of risk that has been escalated. A risk assessment takes into consideration factors such as the frequency of exposure to the risk, the likelihood of harm, and previous incidents involving that risk.

Likelihood	Consequence				
	Negligible	Minor	Moderate	Major	Death
Very likely	High	High	Extreme	Extreme	Extreme
Likely	Moderate	High	High	Extreme	Extreme
Moderate	Low	Moderate	High	Extreme	Extreme
Unlikely	Low	Low	Moderate	Significant	Extreme
Rare	Low	Low	Moderate	Significant	Significant

#### Step 3: Control the risks

Now that the risk has been assessed, the relevant school leader and affected workers need to determine what control is needed to manage the risk. The below table describes the steps to work through to control the risk.

1. Can you <b>ELIMINATE</b> this risk?	Completely removing the risk. If this is not possible, minimise by doing one or more of the following (2,3,4,5)
2. Can you <b>SUBSTITUTE</b> the risk?	Substituting a safer process or material for the risk identified.
3. Can you <b>ISOLATE</b> the risk?	Separating the risk from workers.
4. Can you put in an <b>ENGINEERING</b> control?	Designing and/or adding physical safety features to the working environment.

5. Can you put in an  
**ADMINISTRATION**  
control?

Requiring systems to be established or amended in order to control the risk.

6. Can you use  
**PERSONAL  
PROTECTIVE  
EQUIPMENT (PPE)**?

PPE should only be used when all other control measures are impractical. It should be used in conjunction with other more effective measures.

A combination of controls should be used if a single control is not sufficient for the purpose.

### Controlling risks

Once the risks have been assessed, the important step of controlling risks can begin — e.g. fixing the problems. There are a number of ways to control risks. Controls can be ranked from the highest level of protection and reliability to the lowest. This is referred to as the hierarchy of control measures and is required for many risks. The table below helps determine the actions required

Risk Class	Action Required
Extreme risk	Immediately isolate the area or practice. Modify the hazardous event, the frequency or the consequence to ensure the risk class is reduced to intermediate or lower.
High risk	Modify the hazardous event, the frequency or the consequence to ensure the risk class is reduced to intermediate or lower.
Moderate	Where the risk class is confirmed to be intermediate, modify the hazardous event, the frequency or the consequence to ensure the risk class is reduced to low or negligible.
Low risk	Determine the management plan for the hazardous event to prevent occurrence and to monitor changes that could effect the classification.
Negligible	Review at the next review interval.

The Principal works in consultation with the HSR and caretaker to establish a plan for controlling risks.

## 3.4 The hazard register

The information collected above is recorded into the school's hazard register. Keeping a risk register is not required under the Act. However it is good practice for boards to keep a risk register to record information from the risk management process. Therefore the school keeps an ongoing risk register. For each identified hazard the following information is recorded:

- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the current controls
- review date

The standardised risk register format is included below here.

Date of review	Location	Hazard	Risk level	Likelihood	Eliminate or minimise	Control
22.1.17	whole school	poor lifting technique	moderate	occasional	Minimise	<ul style="list-style-type: none"> <li>• Develop and review policy regularly</li> <li>• Training needs analysis including</li> </ul>

		leading to a back injury				lifting/manual handling <ul style="list-style-type: none"> <li>• Identify tasks that require lifting</li> <li>• Seek assistance for heavy lifts</li> <li>• Provide a trolley</li> <li>• Refer to WorkSafe publication, Code of Practice for Manual Handling</li> </ul>
22.1.17	Science lab	chemicals e.g. solvents paints fire fumes inhalation	high	low	minimise	<ul style="list-style-type: none"> <li>• Develop and review policy regularly</li> <li>• Replace toxic chemicals with non-toxic substitutes if possible</li> <li>• Store hazardous chemicals in locked cupboard</li> <li>• Use with good ventilation</li> <li>• Comply with The Hazardous Substances and New Organisms (HSNO) Act 1996</li> </ul>

The standardised form can be found [online here](#)

### 3.5 Risk and hazard reporting

In addition to this register, the school keeps both a worker and a student risk and hazard reporting book. This identifies risks and hazards that have emerged and the steps taken to control them. Any items added to this risk reporting book that have the possibility of recurring must be added to the risk register. In this way they will then be reviewed as part of the review process.

The standardised format:

Date	Staff Name	Hazard (or maintenance)	Risk	Priority	Immediate risk prevention actions taken by you	Resolving actions taken by caretaker/contractor/other	Date	Signed

The standardised form can be found [online here](#)

Additional Ministry resources can be found here:

[Tool 13: Assessing risks](#) [PDF, 36 KB]

[Tool 14: Completing a hazard register](#) [PDF, 61 KB]

[Tool 15: Hazard Assessment Register - Word version](#) [DOCX, 19 KB]

[Factsheet Topic 4 Risk identification, assessment and management, Parts 1 and 2.](#)



### 3.6 Reviewing the hazard register and control measures

Controlling health and safety risks in the workplace is an ongoing process that needs to take into account changes in the workplace. Procedures and risk controls must be reviewed regularly to ensure they are still effective. As part of the school's review, the Principal and HSR representative consider:

- Whether the risk remains
- The effectiveness of the current controls
- any further controls that are needed
- how the controls will be implemented – by whom and by when

In addition, the Principal must review and, if necessary, revise the control measures in the following circumstances:

- when the control measure is not effective in controlling the risk, eg when the results of monitoring show the control measure does not control the risk or a notifiable incident occurs because of the risk
- when a change at the workplace is likely to give rise to new or different health and safety risks
- if a new hazard or risk is identified
- if the results of consultation with workers indicate a review is necessary
- if a health and safety representative requests a review

### 3.7 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 & 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

### **3.9 Review**

The following risk management checklist is used to assess risk management processes:

[Tool 12: Risk management checklist](#) [PDF, 28 KB]

## 4. PROPERTY, MAINTENANCE AND REPAIRS

### 4.1 Introduction

The Property Occupancy Document requires you to keep your school well maintained. Caretakers can do some of the maintenance and some should be done by qualified tradespeople. Both caretakers and contractors performance need to be regularly assessed.

### 4.2 Property maintenance

#### Maintaining school property

Regular maintenance keeps schools safe and free from hazards, such as obstructions, smells, leakages or rubbish. It will also:

- stop your school becoming run down ensuring the longevity of your school buildings
- stop small problems becoming big ones needing costly repair
- keep warranted products maintained to manufacturers standards.

#### Maintaining school buildings against the weather

A properly maintained school is better able to cope with extreme weather. Make sure:

- trees are trimmed and any dead or unsafe trees are removed
- gutters are regularly cleaned out
- pipes are lagged in areas that have heavy frost
- snow straps are put on spouting in areas that get snow.

#### Reducing the risk of flooding

Maintain radiators, boilers and pipes to reduce the risk of flooding.

When the school is closed:

- turn off the water to the urinals
- turn off all taps
- make sure all sinks and drains are not blocked.

#### Maintenance by your caretaker

The caretaker completes most of your routine maintenance tasks. But you will need to call in specialists for some more technical maintenance eg boiler systems.

#### When to use qualified tradespeople (contractors)

Some maintenance needs to be done by a qualified tradesperson. This includes replacing broken windows, servicing switchboards, servicing air conditioning, servicing security systems, major playgrounds maintenance, plumbing and electrical maintenance. Further details can be found in the A to Z

- the annual inspection of gas appliances
- replacing broken windows

Most maintainable items will come with a manual or set of instructions with maintenance requirements. Other maintenance standards will come under [AS/NZ Standards](#) and legislation. Your contractors should outline the tasks required for the maintenance work and provide assurances this work is appropriate.

Assessing caretakers' and contractors' performance

You should regularly assess your caretaker's and contractors' performance to make sure you are getting value for money. Performance includes their timeliness and the fixing issues.

Use the [Maintenance Assessment Form](#) [PDF, 570 KB], in consultation with your caretaker, contractors and any other relevant staff/people, to assess their performance. Any poor performance or concerns should be escalated to the school leadership team.

See also:

- [Preventative maintenance for school property](#)

### **Maintenance checklist and calendar**

We use this [caretaker checklist](#) as a starting point and with your caretaker, review the listed activities and add tasks that are particular to your school.

## **4.3 A to Z of property, maintenance and repairs**

This useful property A to Z, compiled from a range of Ministry of Education sources, provides fuller information in regards to many of the health and safety risks, requirements and related legislation. As required these are included in our maintenance checklist and calendar.

### **Air conditioning**

Servicing air-conditioning split-system (not related to building warrant of fitness) - download the [air-conditioning \(split, cassette, high- wall units\) maintenance schedule](#) [PDF, 533 KB]

See maintenance calendar

### **Asbestos**

As a board of trustees, you are responsible for managing asbestos in your school. You need to be aware what asbestos is known or suspected and have an appropriate asbestos management plan in place. There is no known or suspected asbestos in school.

### **Fitness tracks at schools/kura**

Building a bike or fitness track is a good way for your school to help children get fitter. Boards of trustees can get advice on building a bike or fitness track from programmes such as Bikes in Schools/kura and schools/kura that have already built one. You pay the installation costs from your 5 Year Agreement (5YA) funding and/or board funding

### **Building warrants of fitness for school facilities**

Many schools/kura need a building warrant of fitness (BWOF) because they have some 'specified systems and features'. The BWOF shows that these systems and features are safe. As a board of trustees, you follow a simple process to get a BWOF.

- [Building Warrant of Fitness for state school buildings](#)

No action required, this is managed for Whatawhata School by Argest

### **Drinking water quality**

Clean, safe water must be provided at schools/kura, especially for drinking. Poor-quality water can cause illness, and children are at the highest risk. Schools/kura are either on town water supply or 'self-supplying'. If you are self-supplying, then, as a board of trustees, you need to manage the quality of your water. Local authorities are responsible for water quality for schools/kura on town supply.

- [Drinking water quality in schools](#)

The school has a PHRMP for drinking water that can be found here. Water is tested quarterly by Food and Health Environmental and are reported to Argest by the Principal.

See maintenance calendar for tasks

### **Electrical system servicing**

Servicing switchboards – download the [switchboard maintenance schedule](#) [PDF, 534 KB]

### **Electrical equipment testing in schools/kura**

Most electrical equipment at your school/kura must be tested. This reduces the risk to people using the equipment. It must be tested by someone trained to do it, and it must be tested with proper testing equipment. As a board of trustees, testing electrical equipment is part of your legal obligations.

- [Electrical equipment testing](#)

### **Fire safety design**

Following the Ministry's Fire and Safety Design Requirements for Schools means that you, as a board of trustees, will comply with the legislation around fire safety when you do any building work at your school. The Requirements cover design, fire alarms, emergency exits and sprinklers.

- [Fire and safety design requirements for schools for boards, project managers and design consultants](#)

### **Fires and fireworks at schools/kura**

Check with the local council before lighting fires. Pyrotechnics can be used in school productions when the Ministry is informed and it's professionally supervised, but firework displays are never allowed.

- [Fireworks and pyrotechnics for school productions](#)

### **Glass installed in schools/kura**

Glass can be a hazard at schools/kura if it breaks. As a board of trustees, you need to manage this hazard, including knowing what kind of glass to install and what standards you need to comply with.

- [Information about the Ministry's standards for preventing hazards presented by windows and door glazing at schools](#)

### **Hazardous substances on school sites**

One of your responsibilities for health and safety as a board of trustees is to protect people at your school from being harmed from hazardous substances. These people include students, workers and anyone coming onto the school site.

- [Hazardous substances on school sites](#)

### **Playgrounds on school sites**

Designing, building and upgrading playgrounds and providing playground equipment are your responsibilities as a board of trustees. There are some standards you must meet. You must maintain the playground to keep it safe.

- [Playground Safety](#)
- [Playground equipment and surfacing](#)

Playgrounds maintenance – download the [playgrounds routine maintenance schedule](#) [PDF, 532 KB]. See also [playgrounds on school sites](#) for information about designing, building and upgrading playground.

## Poisonous plants

One of your health and safety responsibilities as a board of trustees is to protect people at your school/kura from poisonous plants. You need to check for and dispose of poisonous plants.

- [Poisonous plants on school property](#)

## Security design in schools/kura

As a board of trustees, you should consider a range of measures to increase security at your school/kura. These include creating an effective school/kura boundary, and installing appropriate lighting and security cameras. A security consultant can help you choose and operate a security system.

- [Security in schools/kura design and guidelines](#)

Servicing security panels and associated componentry – download the [security alarm panel maintenance schedule](#) [PDF, 530 KB]. See also the [security design in schools](#) which includes the standard specifications for the installation and maintenance of a security alarm systems

## Septic tanks on school/kura sites

If your school/kura is putting in a septic tank, or upgrading your existing one, you need to think about what size you need and what your local council requires. You may need a resource consent. Septic tanks must be regularly maintained and cleaned.

- [Septic tanks on school sites](#)

## 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.

- [Swimming pools at schools](#)

## Tree maintenance at schools/kura

As a board of trustees you must maintain trees so they don't become a hazard to students or to neighbours. Some trees are protected and you should talk to your local council before trimming or removing them.

- [Protected trees on school property](#)

## Theft and Vandalism

### Waste management in schools/kura

Separating, reducing, reusing, recycling and composting are good options for managing school waste. As a board of trustees, you have to find ways to get rid of school waste with the least negative effects on the environment. Incinerating and building waste pits on the school grounds can only be done by schools/kura with no other options.

- [Septic tanks on school sites](#)
- [Waste management in schools](#) • [Rubbish](#)

## 4.4 Property maintenance schedule

The school has a weekly and an annual property maintenance schedule. This can be below. All tasks are required to be signed and action items noted by the caretaker

### Weekly standard maintenance and safety check tasks

Daily	Waste management, recycling bins
Monday	Monday walkround – Complete weekly checklist, found here Record any identified tasks requiring attention All recycling out for collection Check hazard and maintenance log – Prioritise tasks
Any day each week	Complete daily and weekly Argest safety checks Decking vacuum / tidy Environment clean-up (e.g. mowing, verges, leaves, mud, etc.) Waste management

### Calendar of other maintenance and safety checking tasks

<b>January</b> Complete monthly Argest checks Air conditioning minor service Pool preparation	<b>February</b> Complete monthly Argest checks Water testing Playground, courts and fields safety check Pool maintenance (daily)	<b>March</b> Complete monthly Argest checks Pool testing and chemical administration (daily) Grounds check Fire systems safety check
<b>April</b> Complete monthly Argest checks Water treatment maintenance Air conditioning minor service Fire safety system check – Wormald	<b>May</b> Complete monthly Argest checks Water testing Playground, courts and fields safety check	<b>June</b> Complete monthly Argest checks Annual electrical and appliance safety testing
<b>July</b> Complete monthly Argest checks Air conditioning major service (by contractor) Security system testing	<b>August</b> Complete monthly Argest checks Water testing Playground, courts and fields safety check	<b>September</b> Complete monthly Argest checks Grounds check Electrical safety testing
<b>October</b> Complete monthly Argest checks Water treatment maintenance Air conditioning minor service	<b>November</b> Complete monthly Argest checks Water testing Playground, courts and fields safety check	<b>December</b> Complete monthly Argest checks

## Maintenance tasks and records

### Caretaker checklist – Weekly check and record

The following checklist is a broad guide designed to support caretakers with their day-to-day activities. While we recommend this inspection is undertaken weekly as a minimum, the requirement for assessed tasks and their frequency should be assessed collectively with School Management. Issues that are identified should be recorded and acted upon. Unresolved or reoccurring issues should be escalated to school management.

### Caretaker checklist – Weekly check and record

Date: \_\_\_\_\_ Completed by: \_\_\_\_\_

<b>Environment</b>	
Perimeter fence and other fencing are functional with no breaches?	Yes No
Gates are functional and locked (where necessary)?	Yes No
The school grounds are free of rubbish, broken glass, weeds and are generally tidy?	Yes No
Trees are trimmed and any dead or unsafe trees are removed along with deadfall?	Yes No
Footpaths, carparks, decks and other hardstand are free of lichen and other markings?	Yes No
Playing fields are fit for purpose? Advise if they should be closed for weather.	Yes No
Paths and decks are free of debris and other slip, trip or fall hazards?	Yes No
<b>External Structures</b>	
Gutters and downpipes are intact, secured and free of debris?	Yes No
Building cladding has no damage and markings?	Yes No
No signs of insects or rodents?	Yes No
Windows can be secured and are free of cracks and chips?	Yes No
Walls are free of vandalism and other marking?	Yes No
Stormwater items (traps, culverts, etc) are free of debris and excessive pooling?	Yes No
Septic system operating correctly?	Yes No
Water system operating correctly?	Yes No
<b>Interiors</b>	
Cleaning has been completed to an appropriate standard?	Yes No
All lights are operating?	Yes No
No signs of pests?	Yes No
Windows are operating correctly with secured latches?	Yes No
Heating and cooling systems are working effectively?	Yes No
Thoroughfares are free of debris and other slip, trip or fall hazards?	Yes No
Doors are level and functioning correctly?	Yes No
<b>Bathrooms</b>	
Cubicle doors are aligned, lockable and operating correctly?	Yes No
Taps and toilets are not leaking or left running?	Yes No
Sinks and toilets are not blocked?	Yes No
There are sufficient consumables?	Yes No



**General Comments and notes – Record overleaf if needed**

## **Swimming pool maintenance record**

### **Daily tasks:**

A suitably qualified person must test your pool water 3 times a day: usually before school, at lunchtime and after school.

This testing is to check the pool maintains the correct: pH, alkalinity, calcium hardness, chlorine level

The person doing this testing is usually someone at the school, such as the caretaker – they need to hold an appropriate unit standard from NZQA

Act quickly if faeces get into the pool or someone with diarrhoea uses it. Either event can introduce infectious bacteria such as giardia or cryptosporidium into pool water.

Remove / replace cover - Ensure cover stored correctly

Check the operation and effectiveness of the pool gates and locks. Replace any locks that stick or don't close properly

Squeegee / mop out changing rooms

### **Weekly tasks:**

Chemicals stored securely, access only by caretaker. Stored and disposed of according to the manufacturer's instructions

Check pool swimming aids, dispose of and replace damaged items

Mow and tidy swimming pool area

## Swimming pool testing and maintenance record

[illegible]

## **Air conditioning maintenance record**

### **Tasks**

Inspect & clean air filter as per unit maintenance manual  
Check unit heats & cools  
Check unit for noise and vibration (both indoor and outdoor units)  
Check refrigerant pipe connection for signs of leakage  
Remove rubbish & dust accumulation from outdoor coil fins  
Check and clean indoor unit condensate tray and drain

### **Duration**

Every three months

### **Annual service to be completed by qualified engineer:**

Carry out 3 monthly tasks.  
Check all electrical connections, controls and safety functions.  
Clean coil and straighten damaged fins on both the indoor and outdoor units.  
Check suction & discharge operating pressure.  
Check operation of de-ice controls, HP, LP safety controls & compressor contactor.

Forms to record this annual service can be [found here](#)

## **Water filtration system maintenance record**

### **Tasks**

Replace filters  
Replace UV lamp (annually)  
Bleed system, re-pressurise  
Check normal operation

### **Duration**

Twice yearly

## **Playground safety check and maintenance record**

### **3 monthly tasks**

Inspect the timber surrounds to bark safety surfaces are securely in place and firmly secured.  
Ensure bark depth is a minimum of 400mm.  
Inspect bark chip safety surfaces, landing areas and grassed playground surrounds are free from all debris, sharp objects, broken glass, bottles cans, food scraps, excrement, weeds, etc.  
Inspect the surface of playground equipment and the timber structures and timber surrounds of safety bark chips to ensure clean from fungi, mould, loose paint and any other condition that might cause the surfaces to become slippery  
Inspect for any vandalism, defacing, graffiti or tagging of the equipment or adjacent fences and buildings not creating a safety hazard.  
Inspect surfaces and playground equipment to ensure there are no exposed nails, loosened boards, etc.  
All loose fastenings are tightened or replaced if required.  
All loose pins, staples, or pieces of matting on safety matting are reinstated properly.  
All bearings and moving parts are adjusted and lubricated taking care to clean any surplus grease and oil from the equipment.  
Check condition of sports fields, courts and goals

Recommend maintenance and repair for the structures necessary to ensure that the structures will remain in a safe condition for their intended use

### **12 monthly**

Engage consultant to inspect the playground and provide a report

Contact Playground Creations for major inspection and replacement parts (if required)

Forms to record this annual service can be found [here](#)

### **Septic system safety check and maintenance record**

#### **Tasks**

See Maintenance Checklist

Completed by Biolytix

#### **Duration**

Every six months

### **Security system safety check and maintenance record**

#### **Tasks**

See Maintenance Checklist

Completed by Fire Security Services

#### **Duration**

Annually

### **Grounds safety check and maintenance record**

#### **Tasks**

Check and remove poisonous plants

Check trees for damage / dead wood / potential issues)

Remove limbs touching buildings / structure / hazards

Check paths for safety

Check climbing trees safe

All gates moving freely, latching, locked where appropriate

All signage clean, graffiti free and secure

#### **Duration**

Every three months

### **Electrical switching safety check and maintenance record**

Testing and maintenance should be carried out annually in accordance AS/NZS 3019:2007.

To be undertaken by a qualified electrician

#### **Tasks**

Check switchboard for correct operation.

Check switchboard & its components for excessive heat discolouration, noise & vibration.

Check temperature of board components & connections using infrared thermal gun.

Test operation of indicator lamps.

Repair any hot joints & or report any significantly high temperatures found during scan.

Check condition of the escutcheon cubicle.

Replace faulty lamps as required.

Check all switches are set to Auto.

Investigate with Building Manager any switches found on manual.

Check condition & operation of RCD's.

Report RCD's that do not meet test requirement.

Perform self-diagnostic test (where applicable).

Report RCD's that do not meet test requirement.

Measure & record speed of operation.

Update logbooks & complete service sheets

**Duration**

Annually

**Maintenance records:**                      **Task:** \_\_\_\_\_

Date	Maintenance notes	Completed by

## 5. INCIDENTS, INJURY AND ILLNESS MANAGEMENT

Notifiable injuries, reporting, recording and investigating incidents

### 5.1 Introduction

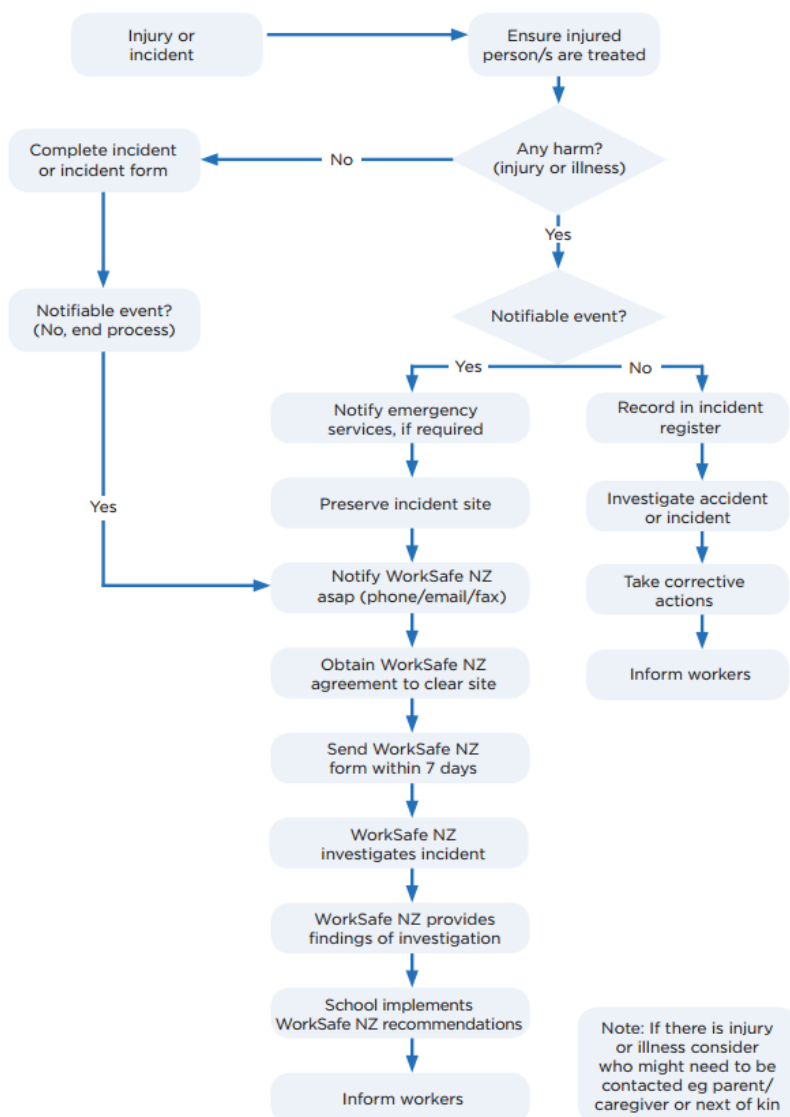
Incident management is key to any workplace's Health and Safety systems/processes. Incident management requires a school wide approach with clear points of accountability for reporting and feedback. The purpose of this section is to:

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

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

### 5.2 Managing 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. The steps are illustrated in the diagram below





### ***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, WorkSafe NZ must be contacted. This is called a Notifiable Event.

The site must be kept preserved to allow WorkSafe 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.

## **5.3 Incident reporting of notifiable incidents**

### ***Notifiable incidents***

[Under section 25 of HSWA](#) a notifiable event is:

- (a) the death of a person; or
- (b) a notifiable injury or illness (similar to the previous serious harm definitions); or
- (c) a notifiable incident (i.e. a near miss of significant proportions).

### **Notifiable Incidents relating to a workplace**

A PCBU must, as soon as possible after becoming aware that a notifiable event arising out of the conduct of the business or undertaking has occurred, ensure that the regulator is notified of the event.

### **Initial response**

If there has been an incident, the first priority is to ensure the person or people get the help they need. If this is an emergency situation, emergency services should be called.

### **Leave the injury scene undisturbed**

In the case of a notifiable event, the school is required to ensure that as little change as possible is made to the scene of the injury, except where it is necessary to:

- save someone's life, prevent further harm or to relieve someone's suffering
- maintain access for general public to an essential service or utility
- prevent serious damage to or loss of property

### **Definition of notifiable injury or illness**

Notifiable injury and illness is defined under [section 23 of HSWA](#) as:

- (a) any of the following injuries or illnesses that require the person to have immediate treatment (other than first aid):
  - the amputation of any part of his or her body »»a serious head injury
  - a serious eye injury »»a serious burn
  - the separation of his or her skin from an underlying tissue (such as degloving or scalping)
  - a spinal injury
  - the loss of a bodily function
  - serious lacerations
- (b) an injury or illness that requires, or would usually require, the person to be admitted to a hospital for immediate treatment
- (c) an injury or illness that requires, or would usually require, the person to have medical treatment within 48 hours of exposure to a substance
- (d) any serious infection (including occupational zoonoses) to which the carrying out of work is a significant contributing factor, including any infection that is attributable to carrying out work:
  - with micro-organisms
  - that involves providing treatment or care to a person
  - that involves contact with human blood or bodily substances
  - that involves handling or contact with animals, animal hides, animal skins, animal wool or hair, animal carcasses, or animal waste products
  - that involves handling or contact with fish or marine mammals
- (e) any other injury or illness declared by regulations to be a notifiable injury or illness for the purposes of this section

### **Notification of Events**

Where a notifiable event occurs (to an officer, worker, student, volunteer or other) boards are required to notify WorkSafe as soon as possible, and to submit a written report to WorkSafe NZ within seven days of the injury. Refer to Tool 20.

### **What to do if there's a notifiable incident**

A PCBU must, as soon as possible after becoming aware that a notifiable event arising out of the conduct of the business or undertaking has occurred, ensure that the regulator is notified of the event.

### **Initial Response**

Ensure that any injured person receives appropriate treatment.

#### **Section 65 HSWA: Duty to preserve sites**

1. A PCBU who manages or controls a workplace at which a notifiable event has occurred must take all reasonable steps to ensure that the site where the event occurred is not disturbed until authorised by an inspector.
2. Subsection (1) does not prevent any action—
  - (a) to assist an injured person; or
  - (b) to remove a deceased person; or
  - (c) that is essential to make the site safe or to minimise the risk of a further notifiable event; or
  - (d) that is done by, or under the direction of, a constable acting in execution of his or her duties; or
  - (e) for which an inspector or the regulator has given permission.

A standard form is to be used which can be found [online here](#)

The full procedure for notifiable incidents can be found in the diagram above and [online here](#)

## **5.4 Incident reporting of non-notifiable incidents**

The school uses a standard form which can be found [online here](#).

This is completed by the person leading the investigation. It is discussed with the Principal and appropriate actions agreed upon. It is then managed in line with our risk management processes.

### ***Minor injuries***

Minor injuries in school are a common occurrence and frequently a part of kids being kids. Questioning a child or staff member on the causes of the injury will determine whether that injury requires investigation. However, even if an injury is considered by the person administering first aid to not require investigation, it must still be recorded in full in the accident record book.

Records of all incidents and accidents are required to be kept for a minimum of five years

Additional Ministry resources can be found here:

[Tool 17: Injury or incident procedure](#) [PDF, 37 KB]

[Tool 18: Causes or incidents and injuries checklist](#) [PDF, 56 KB]

[Tool 19: Injury or incident investigation form](#) [PDF, 41 KB]

[Tool 20: Notice of record of injury/notifiable event](#) [PDF, 43 KB]

## **5.5 Illness support, medicine administration and medical conditions**

At some point in their lives, almost all children and young people will need some care and support to manage their health while attending their schools/kura.

## ***Illness***

In the event of a child being unwell at school they will be sent to the sick bay. A first aider will attend to their needs and determine the most appropriate course of action

## ***Administering medication***

School staff will not administer prescription or non-prescription medication at school unless there is written permission from parents or family members.

Children requiring prescription medication that needs to be administered at school, and who are well enough to be at school, need to have a letter from the parent or appropriate family member requesting that school staff administer medication/s, and giving permission for them to do this.

The administration of authorised prescription medication is by school staff only. Any staff administering medication will record the child's name, the drug administered, the date and the time in the medicines register. A copy is on the sick bay wall and can be found [online here](#)

Long term medication will require written notification from a General Practitioner or Specialist. This should be renewed annually.

In the event of minor illness, students may be given Pamol (liquid paracetamol) at the recommended dosage on condition that it is approved by a school first aider AND a permission form has been signed by parents. The office has a record of this

## ***Administering first aid***

Following accidents or injuries, first aid is commonly given. This is provided by trained first aiders (though small support items such as plasters and ice packs can be administered by any staff member). For more serious injuries, children are closely monitored and will remain in the sick bay. The treatment provided will be recorded in the accident book.

Parents will be notified in the event of injuries requiring possible medical treatment. In such cases an incident investigation will be carried out.

Parents will be notified in all cases of a head injury.

For more serious illnesses and injuries, parents will be contacted by a first aider to come and collect the child from school.

The Ministry of Education has developed health conditions in education settings: Supporting children and young people – A Guide for Early Childhood Services and Schools. The document and additional resources are available for download in PDF or Microsoft Word format from the [Ministry of Education](#) website.

The School Nurse website provides advice and best practice policies on a range of topics including administering medication. This template document is available for download in Microsoft Word format from the [School Nurse](#) website.

## ***Long term medical conditions***

A health care plan supports children whose health conditions are life-threatening or whose conditions require regular medication. Schools need to determine the extent to which workers are involved and have the right skills, knowledge and understanding.

When children enroll and when conditions develop once enrolled, parents are required to inform the office. Full information is recorded on the enrolment form. This information is shared with appropriate staff and the first aid team.

In some cases, under guidance from medical practitioners and parents, an health care plan will be developed. It is the responsibility of parents to keep the school informed of changes in condition or needs. Any such plan is created in conjunction with the child's GP, parents and other parties as appropriate.

These Ministry guidelines help schools/kura support children and young people with health conditions. They are a practical tool that provides tips about drafting health care plans, handling medications and where to go for more information on specific conditions.

[Health conditions in education settings: Supporting children and young people with health conditions](#)

## 5.6 Rehabilitation support

A support and rehabilitation programme, which outlines how workers can be helped to return to work safely and successfully is part of the board's health and safety management system.

The health and safety representative has a specified role under the Act in promoting the interests of workers who have suffered injury or illness at work, including involvement in the arrangements for rehabilitation and return to work.

### Return to work plan

A return to work plan details actions to be carried out to help a worker return to work safely after injury or illness. The plan is developed in consultation with the board, the ill or injured worker, the health and safety representative and other relevant parties such as the union representative, the treatment provider, ACC and the medical insurer.

The plan should include clear objectives, a list of actions to be taken to enable return to work, and the person responsible for each action. The prime objective is to return the worker to their pre-injury or illness status. The plan may include:

- suitable duties being offered including modified or alternative duties
- hours of work and work breaks (frequency and duration)
- support, aids or modifications to the workplace
- special needs or conditions and what will be done to help (eg assistance with transport) • timeframes
- monitoring and reviewing progress so that problems can be identified and managed early.

### Suitable duties

Suitable duties refer to work that is suited to the worker's current capacity, taking into account of their medical condition, age, skills, work experience and their pre-injury or illness employment.

Suitable duties should always be useful work that is valuable to the organisation. They are temporary duties that the returning worker is able to do and will assist their recovery. These duties may be similar to the worker's usual duties, but they don't have to be.

There are two types of suitable duties:

- modified duties – where the worker's usual duties and/or the equipment they use are adjusted
- alternative duties – where the worker performs completely different tasks from those they usually do.

## 5.7 Reporting to the Board

A standard incident report is provided to the Board at each meeting. This is prepared by the Health and Safety representative and/or Principal. A copy can be [found here](#)

## 5.8 Review

This tool is used to review our injury and incident reporting processes.

[Tool 16 - Injury and Incident Reporting Checklist](#)

## **6. TRAINING, INDUCTION and PROFESSIONAL DEVELOPMENT**

Information to help to empower staff and leaders to implement effective health and safety practices through professional Development.

### **6.1 Introduction**

Members of the school community and people visiting the school need to understand the hazards they are exposed to or can create, and know how to minimise risk. The school can achieve this through an ongoing programme of providing information and training.

Schools/kura are required to provide information and/or training for existing workers, students, relieving workers, professional visitors, contractors, other school users, parents and members of the community who visit the school workplace.

Health and safety information must be accessible to all workers.

While there is no requirement for induction in the new legislation. However this a very common method of letting visitors know about any risks or hazards, and what to do in an emergency.

### **6.2 Assessing information and training needs**

An analysis of the following will help decide what health and safety training and information is needed:

- hazard registers and control plans
- hazard checklists
- the injury/incident register and investigation reports
- worker, student, visitor and contractor induction processes
- workers' professional development and job training plans.

As part of this process, schools/kura must demonstrate that the health and safety information given to workers has been understood. Workers training records must be signed as evidence of completion.

### **6.3 Information**

Schools/kura have a responsibility to provide health and safety information to workers and other school users. The school provides health and safety information in a number of formats/forums, including:

- posters and signs
- workers and student handbooks
- induction
- parent/whānau and community meetings
- classroom activities and programmes
- workers' meetings
- online

### **6.4 Induction processes**

Induction of workers, students, visitors or contractors to the school is an important opportunity to provide health and safety information and training. All new workers must have a school induction arranged by their principal/relevant school leader/HSR.

This will include the identification of:

- risks and hazards within their work area
- appropriate risk control procedures

- the risk register which will be provided to be read and signed by the worker
- relevant school health and safety policy and procedures for reading
- emergency procedures (sight first aid cabinet, fire alarms and fire fighting equipment, emergency exits)
- an introduction to the area Health and Safety Representative and those trained in first aid.

The principal/relevant school leader/HSR is responsible for ensuring the workers induction checklist is completed and records kept for a minimum of five years. A checklist of induction and training provision can be found [here](#)

A checklist of induction provision is used for volunteers and parent helpers which can be found [here](#)

A checklist of induction provision is used for students which can be found [here](#)

## **6.5 Provision of information and/or training**

Training is an active process of providing information and skills and a commitment to doing things in new ways.

Compulsory health and safety training for all workers includes:

- fire drills and emergency procedures
- managing hazards
- worker/PCBU health and safety responsibilities
- injuries/incidents investigation and reporting responsibilities
- identifying/recording hazards
- how to use equipment safely
- key health and safety procedures
- harassment and bullying prevention
- Security systems
- other training as directed by the principal, necessary to ensure risks associated with specific work are managed in a safe manner.

Optional training available, relevant to specific work areas and/or potential hazards, such as:

- First Aid (to be approved by principal). All teachers, after school carers and office staff should be trained in first aid.
- Back care/manual handling
- Hazardous Substances: Workers who handle chemicals must meet the training requirements of the Hazardous Substances and New Organisms Act 1996 (HSNO) and Regulations

Consideration also needs to be given to provision of officer training and training for health and safety representatives. If the health and safety representative resigns or leaves the organisation, ensure they are replaced.

Schools/kura need to decide how the information and training is going to be provided. A training plan should consider what type of information or training should be provided, when it should be provided, who should receive it, where it will take place, trainer, budget/resources, job release time for training

An induction and training record needs to be maintained for each worker and reviewed regularly to track progress on achieving health and safety competency. This can be found [here](#)



We ensure our workers and external trainers have appropriate qualifications and experience to teach Health and Safety in their field of expertise. It is the responsibility of the principal to check the following:

- Qualifications of the trainer
- Industry Experience
- Current competency and registrations
- Person specifications for the role, as described in the position description/profile and expectations for each worker

A record of trainers is kept

The school uses this standard Ministry Training Plan and Record:

[Tool 24: Worker's health and safety training plan and record - Word version](#) [DOCX, 16 KB]

## **6.6 Review and assessment of training needs**

Assessment of training and needs is used to determine whether:

- Programmes are effective and still appropriate
- Any updates are required
- Further topics should be added
- Individual training needs can be reviewed, in consultation with workers, when professional development and job training plans are updated.

## **6.7 Review**

We use this checklist to review our health and safety information and training processes:

[Tool 22: Information and training checklist](#) [PDF, 24 KB]

[Tool 23: Induction checklist](#) [PDF, 25 KB]

## **7. Visitor and contractor management**

### **7.1 Introduction**

This section outlines the roles and responsibilities of visitors to schools/kura and provides processes for managing different types of school visitors. Schools are required to implement and maintain health and safety management systems to ensure that no contractors, visitors or students (that is, non-workers) are harmed or cause harm while doing any work they are engaged to do.

As good practice schools/kura should warn people of any significant hazards at the school and clearly identify the roles and responsibilities of students, school workers, visitors and contractors.

### **7.2 Responsibility for Student Health and Safety**

The school's responsibility towards students centres on keeping them safe from risks and hazards and ensuring they are not harmed by the action or inactions of workers at the workplace. This can largely be addressed by provision of information and promotion of good workers' health and safety practices.

#### **Student Induction**

When a student enters the school, teachers are required to provide information about health and safety in the school as part of orientation activities. This is also a time when students can learn about their health and safety responsibilities. Information should cover:

- basic health and safety concepts (taking into account ages and abilities)
  - how to recognise and report hazards
  - awareness of hazards in the school environment
  - awareness of evacuation procedures
  - awareness of fire drills, earthquake and other drills
  - school safety procedures (e.g. for use of cooking equipment, cleaning equipment, swimming pool, science and technology labs)
  - location of first aid support
- Play, learning and out of bounds areas

The school also has a responsibility to provide students and visitors with health and safety information on an ongoing basis. Such information can be found in signs and posters, which are:

- displayed in areas where people enter the school or school facilities
- displayed in areas where students gather
- meaningful to the target groups
- appropriately sited in potentially hazardous areas e.g. playgrounds, kitchens, swimming pools, science and technology labs
- appropriately illustrated with pictures and diagrams.

#### **Student representation and participation**

The school encourages student participation in health and safety by reporting any hazards or risks seen either to their teacher, the office, or to record it in the student hazard register located in the office. It is the responsibility of the appropriate adult to ensure that information is recorded and communicated to the appropriate party (Principal, caretaker, health and safety representative, teacher)

### **7.3 Responsibility for parents**

#### **Health and safety information**

For parents/guardians/whānau initial information is provided when they enrol their child in the school guide. This includes school safety and emergency procedures, reporting absence, sickness and medication, car parking, buses, and arriving late or leaving early. This same information is also on the school website.

Parents also provide authorisation of the provision of medication and first aid, the use of their child's image and permission for education outside the classroom experiences. These are kept and noted on the student management system

Further information and updates are provided through the newsletter. Important and short notice updates are additionally provided through Facebook

Parent and visitor focused signs are used for particular areas. These include:

- car parking safety
- Bus, pick up and drop off areas
- crossing
- school map
- signs for all classrooms
- Emergency procedures

### **Parent induction and signing in**

Parents are not required to sign in for normal school procedures and duties

For large scale gatherings such as performances, conferences, sports events and similar, parents are not required to sign in. For such events a short briefing must be held informing visitors of emergency procedures and other key information (toilets, drinking water, break times. etc.). This is led by the organiser of the gathering.

### **Parents and children arriving late / leaving early**

Parents and children arriving and leaving outside of normal start and finish times must report to the office. This information is then recorded. An office staff member will go and collect the child concerned if they are leaving school outside of school hours. Parents are required to sign an acknowledgement that they have removed their child from school and the reason.

## **7.4 Responsibility for Other Visitors**

### **School visitors and volunteers**

Induction involves signing visitors into the school when they arrive, and signing out as they leave. Information required from visitors is name, title/role, purpose of visit, time in and time out. They are provided with a sticky badge to confirm they have signed in. All visitors are inducted with appropriate health and safety information. This varies according to the purpose of their visit.

## **7.5 Contractors**

Schools/kura are required to do what is reasonably practicable to ensure that no harm comes to any contractor or workers of a contractor while doing work they are engaged to do for the school. Contractors and subcontractors as workers also have duties set out by their own PCBU (or if an individual, duties of a self-employed worker) to ensure that their actions do not create hazards or harm to students, workers and visitors.

In addition, schools/kura must do all that is reasonably practicable to ensure that:

- no action or inaction of any worker harms any other person, including students
- people at a school with the consent of the board, or undertaking work for the board, are not harmed by any hazard.

### **Police vetting**

All contractors who have unsupervised access during school hours, must be police vetted. This is completed by the Principal. The form for police vetting can be found [here](#)

### **Contractor's health and safety history**

When engaging a contractor the school needs to check that the contractor has a satisfactory health and safety record (see Tool 26). The contractor should provide:

- evidence of relevant work experience
- evidence of appropriate qualifications - only registered tradespeople must be hired
- a copy of their own Health and Safety Plan (where relevant)
- examples of how they manage their own health and safety at work (e.g. identifying hazards, use of protective clothing, warning signs for other people, etc.)
- their injury/incident history (unless it contains personal information).

### **Contractors' sign-in register**

The first time a contractor works on-site they are required to go through induction training (see below). On subsequent visits they are required to sign in, acknowledge their prior induction and confirm their understanding of health and safety practices and requirements at school.

### **Contractor induction training and information**

When any contractor begins work at the school, there needs to be an induction procedure to ensure they have the necessary information to keep themselves safe, and avoid causing harm to others.

This is provided through an information pack. This contains:

- The name of the nominated contact person (from both parties)
- procedures for reporting hazards and injuries and incidents
- Any identified hazards in the area where they will be working. The contractor needs to be made aware that their health and safety performance will be monitored and reviewed on completion of the contract. Records must be kept of information and training provided to contractors.
- emergency and first aid procedures
- Where safety equipment is located

In turn the contractor must provide the school with the following information:

- the name of the nominated contact person
- information from the contractor about hazards they may bring on site or create
- any work permit procedures
- what safety equipment is required
- what areas of the school will need to be restricted
- any work that needs to be notified to WorkSafe. The prescribed form is available from the WorkSafe website.

### **A written health and safety contract**

Contractors must be formally engaged with a written contract. This requires the contractor to ensure the following:

- the contractor agrees to comply with all legal requirements
- the contractor agrees to complete induction training with the principal/HSR

- the contractor agrees to use specific work practices required by the school
- the contractor and their workers shall be fully trained, qualified and have current certification for their work as required by law
- the contractor has sufficient knowledge and experience of the work they are doing that they are not likely to cause harm to themselves or to anyone else, or that they are supervised by another person with that knowledge and experience
- the contractor and their workers shall use safe practices to identify, minimise and monitor hazards in the workplace
- the school shall have power of inspection and audit at any time
- the school shall have power to stop work if health and safety provisions are not met
- the contractor and the school's workers shall report injuries and incidents using the school's reporting procedures

A copy of this can be found here: [Tool 27: Contractors contract](#)

### **Monitoring contractor's performance**

It is recommended that the following steps be taken to monitor the way the contract work is being carried out and to identify problems before injuries or incidents occur:

- Raise issues that require attention by the contractor for any observed unsafe work practices
- Conduct regular inspections
- Investigate all incidents and near misses
- Have regular meetings to review health and safety performance
- Undertake post-contract evaluations with contractors.

## **7.6 Review**

The school uses the following forms to annually review visitor, student and contractor health and safety:

[Tool 25: Others in the workplace \(students and visitors checklist\)](#) [PDF, 24 KB]

[Tool 26: Contractor's checklist](#)

## **8. EQUIPMENT**

### **8.1 Introduction**

The purpose of Personal Protective Equipment (PPE) is to protect all people in school from risks we have in the workplace. PPE is not a substitute for more effective control methods. It is considered when all other means of hazard and risk control are not satisfactory or possible. It will be used with other controls unless there are no other means of control. This policy is not a requirement under HSWA. However, it is an example of good practice.

### **8.2 Roles and responsibilities**

These procedures apply to and are to be followed by all of our workers and others at the school. This includes all members of the schools leadership team, workers, contractors, temporary workers, volunteers and visitors.

### **8.3 Minimum standards**

All people on-site must have access to PPE when it is required

All people on-site are required to use or wear PPE properly when it is required

PPE must meet the relevant AS/NZS compliance standards

Equipment provided must fit the person correctly for example hard hats/helmets fit and adjusted correctly, foot and eye wear must be the right size

All people must be trained in using the PPE

PPE must be maintained in good condition and available for use when needed

Where PPE is required this will be recorded in the risk and hazard register

### **8.4 Training**

All people will be trained in the proper use, care and cleaning of approved PPE or will confirm that they know and can use PPE correctly.

For workers, PPE training certification and signed evaluation forms are required to be kept in the person's PPE and training records

The school leadership team and health and safety representatives must be notified when new hazard and risks arise that require PPE, where new PPE is required, or when processes are added or changed

### **8.5 Maintenance**

Properly caring for, cleaning, maintaining and inspecting PPE as required is completed by the trained person using that equipment

They are required to report any issues with PPE to the HSR or Principal

Faulty items must be disposed of immediately

### **8.6 Review**

The school uses the PPE review tool to annually check its compliance with these procedures. This can be found here.

## 9. EMERGENCY MANAGEMENT

Emergency plans.

### 9.1 Introduction

The board must ensure that an emergency plan is prepared for the workplace. The emergency plan must include emergency procedures, including an effective response to an emergency, evacuation procedures, procedures for notifying emergency service organisations at the earliest opportunity and medical treatment and assistance procedures.

The emergency plan must provide for testing of the emergency procedures, including the frequency of testing and provide for information, training and instruction to be given to the relevant workers in relation to implementing the emergency procedures.

An emergency plan outlines what workers and others at the workplace should do in an emergency. Your emergency plan will need to take into account the nature of the work, hazards at your school, the size and location of the workplace and the number and composition of your workforce. The board will need to maintain and keep the emergency plan up to date to ensure that it remains effective.

The school has developed the following emergency plans:

[Earthquake](#)

[Fire – Evacuation](#)

[Flooding](#)

[Lock down](#)

[Medical emergency](#)

[Missing child](#)

[Traumatic incident response](#)

### 9.2 Earthquake

During an earthquake response, or at the first sign of ground shaking, students should react immediately, quietly and appropriately. Use the two word earthquake response command: "EARTHQUAKE - DROP", to initiate the response.

1. On the words "EARTHQUAKE - DROP" students should immediately take cover under desks or tables and turn away from the windows. NOTE: This should happen quickly, quietly and without panic.
2. Students are to get down on their knees, face down, making themselves as small as possible, covering all body parts with the desk. NOTE: Stress the importance of students looking down, not sideways and thereby risking facial injury caused by flying objects.
3. They should secure their 'shelters' by holding on to the desk legs using both hands. Hands should be positioned just below the desktop. NOTE: Advise students that desks may topple or move during strong shaking if they do not hold on to them.
4. Students remain in this position until the shaking stops and you tell them that it is "ALL CLEAR" (safe to stand up). NOTE: Stress that no one should stand up until you have checked the room for safety ie heaters/lights dangling above desks, broken glass on the floor between desks, which you need to clear before students get up.

Notes for teachers: Stress the importance of them remaining quiet, it is vital that they are still able to listen to your instructions and/or cries from injured or frightened students. Advise students that the noise that accompanies an earthquake may make it difficult to communicate. Aim to have all students under their shelter within 4 or 5 seconds (count out loud). You may have to repeat this drill two or even three times until you are satisfied all students understand what to do. Ensure that you (and student teachers), also practice the earthquake response with your students. Your example reinforces the importance of earthquake response and ensures your safety as well as that of your students. Remind your students to stay calm and take deep breaths to remain calm. You could ask them to count slowly in a whispered voice. Keep talking to your students to minimise panic.

If children are indoors but NOT in the classroom

1. In halls, stairways or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside the wall, bend close to the knees, cover both sides of the head with your elbows and clasp your hands behind your neck.
2. In libraries and storerooms immediately move away from windows and shelves and take appropriate cover.
4. During assembly students seated on floor cover their heads with their hands, get on their knees, making themselves small, crouched together. If students are on chairs, cover their heads with their hands and lean forward, face down to their knees and remain quiet.

If children are outside, they should:

1. Turn their back towards the school building.
2. Move towards an open space, away from buildings and overhead power lines.
3. Crouch low to the ground, legs will not be steady.
4. Keep looking around, remain aware of dangers that may demand you to move.
  - a. Parked cars may roll around, large trees may fall and playground equipment or overhead power lines may collapse.
5. When the ground stops shaking all students should immediately move to the designated earthquake assembly area for a roll call

### **9.3 Fire - Evacuation**

In the event of a fire, possible fire or other reason for evacuation (e.g. chemical spill, major electrical fault) do the following:

1. If you see a fire or other major hazard press any red fire panel.
2. The alarm will sound throughout the school, instructing all to evacuate the building
3. Instruct children to slowly and calmly leave the building and walk to the netball courts via the safest route. Bring your emergency roll. Close any doors as you leave
4. The office staff will check all toilets and outbuildings then close the doors
5. Classes line up and sit down. Teachers call the roll to confirm all children are accounted for. The Principal confirms all staff are accounted for
6. Notify the Principal of any unaccounted for children and their last known whereabouts
7. Children to remain seated until instructed otherwise

### **9.4 Flooding**

In extreme cases, the Waipa River is prone to flooding. There is potential for this flooding to reach the school. In the event of flooding or likely flooding the school will follow these guidelines:

1. The school will contact the emergency services and advise them
2. The fire alarm will sound, all procedures as per fire will be followed
3. Children will slowly and calmly walk up Mason Road and assemble on higher ground.



## 9.5 Lock down

A lock-down of the school will be implemented anytime students need to be contained and protected inside school buildings, for example;

- A chemical spill, which could put students and staff at risk of toxic inhalation if allowed outside.
- A person on the school site who could pose the risk of a hostage situation.
- An unarmed intruder inside the building

In all these cases the police would request a lock-down of the school to prevent putting students and staff in danger separating them from the risk. The lock-down may also help to prevent confusion, and to make it easier for staff to account for all students as it is simpler to determine if a student is missing when the students are at least standing still.

### Communications

1. In the event of a critical incident requiring 'Lockdown', the person witnessing the incident must try to notify the school office so that the alarm can be raised. The office staff member receiving the incident call will notify the Principal or Deputy Principals.
2. The person-in-charge at the time of the incident will determine the need for a 'Lockdown' and sound the appropriate alarm.
3. An Emergency Lockdown will be announced by intercom or other voice communication. The announcement will state the following: "This is a LOCK DOWN. This is not a fire drill. Everyone is to stay in the room, remain seated and keep calm and quiet."
4. Alternative signal: the sounding of the School electric bell with intermittent 5 second (on/off) bursts for a continuous one minute period.
5. The person in charge or delegated person shall immediately contact the Police and provide as much information as possible.

### Lockdown Procedure

1. If the 'Lockdown Alarm' is sounded before school, during morning tea or lunch time students are to move directly to their classroom as long as it is safe to do so.
  - i. Teaching staff are to stay in, or move to, their classrooms immediately.
  - ii. Support staff are to move promptly to the playground areas and direct students to their classrooms, if it is safe to do so.
  - iii. The person in charge should stay in, or move to, the office area to facilitate the communication process.
2. If outside, students should proceed to the nearest classroom.
3. Staff need to be mindful that students from other classrooms may seek sanctuary in their classroom.
4. As soon as possible lock the classroom and other doors.
5. Close and lock windows.
6. Turn off lights and computer monitors.
7. Staff and students should stay away from windows and doors, and remain low to the ground.
8. Everyone is to remain quiet.
9. Staff should not allow students to use the classroom phone if there is one available. It must be kept free for communication with the office

The following information may be useful in developing a policy on lockdown and evacuation:

Safe Schools have developed Developing a School Emergency Lockdown Response Plan: Utilising best practice from research. The document is available for download in PDF format from the [Safe Schools](#) website.

The Ministry of Education has developed a framework for a school/early childhood Emergency Management Plan. The document is available from the [Ministry of Education](#) website.

## 9.6 Medical emergency

In the event of serious medical emergency:

1. Send for help to the office for a trained first aider. If sending a child they should come into the office and say “emergency - someone’s hurt at the \*\*\*\*\*” or similar WITHOUT waiting for the office staff’s attention to ensure there is no delay.
2. Check the site is safe to enter
3. Comfort and support the person until first aid help arrives. Try to keep them calm
4. Where practical, remove other learners from the area

The first aider will then take over responsibility. They may require your help.

## 9.7 Civil Defence and national emergencies - response

Civil defence preparedness for schools/kura generally falls into two categories: Ensuring the safety of students and workers at school during a civil defence emergency and helping the wider local community during a civil defence emergency, as part of a response coordinated by the local territorial authority.

The local Civil Defence and Emergency Management Group will provide advice if your school is designated as a civil defence centre.

The following information may be useful in developing a policy to respond to civil defence and national emergencies:

- The What’s The Plan Stan is an initiative which aims to support teachers to develop their students’ knowledge, skills and attitudes to respond to and prepare for an emergency. The resource can be downloaded in relevant sections or as a complete guide in PDF format from the [What’s The Plan Stan](#) website.
- Civil Defence has developed a Guide to the National Civil Defence Emergency Management (CDEM) Plan 2006. The document is available for download in PDF format from the [Civil Defence](#) website.
- The Ministry of Education has developed a framework for a school/early childhood Emergency Management Plan. The document is available for download in Microsoft Word or PDF format from the [Ministry of Education](#) website.

## 9.8 Missing child

TO DO. See here for advice...

[Ministry of Education](#)

## 9.9 Traumatic incident response

The way a traumatic incident is managed is critical to the recovery of students and workers within your school/kura. All schools/kura need to be prepared and know how to manage a traumatic incident before it occurs. The way an

incident is managed strongly influences people's recovery. The Ministry of Education offers local workshops that support school planning. These workshops are supported by several resources.

The Ministry of Education teams support schools/kura during events that involve destruction or loss of property, severe injury or loss of life, the whole community and disrupt school functioning, high media interest and/or events shared by many children and their families.

The Ministry of Education has developed Managing Emergencies and Traumatic Incidents: the Guide and Managing Emergencies and Traumatic Incidents: the Resources. These documents help schools/ kura plan for and manage traumatic events. The documents are available for download in PDF format from the [Ministry of Education](#) website.

The Ministry of Education has also developed Managing Emergencies and Traumatic Incidents: A Nine Step Checklist. This document provides detailed information on the steps involved in managing emergencies and traumatic incidents. This document is available for download in PDF format from the [Ministry of Education](#) website.

For general information on Traumatic Events including the support available from the Ministry, call the Traumatic Incidents Team (0800 TI TEAM – 0800 84 83 26).

## **Procedures for Traumatic Incident Response**

### **Introduction**

A Traumatic Incident is one in which an employee or student is seriously harmed or killed. The following is a plan to deal with such a situation. The objectives of this plan are to:

1. To outline the process this deals with grieving for the serious injury or loss of a school member
2. To provide an educational and support process to help students understand death and dying.
3. Encourage the development of sensitivity to different cultural and religious perspective's in respect of death and dying.
4. To recognise the different approaches needed to cope with the suicide of a school member.
5. To facilitate the return to normality within the school

The procedure below has been written for the scenario of the death of a student. It should be adapted to suit the specific circumstance.

### **Traumatic Incident Response Procedure**

1. A Crisis should be declared by the Principal and the Crisis Management Team assembled. See Emergency Response Plan for the composition of this. The Crisis Management Team should identify other significant key support people where appropriate eg: Maori and/or Pacific Island elders, church leaders, psychologists, counsellors.
2. The Guidance Counsellor should be appointed *Team Leader* and be responsible for identifying the circumstances under which the policy becomes operational.
3. Once the policy has been invoked, the Crisis Team will:
  - verify the information received
  - identify what information should be shared with school members
  - remind staff that only the Principal or those s/he delegates should respond to the media
  - ensure that outside helping agencies come in at the team's request rather than on their own mandateensure accurate communication of information to staff and students
4. The Team will set up a liaison with the bereaved family to ensure that their wishes are paramount;
5. The team will develop an *Action Plan* which will include preparing staff for appropriate responses to students' and their own grief.
6. The *Action Plan* will provide for "safe" environments for students to explore their feelings and permit grieving students to leave classes for "time out" or to spend time with internal and external counsellors organised by the team.
7. The *Action Plan* will provide for students and staff to attend a funeral/tangi.
8. Aspects of this policy may be invoked in situations of accident causing long term injury and/or disability.

9. The Board of Trustees will make available funds to contribute to a memorial or tribute in appropriate circumstances.
10. Extensive guidelines are appended to this policy.

### **Traumatic Incident Response Guidelines**

The following further details background and specific actions.

#### **Preamble**

The death, long-term disability of a school member or a traumatic incident experienced within the school family will have a significant impact on the school, and the way the school responds will affect the way people deal with their individual and collective grief and sadness. Crises leave people feeling frightened, confused and emotionally unsteady. This policy aims at providing a framework in which we at XXXXX School can ensure an effective, supportive and safe way of caring for the school community. The policy is all encompassing and applies to death, long-term disability or traumatic incident occurring during term time and/or in the holidays. (Obviously, however, when this occurs during the holidays the procedures would be adapted to cope appropriately.)

Grief is a process and cannot be restricted to any time frame. People grieve in their own way and the resolution time will vary for all individuals.

In incidents of sudden death or loss, those most affected may experience a further dimension to their grief because the opportunity for anticipation and preparation has been denied them. This can remind us all perhaps of our own mortality and powerlessness in being able to prevent the incident occurring.

#### **Immediate Responsibilities Of Team**

- 1 Co-ordinate and communicate.

Verify that information is accurate and determine what is to be shared with school family. Principal only to deal with media requests and supply accurate, appropriate information. No other staff member should respond and students need to be reminded that they do not have to disclose to the media. All inquiries need to be referred to Principal. In accordance with modern practice the local branch of Victim Support would be available to assist the school. While we welcome their preparedness to help, it is important that the school invite their involvement and retain overall control of the support service provided. Accurate ongoing information must be forthcoming so that staff can dispel or refute the sorts of destructive rumour, speculative and incorrect information that abounds in a crisis.

- 2 In the event of a death liaise with family ensuring their wishes are paramount.

Arrange a visit to bereaved family as soon as possible checking out sensitively their needs and wants. If the family so desire they may wish to have student/staff input into the service or gathering to celebrate the life of the dead person.

- 3 Develop an action plan for staff.

Call an immediate staff meeting to explain the situation, respond to questions, plan strategy for first day. Staff will need to be cared for as they support students so it is essential firstly that time be set aside in order for them to express their own feelings and gain a sense of mutual support from one another.

Students will seek reassurance about staff grief and so therefore it is essential for staff to grieve naturally and openly alongside students. Students will find this comforting and congruous and the result of sharing feelings or reactions will open the communication between staff and students. It will have a lasting impact on the resolution of the critical incident.

The team needs to assist staff in:

- a) preparing them to talk with students. A full school assembly is not appropriate for informing students of a sudden death but rather a form teacher's responsibility at a form class gathering. The form class and/or teaching classes most affected by the loss will need intensive attention and the Guidance Counsellor or other key staff will work with small groups to talk about the person, share feelings, learn about support services available and the different ways people cope with and express grief.

- b) indicating how much should be shared.
- c) knowing how to recognise and help distressed students.

#### 4 Work with students.

Provide a safe environment for students to explore their feelings. Students should be free to leave class and make their way to the designated guidance area to have 'time out or to spend time with those adults supporting grieving students eg: Guidance Counsellor, Psychologist, Public Health Nurse, other counselling support.

Monitoring and support should be ongoing for those identified as being close friends or family members.

The school should function as normally as possible to give everyone some sense of security and safety. Extra staff should be on duty in the playground to monitor the 'climate'.

### **Funeral/Tangi.**

Students should be given every opportunity to attend the funeral or tangi and as many staff as possible available to attend to continue the support process. Following the funeral it may be helpful for key staff to work with small groups of students who wish to linger. It is beneficial to express feelings and chat informally about the service and grief process. Students and staff can drift away home as and when they feel able to.

If a memorial service is considered appropriate, then students should be encouraged to take an active role in contributing to it. The family should be invited to attend and consulted fully regarding format and content.

### **Suicide.**

If suicide is the event precipitating the crisis it should be stressed that suicide is a choice but a very poor choice. It would be quite wrong to romanticise the deceased or treat that person as heroic. In the days following a suicide, the management plan outlined above is a suitable response but special attention should be devoted to issues such as 'cluster' suicides and the way such a 'sudden' death prohibits people from preparing for loss. Acute feelings of guilt, anger and powerlessness can be experienced as well as delayed reactions to suicide.

### **Memorial Tributes.**

Students should be encouraged to send messages of support to the bereaved family. Suggestions could include Student Council taking responsibility for planting a flowering shrub as a symbol of commemoration. It may be appropriate for a book to be circulated among staff and students to record written contributions and perhaps include any photographs, then subsequently presented to the family. An art work by the deceased may be framed and displayed within the school. An obituary printed in the local newspaper and in the school magazine could be the responsibility of friends with staff acting in a guiding role as to content and appropriateness.

## **9.10 Emergency plan testing**

Emergency alarms are activated termly to ensure children and staff know what to do.

## **9.11 Review**

These emergency procedures are reviewed annually.

## 10. Safety in Education

There are a broad range of areas where health and safety considerations are critical for ensuring the health, safety and wellbeing of all our learners. This section considers these areas and how the school ensures this.

### 10.1 Behaviour support tools

Whatawhata School has developed its behaviour leadership and management philosophies and practices collaboratively to ensure a school-wide consciousness about the way we seek to lead and manage student behaviour through our preferred practices. They provide a common language and approach to behaviour learning and discipline. Rogers (2011) suggests such a common, consistent approach can have a highly positive impact on student behaviour and its management.

All of the school's behaviour management practices are developed and used to ensure that students' and teachers' three essential rights can be ensured. These are:

- The right to learn (or to teach)
- The right to feel safe
- The right to be treated fairly and respectfully

The school has developed policies and practices for consistent behaviour leadership and management at three levels, the school level, the classroom level and the individual student level. These practices are a combination of **preventative** and **corrective**.

Many of Roger's (2011) and Irwin's (2009) ideas in managing behaviour are incorporated into the Whatawhata School Behaviour Leadership and Management practices. These are outlined below. Further details for many of these ideas can be found in the Teachers Resources - Values and Behaviour folder.

#### Whatawhata School Behaviour Leadership and Management practices:

##### The School Values

Our school values give a focus and meaning to our management and discipline practices. Essentially they are the backbone upon which value learning, development and application are built upon so that children learn the "right way to do things." Values need to be explained, developed and supported through in-class teaching programmes and through school assemblies. Teachers may choose to develop their own reward and recognition positive practices to reinforce these.

A specific value is chosen each fortnight. Students are selected and celebrated weekly when they have shown that value. One student becomes the "Whatawhata Values Superstar" each week and this is published on the office wall and in the newsletter. The student gets a trophy and a prize.

For more information see [Whatawhata School Values](#)

##### Classroom Codes of Conduct

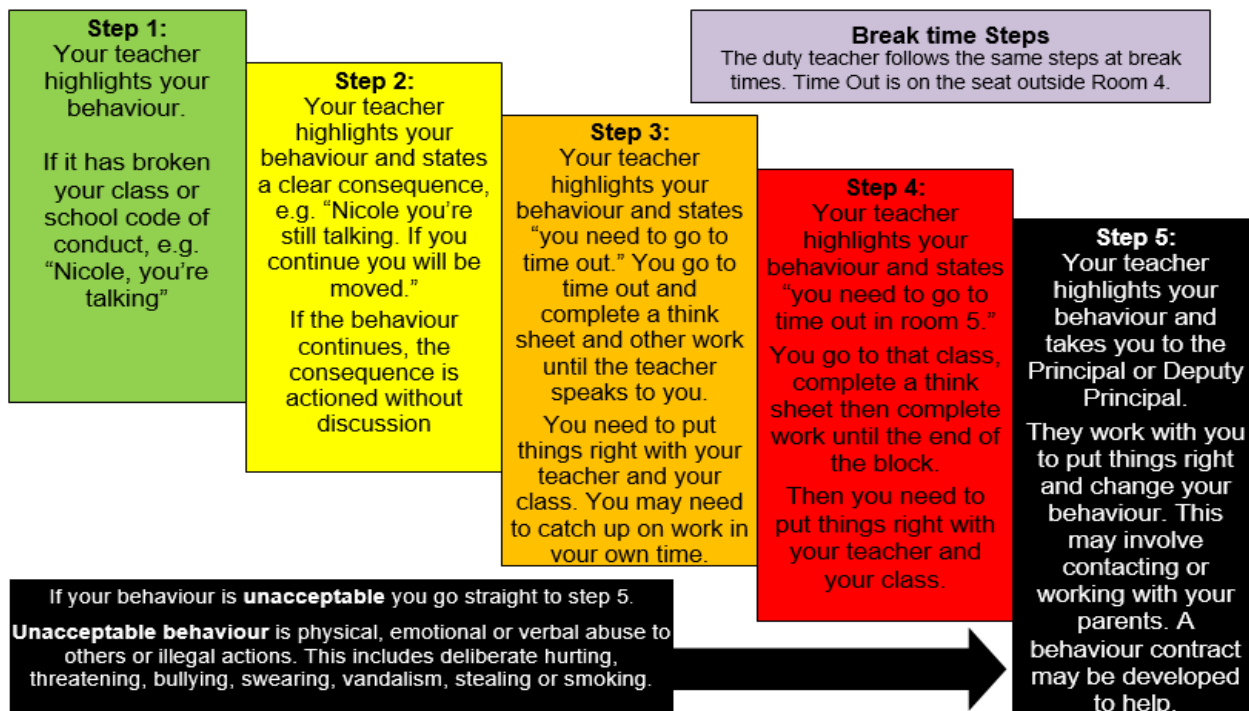
It is the responsibility of each classroom to develop a shared classroom code of conduct. This provides the rules for how all students can enjoy their rights to learn, to feel safe and to be treated fairly and respectfully. All students should be able to articulate their code of conduct. These are published in the classroom, on the website, sent to parents and reviewed termly by the class. They should form the basis for all discussions around behaviour in the classroom. Breaking this code of conduct leads to the use of the Whatawhata School Steps.

##### Whatawhata School Steps

As explained above, Whatawhata School believes that children learn best in a safe and caring environment where positive behaviour is learned and encouraged. However, children's behaviour may at times be inappropriate or unacceptable. This can impact on other children's rights to learn, to feel safe and to be treated fairly and respectfully. At Whatawhata School we address such behaviour through the open, clear and consistent Whatawhata Steps. These are detailed below.

## Whatawhata School Steps

We Follow the Steps to help us: Own it – Fix it – Learn from it



### School-wide codes of conduct

The school uses a consistent approach to behaviour management, and these have been explained previously. We also develop school-wide codes of conduct so students have clear and consistent rules for break times, trips and visits and collective times. These are detailed below.

### Responsibility for inappropriate and unacceptable behaviour

When a student's behaviour has impacted on teachers' and students' rights to learn (or teach), feel safe or be treated fairly and respectfully, children need to learn to show responsibility both for their behaviour and for putting things right. This normally occurs through the School Steps. Where behaviour has impacted on others, teachers and leaders should employ restorative conferences to help students "own it, fix it and learn from it."

Restorative practices involves the wronged, wrongdoers and the school community working together to put things right. All parties need to have the opportunities to have their voice heard.

The wronged need: Information, truth telling, to feel they can tell their story, empowerment, getting some control back, restitution

The wrongdoers need: Accountability and ownership, time to understand the wronged's feelings, healing, carrying through restitution, reintegration into the school community.

Each party can learn and gain positive outcomes from the process:

Wronged: Seeing something is done about things, making the wrongdoer accountable, to feel safe and not be put in further risk, to learn how the support processes in school can help.

Wrongdoer: To be made accountable, to own their behaviour, to learn differences between right and wrong and where boundaries lie, to learn the consequences of actions, to face up to the human consequences of ones acts upon others and to repair the damage

Community: Developing a shared responsibility for owning and fixing problems, justice is seen to be done, supporting and highlighting school and class codes of conduct, deterring others

## Consequences for inappropriate and unacceptable behaviour

Consequences are used so children make the link between their inappropriate actions and what is required to put things right. Consequences need to be relevant and related to the behaviour. For example, if students have not been focused on their learning, consequences may be completing work in their own time. If they have deliberately created mess, consequences may be clearing up mess around the school. The outcome should always be something positive rather than merely punitive.

## Positive correction and encouragement

It is through a positive, supportive and caring environment that children best learn appropriate behaviour. Positivity, encouragement and care should underpin behaviour management throughout the school. Different approaches are used in each classroom, but all serve to ensure that students receive recognition and praise for positive behaviour, attitudes and actions.

## Planning for success

Teachers can reduce disruptive or inappropriate behaviours by structuring the classroom or varying the way learning is presented. Irwin (2009) suggests children are more likely to become disengaged from learning and disruptive:

If they find learning:

- too hard or easy
- of little relevance
- presented in a boring manner
- too static or with too little variance

If they confront learning tasks which involve:

- too much, reading, writing or copying
- too much teacher talk
- not enough practical, hands-on activity
- inadequate teacher assistance and support

Where:

- Learning is not clearly explained
- Expectations are not obviously outlined

## Student specific behaviour management

The school-wide policies and practices work effectively for most students at the school. Some students, however, may present behaviour that is repeatedly disruptive, unacceptable or harmful to themselves and others. Teachers need to firstly identify and discuss these children

In these cases the Principal or team leader works in collaboration with the learner, classroom teacher, parents and in some cases outside agencies (such as RTLB and Special Education) to develop personal behaviour management plans and codes of conduct. These are developed to support children in recognising and adopting positive practices and reducing behaviour that has a negative effect on themselves and others.

## Our Teacher Code of Conduct for Behaviour Management

The code of conduct is an agreement between teachers that we will support and use these practices when managing behaviour. Our code is based upon research into approaches to behaviour management that have a positive impact on students. These are:

**Relaxed vigilance:** We always keep a relaxed but vigilant view to addressing student behaviour around the school.

**Whether we are the student's teacher / duty teacher or not, we observe and, where necessary, address student behaviour.** Such an approach prevents inappropriate behaviour from occurring, escalating or becoming acceptable.

**Focusing on the primary behaviour:** It is very easy for children's attitudes, body language and behaviours following inappropriate behaviour to lead to further discussions or "growlings" by teachers. However, what makes a difference for student behaviour is when discussion about behaviour is based on the primary behaviour. This avoids situations becoming argumentative and escalating. Deal only with the primary behaviour and ignore secondary behaviours.



**Using direct statements:** Talking about behaviour requires teachers to speak in direct terms such as “you are talking” or “you are kicking the ball on the courts.” This removes all discussion and allows the behaviour to then be focused on what the children should be doing, e.g. “you need to sit quietly on the mat”, and “you need to take the ball on the field.” Children then have the opportunity to do the right thing. Questions like “why are you talking?” and meaningless statements like “how many times have I told you” merely create conflict, provide an avenue for unnecessary discussion or cause problems to escalate.

**Speaking respectfully:** Students always have the right to be treated fairly and respectfully by others, whether by students or teachers. There is no place for shouting, sarcasm or other negative responses to student behaviour. These not only break a student’s right to be treated fairly and respectfully but can also further enflame a situation.

**Consistent approach to behaviour:** By all following the school-wide policies and practices for behaviour management we can ensure that behaviour is managed consistently. Consistent rules and management provide security and structure for students and teachers. Children are very aware (and justifiably so) of a sense of fairness in school. Children may use phrases such as “but \*\*\*\* lets us do that.” Responses such as “I can check that with \*\*\*\*\* but the school rule is that we \*\*\*\*\*” in combination with following the school-wide practices will help ensure that policies are effective.

**Consequences:** The consequences for inappropriate behaviour are outlined in the Whatawhata School Steps programme. Other consequences such as sitting outside rooms, sitting outside the Principal’s office, missing a whole lunch break, and the like, are not to be used. Should the Steps programme be considered as not working for a student, the teacher should arrange to meet with the leadership team and the student’s family to create a student specific plan.

**Privacy:** Children’s behaviour is dealt with at an individual, classroom or school-wide level using the practices above. Such behaviour is discussed and managed between individual students, small groups of students and/or staff. It is unacceptable for teachers to discuss students in public environments such as the staff room or in front of other students or parents.

#### **From the Ministry of Education:**

Every teacher will at some stage have a child in their class or centre who is experiencing behaviour challenges. It takes a lot of your time and energy. The school employs the following processes to manage inappropriate and unacceptable behavior

But positive behaviour can be learnt. An efficient and harmonious classroom or centre is possible. Once a situation has calmed down, take time to reflect with others from your school or centre. Use the approaches outlined in these info sheets if the situation arises again with this child or another child.

- [Behaviour support tools](#)

Bullying prevention and response: A guide for schools

Bullying is one particular form of aggressive behaviour. It can be covert or overt in nature. Most widely accepted definitions of bullying are based on four characteristics: bullying is deliberate, harmful, involves a power imbalance, and has an element of repetition.

Building a school culture where bullying has no place involves modelling and fostering healthy social interactions. While studies show that most students grow out of bullying behaviour with time, schools have valuable role in supporting students to develop effective ways of relating to others. Bullying prevention can be seen as a learning opportunity, which enables everyone to develop their understanding of bullying and their ability to respond to and address it.

- [Bullying prevention and response: A guide for schools](#)

## 10.2 Digital/cyber technology guide for schools/kura

The school has a range of tools to allow children to learn through computing-based technology. Children are also able to bring devices into school where considered beneficial by teachers.

The school has the N4L filtering service. This improves safety but no system will filter all inappropriate images and text. Good classroom practices and learner's knowledge of safe searching are the best way to ensure the appropriate use of technology. Learning these practices is a requirement for children using digital devices

For safety and security devices are not used at morning tea and lunchtimes. Student's own devices are handed into teachers at the start of the day. Their responsibility and security remains with the child. By logging onto the GuestNet the school's filtering service is automatically enabled. They are not to be used at morning tea and lunchtime.

### **From the Ministry of Education:**

All schools/kura want a safe digital environment. To do that, schools/kura sometimes need to search students for digital devices and even confiscate them. The guide to digital technology tells school workers what they can and can't do, and it gives some ideas about how to create a safe digital environment.

- [Digital technology guide for schools](#)

## 10.3 Education Outside the Classroom (EOTC) and Outdoor Education

Education outside the classroom (EOTC) is an essential part of school life in New Zealand. To extend students' learning experiences beyond the classroom, schools/kura need to take advantage of the opportunities offered by the wider community and the environment.

Boards are responsible for making sure that students are safe when taking part in events and activities outside the school. Boards must ensure EOTC management policies and procedures are robust and effective. They also ensure effective learning and teaching practices are in place to maximise learning and safety outcomes for students.

Due to the complexity of managing Education Outside the Classroom, there is a separate school document that details our policy, procedures and practices which can be found here.

### **From the Ministry of Education:**

While boards must ensure the health and safety of all involved in EOTC, and that learning outcomes are met, they can only achieve this with the help of everyone involved.

The following information may be useful in developing a policy on education outside the classroom (EOTC) and outdoor education:

- Te Kete Ipurangi has developed EOTC Guidelines: Bringing the Curriculum Alive. Chapters 2-8 of the document outlines the statutory and policy requirements that boards need to follow to ensure they meet their responsibilities. The documents are available for download in PDF format from [Te Kete Ipurangi](#).
- Te Kete Ipurangi has also developed information on Learning Experiences Outside the Classroom (LEOTC).

The Ministry values the role that LEOTC providers have in offering experiences that complement and enrich classroom learning. To ensure the Ministry and providers continue working together to meet LEOTC goals this area is being re-vamped to strengthen our commitment to providing quality learning experiences for students. Material will be added, both as discussion documents and to keep you well informed of any changes that are being

implemented to strengthen LEOTC programmes.

- [Learning Experiences Outside The Classroom Provider Guide](#) (2008)

## 10.4 Health and wellbeing programmes

The school runs a number of programmes that support children in learning about health, safety and wellbeing in school, home and outdoor environments. These are led by classroom teachers, often with the support of local agencies and outside experts. The current programmes include:

- Health, fitness and nutrition with team Energize
- Firewise with New Zealand fire service
- Keeping Ourselves Safe with New Zealand Police
- Kiwi Swim Fun with Swimming New Zealand
- Bus and road patrol training with New Zealand Police

A full list can be found in our annual planning.

## 10.5 Keeping students safe on school buses

It is important that all children remain safe when travelling to and from school on school buses. The school works closely with GoBus, New Zealand Police and the Ministry of Education, adopting best practices from these agencies. The following procedures are used:

- Bus leaders are trained by New Zealand Police and are taught about what to do in an emergency and how to manage others' behavior on the buses.
- All bus users are taught safe practices while travelling on the bus, this is regularly repeated
- A full roll of bus users is recorded daily
- Fact sheets are sent home to parents at the start of the year and when children enroll outlining expected behaviours
- GoBus, as the bus provider and employer, manages vulnerable children act requirements

### From the Ministry of Education:

Read the behaviour protocols and safety tips listed in our [School Bus Safety: Behaviours and Responsibilities](#) fact sheet. This list will help you keep up to date with the safety protocols that everyone should follow to help them travel safely on our school buses. The fact sheet includes information on standing on buses, seat belts, what happens if there is a crash, student behaviour and getting safely on and off the bus. See [Keeping students safe on school buses](#)

## 10.6 Road Safety

A Safe System for school travel is everyone's responsibility. Schools and their communities can play their part by improving school property and procedures, but road controlling authorities also have a significant role to play to improve the safety of roads near schools as resources allow. Designing safe pick up and drop off areas on school property and enforcing school road safety policies are also very important, as are high quality road safety education initiatives. NZ Police also have an important education and enforcement role. It is important to remember that school road safety can only be achieved if all parts of this system are working together.

To ensure the safety of our students the following procedures are used:

- The school has developed a safe parking plan for parents which can be found here. This is shared in newsletters, school guide, website and sent home annually.
- Parking areas are monitored before and after school and visitors reminded of the requirements
- Road patrol students are trained by New Zealand Police on how to support children when crossing the road. They are supported by a teacher each day
- Parents and whanau are taught on safe places to cross, using the school crossing. This is monitored by the teacher responsible.
- Children are taught safe ways when walking to and from school

#### **From NZTA:**

The safety of students travelling to and from school is one of the most important issues for school communities. Road environments around schools are complex and children are not always equipped to deal with the challenges.

Improving road safety can seem challenging. However, road controlling authorities (RCAs), New Zealand Police and other key road safety partners are committed to working with schools to improve safety. But school road safety is everyone's responsibility and so we also need commitment from parents, teachers, boards of trustees, along with road safety professionals to address the issues.

These guidelines are designed to help parents, school staff, boards of trustees and students to improve road safety in their local community. It contains a clear process that school communities can follow, guidance on how to communicate with relevant road controlling authorities and a range of good practice solutions to address school road safety issues. As part of the process of understanding and communicating school road safety concerns, a School Road Safety Survey is included to help with the problem solving process. This should be used alongside more objective data gathered by RCAs to identify road safety issues.

These guidelines are not intended to provide comprehensive technical information. Instead it is a user-friendly companion to the more technical guide Safer journeys for rural schools ([www.nzta.govt.nz/resources/safer-journeys-for-schools](http://www.nzta.govt.nz/resources/safer-journeys-for-schools)) which is designed for use by road safety professionals within RCAs.

Some members of school communities may have an interest in this more technical guide if they are working with road safety professionals to develop specific solutions for their local school. Each school faces unique road safety issues based on location and the surrounding environment. This guide has been designed to help schools develop a way forward to address their concerns in the most appropriate way. The appropriate road safety solution for each school is likely to be different and may require a number of approaches and possible solutions to improve road safety.

<http://www.nzta.govt.nz/resources/safer-journeys-for-schools>

## **10.7 Safety in Technology Education: A Guidance Manual for New Zealand Schools**

\*\*\*\*\* The

Safety in Technology Education: A Guidance Manual for New Zealand Schools provides teachers, principals, and board of trustees with the guidelines and information necessary to establish and implement sound health and safety policies and procedures for technology teaching and learning.

- [Safety and Technology Education: A Guidance Manual for New Zealand Schools](#)

## 10.8 Sleepovers in schools/kura

Students or non-school/kura groups might want to have a sleepover at your school/kura. As a board of trustees, you need a written agreement with the group having the sleepover, and any area used for sleeping must meet certain fire safety requirements.

- [Sleepovers](#)

## 10.9 Standdowns and suspensions

The school follows guidelines for standdowns and suspensions to the letter.

These Guidelines are designed to assist boards of trustees, principals, and teachers with their legal options and duties and meet their obligations under relevant statutory requirements and are for use in all state and state-integrated schools. Independent schools may also wish to adopt this guide.

The Guidelines comprise:

- [Part One: Legal options and duties](#) [PDF, 2.4 MB]
- [Part Two: Good practice](#) [PDF, 2.4 MB]

## 10.10 Surrender and retention of property and searches - guidelines

All schools have to provide a safe physical and emotional environment for students and staff. Schools can search and confiscate student property providing you comply with the legislation and you can justify your actions as reasonable and necessary to keep the environment safe.

The Ministry has written [Guidelines for the surrender and retention of property and searches](#) [PDF, 983 KB] to help you deal with situations where the safety of students, staff or the school is compromised and you are considering searching or confiscating student property.

The guidelines are issued under section 139AAI of the Education Act 1989. They provide advice and explain the new legislation (Sections 139AAA – 139AAI of the Education Act 1989) and the associated Rules. The legislation requires you to have regard to these Guidelines.

What's in the guidelines

The guidelines:

- describe the responsibilities of Boards of Trustees
- explain the legislation and processes
- address particular issues in detail and outline some scenarios
- include a checklist for schools and links to related resources.

The Guidelines are intended as a resource to assist principals and Boards to deal with situations where the safety of students, staff and school is compromised.

There is no definitive way to deal with each and every scenario. Often the circumstances will be straightforward and responses will be routine, but there will be occasions when your best course of action is not obvious. Look to your own experience and exercise judgement based on what is reasonable in the circumstances.

### Principles

The guidelines are based on 4 principles:

Principle 1: All schools are required to provide a safe physical and emotional environment for students and staff. A safe environment for students and staff is of paramount importance and therefore must be given

primacy when applying the guidelines. National Administration Guideline 5 and other legislation clearly establish this.

Principle 2: Parents, students and the public will have a legitimate expectation that the school environment will be free from drugs, weapons, alcohol and cyber bullying. They will expect schools to develop a written policy and procedure on surrender and retention and to advise them accordingly. Schools must be mindful of these expectations.

Principle 3: Parliament has given new powers and clarified the law in relation to searches and retaining student property. In exercising these powers, schools must act reasonably, in good faith and in the least intrusive manner to achieve a safe environment.

Principle 4: Students are protected under Section 21 of the New Zealand Bill of Rights Act 1990, which states “Everyone has the right to be secure against unreasonable search or seizure, whether of the person, property or correspondence or otherwise”. This section does not prohibit searches or seizure of student property but schools must be able to justify their actions as reasonable and necessary to maintain a safe environment.

Digital technology guide for schools

The Digital technology guide for schools tells school staff what they can and can’t do, and it gives some ideas about how to create a safe digital environment. Go to [the Digital technology guide for schools](#).

## **10.11 Water Safety**

Many people enjoy a vast range of aquatic activities that the New Zealand environment offers, whether at home, the beach, a pool or river. We all know that water presents a potential hazard, but we are often unsure of what precautionary measures to take.

The information contained in the link below will help you identify hazards and let you know the safety steps you can take when enjoying yourself in, on and under the water.

- [Water safety resources and safety tips](#)

## 11.0 Monitoring, reporting and assurance

### Introduction

Monitoring, reporting and quality assurance are all important in ensuring every aspect of a workplace health and safety system operates effectively. They provide the information needed to measure the performance of the system, and implement a process of continuous improvement. The PCBU has the overall responsibility for ensuring the workplace health and safety system performs effectively. It must ensure it has the information needed to monitor the performance of the workplace health and safety system.

### Reporting

Each month the Principal and/or HSR prepare a summary report for the Board. This provides brief information in regards to significant issues, changes or incidents in relation to the different sections above. The information the Board seeks is reviewed annually to ensure the Board is receiving important information in regards to its governance role.

All Board reports are filed and kept

The Board report master can be [found here](#)

### Assurance

The processes of review of each section of the school's health and safety procedures manual are included at the end of each section.

These reviews are completed annually by a representative of the Board, the Principal and HSR

A summary of these reviews is prepared by the Board representative for presentation to the Board at an assigned Board meeting

All reviews and the accompanying summary report are filed and kept

## 12.0 Additional Procedures for ensuring a safe school

### 12.1 Introduction

This section contains resources and information that relates to health and safety in a broader context. Boards and officers should be aware that there are other Acts, Regulations, Codes of Practice and Industry Standards that need to be complied with and these should be read together, where practicable, with this guide.

### 12.2 Vulnerable Children's Act

The Vulnerable Children Act aims to protect and improve the wellbeing of vulnerable children and strengthen our child protection system. The new requirements apply to schools/kura as they receive state funding to provide a regulated service, and it also applies to some people or organisations that they contract to provide regulated services on their behalf. There are two key requirements for the schooling sector under the Act. These are that schools/kura have a child protection policy, and must safety check all those who work regularly with children and whose work is paid (or unpaid as part of an educational or vocational training course). Anyone convicted of a specified offence cannot be employed or engaged as a core children's worker, unless they have an exemption (workforce restriction). Guidelines are available to help schools/kura and organisations meet the new requirements. NZSTA resources

All children's workers must be safety checked according to the standards set out in the VCA and safety checking regulations. This includes a workforce restriction – anyone convicted of a specified offence cannot be employed or engaged as a core children's worker, unless they have an exemption. All new employees must be police vetted using the police online process. The contract provided is contingent upon the outcome of this process.

[Link to form here](#)

This must be completed every three years for all school workers. Record on the Principal calendar indicates when a new vetting is required for each worker,

Full background information on the [VCA can be found here](#)

### 12.3 Food Act 2014

The Food Act 2014 makes sure the food that businesses sell is safe and suitable to eat. It also provides tools for businesses, such as schools/kura, to manage their food safety. Under the Act, anyone who sells or provides food needs to make sure it is safe and suitable to eat.

Depending on the type of food that is prepared, served or sold and the level of food safety risk involved, a school/kura may be required to operate under a Food Control Plan or one of the National Programmes (Level 1, 2, or 3).

The Ministry for Primary Industries (MPI) has developed an online tool ['Where Do I Fit?'](#) to help you work out where your food activity fits within the new Food Act rules.

By answering a series of questions you can find out what you'll need to do to comply with the Act. The Ministry is working with the MPI to develop additional guidance to support schools/kura to implement these requirements.



## 12.4 Smoke Free Environment Act

Under the Smokefree Environments Act schools must be smoke free. Schools/kura may choose however to schools/kura develop a comprehensive Smokefree policy separate from other policies because the issue is covered by separate legislation. The policy should take a 'whole-of-school/kura' approach. By working together, parents, whānau and workers can gain a shared understanding of how to increase young people's chances of remaining smokefree for life.

The following information may be useful in developing a policy on smoking and/or a smoke free environment:

- Smokefree have developed A Guide to a Smoke Free School which offers practical steps the school can take to becoming smoke free. The website also provides information including a school questionnaire, support for quitting and other resources. The guidelines and other information can be accessed and downloaded from the Smoke Free Schools' website.
- Smokefree, in partnership with SchoolDocs have also developed a template Smoke Free policy which sets out all you need to comply with the smokefree legislation, and promote a smokefree lifestyle to all members of your school community. The document is available for download in Microsoft Word format from the Smoke Free Schools' website.
- The Ministry of Health website provides general information on Smokefree Law which can be accessed on the [Ministry of Health](#) website.

## 12.5 Other legislation (but not limited to)

Boards and officers should be aware that there are other Acts, Regulations, Codes of Practice and Industry Standards that need to be complied with and these should be read together, where practicable, with this guide.

These Acts include:

- [The Animal Welfare Act 1999](#) • [The Building Act 2004](#) • [The Electricity Act 1992](#)
- [The Fire Safety and Evacuation of Building Regulations 2006](#) • [The Gas Act 1992](#)
- [Hazardous Substances and New Organisms Act 1996](#) • [The Health Act 1956](#)
- [The Radiation Protection Act 1965](#) • [The Resource Management Act 1991](#)

## 12.6 Other Non-legislative requirements

### Alcohol on school sites

If, as a board of trustees, you allow alcohol at your school, you should have a policy that explains when alcohol will be available and at what kinds of events. You will also need a special licence when selling alcohol at an event or charging an entrance fee to an event where alcohol is available.

- [Alcohol on school sites](#) • [Alcohol information](#)

## **Leasing or hiring land and buildings to third parties**

As a board of trustees, you can agree to any request to lease or hire out any of your school property. There is no automatic right for third parties to occupy your school property. If you agree, then it must be approved by the Ministry. There are different standard agreements that we provide, depending on the situation.

- [Third party occupancy policy](#)

## **Wireless safety**

WiFi signals are too weak to cause harm to users, according to advice from the Ministry of Health and from international research. WiFi uses extremely low power radio signals to provide mobile internet access.

[Wireless Safety in Schools](#)

# Appendices

## Appendix one: Review checklists

- [Tool 1: Health and safety policy checklist](#) [PDF, 25 KB]
- [Tool 2: Board of trustees checklist](#) [PDF, 37 KB]
- [Tool 3: School Officer's checklist](#) [PDF, 27 KB]
- [Tool 4: Worker engagement and participation checklist](#) [PDF, 24 KB]
- [Tool 11: Consultation checklist](#) [PDF, 55 KB]
- [Tool 12: Risk management checklist](#) [PDF, 28 KB]
- [Tool 16: Injury and incident reporting checklist](#) [PDF, 24 KB]
- [Tool 18: Causes or incidents and injuries checklist](#) [PDF, 56 KB]
- [Tool 22: Information and training checklist](#) [PDF, 24 KB]
- [Tool 23: Induction checklist](#) [PDF, 25 KB]
- [Tool 25: Others in the workplace \(students and visitors checklist\)](#) [PDF, 24 KB]
- [Tool 26: Contractors checklist](#) [PDF, 27 KB]

## Appendix two: Key documents

- [Tool 5: Roles of a HSC and HSR](#) [PDF, 22 KB]
- [Tool 6: HSR election process](#) [PDF, 22 KB]
- [Tool 8: Example HSC meeting agenda - Word version](#) [DOCX, 15 KB]
- [Tool 9: HSC example minutes template - Word version](#) [DOCX, 17 KB]
- [Tool 10: Worker engagement guidelines](#) [PDF, 18 KB]
- [Tool 13: Assessing risks](#) [PDF, 36 KB]
- [Tool 14: Completing a hazard register](#) [PDF, 61 KB]
- [Tool 15: Hazard Assessment Register - Word version](#) [DOCX, 19 KB]
- [Tool 17: Injury or incident procedure](#) [PDF, 37 KB]
- [Tool 19: Injury or incident investigation form](#) [PDF, 41 KB]
- [Tool 20: Notice of record of injury/notifiable event](#) [PDF, 43 KB]
- [Tool 21: Injury and incident board report](#) [PDF, 17 KB]
- [Tool 27: Example contractors health and safety contract - Word version](#) [DOCX, 16 KB]