

WAITAKI BOYS' HIGH SCHOOL



PROCEDURES 2021

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HUMAN

RESOURCES

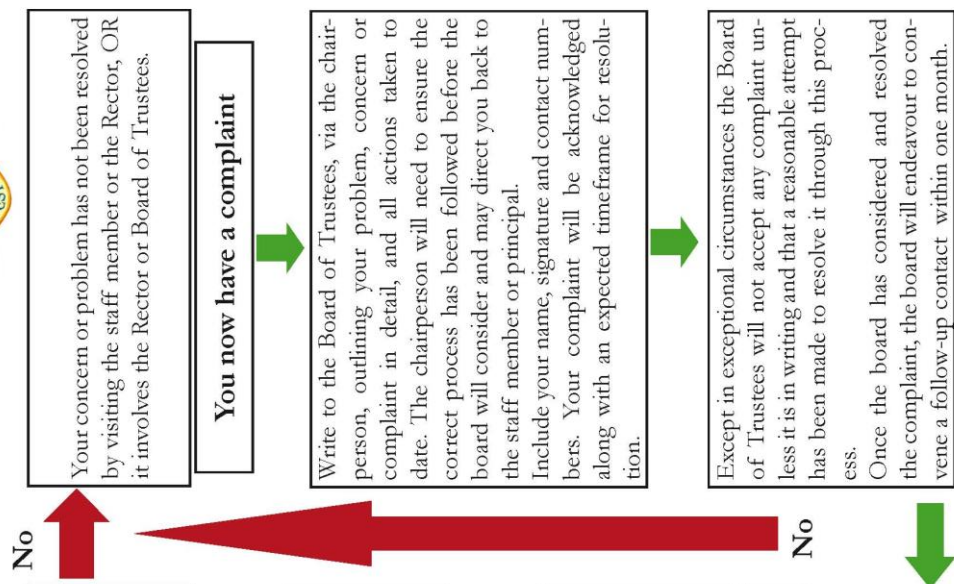
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SECTION

CONCERNS AND COMPLAINTS PROCEDURE



L
at School



STAFF LEAVE, RELIEF AND ABSENCE

1. Staff leave request

- a. All staff are expected to apply for all leave using a Staff Leave Request and submit it in good time to the Rector for a decision
- b. Where staff absence is required to accompany official school trips, the staff member's name must also be included on the Trip Application and RAMs form in good time if this is known
- c. The decision about granting the leave will be communicated to the applicant staff member by the Deputy Rector
- d. When approval for leave is given, the applicant staff member must make appropriate class and teaching arrangements for that period of time
- e. The Rector will pass all approved applications to the Deputy Rector, who will
 - i. arrange for appropriate relief
 - ii. record the application on a staff leave spreadsheet for reporting purposes
 - iii. file the Relief Summary with the Business Manager

2. Leave categories – see Collective Agreement

- | | | |
|-----------------------------|----------|---|
| a. Sick leave | para 6.2 | personal sick leave |
| b. Parental leave | 6.3 | maternity, leave to attend partner |
| c. Bereavement leave | 6.4 | obligations of blood or family ties |
| d. Leave for family reasons | 6.5 | involving near relatives; accidents, sickness at home, own wedding, capping |
| e. Special leave | 6.6 | |
| f. Refreshment leave | 6.7 | |

3. Discretionary leave

- a. Leave may be granted with or without pay to staff applicants with needs not specified in the Collective Agreement

4. Staff relief

- a. All staff relief will be organised solely by the Deputy Rector or a delegate
- b. Teaching staff may request a specific reliever
- c. For planned relief, Teaching staff are expected to leave clear and adequate instructions for the reliever on KAMAR, including:
 - i. Work to be covered and goals to be met
 - ii. Homework to be given
 - iii. Seating plans if required
 - iv. Information about specific students to assist with class management
 - v. Where resources are located
- d. Relievers are supplied with a daily pack, including class rolls and work instructions
- e. In emergency situations, the appropriate HoD is expected to ensure that adequate and appropriate work is provided for relievers to use in classes
- f. Relief staff are not expected to teach classes unless they are competent in the curriculum area and they agree to the expectation
- g. Teaching staff should not leave work to be done that may be inappropriate, including

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- i. Specific technology work in FTY and DTY and Science experiments (unless the reliever is known to be fully competent in the area and is agreeable)
 - ii. Watching a video (unless this is related to other work done during the same lesson)
 - iii. NCEA assessments
 - h. Relievers may only be used to cover classes of staff absent from school, on approved internal duties, or who require negotiated time in-lieu
 - i. Internal relief
 - i. Teaching staff will provide internal relief once senior students have left school in November, using NCEA class time
 - ii. Teaching staff who may provide internal relief up to November will be compensated by being called upon less at the end of the year
 - iii. The Deputy Rector will record all internal relief to ensure that there is equity of use
- 5. Staff absence from school during the school day and not covered by Leave
 - a. Staff who are off school premises during the school day without approved leave must sign out and in in the school exeat tablet at Reception or the Deans' suite
 - b. Staff may leave school premises for short periods of time during the school day during non-contact periods, interval and lunch, provided that
 - i. there is a clear understanding that non-contact time is paid work time
 - ii. the management of the school is not compromised

FEMALE STAFF SUPPORT

1. Support Teachers

Two teachers who either volunteer or who are elected by female staff

2. Task

Provide emotional support to female staff as required

3. Principles

- a. All discussions are regarded as private and confidential
- b. The Rector will be informed in instances of bullying or where there are potential legal implications
- c. Staff may opt to have a support person with them during sessions
- d. Every meeting must have a recorded agreed outcome with next steps

4. Process

- a. Staff needing support indicate this to the Support Teacher(s)
- b. A meeting is arranged
- c. Relief is organised by the Deputy Rector if necessary
- d. Brief minutes record discussion outcomes and next steps – minutes are lodged with the Rectors PA

Staff may also opt to be supported by EAP Services etc

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Waitaki Boys' High School Women's Liaison Record Sheet

Date: _____

Time: _____

Parties present: _____

Brief outline of issue:

Agreed next steps:

This record sheet will be kept:

- ☐ in _____'s confidential personnel file (kept by Rector's PA)
- ☐ in the confidential Women's Liaison file (kept by Rector's PA)

Signed: _____ & _____

STAFF CODE OF CONDUCT

1. This Code of Conduct refers to the
 - a. NZ Teachers' Council Code of Ethics
 - b. NZPPTA Code of Ethics
 - c. NZEI Code of Ethics

2. The professional interactions of Teachers are governed by 4 fundamental principles:
 - a. **Autonomy** - to treat people with rights that are honoured and defended
 - b. **Justice** - to share power and prevent the abuse of power, and act without prejudice
 - c. **Responsible care** - to do good and minimise harm to others
 - d. **Truth** - to be honest with others and self
 - e. and also include paying particular attention to the rights and aspirations of Maori

3. Commitment to learners. The primary professional obligation of teachers is to those they teach. Teachers are expected to:
 - a. Develop and maintain professional relationships with learners based on the learners' best interests
 - b. Base professional practice on continuous professional learning and best practice, and knowledge about their learners
 - c. Present subject matter from an informed and balanced viewpoint
 - d. Encourage learners to think critically about significant social issues
 - e. Cater for the varied learning needs of diverse learners
 - f. Promote the physical, emotional, social, intellectual and spiritual wellbeing of learners
 - g. Protect the confidentiality of information about learners that is obtained in the course of professional service, consistent with legal requirements

4. Commitment to parents/guardians and family. Teachers are expected to:
 - a. Recognise that they work in collaboration with the parents/guardians and family of learners
 - b. Establish open, honest and respectful relationships with parents/guardians
 - c. Involve parents/guardians in decision-making about the care and education of their children
 - d. Respect lawful parental/guardian authority, and rights to information about their children
 - e. Make professional decisions weighted towards the best interests of their learners

5. Commitment to the School and community. Teachers are expected to:
 - a. Be trustworthy and responsible
 - b. Help prepare learners for life in the community
 - c. Work collegially to develop the School as an appropriately democratic community
 - d. Teach and model widely-accepted positive values (including respect, accountability, integrity)

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- e. Accept responsibility for their own actions and judgements
 - f. Encourage community participation in the School
 - g. Ensure that the School is a safe place
6. Commitment to the profession. Teachers are expected to:
- a. Engage in continuing professional development
 - b. Contribute to the development of an open and reflective professional culture
 - c. Treat colleagues and associates with respect
 - d. Work collegially and cooperatively with colleagues and associates to promote student learning
 - e. Respect confidential information about colleagues, unless disclosure is required legally
 - f. Assist new teachers in the profession

EQUAL EMPLOYMENT OPPORTUNITIES (EEO)

The policy for equal employment opportunities is outlined on this page. This includes the legislation that guides equal employment opportunities and the responsibilities of managers, HR and staff.

1. Objective

Waitaki Boys' High School is committed to the principles of equal employment opportunities and being a good employer. We apply this through supporting and promoting good EEO practices across WBHS. EEO is one of the ways WBHS recognises and supports the aims and aspirations of Māori, thereby contributing to the spirit of partnership envisaged by the Treaty of Waitangi

2. Background

EEO is about removing barriers so all staff have opportunities to develop and progress in the workplace. EEO practices lead to staffing within WBHS that reflects the values and composition of the community, assisting in improved policy development and service delivery.

WBHS recognises the need to proactively identify and eliminate practices, policies and procedures (or any institutional barriers) which may cause or perpetuate inequality on the following grounds: sex, marital status, religious belief, ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status, family status or sexual orientation.

To demonstrate its good employer and EEO obligations under the State Sector Act 1988 WBHS reports to the State Services Commission annually on progress made on EEO.

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3. Legislative Framework

WBHS complies with the legislative requirements of the State Sector Act (1988) and the Human Rights Act (1993) and uses the Public Service EEO Policy to 2010 as a resource document.

4. EEO Policy Principles

WBHS will endeavour to include EEO principles into everyday staff and management practices by:

- a. Integrating EEO principles into the strategic and business planning process, ensuring that EEO is not a stand-alone practice
- b. Developing an environment where staff diversity is welcomed and valued.
- c. Providing an environment where staff treat each other with respect and operate professionally.
- d. Developing Māori and Pacific staff in accordance with the Māori and Pacific People strategies.
- e. Working to remove the barriers to participation faced by people with disabilities as set out in the New Zealand Disability Strategy.
- f. Encouraging a diverse range of employees to work in WBHS.
- g. Identifying and eliminating discriminatory practices based on sex, marital status, religious belief, ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status, family status or sexual orientation.
- h. Proactively seeking to reflect the ethnicity of the community in employees of WBHS.

This will be achieved by:

- a. Ensuring all policies and practices comply with the EEO policy.
- b. Implementing family-friendly practices in the workplace
- c. Providing equal opportunities for all staff.
- d. Ensuring EEO principles and activities are reflected in recruitment processes, job descriptions, employment agreements and performance agreements and the induction process for new staff.
- e. Promoting and respecting diversity and openness among staff.
- f. Creating an environment, which is free from harassment for staff, clients, stakeholders and visitors.
- g. Providing development opportunities and support to staff, so they can contribute to their full potential and draw from their range of knowledge and experience.
- h. Removing potential barriers for staff to both access training and development opportunities and to assist them to reach their full potential.
- i. Working with staff to find solutions that work for them and WBHS eg. networks, kapa haka groups.
- j. Continuing to develop programmes, for example, Cultural Awareness programmes that encourage the breakdown of traditional stereotypes and assist staff in their employment with WBHS.

5. Responsibilities.

- a. Managers are responsible for:

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- i. implementing this policy and ensuring that staff understand what EEO means
 - ii. modelling their commitment to EEO in all their actions
 - iii. enabling and encouraging staff to participate in EEO related activities
 - iv. assisting with the collection of EEO data, especially through the appointment process and surveys.
- b. The Human Resources Team is responsible for:
 - i. monitoring the effectiveness of Ministry action taken in terms of EEO
 - ii. collecting and maintaining EEO data
 - iii. advising and supporting staff and managers
 - iv. reporting progress in WBHS against the Public Service EEO Policy 2010 to the State Services Commission
 - v. developing and maintaining EEO policies and strategies
 - vi. providing EEO input to business planning processes.
- c. Staff are responsible for:
 - i. complying with relevant legislation and policies and conducting themselves in a way that supports EEO principles and practices.

6. EEO Resources

- a. EEO Working document
- b. Māori Strategy
- c. Pacific Island Strategy
- d. Gatherings – A strategy for Ethnic Minority people
- e. Pathways – A strategy for people with disabilities
- f. NZ Disability Strategy
- g. Workplace Harassment Policy

7. References

- a. EEO Working Document
- b. Collective Agreement/Individual Agreement
- c. Puao te-ata-tu
- d. State Sector Act 1988
- e. Human Rights Act 1993
- f. Employment Relations Act 2000
- h. NZ Bill of Rights Act 1990
- i. Equal Pay Act 1972
- j. Parental Leave and Employment Act 1987
- k. Health and Safety in Employment Act 1992
- l. EEO Trust

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PROFESSIONAL SUPERVISION, COMPETENCY AND DISCIPLINARY PROCEDURES

1. Professional supervision

- a. Professional supervision will be handled in a manner that is supportive, and maintains the dignity of the staff member concerned
- b. Staff will be required to follow a support programme of professional supervision when
 - i. The appraisal process reveals personal professional shortcomings that are not addressed adequately in the next appraisal cycle
 - ii. There are ongoing issues and/or complaints relating to professional behaviour in terms of
 - a) curriculum delivery
 - b) meeting the expectations of the School and Education Council Code of Ethics
- c. The Rector will
 - i. inform the Board of the issue, and intended actions
 - ii. consult with key people, who may include, but not limited to,
 - a) the NZSTA consultant
 - b) the PPTA Field Officer
 - c) senior management
 - d) the Student Guidance Counsellor
 - e) the PPTA Branch Chair
 - i. Decide on the course of action, including
 - a) actions required by the staff member ranging from
 - discussion and reflection to
 - attending appropriate professional development courses
 - b) who the supporting supervisor(s) will be
 - c) the roll of the supervisor(s)
 - d) the timeline for the actions
 - e) how action outcomes will be assessed
 - f) what will happen if outcomes are not adequate
- d. Supporting supervisors will
 - i. be professionally mature staff members
 - ii. meet with the staff member according to a schedule
 - iii. provide advice, guidance and support directed solely at remedying the issue
 - iv. keep records of discussions, meetings, actions and outcomes for the staff member's file
 - v. hold feedback discussions with the Rector
 - vi. provide valid evidence to enable assessment of process outcomes by the Rector

2. Competency

- a. The competency process will

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- i. be followed when a staff member who has undergone an effective programme of supportive professional supervision persistently fails to meet professional standards
- ii. be managed by School Management
- iii. take place in terms of para 3.3 of the PPTA Collective Agreement
- iv. be handled in a manner that is supportive, and maintains the dignity of the staff member concerned

3. Disciplinary procedures

- a. Where a breach of Staff discipline appears to have occurred, the Rector will inform the Board in writing, providing preliminary evidence
- b. The Board will decide whether or not to proceed
- c. If the Board does proceed, it will be in terms of para 3.4 of the PPTA Collective Agreement
- d. Matters warranting disciplinary action may include, but are not restricted to
 - i. disobedience of lawful orders or instructions
 - ii. negligence, carelessness or indolence in carrying out duties as a teacher
 - iii. gross inefficiency as a teacher
 - iv. misuse or failure to take proper care of school property or equipment in the custody or charge of the teacher
 - v. absence from duty without valid excuse
 - vi. conduct in his/her capacity as a teacher or otherwise which is unbecoming to a member of the teaching profession

HUMAN RESOURCE MANAGEMENT

1. Selection and Appointment of Staff for a New of Vacant Position

- a. Delegation of the school appointments panel
 - i. The WBHS Board of Trustees retains the authority to appoint the Rector and members of Senior Leadership
 - ii. The Board has delegated the appointment of all other school staff to the Rector in the current Board Policies
 - iii. The Rector includes relevant Department Heads in the process of staff appointment
 - iv. The Rector may delegate the interview process to specific staff for specific staff appointments, but will sign letters of appointment
- b. Advertisement of the vacancy
On receiving a resignation or creating a new staffing position, the Rector will:
 - i. Inform the Board
 - ii. Ensure that the replacement position is within the school's annual staffing entitlement
 - iii. Discuss the recruitment/appointment of a new/existing staff member with the relevant Department Head
 - iv. Review the existing job description or write a new job description

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- v. Advertise the position for the required number of days in the Education Gazette and other appropriate media
- c. Receipt of applications

The Rector will ensure applicant privacy while:

 - i. Accepting and prioritising applications
 - ii. Discussing applications with the relevant Department Head
 - iii. Checking that suitable applicants are registered with the NZTC
 - iv. Contacting all applicant references and confirm personal and professional history regarding character, competence, qualifications and experience

Short-listed applicants will be required to:

 - i. Provide originals or certified copies of key documents, including qualifications
 - ii. Provide details of people who certified their documents
 - iii. Attend an appropriate interview, either in person or via internet
- d. Staff appointments

Successful applicants will be:

 - i. notified verbally and in writing
 - ii. expected to confirm acceptance of appointment in writing
 - iii. expected to pass a new Police Clearance
 - iv. announced to the school community by the Rector
- e. Persons without a practising certificate or LAT (Limited Authority to Teach) will not be permanently appointed
- f. Staff will not continue to be employed who have had their
 - i. teacher registration cancelled and have not been reregistered
 - ii. LAT cancelled and have not been granted renewed authorisation or teacher registration
 - iii. LAT or practicing certificate suspended by the NZTC Disciplinary Tribunal

2. Job/Role Descriptions

- a. The Rector will ensure that each staff position has a consulted job description
- b. Each appraisal document will reflect the job description for that position

3. Staff Induction

- a. The following staff are responsible for the induction of new staff:
 - i. SLT Rector, existing SLT
 - ii. HoDs HoD appointed by the Academic Committee
 - iii. Dean Assistant Rector, existing Dean
 - iv. Teachers Deputy Rector, HoD
 - v. Teacher Aides SENCO
 - vi. Office staff Business Manager
 - vii. Grounds staff Property Manager
 - viii. Cleaning staff Property Manager
- b. Staff will be inducted through a process that will involve structured familiarisation with
 - i. All management, teaching and support staff
 - ii. School buildings
 - iii. The staff and student handbook

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- iv. School procedures and guidelines
- v. The school annual calendar

4. Professional Development

- a. The Rector retains overall control of staff professional development
- b. The SCT is responsible for the development of the annual programme of staff professional development
- c. Professional development needs are indicated through
 - i. Outcomes of staff appraisal (personal PD)
 - ii. The school review process (school-wide PD)
- d. All professional development should be aimed at supporting improvement in teaching and learning
- e. All staff must have equal opportunity to access professional development

5. Maintenance of Staff Personal Records and

- a. Staff personal files are maintained in the office of the Rector
- b. Only the Rector and the specific staff member can access staff records of that staff member
- c. Files for Teacher Aides are maintained in the office of the SENCO/ Learning Support
- d. Basic personal information is inputted against each staff member on KAMAR, which is available to all staff with KAMAR access
- e. All staff must ensure that the staff phone-tree for emergencies should not be available to students

6. Police Vetting of Staff

- a. All new staff must successfully undergo Police vetting
- b. All non-teaching staff must be vetted every 3 years
- c. The Front office staff are responsible for
 - i. keeping records of police vetting of non-teaching staff
 - ii. managing and submitting all staff Police vetting applications

PROFESSIONAL PERFORMANCE MANAGEMENT

Over the previous year the school has adopted it's own Personal Professional Inquiry (PPI) model to support staff performance management. This was focused on reflective practice based on a teaching inquiry which had to have improved student outcomes as it's basis and involved observations and professional conversations between a teacher and their mentor.

At the beginning of Term 3, 2021 we have (based on staff feedback and consultation adopted the PPTA Professional Growth cycle template which includes two professional conversations and a lesson observation along with recording relevant PLD. Refer this template on PPTA website.

Each teacher is also involved in a 'spiral of inquiry' across schools within our local Kahui ako.

Each teacher is also expected to undertake an informal lesson observation with the SCT.

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ALLOCATION OF MANAGEMENT UNITS AND ALLOWANCES

This procedure refers to the PPTA document on UNITS and CONSULTATION 2011 and relates to Clause 4.3 of the STCA

1. Proportion of Fixed Term Units and Allowances
 - a. The proportion shall be as close to 60 (P)/40 (NP) as possible, but not less than 60% (P)
2. Criteria applied to determine when a Unit or Allowance is issued
 - a. Units and Allowances should be allocated objectively
 - b. Units and Allowances should be attached to specific roles or tasks
 - c. Units are allocated for management, or curriculum or pastoral leadership roles
 - d. Allowances are allocated for curriculum or pastoral roles
 - e. When the holder's role changes, the Unit or Allowance goes with the role, except in the case of Senior Leaders, where the Units go with the post
 - f. When a Unit or Allowance is relinquished during the year, it may be allocated to another staff member through consultation
3. Criteria applied to determine Fixed-term or Permanence
 - a. Short-term tasks and roles should attract Fixed-term (non-permanent) Units and Allowances (eg Library)
 - b. Long-term ongoing tasks and roles should attract Permanent Units and Allowances (eg Dean, HoD etc)
 - c. Permanent Units and Allowances can only be changed to Fixed-term at the time of a role change or attrition
 - d. Fixed-term Units and Allowances can be made Permanent through consultation
4. Advertising and Allocation (Term 4)
 - a. Consultation with the PPTA Branch takes place between week 1 and 4
 - b. All Fixed-term Units and Allowances must be advertised internally during week 5
 - c. Staff applications must be submitted by end of week 6
 - d. Allocation of Units and Allowances must be published by week 8
 - e. Units and Allowances must be issued in writing to all holders by the last day
 - f. Fixed-term Units allocated to serving staff do not need to be advertised in the Gazette
 - g. Staff Unit and Allowance allocations for the next year will be published in school at the end of Term 4
5. Review process
 - a. Takes place during week 1 to 4 of Term 4
 - b. The Review Committee will consist of one Senior Leader, a designated member of the PPTA Branch, and a representative of non-union teaching staff
 - c. The Review Committee will address the following key issues:
 - i. Identified priority areas for the next year
 - ii. Recruitment and retention needs
 - iii. Changing curriculum, pastoral and management needs

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- iv. The long-term strategic plan
- v. Implications of a falling/growing roll
- vi. Equal employment issues
- d. The Committee will make recommendations about
 - i. Unit and Allowance allocations
 - ii. Whether or not Units and Allowances should be Fixed-term or Permanent
- e. The employer may reallocate to the same teacher a fixed-term unit or units for a further period of time or for a further particular assignment or task. (Secondary Teachers Collective Agreement 2019 - 2022, para 4.3.6)

PROTECTED DISCLOSURES

This procedure refers to the Protected Disclosures Act 2000

1. Make the protected disclosure to the Rector
 - a. if, on reasonable grounds you believe that you have information that a serious wrongdoing is occurring/may occur within the school and/or Hostel
 - b. and you wish to disclose that information so that it can be investigated
2. This can be done verbally or in writing
3. Identify that the disclosure is being made under the Protected Disclosures Act, following Board procedure
4. Provide details of the complaint
5. State who the complaint is against
6. If the complaint is against the Rector, or he is associated with the person you are complaining about, then make the disclosure to the Commissioner
7. If the complaint involves both the Rector and Commissioner you may approach an external "appropriate authority" directly. An appropriate authority is defined in the Act as including the
 - a. Commissioner of Police
 - b. Controller and Auditor-General
 - c. Director of the Serious Fraud Office
 - d. Inspector-General of Intelligence and Security
 - e. Ombudsman
 - f. Parliamentary Commissioner of the Environment
 - g. Police Complaints Authority
 - h. Solicitor-General
 - i. State Services Commissioner
 - j. Health and Disability Commissioner
 - k. Head of every public sector organisation not mentioned above, including the
 - i. Secretary for Education

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- ii. Ministry of Education
 - iii. Chief Review Officer of the Education Review Office
- 8. There are only 3 circumstances when a disclosure can be made directly to an appropriate authority
 - a. When it is believed that the organisation head is also party to wrongdoing or has an association with the person being complained about, making it inappropriate to investigate
 - b. If the matter needs urgent attention or there are other exceptional circumstances
 - c. If after 20 working days there been no action or recommended action on the matter to which the disclosure is related
- 9. If the appropriate authority does nothing, the disclosure can be made to the Ombudsman or a Minister of the Crown
- 10. The Act does not protect you if you disclose information to the media or a Member of Parliament other than a Minister of the Crown in the circumstances written above
- 11. If you notify the Office of the Ombudsman verbally or in writing that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the Human Rights Act 1993 if the disclosure leads to victimisation.
- 12. The person who the disclosure is made to will decide if the disclosure constitutes a serious wrongdoing and whether or not it needs investigation and may act as follows
 - a. Investigate the disclosure personally
 - b. Forward the disclosure to the Board or a Board Committee for investigation
 - c. Pass the disclosure on to an appropriate authority, who will advise that they are now investigating.
- 13. Staff with access to privileged information about other staff, students and parents shall not
 - a. Disclose this information in the media, and public internet forums
 - b. Leave information unsecured in a manner that makes it available to unauthorised persons
 - c. Disclose the information vocally in public places or private gatherings where it is overheard by persons not approved to receive this information
- 14. Staff with knowledge of breaches of this policy are required to inform the Rector
- 15. The Act is available at <http://rangi.knowledge-basket.co.nz/gpacts/actlists.html> under P

VULNERABLE

CHILDREN ACT

SECTION

VULNERABLE CHILDREN POLICY

1. In terms of the Vulnerable Children Act 2014 the Board of Trustees of Waitaki Boys' High School
 - a. adopts this Child Protection Policy
 - b. has ensured that the Policy is available on the School website
 - c. has required that every independent contracted provider of childrens' services has a Child Protection Policy
 - d. has a plan to review the Policy and related Procedures every 3 years
2. Summary
 - a. This policy outlines the School's commitment to child protection and it refers to the following School procedures
 - i. Dealing with child abuse
 - ii. Guidelines for professional behaviour
 - iii. Complaints Procedure
 - iv. Staff Code of Conduct
 - b. The foundation document for this Policy is "Safer organisations Safer children – Guidelines for child protection policies to build safer organisations" (Children's Action Plan. Identifying, Supporting and Protecting Vulnerable Children)
3. Purpose
 - a. In relation to the children in its care, the School staff
 - i. has the obligation to ensure their wellbeing and safety
 - ii. must be committed to the prevention of their abuse and neglect
 - iii. has the child as its first priority when investigating suspected / alleged abuse
 - iv. supports the NZ Police and Oranga Tamariki and any relevant organisation (OT) in investigations of alleged abuse

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- v. will report alleged abuse to the Police and OT
- vi. will support families / whanau to protect their children
- vii. will provide a safe environment that is free of physical, emotional, verbal or sexual abuse

4. Principles

- a. The interest and protection of the child is paramount in all actions
- b. The rights of the family / whanau to participate in decision-making about their children are recognised
- c. Maori tamariki and rangatahi are assessed and managed within a culturally-safe environment
- d. Members of all cultures are respected and managed sensitively
- e. All staff are guided and trained to identify the signs and symptoms of potential abuse and neglect and to take appropriate action in response
- f. All staff are supported to
 - i. work in accordance with the Policy and related Procedures
 - ii. work with partner agencies and organisations
 - iii. ensure that child protection procedures are consistent and high-quality
- g. Relevant legislative responsibilities will be complied with
- h. Information will be shared in a timely way and concerns about individual children will be discussed immediately with the appointed Child Protection Coordinator
- i. The School staff will promote a culture where staff can confidently challenge poor practice in a constructive way and raise issues of concern without fear of reprisal
- j. "Settlement agreements" will not be used to settle complaints against staff where these are contrary to a culture of child protection
- k. Information is systematically recorded and stored to ensure confidentiality and privacy
- l. This Policy and related Procedures
 - i. comply with legislative requirements and principles of the Treaty of Waitangi
 - ii. meet best-practice standards
 - iii. are reviewed and audited annually

5. Interpretation

- a. Child
 - i. Person under the age of 18 years, not married or in civil union
- b. Improving the well-being of vulnerable children includes taking measures aimed at
 - i. Protecting them from abuse and neglect (*school anti-bullying procedure and programme, reporting of alleged abuse /neglect procedure*)
 - ii. Improving their physical and mental health, and their cultural and emotional well-being (*physical education programme, participation in sport, Maori Kapa Haka programme, Rite Journey, Peer Support, Guidance Counsellor availability, liaison with Community Mental Health*)

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- iii. Improving their education and training and their participation in recreation and cultural activities (*curriculum delivery, V-path, Section 71, SCRANO, Hostel activity programme*)
- iv. Strengthening their connection to their families, whanau, hapu and iwi, or other culturally-recognised family group (*Maori Achievement Group, Pasifika Achievement Group, Tutor teacher contact with home*)
- v. Increasing their participation in decision-making about them and their contribution to society (*Student leadership, Student Council, student-parent interviews and discussions*)
- vi. Improving their social and economic well-being (*peer mentoring, tuakana/teina programme, curriculum delivery, V-path, Section 71, Gateway*)

VULNERABLE CHILDREN PROCEDURE

1. Definitions

- a. Child abuse includes
 - i. physical, emotional, verbal and sexual abuse
 - ii. neglect which is the direct consequence of a deliberate act or omission by an adult
 - iii. has the potential or effect of serious harm to the child
- b. Physical abuse
 - i. any acts that may result in physical harm of a child or young person
- c. Emotional abuse
 - i. any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development
 - ii. includes verbal abuse
- d. Sexual abuse
 - i. any acts that involve forcing or enticing a child to take part in sexual activities, including child sexual exploitation, whether or not they are aware of what is happening
- e. Children's worker
 - i. A person who works in, or provides, a regulated service and the person's work
 - a) Involves regular or overnight contact with children
 - b) Takes place without a parent or guardian of the child being present
- f. Core worker
 - i. A person whose work involves being
 - a) The only children's worker present
 - b) The person who has primary responsibility for/authority over the children present
- g. Safety checked
 - i. The person has been safety-checked in compliance with section 31 within the last 3 years
- h. Regular or overnight contact
 - i. The person has contact with children overnight, or at least once each week, or on at least 4 days each month (excludes billets)

2. Identifying possible abuse or neglect

- a. Principles
 - i. Consider all available information about the child and his context before reaching conclusions
 - ii. When there are concerns about abuse and neglect there is immediate consultation with SMT / Designated Person for Child Protection
 - iii. Consider the overall wellbeing of, and risk of harm to, the child
 - iv. Recognise when something is wrong, especially if patterns form
 - v. Exposure to intimate partner violence (IPV) is a form of abuse
- b. Signs of possible abuse

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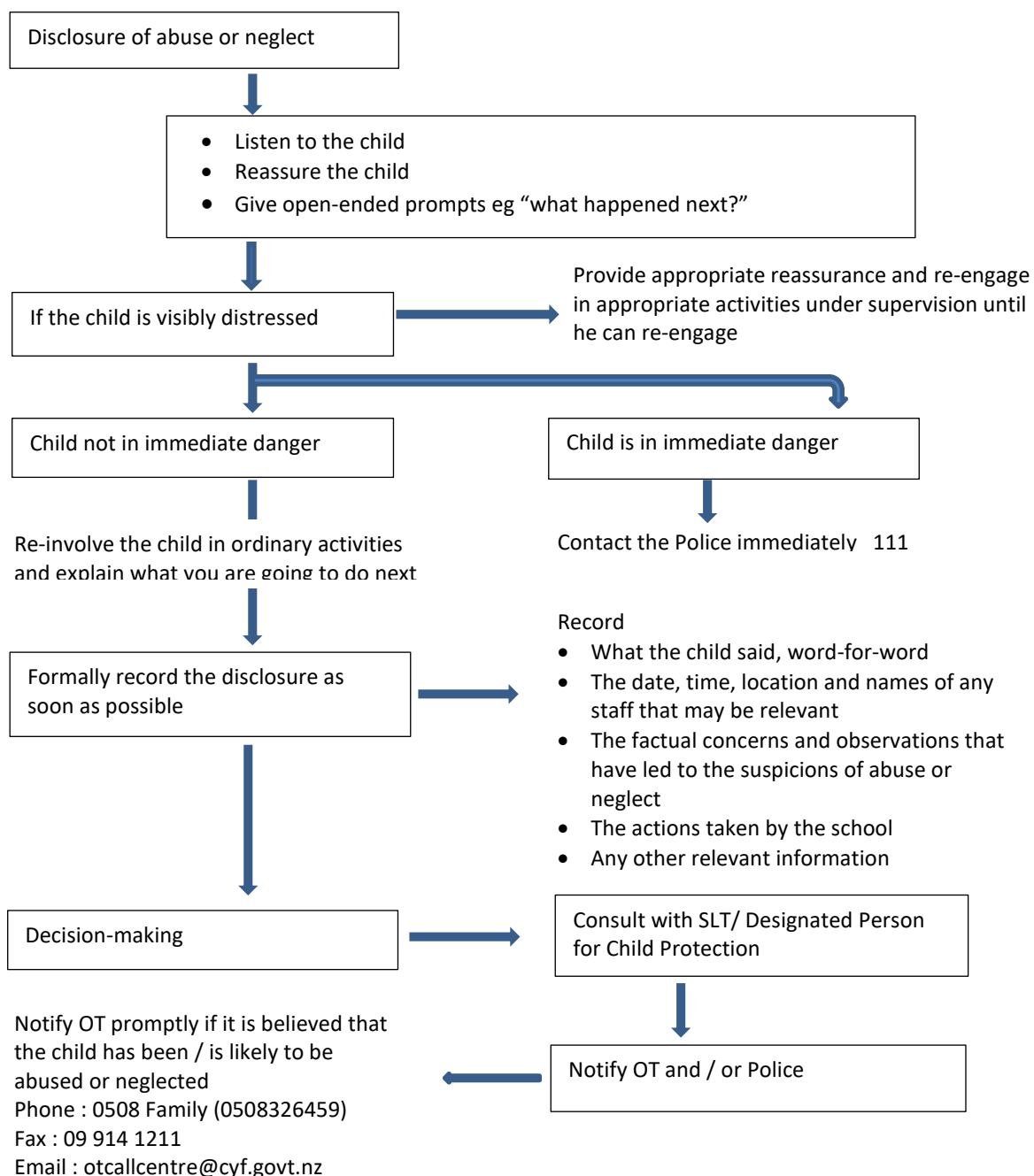
Physical	unexplained injuries, burns, fractures, unusual /excessive itching, genital injuries, STDs
Developmental delays	small for age, cognitive delays, falling behind in school, poor speech, poor social skills
Emotional abuse/neglect	sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness, loneliness, self-harm
Behavioural concerns	age-inappropriate sexual interest or play, fear of a certain person or place, eating disorders, substance abuse, disengagement, neediness, aggression
Allegation or disclosure	Talking about things that indicate abuse

c. Signs of possible neglect

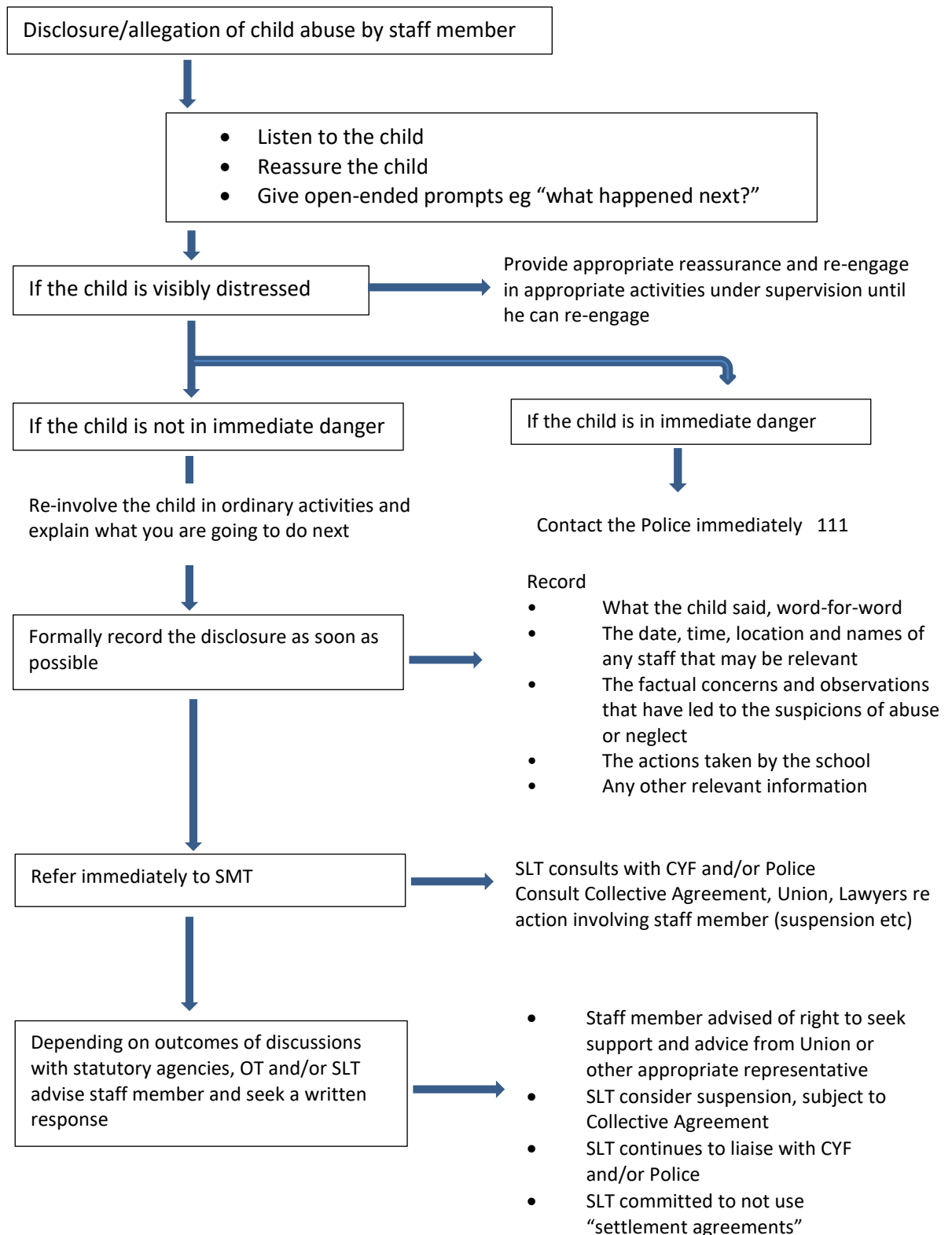
Physical	looking rough and uncared-for, dirty, inappropriately clothed, underweight
Developmental delays	small for age, cognitive delays, falling behind in school, poor speech, poor social skills
Emotional abuse/neglect	sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness, loneliness, self-harm
Behavioural concerns	eating disorders, substance abuse, disengagement, neediness, aggression
Neglectful supervision	out and about unsupervised, left alone, no safe home to return to, living with friends
Medical neglect	Skin disorders, other untreated medical issues

3. Responding to suspected abuse or neglect

a. Responding to a child who discloses abuse



b. When an allegation is made against a member of staff



- c. Confidentiality and information sharing
 - i. Staff immediately inform SLT and Designated Person for Child Protection of suspicions/allegations
 - ii. SLT and Designated Person for Child Protection seek advice from OT and Police before further sharing of information about alleged abuse/neglect
 - iii. Family/whanau are only informed about suspected/actual abuse after discussions with OT and Police
 - iv. No disciplinary proceedings may be brought against a person making a report in good faith about abuse/neglect allegations to OT and Police
 - v. Meet the requirements of privacy principles when collecting information
 - vi. Information may be disclosed under the Privacy Act if there is a serious risk to health and safety

4. Safety Checking

- a. Children's Worker Safety Checking
 - i. People employed or engaged in work that involves regular or overnight contact with children must be safety checked
 - ii. The school may not employ a person as a children's worker without ensuring that a safety check of that person complies with section 31 before employment commences
 - iii. The school must safety-check existing core and non-core worker employees within 3 years of this school procedure coming into force
 - iv. Nothing in the Criminal Records (Clean Slate) Act 2004 authorises the concealment of a conviction for a specified offence of a person who is subject to a safety check in relation to employment as a core worker, even if the person is otherwise deemed to have no criminal record
 - v. A person may apply for exemption according to section 36(1) for a specified offence
- b. The safety checking regulations include:
 - i. Confirmation of the identity of the children's worker, for example sighting the required documents, or by using an electronic service, such as the RealMe identity verification service.
 - ii. Consideration of specific information prescribed by regulations made under section 32 - collection and consideration of a range of information about the candidate, including a work history, a referee check, and an interview of the candidate, and third party checks with their professional registration body or licensing authority (as appropriate)
 - iii. A Police vet is required.
 - iv. A risk assessment carried out as prescribed by regulations under section 32 - evaluation of this information and assessment of the risk the person would pose to the safety of children if employed or engaged as a children's worker, including consideration of whether the role is a core children's workforce role.
- c. Managing a core worker convicted of a specified offence (refer Appendix 1)
 - i. The school must immediately

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- a) Suspend the worker from all duties that require the person to act as a core worker
- b) Specify the period of suspension – not less than 5 working days, and may be extended from time to time
- c) Inform the worker of the reason for the suspension and grounds for the school's belief
- d) Advise the worker that s/he may respond to the reason(s) for suspension
- ii. The school may not terminate employment/engagement until at least 5 working days after suspension
- iii. The school must continue to pay the worker during suspension on whatever basis would apply had the person been suspended on the grounds of serious misconduct
- iv. At the end of the period of suspension employment must be terminated if the school believes there are reasonable grounds for termination
- v. If a worker's employment has been terminated in terms of the Vulnerable Children's Act
 - a) No compensation or other payment is payable regardless of contractual agreement
 - b) The termination is deemed a justifiable dismissal for the purposes of Part 9 of the Employment Relations Act 2000

d. Process

Confirming identity – use one of the two methods below

- i. Method (a) – use of electronic identity credential
 - a) Verify by using an electronic identity credential as defined in the Electronic Identity Verification Act 2012, such as the RealMe identity verification service
 - b) Establish uniqueness of claimed identity by searching the Teachers' Council records to ensure that the claimed identity does not belong to another person employed or engaged (currently or previously) as a teacher
- ii. Method (b) – use of appropriate regulatory process

A. Establishing that the identity exists using an original primary identification document – one must be used

DOCUMENT	ISSUING AGENCY
NZ Passport	Dept of Internal Affairs
Overseas passport	Overseas authority
NZ emergency travel document	Dept of Internal Affairs
NZ Certificate of Identity (Passports Act 1992 and Immigration Act 1987)	Dept of Internal Affairs Ministry of Business, Innovation or Employment
NZ Firearms Licence	NZ Police
NZ Full birth certificate issued after 1 Jan 1998 with a unique identification number	Dept of Internal Affairs
NZ Citizenship Certificate	Dept of Internal Affairs

- B. Establishing that the identity is a living identity and that the person presenting uses the identity in the community, using an original secondary identity document – one must be used

DOCUMENT	ISSUING AGENCY
NZ Driver's Licence	NZ Transport Agency
18+ Card	Hospitality NZ Inc
Community Services Card	Ministry of Social Development
SuperGold Card	Ministry of Social Development
Veteran SuperGold Card	Ministry of Social Development
NZ student photo ID	NZ Educational Institution
NZ Employee photo ID	Employer
NZ Electoral roll record	Electoral Enrolment Center of NZ Post Ltd
Inland Revenue number	IRD
NZ issued utility bill under 6 months old	
Steps to Freedom form	Dept of Corrections

- C. Establishing that the children's worker links to the identity in one of two ways
Option (i) – check at least one of the two forms of identification against the worker using the photo identification OR

Option (ii) – use an identity referee provide by the worker on presentation of identity documents. The worker must provide

- Name and contact details of an identity referee AND
- A photo of the worker authenticated by the referee ("certified true likeness of, signed and dated) OR
- A verification statement signed and dated by the identity referee verifying that the primary identification document produced by the worker relates to that worker
- Criteria to qualify as an identity referee
 - Has known the worker for at least 12 months
 - Is older than 16 years
 - Is not related to the worker and not part of the worker's extended family
 - Is not a spouse or partner of the worker
 - Does not live at the same address as the worker

- D. Establishing that the worker is the sole claimant of the identity

- Establish uniqueness of claimed identity by searching the Teachers' Council records to ensure that the claimed identity does not belong to another person employed or engaged (currently or previously) as a teacher
- Identity verification for periodic checking
 - Limited identity verification is required for 3-yearly rechecking
 - Confirm that the person has not changed name during the interval since presenting identity documents the first time
 - If there has been a name change since the last safety check, the person must submit a supporting name change document relating to the name change

- Verifying documentary evidence
 - All documentation sighted for identification purposes must be original
 - Check between documents and across documents for authenticity – warning signs include rips, tears, discoloration, damage, lettering inconsistencies, incorrect spelling
- Name changes
 - The following documents may be used as evidence to support a name change
 - Once identification has been established, staff may use their “preferred name”

DOCUMENT	ISSUING AGENCY
NZ Birth Certificate issued for the purpose	Dept of Internal Affairs
Change of name by statutory declaration	Dept of Internal Affairs
Change of name by deed poll	Dept of Internal Affairs
NZ Name change Certificate	Dept of Internal Affairs
NZ Marriage Certificate	Dept of Internal Affairs
NZ Civil Union Certificate	Dept of Internal Affairs
NZ Order dissolving marriage or civil union	Ministry of Justice
NZ Order declaring marriage or civil union void	Ministry of Justice

- Dealing with discrepancies
 - First seek an explanation from the applicant
 - If the documentation is clearly fraudulent, direct the issue immediately to the appropriate agency (Police, issuing body, professional body, licencing authority)
 - Discrepancies must be satisfactorily resolved before continuing with the recruitment and appointment process
- Carrying out interviews
 - All new applicants must be interviewed as part of the safety checking process
 - Interviews are used to confirm information submitted during the process
- Best practice
 - Interviews should be face-to-face but may be via telephone or Zoom
 - Conduct 2 interviews to allow reference and other checks to take place
 - Use a panel for the interview
 - Have a structure and use planned, open questions
- Risk assessment
 - A risk assessment must be made for every person being safety checked
 - Determine
 - Whether or not the person as a children’s worker poses/would pose any risk to the safety of children
 - If the person does / would pose a risk, what the extent of that risk is in the context of a core / non-core worker
 - Take into account all information gathered through identity confirmation, Police vetting, interview and 5 year work history / referees / professional organisations / licencing or registering authority
 - Take into account any guidelines issued by a key agency
 - The assessment must be carried out by
 - An officer or employee of the governing body
 - A person or organisation acting on behalf of the governing body

- A combination of the above
- Complete the Assessment Form, Appendix 2

5. Staff training, supervision and support

- a. Staff will be trained to
 - i. Identify possible abuse or neglect
 - ii. Respond to suspected abuse or neglect
- b. Training will be
 - i. included in the annual professional training schedule
 - ii. delivered by school staff and agency professionals as required and appropriate
- c. Staff who are psychologically affected by issues arising from dealing with child abuse and neglect can access support from
 - i. peers
 - ii. school guidance counsellor
 - iii. Community Mental Health
 - iv. EAP
 - v. Church support groups
 - vi. SMT

6. Related documentation

- a. Vulnerable Children Act 2014
- b. Safer organisations, Safer children. Guidelines for child protection policies to build safer organisations [Children's Action Plan]
- c. Vulnerable Children (Requirements for Safety Checks of Children's Workers) Regulations 2015
- d. Children's worker safety checking under the Vulnerable Children Act 2014 [Children's Action Plan]
- e. Vulnerable Children Act – Scope of the Standard Safety Checking Requirements
- f. WBHS Complaints Procedure
- g. WBHS Staff Code of Conduct
- h. WBHS Professional Boundaries with Students Guidelines

7. Review process and timeline

- a. Date of Policy adoption – February 2021
- b. Date of Management Review of Procedure – February 2023

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Appendix 1

Specified offences

(1)	section 98	dealing in slaves
(2)	section 98AA	dealing in people under 18 for sexual exploitation
(2A)	section 124A	indecent communication with a young person under 16
(3)	section 128B	sexual violation
(4)	section 129	attempted sexual violation and assault with intent to commit sexual violation
(5)	section 129A	sexual conduct with consent induced by certain threats
(6)	section 130	incest
(7)	section 131	sexual conduct with dependent family member
(8)	section 131B	meeting young person following sexual grooming
(9)	section 132	sexual conduct with child under 12
(10)	section 133	indecent with girl under 12
(11)	section 134	sexual conduct with a young person under 16
(12)	section 135	indecent assault
(13)	section 138	sexual exploitation of a person with significant impairment
(14)	section 139	indecent act between woman and girl
(15)	section 140	indecent with a boy under 12
(16)	section 140A	indecent with boy between 12 and 16
(17)	section 141	indecent assault on man or boy
(18)	section 142A	compelling indecent act with animal
(19)	section 143	bestiality
(20)	section 144A	sexual conduct with children and young people outside New Zealand
(21)	section 144C	organising or promoting child sex tours
(22)	section 154	abandoning child under 6
(23)	section 172	punishment for murder
(24)	section 173	attempt to murder
(25)	section 177	punishment for manslaughter
(26)	section 178	infanticide
(27)	section 182	killing of unborn child
(28)	section 188	wounding with intent
(29)	section 189(1)	injuring with intent to cause grievous bodily harm
(30)	section 191	aggravated wounding or injury
(31)	section 194	assault on child
(32)	section 195	ill-treatment or neglect of child or vulnerable adult
(33)	section 195A	failure to protect child or vulnerable adult
(34)	section 198	discharging firearm or doing dangerous act with intent
(35)	section 204A	female genital mutilation
(36)	section 204B	further offences relating to female genital mutilation
(37)	section 208	abduction for purposes of marriage or sexual connection
(38)	section 209	kidnapping
(39)	section 210	abduction of young person under 16

Specified offences

- An offence that is equivalent to an offence against any section of the Crimes Act 1961 referred to in clause 1, but that was committed against a provision of the Crimes Act 1961 that has been repealed
- An attempt to commit any offence referred to in clause 1 and 2, where the offence is not itself specified as an attempt and the provision does not itself provide that the offence may be completed on an attempt
- A conspiracy to commit any offence referred to in clause 1 or 2
- An offence against any of the following sections of the Films, Videos and Publications Classification Act 1993
 - Section 124 offences relating to objectionable publications, involving knowledge
 - Section 127(4) exhibition to persons under 18
 - Section 131A offences relating to possession of objectionable publications, involving knowledge
- An offence against section 209(1A) of the Customs and Excise Act 1996

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WAITAKI BOYS' HIGH SCHOOL

APPENDIX 2 VULNERABLE CHILDREN ACT 2014 SAFETY CHECK FORM

Applicant	DOB
Assessor	Position

CONFIRMATION OF IDENTITY				
Document	Photo match	Seen by	Authentic	Date
1	Y/N		Y/N	
2	Y/N		Y/N	
SUPPORTING NAME CHANGE DOCUMENTS				
			Y/N	
REFEREE				
Name	Contact details		Authenticated photo	
			Y/N	
POLICE VETTING				
Concerns	Specified offences			Date
RISK ASSESSMENT				
Context	Extent of risk			Assessor
Core				
Non-core				

RECOMMENDATION

Applicant signature	Date
Assessor signature	Date
For the BoT	Date

HEALTH AND

SAFETY

SECTION

HEALTH AND SAFETY

The school will be a safe environment for students and staff

1. Risks and Hazards

- a. All staff are generally responsible for contributing towards work-place safety by
 - i. reporting and logging risks and hazards
 - ii. eliminating or minimising identified risk and hazards
- b. All HoDs, and the Director of Boarding are responsible for
 - i. discussing and minuting risks and hazards at each department meeting
 - ii. ensuring that minuted risks and hazards are immediately emailed to the Deputy Rector to be actioned
 - iii. developing an action plan to eliminate or minimise risks and hazards in their area of responsibility
- c. Science staff are responsible for
 - i. conducting experiments safely
 - ii. ensuring that chemicals are correctly stored and used
 - iii. ensuring that safety gear is worn appropriately and correctly
 - iv. ensuring that hazardous spills are correctly contained and dealt with
 - v. disposing of hazardous waste correctly
- d. Technology staff are responsible for
 - i. properly supervising the storage and use of equipment and materials
 - ii. ensuring that machine operators have documented training
 - iii. ensuring that students use machines as approved within MoE Safety Guidelines
- e. Agriculture staff are responsible for
 - i. ensuring the safe storage and use of chemicals, equipment and materials
 - ii. ensuring the safety of students and animals on the school farm
- f. The Property supervisor is responsible for the
 - i. safekeeping and correct use of fuel, chemicals and poisons used by Property
 - ii. safekeeping, maintenance and use of all Property appliances and machinery
- f. The Director of Boarding is responsible for
 - i. discussing and minuting risks and hazards at each Hostel staff meeting
 - ii. ensuring that minuted risks and hazards are immediately emailed to the Deputy Rector for action
 - iii. developing an action plan to eliminate or minimise risks and hazards in the Hostel
- g. The Occupational Health and Safety Coordinator (Deputy Rector) will
 - i. maintain and quarterly review a list of potential hazards and appropriate controls in each area of the school
 - ii. ensure that staff and students working in those areas are aware of them
 - iii. manage the action plan to eliminate or minimise risks and hazards

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- iv. ensure that each work-space has a Hazard Register displayed in clear view
- v. coordinate H and S with the Deputy Rector on a day-by-day basis
- h. The Deputy Rector will provide a monthly H and S report to the BoT

2. Worker Engagement and Participation

a. Issue Resolution

- i. Any matter that concerns a worker about their health and safety should be raised by that worker with his/her line manager in the first instance – this can be raised by the worker or HSR
- ii. If the school leader cannot resolve the issue to the worker's satisfaction, the HSR will be approached to mediate if not already involved
- iii. The worker, HSR and school leader will work together to get a satisfactory and timely resolution
- iv. If a satisfactory resolution still cannot be reached, the worker / HSR / worker and HSR can opt to use the following options to get resolution
 - a) Operational issues (including workload, work processes) should be raised with the relevant appropriate manager
 - b) Building facilities matters should be raised with the
 - Property Supervisor (maintenance and repair),
 - Timetabler (room allocations),
 - IT Manager (IT / telephone /data projectors),
 - Deputy Rector (hazards), or
 - Rector
 - c) Policy concerns should be raised via the Committee and / or HSRs with the Board

b. Right to refuse unsafe work

- i. If a worker believes that carrying out specific work would expose the worker or any other person to a serious risk to the health and safety of the worker or other person arising from an immediate or imminent exposure to a hazard, the worker may cease or refuse to carry out work.
- ii. The following steps will be taken
 - a) The worker will immediately advise the relevant member of school leadership
 - b) The worker and school leader will attempt to resolve the matter as soon as is practicable
 - c) If the matter is not resolved the worker may continue to refuse to carry out the work, if the worker has reasonable grounds to believe that carrying out the work would expose the worker or any other person to a serious risk to the worker's or any other person's health and safety arising from an immediate or imminent exposure to a hazard
 - d) WorkSafe NZ will be requested to assist with matters that cannot be resolved

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- e) The worker will perform any other work that the employer reasonably requests within the scope of their employment agreement until the issue is resolved
- c. Provisional Improvement Notices
 - i. An appropriately-trained HSR may issue a Provisional Improvement Notice (Notice) to a person if the HSR reasonably believes that the person is contravening / likely to contravene a provision of the Act or Regulations
 - ii. The Notice may require the person to
 - a) Remedy the contravention
 - b) Prevent a likely contravention from occurring
 - c) Remedy the things / activities causing / likely to cause the contravention
 - iii. The Notice may only be issued after the HSR has first consulted with the person at fault
 - iv. A Notice may not be issued if an inspector has already issued a Notice in relation to the same matter
 - v. When a Notice is issued, the HSR must provide a copy of that notice to the relevant school leader as soon as is practicable
- d. Committee Meetings
 - i. All meetings will have an agenda circulated in good time before the meeting
 - ii. The agenda format is as follows
 - Health and Safety Committee**
 - Meeting to be held on*
 - Venue*
 - Time*
 - Agenda**
 - 1. Present*
 - 2. Apologies*
 - 3. Minutes of last meeting*
 - 4. Matters arising*
 - 5. Regular reports*
 - *Board member(s)*
 - *Rector*
 - *Health and Safety Representatives*
 - 6. Outstanding issues from previous meeting*
 - 7. Review of actions of previous meetings*
 - 8. Requests or issues to be considered by the Board of Trustees*
 - 9. Progress on any internal or external reviews of policies, processes and procedures*
 - 10. Progress on health and safety improvements*
 - 11. Next meeting.*
 - iii. Meeting minutes will be circulated within 3 working days of a meeting
 - iv. The format for meeting minutes is as follows

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Health and Safety Committee**Minutes of meeting**

Date

Venue

Present

Apologies

<i>Agenda item – Topic ;</i>		
<i>Discussion points</i>		
<i>Actions</i>	<i>Responsible</i>	<i>Due Date</i>
1.		
2.		

<i>Agenda item – Topic:</i>		
<i>Discussion points:</i>		
<i>Actions</i>	<i>Responsible</i>	<i>Due Date</i>
1.		
2.		

- e. Policy and Procedure Review
 - i. Every 2 years or more regularly by agreement
 - ii. Provisions of this agreement may be varied by the Board following consultation with workers

3. Risk Management

- a. Managing health and safety risks effectively

The four steps for managing health and safety risks effectively are

 - i. Identifying hazards by finding out what situations and things could cause death, injury and illness
 - ii. Assessing risks by understanding
 - a) the nature of the risk that could be caused by the hazard
 - b) what the consequences could be
 - c) the likelihood of an event happening
 - iii. Controlling risks by implementing the most effective control measures that are reasonably practicable in the circumstances
 - iv. Reviewing control measures to ensure that they are working effectively
- b. Roles and responsibilities
 - i. Officers
 - a) Ensure that workers and others know about school health and safety risk processes and procedures
 - b) Ensure that workers receive appropriate health and safety risk training, and are aware of the risks on induction into the work area

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- Hold and maintain the risk register for the work group, which records the following for each identified hazard
 - The harm that the hazard could cause
 - The likelihood that the harm could occur
 - The level of risk
 - The effectiveness of current controls
 - What further controls are needed
 - How the controls will be implemented (who, when)
 - Review date
- c) Inform 'others in the workplace' of any known risks and controls in place
- d) Assess reported risks
- e) Consult with workers on the most effective controls to manage identified risks
- f) Regularly review and monitor risks and the controls that are in place
- ii. Workers (employees, temporary workers, contractors, volunteers)
- a) Take reasonable care of their own health and safety
- b) Take reasonable care that their acts are not a risk to the health and safety of others
- c) Take reasonable steps to eliminate risks when they are first identified
- d) Report any risks to the appropriate school leader, including risks that have already been eliminated
- e) Seek support from the health and safety representatives (HSR) on health and safety risk matters if required
- f) Comply with the Risk Management Policy and Procedure in the school
- g) Comply with any reasonable instruction given by the BoT or the PCBU of the school in relation to risks in the workplace
- h) Inform others of known risks
- i) May cease or refuse to carry out work if they believe that the work would expose them to a serious risk
- iii. Health and Safety committee
- a) Facilitates cooperation between the BoT and school workers to instigate, develop and carry out measures designed to ensure the health and safety of workers at school
- b) Assists in developing any standards, rules, policies or procedures relating to health and safety that are to be adhered to in the school
- c) Makes recommendations to the BoT about work health and safety
- iv. Health and Safety Representatives
- a) Represent workers on health and safety risk matters
- b) Promote the interests of workers who have raised health or safety risks
- c) Monitor risk controls undertaken by the BoT

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- d) Investigate complaints from workers about health and safety risks
- e) Issue provisional improvement notices after first consulting with the appropriate school leader, when risks in the workplace are not managed so far as is reasonably practicable
- f) Direct workers to cease work if they believe that the work would expose them to a serious risk
- v. Others (visitors, students, parents, contractors etc)
 - a) Take reasonable care of their own health and safety
 - b) Take reasonable care that their acts are not a risk to the health and safety of others
 - c) Take reasonable steps to eliminate risks when they are first identified
 - d) Comply with any reasonable instruction given by the BoT in relation to risks

c. Assessing Risks

- i. The consideration of the severity of consequences for a person exposed to a hazard, combined with the likelihood of the event happening
- ii. Risk level increases as the likelihood of injury or illness increases
- iii. Risk assessments determine
 - a) Risk severity
 - b) The effectiveness of existing control measures
 - c) Actions required to control specific risks
 - d) The urgency of required action
- iv. Assessing severity - Rated by the degree of injury or illness that could result

DESCRIPTOR	VALUE	DESCRIPTION
Catastrophic	5	Single or multiple deaths
Major	4	Extensive injuries or severe illness requiring hospitalisation; permanent disability; sick days greater than 2 weeks; amputation
Serious	3	Injuries or illness requiring medical attention off-site; hospitalisation greater than 48 hours; restricted work greater than 28 days; lost days less than 2 weeks
Moderate	2	Injuries or illness requiring first-aid, can be dealt with on-site; restricted work for less than 28 days
Minor	1	Negligible or no injuries or illness, no treatment required; near-miss; injuries require on-site first aid

v. Assessing likelihood - Rated according to likelihood of occurrence

DESCRIPTOR	VALUE	DESCRIPTION
Almost certain	5	Expected to occur unless preventative action is taken; frequent occurrences under similar conditions
Likely	4	Will probably occur at some time under current risk control measures; infrequent occurrence in similar conditions; 50% chance of occurrence in current conditions
Possible	3	Occurrence possible under current/similar conditions; lack of evidence for assurance of impossibility; at least one occurrence under similar conditions
Unlikely	2	Occurrence unlikely under current/similar conditions; not aware of occurrence
Rare	1	Possibility/occurrence unlikely under significantly changed conditions

vi. Assessing the level of risk – Risk level will increase as the likelihood of injury or illness and its severity increases. Use to prioritise risks for appropriate control measures

LIKELIHOOD	CONSEQUENCE				
	Minor	Moderate	Serious	Major	Catastrophic
Very likely	5	10	15	20	25
Likely	4	8	12	16	20
Possible	3	6	9	12	15
Unlikely	2	4	6	8	10
Rare	1	2	3	4	5

RISK LEVEL	MANAGEMENT LEVEL	CRITERIA
High Risk value 11 - 25	Immediate action	Unacceptable risk under existing circumstances; requires immediate action to eliminate/ minimise risk so far as is reasonably practicable; includes work stoppage
Medium Risk value 4 -10	Review and manage risks, monitor	Existing controls are not effective/managing the risk; risk must be reviewed and managed with controls
Low Risk value 1 - 3	Acceptable with controls	Work can proceed with accepted controls in place, with monitoring

- vii. Completing the Hazard Register
 - Five steps
 - a) Describe the hazard, and the harm it could cause
 - b) State the location
 - c) Rate the risk and likelihood
 - d) Recommend the control measure (eliminate / isolate / minimise), rate current controls
 - e) Obtain authorisation for implementation of control measure (who, what, when, where)
- viii. Review
 - a) Biennially or longer by agreement.
 - b) Provisions may be varied by the BoT following consultation with workers

WAITAKI BOYS' HIGH SCHOOL

RISK ASSESSMENT REGISTER

Assessment date	Location	Hazard description	Risk level	Likelihood	Control Eliminate, isolate, minimise	Control actions

4. Injury and Accident Management and Reporting

Six steps of effective incident management

- a. Step 1: Identification of an incident
 - i. All workers must be able to identify when a near-miss has occurred
 - ii. Act immediately to ensure the safety of all involved
 - iii. Ensure that the workplace environment poses no further risks
 - iv. Apply/seek first-aid if needed
- b. Step 2: Notification of the incident
 - i. Notify the relevant school leader immediately
 - ii. Use the Incident Notification form to document the incident(s)
 - iii. School leader(s) investigate the incident and take local action
 - iv. All incidents and notifiable events (including near-misses) must be reported
- c. Step 3: Assessment of the incident
 - i. School leader(s) assess the level of incident
 - ii. School leader contacts WorkSafe NZ when a 'Notifiable Event' takes place (notifiable injury/illness/incident – harm resulting in hospitalisation for 48 plus hours)
 - iii. Preserve the incident site if WorkSafe NZ must inspect for a Notifiable Event
- d. Step 4: Investigate the incident
 - i. Investigate to identify the cause(s) of the incident
 - ii. Identify corrective actions to prevent similar incidents occurring again
 - iii. Implement the corrective actions as soon as practicable
- e. Step 5: Actions
 - i. Develop actions for each recommendation (who, what, where, when)
 - ii. Consult about action with the HSR, the affected worker(s) and others involved in the workplace
 - iii. Review the Risk Register and put risk controls into place
 - iv. Specific workers are accountable for implementing actions
 - v. HSR monitors implementation progress regularly
 - vi. Additional monitoring using the Risk Register, Committee, and through information collated by Officers
 - vii. The HSR and Officers collate information to generate reports and analysis from incident data
 - viii. The HSR and Officers identify trends and risks, and initiate, monitor and evaluate system improvements
- f. Step 6: Review
 - i. Monitor whether or not actions have been successful in preventing further incidents
 - ii. The manager and HSR reviews actions in consultation with workers

Roles and responsibilities

- a. PCBU
 - i. Make health and safety a key part of the PCBU role
 - ii. Do everything reasonably practicable to remove or reduce the risk of injury or illness

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- iii. Ensure that all incidents, injuries and near-misses are appropriately recorded
 - iv. Investigate incidents and near-misses, and reduce the likelihood of them being repeated
 - v. Have emergency plans and procedures in place
 - vi. Train everyone on site about hazards and risks to ensure a safe working environment
 - vii. Help workers who have been ill or injured to return to work safely
- b. Officers (Rector, individual Board members)
 - i. Know about and keep up-to-date with incidents related to school operations
 - ii. Ensure that resources and processes are in place to prevent incidents from happening
 - iii. Ensure that processes are in place to produce timely information about incidents
 - iv. Ensure that health and safety procedures are actually implemented
 - v. Monitor the health and safety performance of the school
- c. Workers
 - i. Take reasonable care of their own health and safety
 - ii. Ensure that their actions or omissions do not affect the health and safety of others
 - iii. Report every incident immediately to the relevant school leader
 - iv. Report every risk and hazard immediately to the relevant school leader
 - v. Co-operate during the implementation of the incident management policy and procedure
 - vi. Co-operate during the implementation of incident investigations
 - vii. Participate in the implementation, monitoring and evaluation of actions following incident investigations
 - viii. Comply with all reasonable instructions given by the PCBU of a related site when visiting there
 - ix. Expect fellow workers and others to notify school leaders about identified incidents
- d. Members of the school leadership team
 - i. View all submitted incident investigation forms as soon as is practicable
 - ii. Report Notifiable Events to WorkSafe NZ via the Rector
 - iii. Investigate all submitted incident reports, undertake corrective actions in a timely manner, and document everything
 - iv. Consult with the HSR, affected worker(s) and others in the workplace during investigations and when taking action
 - v. Delegate actions to relevant workers, allowing them to also review the delegated actions
 - vi. Monitor and review the effectiveness of actions
- e. HSR
 - i. Represent workers on matters relating to health and safety incidents
 - ii. Investigate complaints from workers in the workplace

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- iii. Monitor the incident management approach undertaken by the Board
- iv. Promote the interests of workers who have reported health and safety incidents
- v. Participate in incident investigations if requested to do so by the relevant school leader
- f. First Aiders
 - i. Take reasonable care of their own health and safety in incident situations
 - ii. Identify themselves to all others in the workplace
 - iii. Provide immediate first aid to anyone who has suffered an injury or illness while at work
 - iv. Ensure that the workplace has adequate first aid resources for the level of first aid qualification
 - v. Ensure that first aid can be provided for the level of risk identified through risk assessment
 - vi. Keep first aid qualifications up-to-date
 - vii. Attend training or refresher courses as required
- g. Others in the workplace (students, parents, visitors, contractors)
 - i. Take reasonable care of their own health and safety
 - ii. Ensure that their actions or omissions do not affect the health and safety of others
 - iii. Comply with instructions given by the PCBU
 - iv. Immediately report all risks and incidents to an officer

INJURY AND INCIDENT REPORTING CHECKLIST

Used to review injury and incident reporting processes

Does WBHS have:	Yes	No
An injury and incident reporting procedure?		
Injury and Incident Registers?		
A procedure for reporting Notifiable Events to WorkSafe NZ?		
A process for following-up a recommendation from WorkSafe NZ?		
A procedure for investigating injuries and incidents?		
A process to show that corrective actions are undertaken when investigations identify deficiencies?		
A record to show that all workers understand what notifiable injuries and illnesses are?		
A process for educating all school workers, students and visitors about injury and illness reporting?		
A process for collating all injury and incident data into a central database or spreadsheet for analysis?		
A process to review the causes of injuries and incidents and remedial actions?		
A process to identify trained First Aiders to workers and others?		

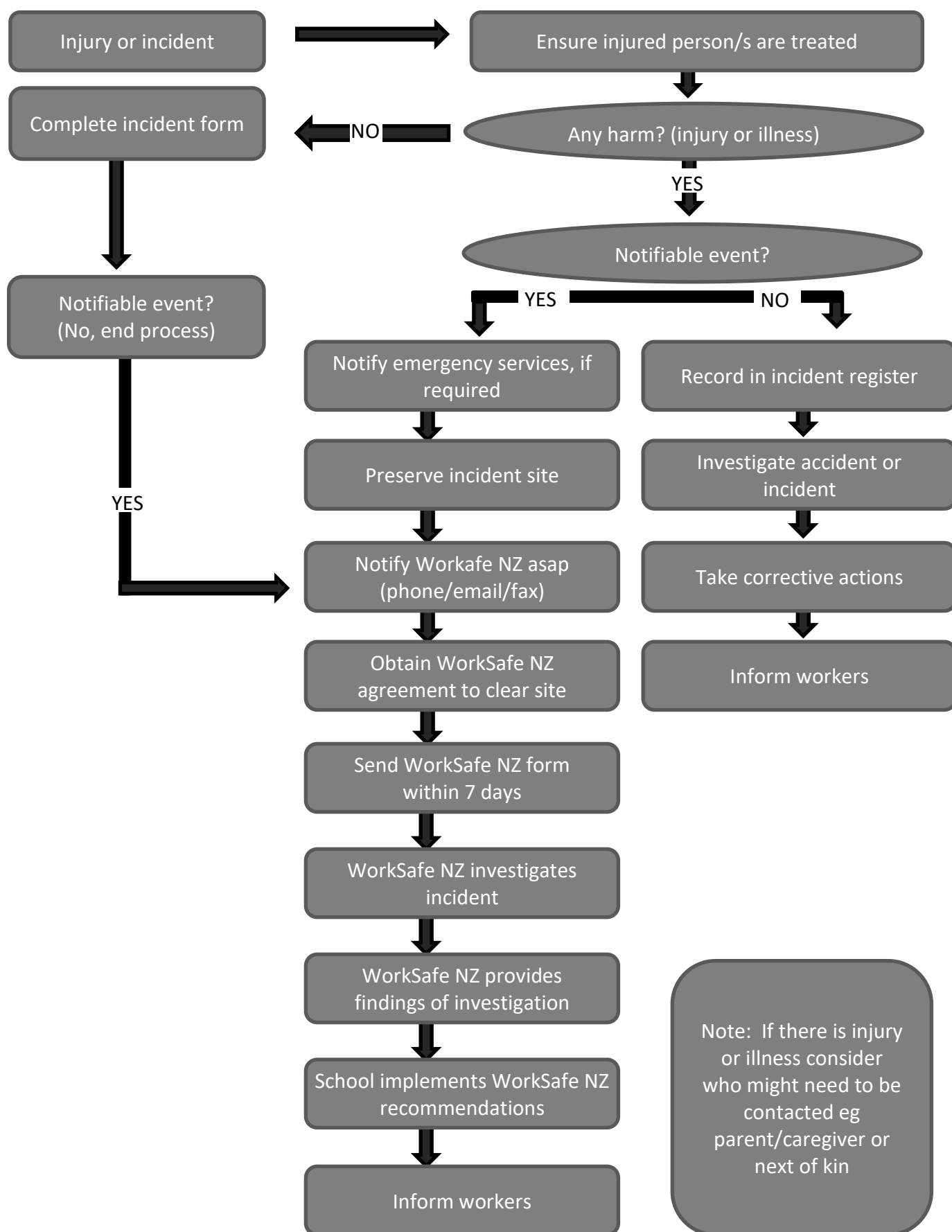
Approved by _____ Date : _____

Next review date : _____

ACTIONS ARISING FROM CHECKLIST	WHO	WHEN	WHERE

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INJURY / INCIDENT PROCEDURE FLOWCHART



CHECKLIST FOR CAUSES OF INCIDENTS AND INJURIES

Procedures and Practices					
Operating without authority		Defective equipment		Inadequate work standards	
Failure to warn		Improper use		Failure to use PPE	
Failure to secure		Improper loading		Improper positioning	
Improper speed		Improper lifting		Servicing equipment while in use	
Over-riding safety devices		Other			
Plant, Equipment, Conditions and Work Environment					
Abuse or misuse		Temperature extremes		Inadequate guards or barriers	
Wear and tear		Radiation exposure		Inadequate PPE	
Inadequate maintenance		Noise exposure		Defective tools, equipment, materials	
Inadequate engineering		Exposure to disease		Congested / restricted action	
Inadequate ventilation		Poor housekeeping		Hazardous gas/dust/fumes	
Inadequate lighting		Fire and explosion hazard		Inadequate tools/ equipment	
Inadequate warning system		Other			
Personal Factors					
Lack of knowledge		Improper motivation		Lack of skill	
Stress		Inadequate capability		Skylarking	
Tiredness		Other			
Management or System Failures					
Insufficient training or information		Inadequate leadership			
Inadequate ventilation		Poor housekeeping			
Inadequate lighting		Fire and explosion hazards			

Comments

Reviewed by _____ Date _____

Next review date _____

INJURY / INCIDENT INVESTIGATION FORM - WAITAKI BOYS' HIGH SCHOOL

Injury or Incident Details			
Date	Time	Location	Date reported
Personal details of person involved			
Name			
Address			
Phone numbers			
Injury type (circle)			
Strain/sprain	Bruising	Dislocation	Other
Fracture	Scratch/abrasion	Internal	
Laceration/cut	Amputation	Foreign body	
Burn/scald	Chemical reaction	Stress/fatigue	
Damaged property			
Cause of damage	Nature of damage	Type of damage	
The Injury			
Describe what happened			
Describe injuries			
Describe the causes of the injury/incident			

Diagram of incident			
What is the risk of this event happening again? (circle)			
Very likely	Likely	Moderate	Unlikely Rare
Action to be taken to prevent recurrence			
Action?	Actioned	Who?	When?
Injury treatment			
Treatment type ie medical, first aid	Name of person giving first aid	Doctor / Hospital (if required)	
Investigator name			Date
WorkSafe advised (circle) YES NO			Date

Investigator name Signed _____

HSR name Signed _____

Worker name Signed _____

Date _____

NOTICE OF RECORD OF INJURY/NOTIFIABLE EVENT

Employer details : Waitaki Boys' High School, Private Bag 50057, Oamaru. 034370529			
Location : 10 Waitaki Avenue, Oamaru			
Details of injured person			
Name		Date of birth	
Address		Sex (circle)	Male Female
Occupation / job title			
Length of employment (tick appropriate box)			
First week	First month	One to 6 months	Six months to 1 year
One to 5 years	More than 5 years	Non-employee	
Treatment of injury (tick appropriate box)			
Nil	First Aid	Doctor (not hospital)	Hospital
Time and date of notifiable event			
Time		Hours worked since start of work day	
Date		Shift (circle)	Day Afternoon Night
Mechanism of incident/serious harm (tick all appropriate boxes)			
Fall, trip, slip	Sound or pressure	Body stressing	Biological factors
Mental stress	Hitting objects with body part	Hit by moving objects	Heat, radiation or energy
Chemicals or other substances			
Agency of incident/notifiable event (tick all appropriate boxes)			
Machinery or (mainly) fixed plant	Mobile plant or transport	Powered equipment, tools, appliances	Non-powered tools, equipment, appliances
Chemicals, chemical products	Material or substance	Environmental agency	Animal, human, biological agency
Bacterial or viral			
Body part (tick all appropriate boxes)			
Head	Neck	Chest	Abdomen
Upper arm left/right	Lower arm left/right	Hand left/right	Spine
Upper leg left/right	Lower leg left/right	Foot left/right	Multiple locations

Systemic (state systems and/or organs)			
Nature of injury or disease (tick all appropriate boxes)			
Fatal	Fracture of spine	Limb fracture	Fracture of pelvis
Dislocation	Amputation	Head injury	Cranial fracture
Compound fracture	Open wound	Internal injury of abdomen	Internal injury of chest
Puncture wound	Eye injury	Ear injury	Nerves or spinal cord
Multiple injuries	Poisoning and toxic effects	Occupational hearing loss	Occupational vision loss
Superficial injury	Bruising, crushing	Foreign body	Burns
Damage to artificial aid	Disease, nervous system	Disease, musculo-skeletal	Disease, skin
Disease, digestive system	Disease, respiratory system	Disease, circulatory system	Tumour, benign or malignant
Disease, infectious	Disease, parasitic		
Where and how the incident / harm happened			
Investigation carried out?	Yes	No	
Significant hazard involved?	Yes	No	
Completed by Employer / Employer's representative (tick)			
Name			
Signature		Date	

5. Emergency response plans

- a. The school will have an emergency response plan in event of fire, earthquake, tsunami, need for lockdown, traumatic event, pandemic, gas leak or chemical spill
- b. The school will practice an emergency evacuation drill 3 times per year
- c. Lockdown/earthquake drill will be practiced once per year
- d. All practices will be
 - i. managed by the Health and Safety Co-ordinator
 - ii. logged
 - iii. carried out with the knowledge of local police and emergency services

6. First Aid/Sickroom

- a. The First Aid
 - i. will operate at all times during the school day from the Deans' suite
 - ii. will be provided and registered by the Attendance Officer
- b. Staff with current First Aid Certificates will provide support as needed
- c. Caregivers shall be notified by the Attendance Officer if a student
 - i. is too unwell to attend class
 - ii. requires further medical treatment
- d. If a student urgently requires further medical treatment
 - i. an ambulance will be called
 - ii. the school will simultaneously attempt to contact caregivers/emergency contacts
 - iii. inability to make contact with caregivers/emergency contacts will not prevent the school from taking emergency medical action
- e. Caregivers are responsible for supplying the school with emergency first aid for students with serious allergies or diabetes
- f. Students may not keep medication with them unless this has been negotiated with the Deputy Rector, who will then notify the appropriate staff
- g. Medication will only be dispensed by the school
 - i. by arrangement between caregivers/parents and school management
 - ii. if it is essential for the well-being of the student
 - iii. if it has been handed in at Deans' suite for safe keeping
- h. All dispensed medications will be logged by the Attendance Officer
- i. All staff and student injuries will be
 - i. reported immediately to the Attendance Officer
 - ii. logged and recorded by the Attendance Officer
 - iii. reported weekly to the Deans and Deputy Rector
 - iv. reported monthly to the BoT by the Deputy Rector

7. Sun protection

- a. All staff and students will wear approved sun-hats
 - i. especially during Terms 1 and 4
 - ii. during interval, lunchtime and school events and activities outside the classroom, and off-site

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- b. All staff and students are advised to wear sunblock when outside during the school day – sunblock is available from the Deans’ suite
- 8. Managing serious bullying, threatening, racist, abusive and dangerous student behaviour
 - a. This behaviour is monitored directly by the Deans and Deputy Rector
 - b. Staff, parents and students are expected to immediately report such behaviour to Deans, the Student Guidance Counsellor and/or Senior Leadership
 - c. Staff should not intervene in student fights unless they are sure that no harm will be done, either professionally or personally, and whether or not additional staff support is needed first
 - d. School management can manage the situation by
 - i. using controlled isolation
 - ii. investigating the incident and taking student statements
 - iii. contacting and meeting with caregivers
 - iv. employing full Restorative Practice
 - v. employing in-school or home stand-down
 - vi. suspending the student to the Board Disciplinary Committee
 - vii. involving the Police if required
 - e. All evidence and actions will
 - i. be fully documented according to the PB4L process and include written witness statements
 - ii. appropriately recorded in the pastoral record on KAMAR
- 9. Psychological support for students and parents
 - a. Parents of victims of negative behaviour will be fully involved in their psychological support
 - b. Support will be managed and coordinated by the Student Guidance Counsellor
 - c. House Group Teachers or other staff trusted by the student may be involved with support actions
 - d. Peer support can be mobilised by the House Support group
 - e. Outside agency support may be sought with parent involvement
- 10. The possession and use of nicotine, alcohol and illegal drugs, or substance abuse, by students or staff while under school authority is expressly forbidden
 - a. Possession and use of tobacco
 - i. The school grounds are a no-smoking zone for all staff, students, contractors and visitors
 - ii. Students found smoking will be managed within the school disciplinary system
 - iii. Smokers will be supported by the school in an effort to break dependency. The Student Guidance Counsellor will coordinate this with the Health Nurse
 - b. Possession and use of illegal drugs and alcohol
 - i. The personal belongings of suspects may be searched by SLT if there are good grounds for this - Police may be called in to search students if required

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- ii. The known possession and use of illegal drugs and alcohol will be immediately
 - a) reported to caregivers by the Deputy Rector or delegate
 - b) referred to the police by the Deputy Rector
- iii. Possessors will be isolated under supervision until police arrive
- iv. Any person suspected to be under the influence of a chemical substance on school grounds will be treated as being poisoned and will be sent by ambulance to Oamaru ED, with Police assistance if the person involved is non-compliant or is behaving in an unsafe manner
- v. The school will support users to break dependency, through the Student Guidance Counsellor
- vi. If there are good grounds for believing that drug or substance abuse away from school is impacting negatively on a student's learning and behaviour, the student's caregivers will be notified of the school's concern by the Deputy Rector
- vii. Possession and use of illegal drugs and alcohol and tobacco will be logged on KAMAR

11. Weapons

- a. The unauthorised possession of weapons by students or staff while under school authority is expressly forbidden
- b. A weapon is regarded as any object that can be used to inflict injury or to intimidate others and that is possessed or being used in an uncontrolled and unauthorised manner and for the wrong purposes
- c. When suspected possession of a weapon is reported to senior management, the Assistant Rector or delegate will immediately notify the Police and caregivers
- d. Staff will not intervene or search a student unless it is feared that physical harm is imminent and that this can be prevented by staff intervention
- e. Senior Leadership may elect to impose a school-wide lockdown as a precautionary intervention
- f. Staff residing on school grounds who are firearm owners are responsible for providing their own proper facilities for the safe storage of those firearms, firearm parts and ammunition
- g. Student firearms brought to school for participation in trap-shooting must be placed in the care of the Deputy Rector immediately on being brought onto school grounds

12. Responding to child abuse

- a. School staff will report suspicion or evidence of child abuse inside or outside of school to the Student Guidance Counsellor and/or Assistant Rector and/or SENCO
- b. The police and CYFs will be contacted to deal with the complaint
- c. The school will not contact the caregivers
- d. Confidentiality of information and action will be maintained

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13. Managing student attendance

A. ABSEENTEEISM

- a. The school expects the maximum possible attendance from students
- b. Staff will monitor student attendance carefully, using the electronic roll at the start of each period of contact
- c. Relief staff will use manual roll-call on paper copies of class rolls, and send these to the Attendance Officer in the Deans' suite for electronic entry
- d. Caregivers are expected to inform the school on the first day of a period of absence
 - i. by email, phone-call, or text
 - ii. giving the reason for the absence
- e. Absences will be responded to by
 - i. Monitoring all daily absences
 - ii. Monitoring all parent reasons for student absence
 - iii. Contacting all parents who have not given a reason for student absence
 - iv. Indicating cumulative absences on formal reports to the Board
- f. Students with large numbers of absences for any reason will
 - i. be followed-up by their House Group Teacher to determine underlying reasons
 - ii. be followed-up on by the Attendance Officer to establish the facts
 - iii. have the facts presented to the Assistant Rector for a decision
 - iv. be reported to the North Otago Attendance Service
- g. The Attendance Officer will monitor staff roll completion daily and report to the Deans on a daily basis for action

B. STUDENTS ARRIVING LATE OF LEAVING EARLY

- a. No student may leave school without the knowledge of the Deans or Senior Leadership
- b. Students needing to leave the school during school hours must
 - i. have caregiver permission by email, text or phone-call to the Attendance Officer before leaving - loose notes must be clearly signed and dated and will be filed
 - ii. sign out in the exeat book in the Deans' suite
 - iii. inform the Attendance Officer so that the teachers of the remaining lessons for the day can be notified by email of the absence
- c. Year 13 students have permission to leave school during Friday lunchtimes

C. STUDENT ABSENCE FOR EXTENDED PERIODS

- a. Extended absences for health reasons must be supported by a doctor's note
- b. Parents who take their student out of school for extended holiday must notify the Rector in good time in writing before departure – the Rector will inform staff
- c. Parents of students attending sporting events other than those supported by the school must notify the school in writing in good time
- d. Parents must inform the school of student absence for bereavement when the bereavement is known

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- e. Staff are only required to supply student work in cases of health issues and bereavement

14. Visitors to the school

- a. All visitors, including parents, suppliers and tradespeople,
 - i. must first sign in at the front office in on the attendance tablet
 - ii. must wear a visitor's badge
 - iii. must sign out when leaving the school (except when the school is open to the public)
- b. Parents wishing to meet with staff
 - i. must first make an appointment through the Deans' office
 - ii. may not go to classrooms without permission from Senior Leadership, and with teacher's knowledge
- c. Parents of special needs students
 - i. may contact the SENCO directly
 - ii. visit the Learning Support Department directly
 - iii. will be monitored by Learning Support staff
- d. Parents needing to meet with staff during an emergency will be assisted by Management without an appointment

15. Trespass notices

We might want someone to leave the school grounds for a number of reasons. They may be committing offences on school property, such as being disorderly or simply have no right to be there.

While there is no legal requirement to give a trespass notice in writing, a written document reinforces the situation for the person given the trespass notice; they cannot say they did not know of the notice and requirement to leave and not return.

- a. Verbal trespass
 - i. When a trespass notice is delivered verbally, record the date and time along with the reason for giving a trespass notice to that person. Also record the name or description of the person asked to leave.
- b. Written trespass
 - i. When a written trespass is given, complete three copies of the Trespass Notice:
 - a) one copy to the person you are serving the trespass notice on
 - b) one copy for you to keep
 - c) one copy to give to the nearest police station or attending police officer, for entering into the Police records database
 - ii. To serve a notice you simply hand it to the person. If they refuse to accept it and it drops on the ground, it is still considered served. Keep that copy and note down that the person refused to accept the notice.
 - iii. You are required to give a reasonable time for the trespasser to leave. If the person stays or takes an unreasonable time to comply, call 111 and ask for Police.

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- iv. If someone comes back after you have given them a trespass notice they will have committed an offence. Call 111 and ask for Police.

16. Traffic Plan

a. Student vehicles

- i. All student vehicles must be registered with the Deputy Rector to be in school grounds
- ii. Drivers must be properly qualified
- iii. Passengers may only be carried by written consent from the parents of both the driver and passenger
- iv. The road code also applies within school grounds

b. Parking

- i. Staff may park in any parking space in school grounds but it is recommended that they park adjacent to the Hostel dining-room
- ii. Day students may only park in demarcated parks on the south side of the Technology Block
- iii. Hostel students may only park adjacent to the school pool along the western wall

c. Speed limits

- i. The speed limit within school grounds is 10 km/h
- ii. The speed limit in Waitaki Avenue past parked buses is 20 km/h

d. Tractors and quad bikes

- i. Drivers on quad bikes must wear correct head gear
- ii. No passengers may be carried on tractors or quad bikes unless for driver training purposes

e. Staff duty

- i. Staff and Prefects are allocated to the front gate as part of school duty between
 - a) 8-30am and 8-50am
 - b) interval
 - c) lunch
 - d) 3-20pm and 3-40pm
- ii. Duty staff will
 - a) manage student movement between the railway line and front gate
 - b) record and report latecomers to the Pastoral Secretary
 - c) record and report contraventions of the road code in Waitaki Avenue to the Deputy Rector
 - d) record and report details of students behaving inappropriately on the railway lines to the Deputy Rector
 - e) confirm that students have permission to be exiting/re-entering the grounds during interval and lunch

f. Movement before school

- i. Parents may not enter school grounds to deliver a student to school unless the student
 - a) is unable to walk through injury or

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- b) is also delivering/collecting a large item or
 - c) and parent(s) are attending a meeting with staff
 - ii. Students must be dropped off in Virgil Street or Regina Lane
 - iii. Cars may not stop in the round-about at the school gates to drop or pick up students.
 - iv. Cars may not be stopped within the area demarcated with dotted yellow lines opposite/within the bus stop area between 8-25am and 8-40am.
 - v. Pedestrians must keep out of the road and must enter school grounds using one of the 3 pedestrian walkways provided (cycle track, chained walkway, pathway through the front gardens)
 - vi. Students must use the pedestrian crossing at the Canteen with due care
- g. Interval and Lunchtime
 - i. Duty Staff and Prefects will
 - a) manage all students exiting and re-entering school grounds
 - b) report issues to appropriate managing staff
- h. Movement after school
 - i. No parents may collect students within school grounds unless the student
 - a) is unable to walk normally because of injury or
 - b) is also delivering/collecting a large item or
 - ii. is attending a meeting with parent and staff
 - iii. All pedestrians must leave school using either the
 - a) cycle path if moving south or to the buses in Waitaki Avenue
 - b) footpath through the front gardens if moving north or to the Milner field
 - iv. Students must use the pedestrian crossing at the Canteen with due care
 - v. No pedestrian may cross Waitaki Avenue between the school gates and the west end of the demarcated bus stop area between 3-20pm and 3-40pm unless instructed to do so by school staff on duty
 - vi. No vehicles may block the round-about at the school gates
 - vii. Cars may not be stopped within the area demarcated with dotted yellow lines opposite/within the bus stop area between 3-15pm and 3-45pm.
- i. Railway crossing
 - i. No student may cross/walk on the railway line except at a demarcated crossing
 - ii. Students may not cross the railway line on foot or in a vehicle while the red warning lights and bells are operating
 - iii. There is a compulsory vehicle stop at the railway line at all times for all vehicles

17. Student drivers

- a. will follow all requirements of the New Zealand Road Code
- b. sign and adhere to the WBHS Code of Conduct for student drivers
- c. will be issued with a pass to be kept in their vehicle
- d. student driver may only carry passengers when
 - i. they have a full licence
 - ii. they have written permission from their parents and the Deputy Rector

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- iii. their passengers have written permission from their parents and the Deputy Rector

18. Buses

Students travelling on school buses will

- a. sign and adhere to the WBHS Bus Code of Conduct
- b. ensure that they are marked off on the bus roll each day for travel

USE OF PHYSICAL RESTRAINT

1. Identifying when you may need to apply physical restraint

- a. Physical restraint is a serious intervention, intended to deal with the upper end of the spectrum of situations where teachers and authorised staff members have physical contact with a student.
- b. The emotional and physical impact on the student being restrained and the person doing the restraining can be significant.
- c. There are legal and reputational risks if a student is harmed.
- d. The first aim should be to avoid needing to use physical restraint. Use preventative and de-escalation techniques to reduce the risk of injury.
- e. Use physical restraint only where safety is at a serious and imminent risk when
 - i. the teacher or authorised staff member reasonably believes that the safety of the student or of any other person is at serious and imminent risk.
 - ii. the physical restraint response must be reasonable and proportionate in the circumstances:
 - iii. the minimum force necessary to respond to the serious and imminent risk to safety is used.
 - iv. physical restraint is used only for as long as is needed to ensure the safety of everyone involved.
- f. Serious and imminent risk to safety:
Teachers and authorised staff members will need to use their professional judgement to decide what constitutes “a serious and imminent risk to safety”. These situations are examples.
 - i. A student is moving in with a weapon, or something that could be used as a weapon, and is clearly intent on using violence towards another person.
 - ii. A student is physically attacking another person, or is about to.
 - iii. A student is throwing furniture, computers, or breaking glass close to others who would be injured if hit.
 - iv. A student is putting themselves in danger, for example running onto a road or trying to harm themselves.
- g. Examples where there is no serious and imminent risk to safety:
Avoid using physical restraint to manage behaviour in these situations:

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- i. to respond to behaviour that is disrupting the classroom but not putting anyone in danger of being hurt
 - ii. for refusal to comply with an adult's request
 - iii. to respond to verbal threats
 - iv. to stop a student who is trying to leave the classroom or school without permission
 - v. as coercion, discipline or punishment
 - vi. to stop a student who is damaging or removing property, unless there is a risk to safety.
 - h. Acceptable physical contact:
Staff may need to physically support students. The following situations involving physical contact to support students happen in schools every day:
 - i. Temporary physical contact, such as an open hand on the arm, back or shoulders to remove a student from a situation to a safer place.
 - ii. Supporting a student to move them to another location, or help them to get in a vehicle or use the stairs.
 - iii. The practice of harness restraint, when keeping a student and others safe in a moving vehicle, or when recommended by a physiotherapist or occupational therapist for safety or body positioning.
 - iv. Younger students, especially in their first year of school, sometimes need additional help. For example, you may "shepherd" a group of younger students from one place to another.
 - v. Assisting a student with toileting, including changing a nappy.
2. Using preventative and de-escalation techniques
- a. Initial preventative techniques – use first
 - b. Understand the student
 - i. Get to know the student and identify potentially difficult times or situations that may be stressful or difficult for them.
 - ii. Identify the student's personal signs of stress or unhappiness and intervene early.
 - iii. Monitor wider classroom/playground behaviour carefully for potential areas of conflict.
 - c. Respect the student
 - i. Demonstrate a supportive approach: "I'm here to help."
 - ii. Be flexible in your responses: adapt what you're doing to the demands of the situation.
 - iii. Be reasonable: a reasonable action, request or expectation deserves a reasonable response.
 - iv. Promote and accept compromise or negotiated solutions, while maintaining your authority.
 - v. Take the student seriously and address issues quickly.
 - d. Preserve the student's dignity
 - i. Address private or sensitive issues in private.
 - ii. Avoid the use of inappropriate humour such as sarcasm or mocking
3. De-escalation techniques
- a. Safety first – create space and time

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- i. Remove the audience – ask other students to take their work and move away.
 - ii. Give the student physical space.
 - iii. Name the emotion in a calm even voice: “You look really angry”, “I can see that you are very frustrated”...
 - iv. Wait.
 - b. Communicate calmly
 - i. Talk quietly, even when the person is loud.
 - ii. Try to remain calm and respectful.
 - iii. Monitor your own body language and allow the student the opportunity to move out of the situation with dignity.
 - iv. Focus on communicating respect and your desire to help.
 - v. Keep verbal interactions respectful.
 - vi. When appropriate, give the student clear choices and/or directions to help them feel more secure and regain control.
 - c. Think ahead in case the situation escalates
 - i. If escalation occurs, move further away.
 - ii. Make sure you have an exit plan.
 - iii. Constantly reassess the situation.
 - iv. Send for help if necessary.
 - d. What may escalate the behaviour
 - i. Threatening the student.
 - ii. Arguing or interrupting.
 - iii. Contradicting what the student says – even if they are wrong.
 - iv. Challenging the student.
 - v. Trying to shame the student or showing your disrespect for the student.
- 4. Using physical restraint
 - a. What to do if prevention and de-escalation do not work
 - i. Physical restraint should only be applied by teachers and authorised staff.
 - ii. There may be situations when an unauthorised staff member intervenes and physically restrains a student, for example when there are no teachers or authorised staff nearby.
 - iii. The Education Act 1989 will not cover the intervention of an unauthorised staff member who physically restrains a student. There may be other justifications for intervening available in legislation or common law that apply.
 - iv. If teachers and authorised staff members do not have the skills or confidence to safely restrain a student, call for help.
 - v. Call the police when a student cannot be managed safely and the imminent danger to students, staff or themselves remains, after all alternatives have been explored.
 - vi. All staff should be aware that physical restraint is a serious intervention to be used when no other, less severe, options are available.
 - b. Do not use these restraints
 - i. Physical restraint that inhibits the student’s breathing, speaking or main method of communication, for example physical restraint that inhibits a student’s ability to use sign language.
 - ii. Prone (face-down) physical restraint

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- iii. Pressure points and pain holds
 - iv. Tackling, sitting, lying or kneeling on a student
 - v. Pressure on the chest or neck
 - vi. Hyperextension (bending back) of joints
 - vii. Headlocks
 - viii. Using force to take/drag a student, who is resisting, to another location
 - ix. Restraint when moving a student from one place to another – trying to get them into a van or taxi, for example – when they are in an escalated state, as this may escalate them further.
 - c. Monitor wellbeing throughout when applying physical restraint
 - i. The physical and psychological state of the student being restrained should be continuously monitored by the person performing the restraint and other people present.
 - ii. Apply physical restraint only for the minimum time necessary and stop as soon as the danger has passed.
 - iii. Monitor the physical and psychological wellbeing of both the student and the staff member who applied the restraint for the rest of the school day. Watch for shock, possible unnoticed injury and delayed effects.
5. Actions following an incident involving physical restraint
- a. After an incident involving physical restraint, take these steps to ensure everyone involved stays safe, future incidents can be prevented if possible, the parents or caregivers know, and the incident is reported.
 - i. Check the staff member and the student regularly to ensure they are not in shock. Support them as necessary.
 - ii. Tell the parents or caregivers the same day the incident occurred so they can monitor the student's wellbeing at home.
 - iii. If the student attends a residential school, ensure the residential team manager is told, so the student's wellbeing can be monitored after school.
 - b. Reflection
 - i. Reflect formally on why the incident occurred that resulted in the student being restrained. Consider what might have prevented it, and what might need to change to minimise the likelihood of it happening again.
 - ii. Consider whether all preventative and de-escalation strategies were used according to the Individual Behaviour Plan, if there is one, and whether the restraint used was safe.
 - iii. Review the Individual Behaviour Plan and make decisions as a team about what needs to be strengthened to minimise the likelihood of a similar incident.
 - c. Debriefing staff
 - i. Hold a debriefing session with involved staff, the Principal or Principal's delegate, and another member of staff not involved in the physical restraint incident. Hold it within two days of the incident.
 - ii. In the debriefing, focus on the incident, the lead-up to it, the different interventions used that were unsuccessful in de-escalating the behaviour, and what could have been done differently.
 - iii. If Ministry or RTLB practitioners are part of the student's team, involve them in the debriefing process.

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- iv. If the police were involved in the incident, invite them to participate in the debriefing session.
- v. Write notes on the debrief along with agreed next steps or actions.
- vi. Debriefing parents or caregivers
- vii. Offer the parents or caregivers a separate debriefing as soon as practically possible, preferably within two days of the incident.
- viii. At this meeting, give them the opportunity to discuss the incident. Invite them to become active partners in exploring alternatives to restraint. If appropriate, involve the student in this debriefing session.
- ix. Write notes from the debriefing along with next steps or actions.
- d. Managing complaints from parents
 - i. It is understandable that some parents may feel upset if their child has been physically restrained refer to the \School Complaints Procedure.
 - ii. The school will contact the local Ministry office if the complaint cannot be easily resolved. If further investigation is required then the Ministry reserves the right to be a party to that process.

6. Promoting the minimisation of physical restraint

- a. The Principal or Principal's delegate should be responsible for:
 - i. promoting the goal of minimising the use of physical restraint through a focus on alternative strategies
 - ii. ensuring appropriate training is provided that aligns with the goal of minimising physical restraint in schools
 - iii. monitoring the use of physical restraint in the school (to include gathering and analysing information, identifying trends, and checking that documentation about each incident is complete)
 - iv. collating information about physical restraint in a report and sharing data on physical restraint regularly with the Board of Trustees via the Principal's report at Board meetings – do this in a public-excluded session
 - v. managing any complaints and feedback.
- b. Reporting and documenting the incident
 - i. Staff must complete an incident report (Appendix 1).
 - ii. The staff members involved in the physical restraint should sign the incident report, as well as the Principal or Principal's delegate.
 - iii. Put the completed forms on the student's file, and make them available to the student's teacher and parents or caregivers.
 - iv. All incidents of physical restraint must be reported to the Ministry of Education and the employer (Appendix 2).

7. Individual Behaviour Plan

- a. A student who regularly presents with high-risk behavior should have an Individual Behaviour Plan.
- b. The student's support team may agree to include physical restraint in the Individual Behaviour Plan as an emergency strategy for keeping people safe. Making this part of their plan ensures an individualised approach that is tailored to the student's needs.
- c. The Individual Behaviour Plan should outline the preventative and de-escalation strategies which, if successfully implemented, would prevent the need for physical restraint. It should clearly state that physical restraint is only to be used

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when the student's behaviour poses a serious and imminent risk to the safety of themselves or others.

- d. The team supporting the student should ensure the type of physical restraint used is consistent with the student's individual needs and characteristics, including:
 - i. the student's age, size and gender
 - ii. any impairments the student has, eg physical, intellectual, neurological, behavioural, sensory (visual or hearing) or communication impairments.
 - iii. any mental health issues or psychological conditions the student has, particularly any history of trauma or abuse
 - iv. any other medical conditions the student has
 - v. the student's potential response to preventative, de-escalation and physical restraint techniques.
- e. Parents or caregivers should always be a member of the team developing the plan.
 - i. Give parents or caregivers the opportunity to help make decisions about their child and agree to the interventions that will be put in place to support them.
 - ii. Inform parents or caregivers if physical restraint is identified in the student's Individual Behaviour Plan, including how it will be applied in accordance with these guidelines.
 - iii. Provide all relevant professionals and parents or caregivers with a copy of the Individual Behaviour Plan. It should be signed off by the Principal (or Principal's delegate) and the student's parents or caregivers.
- f. The use of physical restraint
 - i. The use of physical restraint should be regularly reviewed and monitored by the team supporting the student.
 - ii. Parents/caregivers should be told as soon as possible on the same day about the incident and how it was managed in accordance with the guide.
 - iii. If the student resides in a residential school or home, the residential team should be told so the student's wellbeing can be monitored after school.
- g. Adapting the Individual Behaviour Plan
 - i. Following an incident of physical restraint hold a meeting as soon as possible. Involve the team supporting the student, including the parents or caregivers, and the residential team manager if the student is enrolled in a residential school. Use the meeting to review the Individual Behaviour Plan and the physical restraint processes followed in the incident.
 - ii. In the updated plan, identify ways to prevent the need to use physical restraint in the future.
 - iii. Incorporate in the plan the suggestions of parents or caregivers and, if appropriate, the student.
 - iv. If a behaviour specialist from the Ministry or an RTLB is supporting the team around the student, involve them in the review of the plan.
 - v. Put all relevant documentation in the student's file, and copy it to the student's teacher and parents or caregivers.

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8. Training in safe responses

- a. For the whole school
Waitaki Boys' will use the training package, *Understanding Behaviour – Responding Safely (UBRS)* with the focus is on preventative and de-escalation techniques.
- b. School staff are made aware of the following:
 - i. physical restraint should only be used in emergency situations, and only when less restrictive interventions have not ended the serious and imminent risk to the safety of the student or others.
 - ii. the forms of physical restraint that may compromise health and safety, and the serious physical risks associated with some physical restraint techniques. These include the risk of asphyxia and sudden death.
- c. For the team supporting the student
 - i. When a Ministry Learning Support Practitioner is part of the team supporting the student, the team will be taught how to safely restrain the student, in situations when preventative and de-escalation strategies have not been effective, and physical restraint is part of an Individual Behaviour Plan.
 - ii. Parents and caregivers who have to use physical restraint in the home environment may want to be part of this training.

9. Reporting templates for physical restraint

- a. Instructions:
 - i. Staff must complete a *Staff Physical Restraint Incident Report*¹. Use the form attached to these guidelines, or other suitable template. The staff member who applied the physical restraint should sign the incident report, as well as the Principal or Principal's delegate.
 - ii. Place a copy of the *Staff Physical Restraint Incident Report* and any other relevant forms, e.g. an injury form, in the student's file. Make the copied forms available to the student's teacher/s and the student's parents or caregivers.
 - iii. Report all incidents of physical restraint to the Ministry of Education² and the employer (board of trustees). Use the form: *Information for the Ministry of Education and the Employer* specified in Appendix 1 of the rules. A copy of the form is also included below.
 - iv. The debriefing forms should be completed by the Principal or delegate.
 - v. Share information on physical restraint incidents with the Board of Trustees via the Principal's report. Only share this information in a session that excludes the public.
- b. Staff physical restraint incident report
 - i. This must be completed as soon as possible and always within 24 hours.
 - ii. The incident report should be signed off by the staff involved, any staff who witnessed the incident, and the Principal or Principal's delegate.
- c. Information for the Ministry of Education and the Employer (BoT)
 - i. Complete the form and email it to physical.restraint@education.govt.nz. Provide a copy of the form to the employer.
 - ii. NOTE: If the Principal applied the restraint, a delegated senior management team member should sign off the report.
- d. Staff reflection form

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- i. The staff member who applied the restraint should complete this as soon as possible and always within 24 hours.
- e. Physical restraint debriefing form (staff)
 - i. Within two days of the incident, a debriefing with the staff involved should be held by the Principal or Principal's delegate. Another member of staff who was not involved in the restraint should attend.
 - ii. If a behaviour specialist from the Ministry or an RTLB is supporting the student's team, they should be part of the debriefing process.
 - iii. NOTES: The Principal is responsible for facilitating the debriefing unless they are the person who applied the physical restraint. If this is the case, a suitable senior leader in the school should take this role. If police have been involved they should be invited to the staff debriefing too.
- f. Physical restraint debriefing (parents or caregivers and, if appropriate, the student)
 - i. The parents or caregivers should be notified and involved in discussion about the incident with the Principal or Principal's delegate as soon as possible so they can monitor their child's physical and emotional wellbeing at home.
 - ii. The parents or caregivers should be given the opportunity to discuss the incident and invited to become active partners in exploring alternatives to restraint.
 - iii. NOTE: The staff member who applied the physical restraint should not be part of this meeting

Appendix 1: Staff physical restraint incident report form

Report completed by:	Date of incident	Date of report
Name of student		
Date of birth	Gender	M F
Ethnicity		
Time restraint started		
Time restraint ended		
Name/s of staff member/s administering restraint		
Trained in safe physical restraint?	Yes	No
Other staff /adults who witnessed		

Place where restraint occurred	
Classroom	
Corridor	
Assembly hall	
Outdoor area	
Toilet block	
Administration area	
Other (identify)	

Behaviour directed at	
Staff member – name	
Student – name	
Self	
Property – describe the serious and imminent risk to the safety of self or others	

Reason restraint was considered necessary	
Serious and imminent risk to safety – describe	
Actual injury – describe and attach injury form	

Signatures		
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Principal or Principal's delegate	Staff member involved	Other staff (witnesses)
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Place a copy of this form on the student's file.

Note: The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.

Appendix 2: Information for the Ministry of Education and the employer – in accordance with Rule 8(1) of the Education (Physical Restraint) Rules 2017

If a teacher or staff member physically restrains a student the incident must be reported to the Ministry of Education and the employer (board of trustees, sponsor of a partnership school kura hōrua, or manager of a private school). Complete the form below and email it to physical.restraint@education.govt.nz. Provide a copy of the form to the employer.

Why is the Ministry collecting this information?

The Ministry will use the information to provide appropriate support to schools and students when there are incidents of physical restraint on students.

The Ministry will also use this information to update the rules and guidelines to reflect evolving practice or address areas of concern.

What is physical restraint?

The Act defines physical restraint as using physical force to prevent, restrict, or subdue the movement of a student's body or part of the student's body. Physical restraint is a serious intervention. The legislation limits the use of physical restraint on students to teachers or authorised staff members.

The following situations involving physical contact happen in schools every day. They are not examples of physical restraint and do not have to be reported to the Ministry:

- Temporary physical contact, such as a hand on the arm, back or shoulders to remove a student from a situation to a safer place.
- Holding a student with a disability to move them to another location, or help them to get in a vehicle or use the stairs.
- The practice of harness restraint, when keeping a student and others safe in a moving vehicle, or when recommended by a physiotherapist or occupational therapist for safety or body positioning.
- Younger students, especially in their first year of school, sometimes need additional help. For example, you may "shepherd" a group of younger children from one place to another.
- Staff may hold the hand of a young student who is happy to have their hand held for a short time.
- Staff may pick a young student up to comfort them briefly.

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Information for the Ministry of Education and the employer form

Information for Ministry of Education and the Employer: completed by		Date of incident	dd/MM/yy	Date of report	dd/MM/yy
Name of School					
Student's National Student Number (no name)					
Date of birth	dd/MM/yy	Year level	yy	Gender	M F
Ethnicity					
First time the student has been physically restrained?	Yes	No			
The student was physically restrained more than once during the day?	Yes	No	If yes, how many times?		
The student has an Individual Behaviour Plan?	Yes	No			
Physical restraint was a part of the plan?	Yes	No			
Were parents notified?	Yes	No			
Was anyone injured?	Yes	No	If yes describe		
Was the staff member who applied the restraint a teacher or authorised staff member?	Yes	No	If no, provide details		
Role of staff member who applied the restraint?	Teacher	Other	If other, describe role		
Did the staff member who applied the restraint receive any training prior to the incident?	Yes	No	If yes, what training?		
Why was the use of physical restraint considered necessary?					
Serious and imminent risk to the safety of the student or any other person – describe					
Any other comments					

Complete the form above and email it to the Ministry of Education at physical.restraint@education.govt.nz Provide a copy to the employer (board of trustees, sponsor of a partnership school kura hourua, or manager of a private school)

Note: The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.

Appendix 3: Staff reflection form

Events leading to the incident

Describe what was happening before the behaviour started to escalate. What was the student doing? What do you think might have triggered the behaviour? How were other students reacting to the student?

Behaviour of the student

What did you notice about the student's behaviour that alerted you that they were struggling to cope? Think about the way they looked, for example facial expressions, physical signs, language.

What did you try before the restraint?

Describe the alternative techniques and interventions tried to prevent the emergency, including a description of the de-escalation strategies you used. What was the response from the student?

The restraint method used

Describe the nature of the physical restraint. Include the type of hold and number of people required.

Monitoring

Describe how the student's physical and emotional distress was monitored while they were restrained.

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After the restraint ended

Describe the mood of the student following the restraint. What help and support were they offered?

If there's a next time

What could be done differently in the future to prevent the need for restraint?

How about you?

How are you feeling and what support do you need? How about others?

Signature of person who applied the restraint

Signature of any staff witnesses

Note: The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.

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Appendix 4: Debriefing form for staff involved in physical restraint incident

Date of incident	dd/MM/yy		
Date of debriefing	dd/MM/yy	Time of debriefing	
Names of the people at the debriefing			

Findings of debriefing

Next steps/actions

Principal or Principal's delegate signature

Note: The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.

Appendix 5: Physical restraint debriefing form – parents or caregivers, student

Date of incident	dd/MM/yy		
Date of debriefing	dd/MM/yy	Time of debriefing	
Names of the people at the debriefing			

Findings of debriefing

Parent or caregiver – comments and suggestions
--

Student – comments and suggestions

Next steps/actions agreed

Signatures		
Principal or Principal's delegate	Parents or caregivers	Student

Note: The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982

MEDICAL AND DEALING WITH HAZARDOUS HUMAN MATERIAL FIRST AID, MEDICATION, MEDICAL EMERGENCIES,

1. Appointed First Aid provider
 - a. School - in the Deans' suite
 - b. Hostel - in the Hostel office
 - c. Other school and Hostel staff have First Aid Qualifications
 - d. A First Aid qualified staff member will be available in the Deans' suite during interval and lunch

2. General First Aid
 - a. Students with injuries who can self-mobilise must report to the Deans' suite during the school day
 - b. Minor injuries will be treated on site
 - c. Where more serious injury is evident or suspected
 - i. Parents are immediately contacted
 - ii. If necessary an ambulance is called and the student is escorted in the ambulance by a staff member
 - d. Where the student complains of headache/stomach ache/generally being unwell/flu, he will be kept at the Deans' suite under supervision until the end of the school day or he is collected by a parent/guardian (DAYBOYS) or sent back to the Hostel (BOARDER).
 - e. Students suspected to be under the influence of any chemical (including alcohol, prescription medication, marijuana etc) will be referred immediately to Oamaru ED by ambulance, with Police involvement if required

3. Medication
 - a. Students needing medication on an ad hoc basis must hand this in to the Attendance Officer at the Deans' suite at the start of the day
 - i. The medication must be named and labelled, with instructions
 - ii. The medication will be kept under lock and key by the Attendance Officer
 - b. Prescription medications are held at school for Dayboys in the Deans' suite on written request from the parent/guardian - all medications
 - i. must be clearly labelled, with instructions, in proper containers
 - ii. will be kept under lock and key by the Attendance Officer
 - iii. will be administered in sight of the Attendance Officer
 - iv. will be recorded (time, date, quantity, staff signature) when issued
 - c. Students with diabetes may keep their test kits and Glucagon kits with Attendance Officer
 - d. Students who are at risk of severe anaphylactic shock must leave a spare emergency kit with the Attendance Officer
 - e. Prescription medication for Special Needs students is kept under lock and key in N5 by the SENCO – all medications
 - i. must be clearly labelled, with instructions, in proper containers
 - ii. will be administered in sight of the SENCO or designated Special Needs staff
 - iii. will be recorded (time, date, quantity, staff signature) when issued
 - f. Disposal of prescription medication – the medication manager must

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- i. Record the disposal (date, amount, by whom) against the record for the medication
- ii. Dispose of via a Pharmacy with a receipt
- iii. File the receipt for audit

4. Dealing with hazardous human material - Human blood, tissue and faecal waste

- a. Prevent the transmission of tissue-borne diseases by
 - i. Using gloves when cleaning and dressing wounds
 - ii. Washing hands and affected areas well with soap and water as soon as possible
 - iii. Cleaning up blood and tissue with disinfectant wipes and bleach
 - iv. Disposing of soiled gloves, dressings, clothing etc in a hazmat waste bag
 - v. Dispose of faecal waste by
 - vi. Changing the student in an appropriate area eg Special Needs bathroom
 - vii. Cleaning the student
 - viii. Changing and laundering soiled clothing
 - ix. Containing contaminated disposables in hazmat waste bags
 - x. Dispose of hazmat bags by arrangement with the school garbage service provider

5. Managing Medical Emergencies

a. Epileptic Seizures:

During the seizure

- i. Loosen clothing around the patient's neck
- ii. Do not hold or restrain the patient
- iii. Do not insert anything into the mouth of the patient
- iv. Reassure concerned bystanders and ask them to stand back
- v. Remove objects that may cause harm and injury (furniture, machinery, glasses etc)

When the seizure has passed

- i. Arrange the patient on his/her side in the recovery position
- ii. Maintain an open airway and remove vomit or food from the mouth if necessary
- iii. Check whether or not the patient has dentures
- iv. Stay with the patient, who may be confused
- v. Assist the patient to retain dignity if he/she has soiled him/herself by covering with a suitable item eg blanket or towel
- vi. Check for medical identification (eg medic alert bracelet)
- vii. Try to determine if the patient is
 - a) taking anticonvulsant medication
 - b) currently taking any other medication
- viii. Call 111 if
 - a) having a seizure is abnormal for the patient
 - b) the seizure last longer than 5 minutes
 - c) another seizure begins soon after the previous one ends
 - d) the patient cannot be awakened after limb movements have stopped
 - e) the patient has a known heart condition or diabetes

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- f) you are concerned that something else may be wrong, including involvement of alcohol and other drugs or medication
- b. Cardiac Arrest
 - On discovery of the patient
 - i. Arrange the patient on his/her back
 - ii. Check for a carotid (neck) pulse
 - iii. Check for breathing (hand on chest, ear over patient mouth and nose, look for rise and fall of chest – for 10 seconds)
 - iv. Ensure that the patient has an open airway
 - a) check for obstructions in the mouth and remove them/it
 - b) tilt patient head back
 - v. Call 111 if no pulse or breathing
 - vi. Start chest compressions at a rate of 100/minute
- c. Possible neck/head injury
 - i. Where there is the possibility of a head or neck injury, DO NOT MOVE the patient
 - ii. Call the Attendance Officer and SLT to evaluate
- d. Severe bleeding
 - i. Attempt to stop bleeding by applying heavy pressure to the wound site
 - ii. Call the Pastoral Secretary and SLT for assistance
 - iii. Call 111 if bleeding is severe and cannot be stopped

SEARCHES, SURRENDER AND RETENTION OF PROPERTY

This Procedure refers to the MoE “GUIDELINES for the surrender and retention of property and searches”, dated January 2014

1. Designation of authorised staff
 - a. Authorised Staff are designated in writing by the BOT to the staff members concerned
 - b. “Authorised staff” is restricted to the following
 - i. Rector
 - ii. Deputy Rector
 - iii. Assistant Rectors
 - iv. Deans
 - v. SENCO
 - vi. Director of Boarding
 - c. The names and positions of Authorised Staff are available for inspection by the school community through the Rectors’ Office
 - d. Authorised Staff are authorised to exercise the powers under both section 139AAA and section 139AAB of the Education Act 1989
2. Information based on the Education Act 1989
 - A. 139AAA Surrender and retention of property:**
 1. This applies if an authorised staff member has reasonable grounds to believe that a student has hidden/in clear view on/about the student’s person, or in any

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- bag/other container under the student's control, an item that is likely to
- i. Endanger the safety of any person
 - ii. Detrimentially affect the learning environment
 - iii. Be harmful and pose an immediate threat to the physical/emotional safety of any person
2. The authorised staff member may require the student to produce and surrender the item if he believes that the item is harmful
 3. If the item is stored on a digital/electronic device, the authorised person may require the student to
 - i. Reveal the item
 - ii. Surrender the device on which the item is stored
 4. An authorised person may do either/both of the following to an item surrendered under this section
 - i. Retain the item for a reasonable period
 - ii. Dispose of the item (if appropriate) – **devices may not be disposed of**
 5. An authorised person may retain a computer or other electronic/digital device surrendered under (3)(b) for a reasonable period
 6. If an item/digital/electronic device is retained under this section, it must be stored in an appropriate manner
 7. At the end of any period of retention, any retained device/item that is not disposed of under subsection (4)(b) must be
 - i. Returned to the student OR
 - ii. Passed to another person/agency, as appropriate
 8. An authorised person who exercises a power under this section must comply with any rules made under section 139AAH
 9. In this section and sections 139AAB to 139AAI, "authorised staff member" means an employee of the WBHS BOT
 10. Notes
 - i. Belief on reasonable grounds depends on context and nature of the item in question – a good test is to ask "if I explained my decision to another staff member, would that person be likely to agree with me?"
 - ii. Endangering safety depends on context and circumstances – is the use of the object likely to endanger safety at the time?
 - iii. A harmful item poses an immediate threat to the physical and/or emotional safety of any person – **this criterion must be met before a search can be undertaken**
 - iv. Items are any physical objects (including weapons, lighters, texts, videos, photos, drugs etc)
 - v. A device is regarded as anything digital/electronic used to store/display digital information (includes mobile phone, smart phone, computer, tablet, netbook, game console, portable media player, camera, digital voice recorder)
 - vi. If the student refuses to surrender an item or device, the school will follow standard disciplinary procedures that may involve referral to the police and BOT

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- vii. All drugs surrendered by students must be handed over to the NZ Police immediately

B. 139AAB Searches of clothing and bags or other containers

1. This section applies if
 - i. An authorised person has reasonable grounds to believe that a student has a harmful item on/about his person/in any bag or container under the student's control AND
 - ii. The authorised person has required the student to produce and surrender the harmful item under section 139AAA AND
 - iii. The student has refused to produce and surrender the item
2. If this section applies, the authorised person may require the student to do any/all of the following
 - i. Remove any outer clothing (except where the student has no other clothing OR only underclothing under that outer clothing)
 - ii. Remove any head covering, gloves, footwear, socks
 - iii. Surrender the bag/other container
3. The authorised person may search any clothing, footwear, bag or other container surrendered under subsection (2)
4. If the authorised person finds any harmful item or item that is likely to detrimentally affect the learning environment, the item may be seized by the authorised person and sections 139AAA(4) to (7) apply with any necessary modifications
5. Notes
 - i. Searches can only be carried out by authorised staff and **only for harmful items**
 - ii. The search is only initiated if the student refuses to produce or surrender a harmful item
 - iii. The search involves searching any outer clothing, head coverings, gloves, footwear, socks, bags or other containers when handed over by the student
 - iv. SHIRTS AND TROUSERS MAY NOT BE SEARCHED BY THE STAFF MEMBER – it is unlawful to search a student's person
 - v. Staff may not use force against a student, other than in an emergency situation where staff are acting to defend themselves or others against immediate harm

C. 139AAC Restrictions on searches

1. An authorised person carrying out a search under section 139AAB must carry it out with decency and sensitivity and in a manner that affords the student the greatest degree of privacy and dignity consistent with the purpose of the search
2. Any search under section 139AAB must be carried out
 - i. By a male authorised staff member
 - ii. In the presence of the student and another male staff member
3. Unless impracticable, a search under section 139AAB must not be carried out in view of any person other than the authorised searcher, the student and a male staff witness

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4. As soon as the search is completed, the authorised person carrying out the search under section 139AAB must
 - i. Return all clothing and any bag/container surrendered by the student
 - ii. Enter a written record of any items seized under section 139AAB(4)

D. 139AAD Limitations on sections 139AAA and 139AAB

1. **There is no permission to**
 - i. Search any student
 - ii. Use physical force against a student
 - iii. Require a student to provide a bodily sample
2. There is no permission for an authorised person to have a dog with him for the purpose of exercising a power under 139AAA or 139AAB
3. The powers set out in 139AAA and 139AAB may not be exercised in relation to 2 or more students together unless the authorised person has reasonable grounds to believe that each student has an item specified in 139AAA(1), or a harmful item on/about his person, or in a bag/container under his control
4. Nothing in subsection (1) limits or affects sections 15 and 17 of this Act or sections 41, 48 and 59 of the Crimes Act

5. Notes

Search, in relation to a student, includes

- i. A strip-search
Strip-search means that the person conducting the search requires the searched person to:
 - a) Remove clothing other than outer clothing, head covering, gloves, footwear, socks
 - b) Raise, lower or open all/any part of the personal clothing
- ii. A rub-down search
Rub-down search means that the person conducting the search
 - a) Runs/pats his hand over the body of the searched person, whether outside or inside the clothing of the searched person
 - b) Inserts his hands inside any pocket or pouch in the clothing of the searched person

E. 139AAE Prohibitions on searches by contractors

1. Contractors may not search students
2. A contractor may bring a trained search dog onto school property for the purpose of searching school property (including lockers, desks or other receptacles provided for storage purposes)

F. 139AAF Refusal to reveal, produce or surrender an item

1. If a student refuses to reveal, produce or surrender an item, computer or other electronic device under section 139AAA(2) or (3), the authorised person may take any disciplinary steps or steps to manage the student's behaviour within the school's student management process

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2. If a student refuses to remove any outer clothing, head covering, gloves, footwear or socks, or to surrender a bag or other container under section 139AAB(2), the authorised person may take any disciplinary steps or steps to manage the student's behaviour within the school's student management process

G. 139AAG Power to search storage containers not affected

1. Nothing in section 139AAA and 139AAB limits or affects any power to search any locker, desk, or other receptacle provided to students for storage purposes

3. Rules

- a. The BOT is required to keep the following documents
 - i. Guidelines in relation to the retention of items and devices, and searches
 - ii. List of authorised staff members
- b. Staff who are not teachers are not authorised to search students or retain items or devices
- c. Relevant considerations to be taken into account when deciding how an item or device is to be dealt with are
 - i. Health and Safety of people
 - ii. The apparent value of the item or device
 - iii. The person believed to be entitled to the possession of the item or device
- d. Every authorised staff member who is in possession of a retained item or device is required to take all reasonable care of the item or device while it is in his possession or under his control and to place the item/device in secure storage if it is to be retained overnight or for a longer period
- e. It is required that the retained item/device is returned to the student from whom it was taken, as soon as practicable as determined by the authorised person/BOT, in light of the relevant considerations (see (3) above)
- f. If satisfied that it is appropriate to do so and in light of the relevant considerations, the authorised person/BOT may pass the retained item/device to another person (parent, caregiver, or person believed to be entitled to possess the item/device) or to an agency (eg NZ Police)
- g. Provided that the authorised person is satisfied that it is appropriate to do so in light of the relevant considerations, he may dispose of an item, but not by sale
- h. The BOT is required to make and keep a record of every item/device taken under the Act that is retained for 2 nights (each of which follows a day on which the school is open for instruction) or longer
- i. The BOT is required to make and keep a record of every search that is carried out under section 139AAB of the Act
- j. Students cannot be required to open their off-site social media accounts

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Date

.....
c/o Waitaki Boys' High
Waitaki Avenue
Oamaru

Dear

APPOINTMENT AS AN AUTHORISED STAFF MEMBER

The Waitaki Boys' High School Board of Trustees hereby authorises
for the purpose of managing the surrender and retention of items and devices, and student searches.

You are authorised to exercise powers under both sections 139AAA and 139AAB of the Act.

You are required to act within the WBHS Procedure (Searches and the surrender and retention of items and devices) and the Ministry "Guidelines for the surrender and retention of property and searches"

You are required to provide the Board of Trustees with a written acknowledgement of receipt of this authorisation.

The Board may revoke this authorisation at any time in writing.

Yours truly

Board Chairperson
Waitaki Boys' High School

I, hereby acknowledge my appointment as an authorised staff member for the purpose of managing the surrender and retention of items and devices, and student searches at Waitaki Boys' High School

Signed

Date : _____

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WAITAKI BOYS' HIGH SCHOOL - RECORD OF RETENTION OF SURRENDERED ITEMS/DEVICES

Date	Authorised staff member	Student owner	Relevant consideration	Description of item/device	Recipient signature on return	Return date

WAITAKI BOYS' HIGH SCHOOL - RECORD OF SEARCHES OF STUDENT CLOTHING/BAGS/CONTAINERS

Date	Authorised staff member	Student searched	Relevant consideration	Which requirements of section 139AAC(2) were not complied with and why	Witness signature	Any disciplinary outcome

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WAITAKI BOYS' HIGH SCHOOL - RECORD OF DISPOSAL OF SURRENDERED ITEMS/DEVICES

Date	Authorised staff member	Student owner	Relevant consideration	Description of item/device	Method of disposal	Witness signature

WBHS CONFIDENTIAL SEARCH AND SEIZURE CHECKLIST

Date : ____ / ____ / ____

ITEM	Responsible	Initialed, Dated
The searching Staff member is authorised in writing by the BOT	Searcher	
There are reasonable grounds to believe that the target student is in possession of an alleged illegal item	Searcher	
Suspected item =	Searcher	
Information source =	Searcher	
The item in question is likely to endanger the safety of a person and/or detrimentally affect the learning environment	Searcher	
The student is required to surrender the item	Student	
The student refuses to surrender the item and appropriate disciplinary steps are taken	Searcher	
The student is searched in the presence of a male witness in private	Searcher	
Shirt, trousers and underwear are not removed or lifted/opened	Searcher	
The item is retained /returned / stored in a safe place / passed to a legitimate 3 rd party – parent / SLT / Police (circle)	Searcher	
The search is logged	Searcher, BO	
The retention / return / storage / disposal is logged	Searcher, BO	
The item is not retained for longer than 2 consecutive nights following 2 consecutive school days	SLT, BO	
All illegal chemicals are passed on immediately to the Police	SLT	
Weapons are photographed and disposed of by destruction or handing to Police	SLT	
Details are entered into the student's pastoral record	Searcher	

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PREARRANGED SEARCHES USING CONTRACTORS WITH DOGS

ITEM	Responsible	Initialed, Dated
School Governance has discussed and approved the search	Rector	
The contractor is briefed about expectations and procedures before the search commences	SLT	
Students are not purposefully separated from their possessions during the search	SLT	
The contractor may not search student belongings	SLT	
Items indicated by the dog are searched in private in the presence of the owner and a male witness, excluding the contractor	SLT	
Searches, retentions, storage, and disposals are logged	SLT, AO	
The search is reported on at the next Governance meeting	DR	

GOVERNANCE CHECKLIST

Appendix 4 to *Guidelines for the surrender and retention of property and searches*

ITEM	Initialed, Dated
Relevant policies and procedures have been reviewed and are consistent with these Guidelines	
Authorised staff are designated in writing	
Names and positions of authorised Staff members are available to the School community	
Procedures are in place to deal with retention and storage of items or devices that have been surrendered	
Terms and conditions for using School and Hostel lockers clearly indicate that the School reserves the right to search lockers and anything contained in them	
Requirements for written records have been established	
Teachers and authorised Staff members are familiar with these Guidelines	
These Guidelines are available for inspection at the School	

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CCTV SURVEILLANCE

Privacy, Safekeeping and Access to CCTV footage

1. Privacy

- a. Access to School and Hostel CCTV footage is limited and delegated to specified staff
- b. Camera coverage is of public areas only throughout the school
- c. CCTV footage may only be accessed with permission and for specified purpose relating to school investigations
- d. CCTV footage is automatically deleted after 3 weeks on a rolling basis
- e. Notices of CCTV surveillance are displayed at the entrance to the school, at the Hostel office and in each room in the school
- f. Privacy will be formally audited annually by the Privacy Officer, and randomly through the year

2. Safekeeping

- a. CCTV footage resides in the following places
 - i. School Server (coverage of school buildings)
 - ii. Technology Office CCTV hard-drive (all Technology rooms)
 - iii. Library Office CCTV hard-drive (Library and Library Computer room)
 - iv. Hostel office CCTV hard-drive (for dormitories and surroundings)
 - v. Property office, and surroundings
- b. Footage is only accessible using individual access codes and logons
- c. Safekeeping will be formally audited annually by the Compliance Officer, and randomly through the year

3. Access to CCTV footage

- a. The REQUEST TO VIEW FOOTAGE form must be signed by the Rector (or his delegate in his absence) before viewing footage
- b. The following staff have delegated access to footage
 - i. Rector all footage
 - ii. Deputy Rector all footage
 - iii. Director of Boarding Hostel footage only
 - iv. Property Manager Property office and surroundings only
- c. After viewing, the viewer must complete the REQUEST TO VIEW FOOTAGE form and lodge it with the Rector's PA for filing.
- d. Observations from the footage may be used in the course of investigations that are required to be carried out in the School and Hostel.

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WAITAKI BOYS' HIGH SCHOOL
REQUEST TO VIEW CCTV FOOTAGE

Request by	Reason
Date	Rector's Authorisation
Viewer	Viewer Signature
Date and time viewed	
Background information provided 1. Incident 2. People involved 3. Date and time	
Camera(s) involved	
Summary of observations 1. Recorded date and time 2. Camera(s) involved 3. People involved 4. Summary of incident	
Outcome of investigation	
Date completed	Signature Deputy Rector

Dear

APPOINTMENT AS AN AUTHORISED STAFF MEMBER:

MANAGING AND SEARCHING CCTV FOOTAGE or **SEARCHING CCTV FOOTAGE**
(delete whichever is not applicable)

The Board of Trustees for Waitaki Boys' High School hereby authorises

.....
to manage and execute the search of school and hostel CCTV footage.

You are required to act within the

- WBHS Policies (Don House CCTV Policy, Waitaki Boys' High School CCTV Policy)
- WBHS Procedure (Privacy, Safekeeping and Access to CCTV footage)
- Privacy Act 1993 CCTV Guidelines
(<https://www.privacy.org.nz/assets/Files/Brochures-and-pamphlets-and-pubs/Privacy-and-CCTV-A-guide-October-2009.pdf>)

The Board of Trustees may revoke this authorisation at any time in writing.

You are required to provide the Board of Trustees with a written acknowledgement of receipt of this authorisation.

Yours truly

Board of Trustees
Waitaki Boys' High School

I,
hereby acknowledge my appointment as an authorised staff member for the purpose of
managing and searching CCTV footage at Waitaki Boys' High School.

Signature

Date

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SUICIDE PREVENTION

1. Risk Factors

Risk factors increase the long-term likelihood that a suicidal crisis will occur (cumulative effect)

- a. Mental health (90%)
 - i. Depression, substance misuse, criminal offending, antisocial behaviour
 - ii. Low esteem, neuroticism, impulsivity, pervasive sense of hopelessness
 - iii. May have severe mental disorders eg schizophrenia
- b. Family difficulties
 - i. Dysfunctional family environments, childhood physical and sexual abuse, marital disharmony, parental mental health problems, poor parental care
 - ii. Some form of institutional or foster care during childhood and/or adolescence
- c. Social disadvantage
 - i. Low socio-economic status, limited educational achievement, material and economic disadvantage
- d. Personal stress factors
 - i. Breakdown of interpersonal relationships, including romantic or supportive relationships
 - ii. Significant problems with law and police

2. Warning signs

Warning signs indicate that the crisis is happening (time-limited, signal near-term/immediate risk)

- a. Overt threats of suicide, seeking access to the means, writing/talking about death/dying/suicide, hopelessness, rage/anger/seeking revenge, reckless behaviour without concern, feeling trapped, increased drug/alcohol use, withdrawal from family/society, agitation/anxiety/sleeplessness/oversleeping, dramatic mood changes, seeing no reason for living
- b. Founded on deep psychological pain associated with feeling expendable
- c. There may be a period of elevated mood following prolonged despair (indicating the decision to commit the act)

3. Protective factors that balance the risk

- a. Positive family and school environments
- b. Caring family, fair teachers and feeling safe at school

4. Suicide clusters (contagion)

- a. Mass clusters
 - i. Associated with media exposure
 - ii. Clustered in time
- b. Point clusters
 - i. Series of suicides in the same geographical location
 - ii. Contagion by imitation

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- iii. People with increased risk factors form relationships with others with increased risk – preclustered prior to a suicide

5. Peer support

- a. Supporters are put at personal risk when dealing with at-risk peers
- b. This may inadvertently worsen situations
- c. Peer connectedness has much less impact on suicidality than connectedness with family
- d. Peer support programmes should not form part of suicide prevention programmes/identifying people at risk

6. Emerging model for school-based suicide prevention programmes

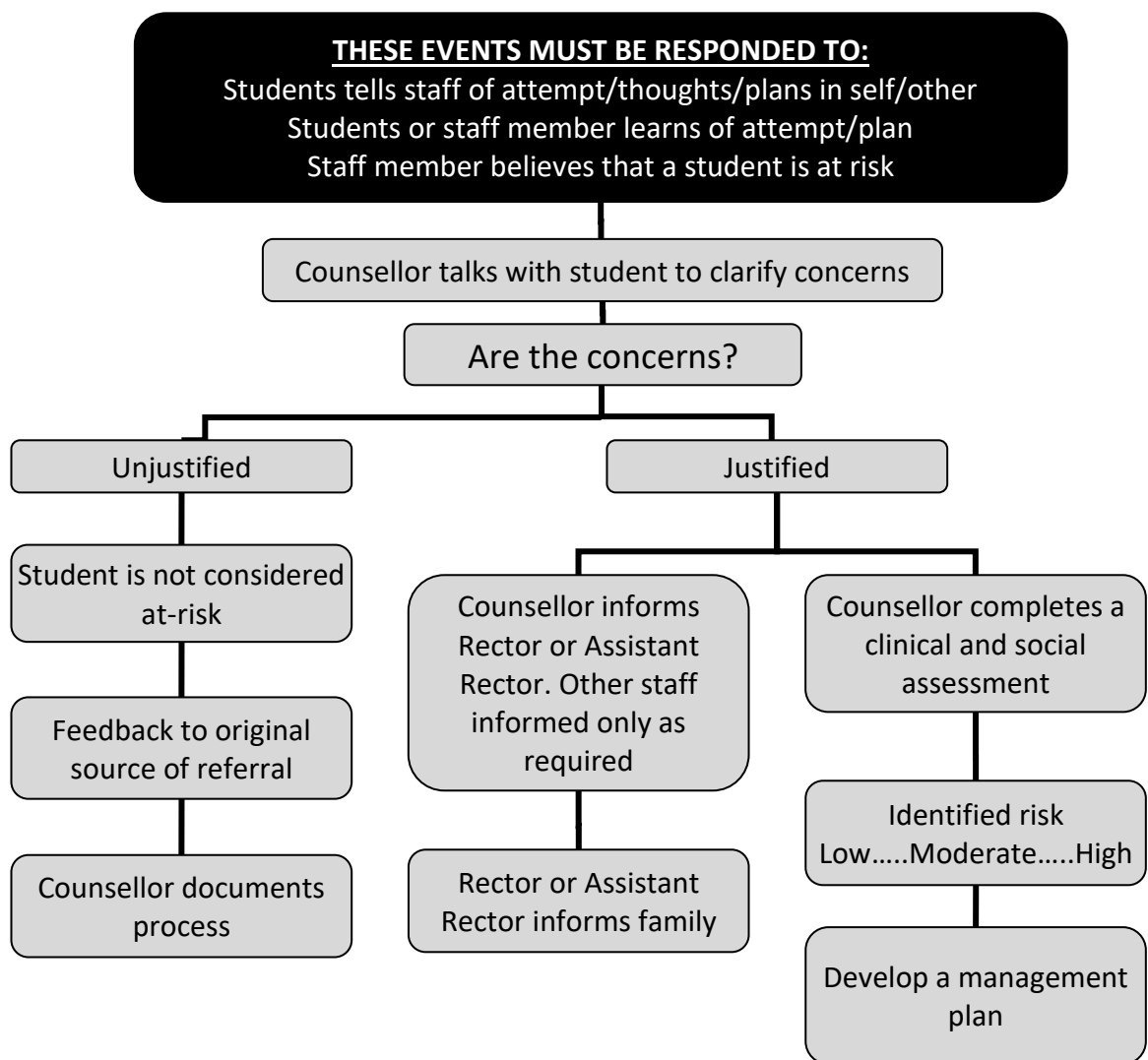
- a. It is strongly suggested that no suicide awareness/prevention programmes be delivered in a school until there is sufficient evidence to demonstrate their effectiveness and safety
- b. Programmes delivered by an external provider only use trained professionals
- c. People without recognised specialist expertise cannot implement/deliver school-based suicide prevention programmes
- d. A single counselling session produces similar effects to 6- and 12-month programmes
- e. Whole-school approach
 - i. Increase awareness of mental health issues among students
 - ii. Destigmatise mental illness
 - iii. Encourage students to recognise mental health problems in themselves and their friends
 - iv. Teach students to respond to signs of suicide risk as a medical emergency
 - v. Facilitate processes for appropriate help-seeking
 - vi. Teach self-awareness, coping skills, social skills and problem-solving skills
 - vii. Gate-keeper training for staff to recognise common signs which should give rise to concern about a student, followed by referral to the counsellor

7. Suicide screening

- a. There is no evidence of any harmful effects from screening, including for high risk students
- b. Screening for psychological distress does not cause significant undue stress in students

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8. Recognition, assessment and management of at-risk students



9. Staff identification of at-risk students

- a. All school staff are responsible for detecting students who are experiencing emotional distress and possibly at risk of suicide
- b. All concerns must be responded to
- c. The concerned staff member should continue to support the student during the process of referral to the guidance counsellor

10. Actions on identification of risk of suicide

- a. Ensure safety
- b. High risk of suicide
 - i. Hold student in a safe environment
 - ii. Remove access to weapons, pills and poisons
 - iii. Maintain a good relationship with the student
 - iv. If the student is psychotic or there is severe self-neglect, refer immediately to secondary care mental health services, with response expected on the same day

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- c. Triangulate the assessment with family and teachers

11. Confidentiality

- a. For students of any age, making promises about maintaining confidentiality is not good practice
- b. The counsellor may be obliged to break confidentiality if there is imminent or severe risk
- c. For a student 16 years and older :
"I will keep what you say confidential to the school counselling service unless I think that you are at serious risk of harm to yourself or others. If that is the case I will take steps to protect your safety or the safety of others. As far as I can I will discuss this with you before I do anything"
- d. For students younger than 16 years :
 - i. Health practitioners are required to exercise discretion about disclosing information to parents/guardians
 - ii. The need to ensure safety over-rides confidentiality
- e. It is generally in the student's best interest that appropriate family members are engaged from the assessment stage in the management plan and process
- f. In cases of abuse
 - i. a decision to contact the family should take into account the likely impact on the student's current and future relationship
 - ii. when a student is unwilling for the counsellor to contact relatives it may be appropriate in the short term for another staff member to be available to support the family to preserve confidentiality between student and counsellor
 - iii. if the student has been or is currently being abused, it may be necessary to exclude the perpetrator(s) or make a referral to CYFs or the Police
 - iv. if the abused student is under 16 years any action where family are not contacted must include contacting CYFs

12. Clinical Management plans checklist

- a. Every threat of suicidal behaviour is taken seriously and investigated fully
- b. A strong therapeutic relationship is developed with the student
- c. Confidentiality is managed secondary to safety
- d. The psycho-social developmental age of the student has been considered in planning
- e. Family are involved early with planning
- f. The cultural context has been considered
- g. There are no "no self-harm/suicide" contracts
- h. There are suggested actions and timelines for intervention, consultation, referral and follow-up
- i. Includes planned monitoring and reassessment should there be a change in risk, clinical picture or circumstances
- j. The counsellor explains the support that will be provided/timeline/expected outcome/need to persist
- k. Referral to available mental health services where there is significant suicide risk
- l. For high risk students

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- i. supervision of student at all times
 - ii. clear transfer to family or other professional
 - iii. referral to mental health service is arranged
 - iv. instructions given about maintaining a safe environment and providing supportive supervision
- m. For moderate risk students
 - i. Liaise with GP if student cannot be referred directly to Mental Health
- n. The plan creates a sense of direction, instils hope and prevents suicide

13. Maori students

- a. The early involvement of whanau is critical
- b. The counsellor should have ongoing relationships with Maori mental health providers
- c. The school has a designated staff member to support Maori, who should be involved in the development of the student management
- d. Follow protocols to establish rapport and connection before eliciting personal information (karakia, whakatauki)
- e. Direct eye contact is not appropriate when discussing sensitive issues
- f. It is appropriate for a whanau member to answer questions on behalf of the student
- g. Indicators of suicide risk
 - i. Symptoms of emotional distress
 - ii. Suggestion of breaches of cultural protocols
 - iii. Preoccupation with a close relative who has recently died
 - iv. Unresolved grief, or loss of a significant person or of their own status
 - v. Issues of cultural injustice
- h. For indicators involving tapu and death it is advisable to involve Maori mental health services
- i. When working with Maori mental health services there must be clear definition of respective roles and responsibilities and ongoing sharing of responsibilities

14. Pasifika students

- a. Be aware of the cultural and linguistic diversity of Pasifika students that affect how Pasifika models of wellbeing and concepts of disability are viewed and understood
- b. Students may have been born in NZ while their parent may not
- c. It may be necessary to consult with people with specialised knowledge about the various Pacific Islands nations' views of mental health
- d. Whenever possible the student should be offered the option of an appropriate Pasifika healthcare worker
- e. If an appropriate healthcare worker is not available seek guidance from a Pacific Islands service or recognised local and community organisation
- f. Alternative healing such as traditional healers (Fofo, Taulasea) may be offered especially if requested by the student and in cases of clear mental illness in parallel with conventional treatment

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15. Checklist of risk factors

CONFIDENTIAL	Name	Date		
RISK FACTOR (tick as applicable)	Assessment of risk			
	LOW	MOD	HIGH	
Persistent change in mood (depression) Withdrawal, tearfulness, profound unhappiness/helplessness, self-anger, increased irritability, moodiness, aggressiveness, marked emotional instability, lack of interest in surroundings, sadness				
Profound hopelessness (single most powerful predictor) Has no future perspective, no plan of activities, no goals, no expectation of a future to look forward to				
Physical symptoms with emotional cause Eating disturbances, chronic headache/stomach ache/fatigue/body ache, scratching/markings of the body, other self-harm acts, reduced personal hygiene and self-care				
Ideas and themes of depression, death and suicide (frequency and intensity) Books/essays/conversation/artwork, suggestions that he would not be missed, collects/discusses ways of suicide, gives away prized possessions, <u>previous suicide threats/attempts</u> , detailed plans for suicide, access/ability to use highly lethal means				
Unexpected reduction in academic performance Unusual failure to complete assignments, apathetic in class, recent lower-than-expected grade, disappointment at being rejected for a course, abrupt change in attendance/tardiness/truancy				
Withdrawal from relationships Change in relationships with friends and classmates, loss of interest in extracurricular activities, dropped out of sport and clubs, spending a lot of time alone				
Grief about significant loss Stress from recent family disintegration, recent death/suicide in the family, recent loss of a friend through death/suicide, break-up of relationship with girlfriend				
High-risk behaviours (context for suicide behaviour) Increased use of alcohol/drugs to the point of intoxication, regular intoxication, dangerous driving, playing with knives and guns,				
Extent/history of other psychological symptoms, family history, social and support context Availability of caring relationships, current family structure, involvement of support agencies, other psychological issues, economic/social disadvantage, strength of social networks, sexual identity				

16. Suicide Risk Assessment Questions

What to assess	Suggested questions	CONFIDENTIAL Notes
<p>Suicidal thinking</p> <p><i>Consider persistence and intrusiveness of thoughts, ability to distract and think of alternatives</i></p> <p><i>Use direct questions as the student may be reluctant to volunteer information</i></p> <p><i>Direct questioning will not increase the risk</i></p>	<ul style="list-style-type: none"> • Sometimes when people are feeling really stressed and overwhelmed by things, they think that life isn't worth living anymore or that there is no way to improve things. Have you had thoughts that life isn't worth going on with? Tell me more about these (frequency, duration, recency, triggers) • How easy is it for you to stop thinking about suicide? Is it hard to get these thoughts out of your head? (self-management of thoughts) • Have you thought about harming yourself? Tell me about that (method, likely setting, duration, recency, triggers). AND is it hard to get these thoughts out of your head? (self-management of thoughts) • Have you thought about killing yourself/taking your own life/suicide? (recency, duration, triggers, self-management of thoughts) AND is it hard to get these thoughts out of your head? (self-management of thoughts) 	
<p>Suicide plan</p> <p><i>Consider lethality, reversibility, preparation, likelihood of early discovery</i></p> <p><i>Use direct questions as the student may be reluctant to volunteer information</i></p> <p><i>Direct questioning will not increase the risk</i></p>	<ul style="list-style-type: none"> • Have you thought about how you would act on these thoughts? what would you do to take your own life/do you have a plan? • Tell me about the plan (specific method, location, setting, proximity of others, timing, preparation of means, arrangements for a required sequence of events) • How long have you had the plan for? • Have you practiced/rehearsed any parts of the plan? 	

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<p>Intent</p> <p><i>Note if goal to die is associated with feelings of guilt or worthlessness, desire to be with someone who has died or to punish/hurt somebody ("they'll be sorry")</i></p>	<ul style="list-style-type: none"> • How badly do you want to die? (self-rate the likelihood of carrying out the plan on a self-assessment ruler) • Do you think you would actually carry out your plan? (use ruler) • What are your thoughts about staying alive? (good reasons for living) • Is there anything that would change your mind? • Is there anyone or anything that would stop you? Tell me more about that • Have you given away any special things or arranged for this to happen? What arrangements have you made? • What do you think the effect on your family and friends would be if you killed yourself? 	
<p>Self-assessment ruler - copy onto a piece of paper and ask the student to show where they are on the continuum</p> <p>Strongly want to live _____ Strongly want to die</p>		
<p>Previous attempts</p> <p><i>Note recency of last attempt or self-harm, potential seriousness, reversibility, likelihood of early discovery, extent of planning, nature of triggers, intoxication</i></p>	<ul style="list-style-type: none"> • Have you harmed/hurt yourself in the past? Tell me more about that (when, method) • Have you tried to take your own life before? (when, method) • Did you plan ahead for it? (location, setting, proximity of others, timing, preparation, detailed plan) • What was going on for you at that time? (triggers, context) • Were you drunk/drugged at the time of the attempt? • What things kept you safe/stopped you from killing yourself at the time • Did doing this change the way you felt about living and dying at the time? Tell me more about that. • Why did you want to take your own life in the past? 	

Other risky behaviours	<ul style="list-style-type: none"> • Tell me about your drinking (specific amounts, drinking pattern, context, use to manage feelings/stress) • Tell me about your use of any other drugs (specific amounts, drug patterns, context, use to manage feelings/stress) • Do you do things that are risky – like deliberately driving too fast, not use a seatbelt, get into fights, have unsafe sex, other things that could harm you if they went wrong? 	
Stressors/context <i>Empathically acknowledge importance</i> <i>Note protective factors</i>	<ul style="list-style-type: none"> • Who is living at home with you at the moment? (trusting/difficult relationships, absent family members) • Tell me more about your friends • Is there anyone special in your life at the moment? Tell me about her/him • Tell me about what has been happening in your life recently • What's it been like at home/school/in your social life recently? (At home – relationships, communication, conflict, new person in the household/family. At school – marks, peer group, violence, bullying. Social - on-line relationships, chat rooms, texting, other relationships outside home and school) • What has made you feel so awful? • Tell me about the pressures on you at the moment • What is the “last straw” for you? Tell me about that. • Why do you want to take your life? 	
Hopelessness <i>Very important indicator of risk</i>	<ul style="list-style-type: none"> • Do you think things might get better? • What do you see ahead of you in your life? • Once these problems are sorted out, do you think you'll be happier than you are now? 	

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	<ul style="list-style-type: none"> • When you think about the future do you see things being better than they are now? • Have you thought about asking for help? (if not, why) 	
<p>Self-management strategies</p> <p><i>Note extent of ability and willingness to communicate directly about mood, suicidal thoughts and impulses, and to describe inner and social world</i></p> <p><i>Note strengths</i></p>	<ul style="list-style-type: none"> • Tell me about yourself/how would you describe yourself to someone else/what are you like as a person? • What do you think might help change how you are feeling and thinking? (possible actions) • People have lots of different ways to cope with stress and worry - what have you done in the past to help yourself cope with problems/stress? (positive strategies – not alcohol/sex/drugs) • What has stopped you from acting on your suicidal thoughts in the past? • Have you used any strategies to distract you from thoughts about death/self-harm/suicide in the past? (elaboration) • What stopped you at other times when you have felt this bad/close to harming/killing yourself? Why was that? • Have you told anyone else about your thoughts and feelings about harming yourself/suicide? (who? Why that person? what made that possible/not possible?) • How does talking about this with me make you feel? 	
<p>External support sources</p> <p><i>Note if family are hostile/exhausted / unavailable</i></p> <p><i>Note positive resources</i></p>	<ul style="list-style-type: none"> • What would make it easier to cope with your problems at the moment? (reasons) • Who are the most important people in your life at the moment? • Is there anyone who really understands and cares about you and what is happening for you right now? • Who would you like to have with you now? • What would he/she think about you feeling like this now? • What do you think he/she would do if they knew about this? 	

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	<ul style="list-style-type: none"> • How much can/does this person help you? • Would you be willing to let them help you now? • Who would you like to save you? 	
--	--	--

17. Confidential Clinical Management Plan

Student _____

Date _____

	Actions	Timeline	Responsible	Monitor	Reassessment and review
Intervention					
Consultation					
Referral					
Follow-up					

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18. Process and clinical management of at-risk students

Action	Low risk	Moderate risk	High risk
Immediate intervention by counsellor	<ul style="list-style-type: none"> Consult with Rector Rector informs appropriate staff Establish appropriate regime to monitor the risk of suicide Check for family and other support available and involve as appropriate 	<ul style="list-style-type: none"> Consult with Rector Rector informs appropriate staff Rector informs family as appropriate and discusses strategies appropriate to risk level Establish appropriate regime to monitor the risk of suicide Team approach to ensure student safety while at school Arrange access for the student to the appropriate level of counselling/treatment 	<ul style="list-style-type: none"> Consult with Rector Rector informs appropriate staff to minimise any immediate risk Rector informs family of the risk and proposed management as appropriate Team approach to ensure student safety while at school Arrange immediate access for the student to Mental Health – ensure uptake on the same day
Consultation by counsellor	<ul style="list-style-type: none"> Consult with Rector Consult as appropriate with staff and family Consult with clinical supervisor if needed Check for involvement of other services and coordinate Clarify who is leading clinical management planning 	<ul style="list-style-type: none"> Consult with Rector Consult as appropriate with staff and family Consult with health professionals (GP, SES, Mental Health) over required actions Refer new cases for assessment by GP or Mental Health Consult with clinical supervisor if needed Check for involvement of other services and coordinate Clarify who is leading clinical management planning 	<ul style="list-style-type: none"> Continue contact with student and family to ensure that the required level of service is being provided to facilitate a smooth return to normal involvement in the school Consult with health professionals involved to ensure that they know of <ul style="list-style-type: none"> the current level of risk any behaviours evidenced in the school and that the appropriate services are being accessed Consult with clinical supervisor if needed

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Referral / clinical management by counsellor	<ul style="list-style-type: none"> • Provide information to the student and family on resources available to assist them • Provide ongoing clinical management as part of the school counselling service 	<ul style="list-style-type: none"> • Refer new cases to Mental Health • If referral will not be picked up, actively manage with self-management strategies as appropriate, with weekly monitoring 	<ul style="list-style-type: none"> • Make a referral to an appropriate health professional (GP, SES, Mental Health) for further assessment and primary management • Ensure there is communication about primary management so that clear roles can be established
Follow-up by counsellor	<ul style="list-style-type: none"> • Review the student regularly to identify any changes of risk • If no improvement in 4 – 6 weeks treat as a moderate risk with additional support 	<ul style="list-style-type: none"> • Check outcome of any referral with the health professional and the family • Monitor risk and behaviours in the school environment and take any appropriate action • Ensure that all staff involved with the student report all incidents which cause concern – risk factors 	<ul style="list-style-type: none"> • Check outcomes of any referral with health professional and family • Ensure that all staff involved with the student have reported all incidents which cause concern – risk factors • Liaise with family to ensure that they have support and that the student's environment is safe (removal of means of suicide, close monitoring, support) • Establish necessary monitoring and support systems prior to student returning to school

CRISIS RESPONSE ACTION PLAN

1. Contacts:

Emergency (Level 2, Level 4)	111
Refer within	
OAMARU POLICE	03 433 1417

Staff Note:

Please respect the privacy of this information as far as students are concerned.

WAITAKI BOYS' HIGH SCHOOL	03 437 0529
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Senior Leadership		WBHS Extension	Private
Rector	Darryl Paterson	822	0275465808
Deputy Rector	Roger van Boomz	837	027 766 8424 03 437 2377
Assistant Rector	Aisea Fifita	894	0210308420
Assistant Rector	Aisea FiFita	825	0210550804
Outdoor Education	Ray Boswell	833	03 434 9592 027 7241693

Copies of this document with:

1. EOTC group in the field
2. Oamaru Police
3. School Office
4. Above-named staff

2. Preamble

Events that cause real emotional distress in school may occur at any time and without warning. It is important that school administrations are adequately prepared to deal with such incidents as they arise, so that all appropriate actions are taken to enable schools and their communities to return to normal as soon as possible.

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Note: The following general comments and guidelines apply primarily to the sudden death of a student or students. However, similar responses may be appropriate in the case of the sudden death of a staff member or a catastrophic event such as a major fire or earthquake.

3. Rationale

- a. That we have a set of guidelines to ensure our response to any crisis is appropriate.
- b. That a Crisis Team consisting of key staff will manage the Schools response.
- c. That the Schools response will be implemented quickly.
- d. That people affected by the crisis are given proper support.

4. Organisation

The membership of the Crisis Team will include:

Rector

Deputy Rector

Assistant Rectors

Or a deputised person.

Guidance Counsellor

Meeting place - Rectors Office

Tutor Group Teacher of the deceased person

(BoT Staff Representative

Keep the Board Chair informed)

5. Crises Team Responsibilities

A. Rector: - overall coordination

- a. Verify all facts of the event.
- b. Call the Crisis Team together.
- c. Responsible for:
 - i. Media contact
 - "Dealing with News Media"
 - ii. Family contact re
 - Information to be disclosed
 - Funeral arrangements
 - Statement of information to be shared at Year Level meeting and/or with staff
 - iii. Newsletter home
 - Support available
 - School arrangements
 - iv. Daily debrief of Crisis Team.

B. Deputy Rector:

- a. Confirmation of timetable and arrangements for the week following the event in relation to
- b. the term programme.(Arrangements for staff relief where necessary).
- c. Confirm Support Room availability.
- d. Provide a condolences book.
- e. Identification of close friends, siblings and friends of siblings. Advise Counsellor.
- f. Student's/Staff members belongings.
- g. Briefing office staff (referral of enquires).
- h. Arrange staff information meeting.

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D. Counsellor:

- a. Contact close friends.
- b. Contact 'at risk' students.
- c. Be available interval and lunch to monitor situation and discuss further enquires.
- d. Contact support agencies if needed.
- e. Consult with Tutor Teacher re procedures.
- f. Contact other schools with siblings of deceased to co-ordinate information and support.

E. House Group Teacher:

- a. Ensure appropriate and factual information is given to students.
- b. Identify any further need for support.
- c. Monitor Tutor class where required and offer support where necessary.

6. Action Response

- a. The purpose of the first meeting:
 - i. To verify that the information about the death (or other event) is accurate.
 - ii. To allocate duties of each team member for next day.
 - iii. To consider the role and level of involvement of school resources.
 - iv. To plan communication to staff, students and parents.
- b. 10 Step Trauma Response Action Plan Check List
 - i. Evaluate how serious the crisis is
 - ii. Call the appropriate emergency agency
 - iii. Inform key staff
 - iv. Secure the school
 - v. Ensure everyone is safe
 - vi. Get help for any victims
 - vii. Gather facts and information as quickly as possible from witnesses.
 - viii. Notify parents/next of kin
 - ix. Assemble a 'Crisis Team'
 - x. Implement the follow up plan

NOTE: Pay attention to the needs of English as a Second Language Speakers, Disable students, at risk students.

- c. Overriding Consideration:
 - i. The wishes, sensitivities, dignity and future well-being of the student's / staff members immediate family.
 - ii. The safety and well-being of the student's / staff members close friends and others within the school community who may be adversely affected by the death.
 - iii. Allowance for recovery, both of individuals and of the school community.
- d. Specific consideration needs to be given to: -
 - i. informing staff members of the 'event' (where such an event occurs during a holiday period).
 - ii. phone tree. ('*Staff Telephone Tree*' and briefing staff).

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- iii. informing the students (*'Informing the Students'* and for Form Teacher checklist)
- iv. informing the parents/caregivers and wider school community. (*'Informing the Parents'* including letter to parents/caregivers).
- v. media access onto school property (*'Dealing with the News Media'*)
- vi. the likelihood of future enquires (school, police, coroner)
- vii. monitoring rumour
- viii. thoroughly briefing office staff (referral of enquires)
- ix. calling a staff meeting as soon as possible to explain the situation, respond to questions and to confirm our response. (*'Briefing the Staff'*).
- x. decide whether and what support agencies need to be engaged. (*'Support Services'*).
- xi. confirm a Support Room (e.g. library, ESOL room) with provision for space, privacy, phone, tea-making etc.
- xii. additional staff to be with the class most affected and with students out of class in the support room. Arrange with parents/caregivers for students who are not coping to go home.
- xiii. spiritual, cultural needs should be considered as well as the emotional ones.
- xiv. debrief helpers - especially peer supporters, close friends of the victim, and form teachers by offering counselling.
- xv. keep to usual school routines as much as possible.
- xvi. a crisis affecting a neighbouring school (*'Support for another School'*).

7. Student Suicide

- a. The crisis team decide how the students will be notified. Mass assemblies are not recommended. A statement could be prepared for teachers to read and discuss with their form class. The statement informs what support services will be available in the school. (*'Support Services'*).
- b. School activities should continue as normally as possible.
- c. Best friends should be identified and counselled individually almost immediately. Monitoring and support for them should be ongoing.
- d. A Support Room, eg the Library, should be made available throughout the day and evening for students to come whenever they feel the need. A Counsellor and / or staff should be available in the room. (8.4.n *'Reactions and Responses to a Tragic Event'*).
- e. More intensive work should be done with the deceased's form class. Students need to know that it is acceptable to feel angry, sad or guilty and should be helped to understand the death (especially if it is suicide). Students may want to decide what to do about the empty desk or locker.
- f. Throughout the period after a suicide, all caregivers should be stressing that suicide is a choice but a very poor choice. Avoid romanticising the deceased or encouraging feelings that he or she is a heroic figure.
- g. Students should be given the opportunity to attend the funeral. The wishes of the family must be first considered. It will be emotional for all who attend but it is part of the grieving process. (*'Readings for a Funeral'*).

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- h. Students should be encouraged to send messages to the family. This can be done individually or as a class effort. Consider making a condolences book available.
- i. At a later date, a memorial service planned by the students could be held. This should not be rushed. There is a fine line between dramatising a death and doing something appropriate that allows students to express a sense of loss.
- j. The 'after-shock' can last for weeks. (*'Coping with Sudden Death'*).

8. Additional Arrangements

- a. The team should identify other helping agencies, eg:
 - i. Maori elders.
 - ii. Church Ministers.
 - iii. Psychologists experienced in grief processes (G.S.E.) ('Support Services')
 - iv. Community Health and Counselling (C.A.M.H.S.)
 - v. Social Workers.
 - vi. Ministry of Youth Affairs.
- b. The Rector (and a Colleague/Tutor Teacher) should visit the deceased persons family. (*'Visiting the Family'*).
- c. No whole school assemblies should be held during that week, but otherwise the normal timetable should be followed.
- d. Monitor staff for signs of undue stress and provide support as necessary.
- e. Follow-up staff meeting should be held after an appropriate period of time to discuss the school's response to the event.
- f. Remain alert for and sensitive to the disturbing influences of anniversaries, inquests, legal proceedings.
- g. Review and evaluate the procedures implemented. (*'Evaluation of Actions Taken'*).

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9. Overview

- Actions are not necessarily listed in strict order and may depend on prevailing circumstances at the time.
- It is better to err on the side of caution than to under-rate the seriousness of the situation.
- Thorough document is essential. Follow-up action may be some time after the event.

Category:	Discipline	Internal	External Agencies Required			
		Level 1	Level 2	Level 3	Level 4	
Scenario	Smoking, Alcohol, Drugs, Violence, gross disobedience	Minor injury / illness	Major injury / illness Road Accident	Lost / missing / isolated	Fatality	
On site Action	Contain situation Isolate Take statements Contact SLT Arrange send home Incident Report*	Administer aid Contact Parents Incident Report*	Administer aid Safety of others Contact: 111 Preserve scene, equipment Photograph Document Contact SLT Incident Report*	Safety of others Evaluate situation Quick check vicinity Warn Police Follow-up search Confirm / otherwise Document Contact SLT Incident Report*	Safety of others Secure / cover body Contact: 111 Preserve scene, equipment Photograph Counselling Document Contact SLT Incident Report*	
External Agency Interaction with WBHS	N/A	N/A	Police / WBHS liaise	Police / WBHS liaise Police advise/control	Police / WBHS liaise Police advise/control	
WBHS Action	Disciplinary. Constructive debrief Review	N/A	Media spokesperson. Constructive debrief Review	Media spokesperson. Constructive debrief Review	Media spokesperson. Constructive debrief Review	WBHS Trauma Response SE Trauma Team
WBHS Contact	Parents Drugs: Police	N/A	Parents	Parents Staff	Parents of others on trip after Police clearance Staff Students Parents	Staff contact tree Parents Students

CRISES RESPONSE ACTION PLAN - Discipline

1. Scenario
 - a. Smoking, alcohol, drugs.
Applies to indulging, being found to have indulged while on the trip, or being found to have materials associated with smoking, alcohol or drugs.
 - b. Violence or gross disobedience.
2. On Site Action
 - a. These are very serious offences on the WBHS campus or any WBHS associated activity. Parents / Caregivers have signed a Permission Form that specifically states that the students may be sent home for offences of this nature.
 - b. Acts of violence or gross disobedience must be responded to in terms of the seriousness of the specific matter and the level to which staff assess any ongoing risk to the individual or to other students, particularly with regard to the following of instructions.
 - c. Contain the situation by identifying those concerned and isolating from other students while the matter is dealt with.
 - d. Obtain individual written statements from students involved and any witnesses. Statements should be written by the students and address issues of who, what, when, ownership / supply, any previous occurrences etc. Check to see that specifics have been included – names rather than 'the boys in my group' etc. Follow up with statements from any others named.
 - e. Staff must document the incident clearly.
 - f. Contact Senior Leadership.
 - g. Initiate arrangements to have boys taken home by parents, or returned by WBHS transport at the Parents / Caregivers expense. This can be done in conjunction with Senior Leadership.
 - h. Students must only travel with their legal Guardians or by arranged WBHS transport. We must not compromise the travel arrangements stated on the Permission Forms.
 - i. Complete Incident Report
3. WBHS Action
 - a. Disciplinary as for occurrence on WBHS campus.
 - b. If sent home before end of camp then likely stand down until staff return.
 - c. Constructive debrief / review with staff concerned.
4. WBHS Contact
 - a. Parents.
 - b. Police if drugs involved.

CRISIS RESPONSE ACTION PLAN - Emergency - Level 1

1. Scenario

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- a. Minor injury or short-term, minor illness.
 - b. Wasp sting or allergy.
 - c. Pre-medicated condition such as asthma.
 - d. The situation is able to be contained and adequately attended to on site.
2. On Site Action
- a. Administer appropriate First Aid.
 - b. **NOTE:** Monitor closely with view to regrading to **Level 2** if necessary.
 - c. Contact Parents.
 - d. Document and complete Incident Report.

CRISIS RESPONSE ACTION PLAN - Emergency - Level 2

1. Scenario
- a. Any situation that requires treatment beyond the capabilities of staff in the physical environment or where there is impending threat of worsening individual's condition or environmental conditions.
 - b. Major injury or illness.
 - c. Serious reaction to wasp sting or allergy.
 - d. Serious onset of pre-medicated condition such as asthma.
 - e. Road Accident – Could escalate to Level 4.

On Site Action

- a. Administer aid.
 - b. Ensure safety of others.
 - c. **Phone 111**
 - d. Be prepared with **grid coordinates** of a suitable landing site if a helicopter is likely to be needed for a field recovery.
 - e. Arrange reciprocal contact.
 - f. Preserve the scene and leave any contributing equipment as is. Photograph the scene.
 - g. Helicopter:
 - i. Landing site, clear of vegetation and obstacles, of at least 20-30m in diameter.
 - ii. Keep all personnel clear of the landing site.
 - iii. Do not approach until signalled by pilot.
 - iv. Approach only from in front of helicopter in view of pilot.
 - h. Contact WBHS Senior Leadership
 - i. Document and complete Incident Report
3. External Agency
- a. Establish contact through Oamaru Police with WBHS Senior Leadership
4. WBHS Action
- a. Liaise with Police, medical agencies
 - b. Identify media spokesperson

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- c. Constructive debrief, review of procedures. Input from external agencies.
- 5. WBHS Contact
 - a. Parents of victim(s)
 - b. Inform staff

CRISIS RESPONSE ACTION PLAN - Emergency - Level 3

1. Scenario
 - a. Individual or group lost, overdue, or isolated in adverse or worsening environmental conditions where the group's safety is at risk.
 - b. This is potentially a Search and Rescue situation involving the Police coordinated SAR team.
2. *On Site Action*
 - a. Ensure safety of others
 - b. Conduct a quick check of the vicinity to establish the seriousness of the situation.
 - c. Accurately identify those concerned.
 - d. **Phone Oamaru Police 03 4331417** to warn of the situation and establish reciprocal contact.
 - e. Be prepared with grid references if not a significant base
 - f. Conduct a follow-up search of the area.
 - g. Phone Oamaru Police 03 4331417 to confirm or call off previous alert.
 - h. Take instruction from Police.
 - i. Helicopter:
 - i. Landing site, clear of vegetation and obstacles, of at least 20-30m in diameter.
 - ii. Keep all personnel clear of the landing site.
 - iii. Do not approach until signalled by pilot.
 - iv. Approach only from in front of helicopter in view of pilot.
 - j. Contact WBHS Senior Leadership.
 - k. Document and complete Incident Report
3. *External Agency - Police*
 - a. Coordinate Search / Rescue
 - b. Liaise with WBHS Senior Leadership.
 - c. Control / advise communication between WBHS / Parents / Media
4. *WBHS Action*
 - a. Liaise with Police
 - b. Identify media spokesperson
 - c. Constructive debrief, review of procedures. Input from external agencies.
5. *WBHS Contact*
 - a. Parents
 - b. Staff

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CRISIS RESPONSE ACTION PLAN - Emergency - Level 4

1. Scenario
 - a. Fatality
2. *On Site Action*
 - a. Ensure safety of others.
 - b. Move others from immediate proximity. Monitor their reaction / counsel.
 - c. Leave body as and where is unless there is the likelihood of loss (river etc).
 - d. Cover the body, treating it with respect. Have the scene secured and supervised.
 - e. **Phone 111**
 - f. Be prepared with **grid coordinates** of a suitable landing site if a helicopter is likely to be needed for a field recovery.
 - g. Arrange reciprocal contact.
 - h. Preserve the scene and leave any contributing equipment as is. Photograph the scene.
 - i. Helicopter:
 - i. Landing site, clear of vegetation and obstacles, of at least 20-30m in diameter.
 - ii. Keep all personnel clear of the landing site.
 - iii. Do not approach until signalled by pilot.
 - iv. Approach only from in front of helicopter in view of pilot.
 - j. Contact WBHS Senior Leadership
 - k. Document and complete Incident Report
3. *External Agency - Police*
 - a. Coordinate recovery
 - b. Liaise with WBHS Senior Leadership.
 - c. Invoke on-site counselling services, Kaumatua as required / appropriate
 - d. Control / advise communication between WBHS / Parents / Media
4. *WBHS Action*
 - a. Liaise with Police
 - b. Identify media spokesperson
 - c. WBHS Trauma Response
 - d. Constructive debrief, review of procedures. Input from external agencies.
5. *WBHS Contact*
 - a. Parents of victim(s), others after Police clearance
 - b. Staff (Contact tree)
 - c. Students

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SPECIFIC CRISIS PROCEDURES

10. Abduction

- a. Follow the advice of the police
- b. Assist by identifying the friends of the missing student so that police can interview them.
- c. Make counselling available.
- d. Provide reassurance for students, parents and staff.
- e. Carefully manage information within the school to counteract rumour.
- f. Respect the family's wishes at all times.
- g. Review school procedures.

11. Armed Intruder/Student

- a. Call police and follow their advice
- b. Give signal for 'sheltering in place'.
- c. Show calm confidence.
- d. Offer comfort and support.
- e. Observe as much as possible and record details.
- f. Communicate with parent/media when possible.

12. Bomb Threat

- a. Listen carefully to the caller and try to alert another staff member to call the police.
- b. If you have caller ID, record the phone number.
- c. Record all details of the call, including content (as close to the exact words as you can recall), voice characteristics, language features, background sounds, time and duration – either during the call or immediately afterwards.
- d. Try to establish exactly where the bomb is, what it looks like, what it is made of, and when it will explode.
- e. Clear the area where the bomb is supposed to be located.

13. Death

- a. Provide factual and full information appropriate to the age of the students.
- b. Avoid euphemisms and mysteries.
- c. Send home information and help for parents so they can respond to their children's feelings and fears.
- d. Make counselling available and a quiet room/space for grieving students to gather.
- e. Check school records and lists so the name of the student or staff member does not keep reappearing or being read out.
- f. Respect different cultural and religious beliefs and attitudes to death.
- g. Provide a book of memories if appropriate for students to sign.
- h. Have guidelines on attendance at funerals/tangi which include parental permission.
- i. Have school policies on use of school facilities for funerals, memorial plaques or trees which set out what the school regards as appropriate.

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14. Disease

- a. Obtain full, factual information from public health officials.
- b. Provide information to staff, students and parents.
- c. Put in place precautionary measures as advised by public health officials.
- d. Protect the rights and privacy of the affected students.
- e. Counteract myths, and calm fears with a flow of factual information.
- f. Follow Infectious Disease Policy.

15. Drug Overdose

- a. Follow emergency first aid procedures.
- b. Don't move the student unless there is immediate danger.
- c. Call an ambulance.
- d. Call the nurse/first aid expert.
- e. Notify the parents.

16. Hazards

- a. Follow Worksafe procedures and guidelines.
- b. Have designated H&S Officer on the staff.
- c. Carry out regular safety checks.
- d. Have clear reporting procedures for staff and students to follow when a hazard is identified.

17. Heart Attack

- a. Follow emergency first aid procedure
- b. Call the nurse/first aid expert/ambulance
- c. Administer CPR if trained.
- d. Notify partner/family.

18. LAB Accident

- a. Broken glass, cuts, chemical spills, fires.
- b. Remain calm. A minor problem quickly becomes a major one if you don't.
- c. Report all accidents immediately, no matter how small.
- d. Assess lab safety and make improvements where needed.

19. Mental Health

- a. Agitation, hallucination, threatening self-harm etc
- b. Don't argue with the person. Model calmness, and if possible, remove the person to a quiet room.
- c. Contact the counsellor.
- d. Contact emergency services if necessary; police, ambulance.
- e. Notify the parents, partner, and relatives.
- f. It may be necessary to implement a 'shelter in place' drill for the rest of the school during a crisis, e.g. a suicidal student.

20. Missing Student

- a. A student may have run away, got lost, or been abducted (see 'Abduction').
- b. Inform the Police.

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- c. Get as much information as you can include where and when the student was last seen, and who the student's friends are, to assist the police.
- d. Assist the family and respect their wishes.
- e. Keep information accurate and regular to minimise rumour.
- f. Follow the media plan for the school.

21. Pests & Vermin

- a. Notify the appropriate agency to eliminate the pest.
- b. The Health Department or Public Health Nurse may need to be informed and asked to assist.
- c. Minimise student exposure to the pest.
- d. Communicate with parents.

22. Rape and Sexual Abuse

- a. Get the assistance of the appropriate agency, eg. OT, Rape Crisis, Police etc.
- b. Reassure and support the victim.
- c. Assist with any reporting required.
- d. Safeguard privacy and be sensitive to the victim's needs, the needs of the family, and any cultural needs.
- e. Have policies on sexual harassment that are known to students and staff.
- f. Follow any staff National Employment Agreement procedures

23. Suicide

- a. Be open about the suicide (see Trauma Response). Communicate what has happened to students via staff and to parents by letter. This reduces rumour and promotes trust.
- b. Avoid using expressions that suggest the death is not permanent eg. Asleep, at rest, has gone from us, is with his grandparents, at peace.
- c. Avoid too much attention to the suicide (ie special assemblies or cancelling classes). Provide low-key approaches to grieving.
- d. Rector and staff circulate among students at breaks and movement between classes.
- e. Discourage suicide from appearing to be a solution to problems. Use Health Education approaches.
- f. Keep media away from students, and off the campus. Protect the privacy of the family.
- g. Maintain a regular timetable and teaching.
- h. The Guidance Network should be vigilant with 'at risk students' especially at this time.
- i. Have helpful information about suicide, signs to be alert for, and how to deal with it, available to parents who ask for it. Publicise this.

24. Suicide at school

- a. Secure the area and leave everything, including the body, untouched.
- b. Notify the Rector.
- c. Remove witnesses to a quiet place under the supervision of a counsellor. Keep a record of their names for the police.

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- d. Turn off the bell system and keep students in class until they can be informed by their teachers.

25. Terrorism

- a. Identify what is happening.
- b. Contact the police.
- c. Implement a 'shelter in place' drill.
- d. Minimise harm as much as possible.
- e. After the crisis, be careful to follow school policies:
 - i. Release students only to parents/caregivers
 - ii. Communicate with parents
 - iii. Reassure students and staff
 - iv. Provide counselling and guidance for staff and students
 - v. Manage the media
- f. enlist the help of trauma specialists and follow their advice
- g. rebuild the morale of the school

26. Violence

- a. Establish control of the situation.
- b. Remove bystanders
- c. Intervene if the danger to you/staff is minimal, to stop the violence.
- d. Isolate the aggressors
- e. Attend to any victims.
- f. Do not try to disarm anyone. Call the police.
- g. Observe as much as possible, and record.
- h. Restore calm.

COMPLETING AND PROCESSING THE TRIP APPLICATION

1. It is your responsibility as HoD and/or trip organiser to ensure that:
 - a. You do not plan anything until the Rector has signed the Trip Application front page and you have confirmed that your trip is on the calendar
 - b. You have completed all of the paperwork fully and correctly, and that you have copies of the signed documents with you on the trip.
 - c. Participants do not have any contraband/illegal items in their possession before Participants have all of the gear they need to meet the requirements of the trip before they leave school.
 - d. A staff member accompanies the students at all times – if this is not so, it must be discussed with the Rector and reflected clearly in the RAMs form.
2. If you do not have all of the paperwork you may not leave on the trip.
3. Process
 - a. Please download and use the latest Trip form, Health and Permission form and Checklist from the L Drive. Include a copy of the letter to the parents and your Health and Permission Form with the Trip Application.

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b. Application process

AT LEAST two weeks before the Trip :

Application submitted to Rector, who checks

1. Reason for trip.
2. Teachers/adults on trip.
- 3. Students on trip**
4. Adult : student ratio and supervision.
5. Risk level
6. Relief costs.
7. Trip budgeting.
- 8. Clashes with other events**

Application is passed on to BW, who checks

1. RAMS and contingency planning
2. First-aid

Application is passed on to Deputy Rector to :

1. copy the application (one per Staff member on the trip).
2. file the original
3. plan staff relief

4. Three working days before the trip :

- a. provide the Deputy Rector with
 - i. emergency contact details for all participants on the trip.
 - ii. all health and permission forms for student participants on the trip
 - iii. (no form, no participation) + health details of participating staff
 - iv. for camps
 - a) sign off that all gear has been checked for availability and suitability.
 - b) provide a map showing main and alternate routes and key sites.
 - c) provide a current weather forecast
 - d) provide call-signs for any Mountain Safety radios being used.
- b. ensure that a meeting is held with the Deputy Rector and all trip participants to go over school expectations.

5. One working day before a trip where weather is a consideration :

- a. provide the Deputy Rector with a 3-day weather forecast map
- b. discuss contingency plans and alternative map routes with Deputy Rector.

6. Take the following documents with you on the trip :

- a. copies of the signed Trip Application, RAMs form and maps (1 per adult).
- b. emergency contact details for all people on the trip (including leaders)
- c. the details of all participants requiring special health care (including leaders).

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- d. emergency contact details for the designated Senior Manager and procedures for contacting emergency services.
7. Leave the following with the Deputy Rector :
- a. trip itinerary, including maps marked with main route and alternate routes.
 - b. a copy of the Student Name-list with their home Emergency Contact details.
 - c. all of the Permission forms for the participants.
 - d. the completed checklist.
8. Trips that are repeated during a season : (eg for rugby, cricket etc.)
- a. Complete ONE application with applicable RAMS forms. Include
 - i. a full list of fixtures.
 - ii. a full list of team members
 - iii. all Health and Permission forms and Emergency Contact details for all team members.
 - b. 3 working days before each trip, provide the following :
 - i. Checklist.
 - ii. Student name-list.
 - iii. any additional Health and Permission forms and Emergency Contact details for new team members.
9. Letter to parents must indicate cost, departure and return dates and times, uniform, travel details, and disclosure of all relevant risks.

WAITAKI BOY'S HIGH SCHOOL - HEALTH AND PERMISSION FORM

Student's Name: _____

Caregiver: _____ Phone: _____

Health Considerations:

Does your son have any medical conditions that staff need to be aware of?
(eg: asthma, allergies, allergic reactions, diabetes, previous major injury)

Please specify : _____

What Medication is he currently taking? _____

Dosage: _____ Time of day: _____

Your son must give his medication to the staff member in charge. All medication should be clearly marked with name and dosage instructions.

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When was your son's last Tetanus injection ? _____

What activities should he not take part in ? _____

What special food considerations are required? _____

His level of experience and preparedness for this activity is

HIGH / MEDIUM / LOW OR N/A

Permission form

*I give permission for _____ to attend the field trip to
_____ over the period _____.*

*I give permission to the teacher in charge of the field trip to seek any medical attention
required by _____ while on this field trip.*

Caregiver's Signature: _____ Date: _____

MY EMERGENCY CONTACT NUMBER IS _____

DOCTOR : _____ TEL.: _____

PLEASE READ THE REVERSE OF THIS PAGE

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SCHOOL EXPECTATIONS OF STUDENT BEHAVIOUR WHILE TRAVELLING

The school expects students to abide by the behavioural expectations described below, in order to respect the bus driver and other students and their property at all times, and not engage in any behaviour that will put the driver and other students at risk.

1. Remain in your seat for the entire journey.
2. Do not eat or drink on the bus.
3. Do not be in possession of matches, lighters, cigarettes/tobacco and/or weapons (eg. blades, knives, firearms).
4. Do not use any aerosol can while on the bus.
5. Do not throw any objects inside or out of the bus.
6. Do not have any part of your body out of a window.
7. Do not push, intimidate, or verbally/physically abuse anyone on the bus, or do anything that may distract the driver.
8. Use acceptable language when speaking with the driver and/or other students.
9. Do not make loud or sudden noises, or speak/yell loudly while on the bus.
10. Remain properly dressed and wearing shoes while travelling on the bus.
11. Follow the instructions of the bus driver at all times.
12. Do not get off the bus at any point other than at your scheduled stop.
13. Do not do anything that may result in damage to the bus (eg. stand on or vandalise seats, break windows or fittings, write in dust on windows or body panels).
14. Understand that you will be liable to pay for any damage that you may cause to the bus.

ADDITIONAL INFORMATION PERTAINING TO THE HEALTH & PERMISSION FORM

Declaration of risks involved with this trip

WAITAKI BOYS' HIGH SCHOOL - TRIP FORM

This form must be completed and handed to the Office at least TWO WEEKS before the proposed activity.

The Rector must sign this page before you start any organization.

Hostel Trip ☐ **One-off School Trip** ☐ **Multiple school trips** ☐

Proposed Trip Overview:

Who, When, Where and How ?

Teacher I/C on trip:

Other Teachers on trip:

Other Adult Helpers:

Departure date: Return date :

Departure time: Return time :

RELIEF PERIODS REQUIRED :

Class / Group Involved: *(Attach printout of names)*

Are Special Needs Students involved? Yes ☐ No ☐

Special Needs Co-ordinator Approval: _____

(The Special Needs Co-ordinator must sign this section)

Destination of Trip:

Attach itinerary with full details, emergency contact numbers, departure and arrival times, information letter to parents, places visited and maps, weather forecasts, as applicable.

Transport Details: Driver(s):

(If non-professional drivers are used)

Uniform: permission requested for mufti. Yes ☐ No ☐

*(It is expected that students will wear School Uniform unless mufti is approved)
(If non-professional drivers are used)*

Risk Management

Risk Level of Proposed Activity:

Low ☐ **High** ☐

Activity type

A B C D

Number of Students:

Staff-to-Student Ratio: 1 to

Financial Arrangements

Charged to dept.

Cost to student \$

Total Cost of Trip: \$

Hostel Charge Sheet Number:

Approval by Business Manager

(Trips costing students more than \$40 per student require a budget to be approved by the School Accountant.)

Reason for this Trip :

Date of Application submission :/...../.....

Application Routing : *(forms must be circulated in the following order)*

Rector : _____ **Subject to:** _____

HoD PE : _____ **Subject to:** _____

Director, Ops _____ **Subject to:** Health & Permission, and Emergency
Contact forms, completed check-list, final roll-call, gear check

Rector's Approval _____ **Date** _____

Commissioner's Approval _____ **Date** _____

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RISK ANALYSIS AND MANAGEMENT SYSTEM - RAMS FORM

RAMS Prepared by:

Date:

Activity/Situation: Travel/Sport/Cultural event/Camping/Tramping/Water sports/Hunting/Fishing

Analysis		Description and Details		
RISKS, UNDESIRABLE EVENTS				
CAUSAL FACTORS Why incidents occur		People	Equipment	Environment
RISK MANAGEMENT STRATEGIES		Normal Operation		
		Contingency planning and Emergency procedures		

RELEVANT INDUSTRY STANDARDS APPLICABLE	Determining risk-level for the activity. Level of permission required for activity. Staff are experienced, appropriately qualified (first-aid etc)
POLICIES AND GUIDELINES RECOMMENDED	Vehicle travel – DELETE WHAT IS NOT APPLICABLE Participant (sport, other event) – As spectator – Camping – Tramping – Terrain – Weather – Water – Weapon use -
SKILLS REQUIRED BY STAFF	Driving DELETE WHAT IS NOT APPLICABLE First-aid Communications (mountain radio, GPS, EPIRB, cellphone) Survival Student management in the outdoors Decision-making (esp under stress) Contingency planning Tramping and camping Water sports Weapon safety, handling and use
SUPERVISION OF STUDENTS	1. Students will be supervised throughout the activity/trip <input data-bbox="1342 1462 1417 1529" type="checkbox"/> OR 2. Students will be unsupervised during the activity/trip Detailed explanation to minimize risks must be given in the RAMS. <input data-bbox="1342 1720 1417 1787" type="checkbox"/>

Emergency numbers :

DELETE/CHANGE WHAT IS NOT APPLICABLE

Emergency services : 111

School : 03 4370529

Designated SLT member : Roger van Booma x 825 or 0210308420

Local Medical centre /hospital :

Mountain Radio : call-sign

Frequency

Scheduled calls at

Emergency procedure :

DELETE/CHANGE WHAT IS NOT APPLICABLE

1. **Difficult decision, but no injury or death :**

Consult emergency procedure card. Phone SMT for advice and instructions.

2. **Serious injury, death, immediate danger :**

No EPIRB available and where communications are possible



EPIRB available



EMERGENCY CONTACT PROFROMA

WBHS : TRIP TO

DATE :

SURNAME	FIRST NAME	EMERGENCY #	CONTACT PERSON	MEDICAL ISSUES

FIREARMS PROCEDURE

1. Seven basic rules for firearms use at Waitaki Boys High School

- i. Treat every firearm as if it was loaded
- j. Always point firearms in a safe direction
- k. Only load a firearm when instructed to do so by the Range Officer
- l. Identify the target beyond all doubt
- m. Check your firing zone to make that it is safe to fire
- n. Store firearms and ammunition according to legal requirements
- o. No person may handle firearms on school grounds/at school events while using or under the influence of drugs and/or alcohol

2. Key roles and responsibilities

Role	Responsibility	Actions
Board of Trustees	<ul style="list-style-type: none"> • Ensure that the school has sound policies and procedures which are developed in consultation with the community • Inform parents about upcoming events 	<ul style="list-style-type: none"> • Send consent forms to parent/caregiver • Approve any event involving firearms • Ensure that the Rector is aware of his responsibilities • Require a report when an incident happens
Rector	<ul style="list-style-type: none"> • Understand the hazards/risks associated with each event • Conduct a risk assessment 	<ul style="list-style-type: none"> • Notify the Board of any incident • Ensure that firearms license are sighted
Teachers, Coaches	<ul style="list-style-type: none"> • Take reasonable care for own health and safety • Ensure that own behavior does not adversely affect the health and safety of others 	<ul style="list-style-type: none"> • Notify the Rector of any incident • Strictly enforce safety and range procedures
Students	<ul style="list-style-type: none"> • Take reasonable care for own health and safety • Ensure that own behavior does not adversely affect the health and safety of others • Follow all range instructions and procedures immediately and correctly 	<ul style="list-style-type: none"> • Comply with all reasonable instructions from the PCBU (Staff and Coaches) • Comply with the Arms Act 1983 • Report all dangerous behavior to the Staff member and/or Coach immediately
Visitors	<ul style="list-style-type: none"> • Sign-in at the Front Office on arrival (working hours), and sign-in on the daily Range Record of Attendance • Ensure that all firearms brought onto school grounds are safe (unloaded) • Take reasonable care for own health and safety • Ensure that own behavior does not adversely affect the health and safety of others • Follow all range instructions and procedures immediately and correctly 	<ul style="list-style-type: none"> • Have your firearms licence in your possession • Comply with all reasonable instructions from the PCBU (Staff and Coaches) • Comply with the Arms Act 1983 and the Health and safety at Work Act 2015 • Report all dangerous behavior to the Staff member and/or Coach immediately

3. Record of firearms licences
 - a. The Deputy Rector will register all sighted Firearms Licences
 - b. Staff and student Firearms Licence numbers will be recorded on their KAMAR site
4. Signing in and out of school – visitors
 - a. All visitors attending any school event involving firearms must comply with school regulations relating to signing-in and –out
 - b. During working hours, visitors must sign in and out at the Front Office
 - c. At all times, visitors must sign in and out on the Range Record of Attendance
 - d. See App A (Range Record of Attendance)
5. Storage of Firearms and Ammunition
 - a. All firearms and ammunition on School grounds and used for School activities will be stored under the control of the Deputy Rector
 - b. The Deputy Rector will store all weapons and ammunition in approved safes in the Administration area of the School
 - c. The Deputy Rector will maintain a record of storage in the safes
 - d. See App C (Record of Firearm storage)
6. Maintenance of firearms and range infrastructure
 - a. It is the responsibility of the firearm owner to maintain and clean each weapon to ensure serviceability
 - b. The Staff members in charge of Trapshooting and Smallbore are responsible for the care, maintenance and serviceability of school-owned firearms
 - c. The maintenance of the Trap Range is managed by the Trapshooting Club
7. Transport of firearms and ammunition
 - a. Firearms and ammunition may only be transported in the care of a licensed staff member
 - b. Firearms and ammunition must be adequately packed and secured to ensure safe transport
 - c. It is recommended that at least two licensed adults travel together when transporting firearms and ammunition outside of the Oamaru area
8. Firearm safety courses
 - a. All students and visitors new to Trapshooting and Smallbore must be given an on-site induction course on the Range before being allowed to shoot
 - b. All students involved in Trapshooting and Smallbore should attend a recognized Firearm Safety course as soon as possible
9. Risk Assessment and Management process
 - a. Appendix A (Range Record of Attendance)
 - b. Appendix B (Record of Firearm Storage)
 - c. Appendix C (Risk assessment for the WBHS Trap Range)
 - d. Appendix D (RAMs Form, Trapshooting)

- e. Appendix E (North Otago Smallbore Rifle Association Range Operation Manual)
- f. Appendix F (Participant Risk Assessment)
- g. Appendix G (Rifle sighting-in Procedure, WBHS Trap range)
- h. Appendix H (Record of Range Induction)

Appendix A – Range Record of Attendance

Range : Trap Range / Smallbore Range

[illegible]

Appendix B – Record of Firearm Storage

[illegible]

Appendix C – Risk Assessment for the WBHS Trap Range
NZTA RISK MANAGEMENT PLAN FOR CLAY TARGET CLUBS

RISK CATEGORY	HAZARD	PROBABILITY	SEVERITY	MINIMISING RISK
Environmental	Hearing damage	High	High	Use adequate ear protection
Eye damage	High	High	High	Use adequate eye protection
Sunburn	High	Varies	Varies	Use hats and sunblock
Dehydration	High	Medium - Low	Medium - Low	Encourage/enforce hydration
Litter on field	Low	Low	Low	Regular litter pick-ups
Transport to and from venue	Low	Low/varies	Low/varies	Adhere to school transport policy
Unsafe spectator facilities	Medium - Low	Medium - Low	High	Ensure spectators are in designated safe area
Equipment	Unsuitable ammunition	Medium	High	Check to verify correct ammunition
Unsafe firearm	High	Medium	High	Check firearm serviceability
Emergencies	Danger to participants	Low	High	Ensure compliance with safety codes

10. Management principals

- a. Coaches, managers and range Officers must identify all actual and potential hazards
- b. There must be a plan to minimise or eliminate identified hazards based on a risk assessment
- c. Students are involved in safety management planning
- d. Student participants have written parental consent
- e. Student needs and hazards are identified and there is a plan to meet them
- f. Adult-student ratios are adequate for the event and possible emergencies
- g. Range officials regularly confirm student presence with head-counts
- h. Misbehaviour of any kind will not be tolerated – no warnings will be given
- i. Unlicensed shooters are under the direct supervision of a person with a valid firearms licence – for DTL this requires the referee and marker to be in full control of the squad by standing beside Lanes 2 and 4 during shooting
- j. Supervision of unlicensed shooters includes
 - i. instructing the shooter to load,
 - ii. supervising on the mark to ensure safe practices,
 - iii. instructing the shooter to unload before leaving the mark
 - iv. supervising the carrying of firearms from vehicle to trap fields
 - v. supervising the storage of firearms in vehicles
- k. All accidents and near-misses must be registered with the School
- l. All Media interactions must be referred to the Rector
- m. All appropriate warning and safety equipment must be available and serviceable at the Range
- n. The Range Officer must be able to communicate with emergency services and school management in the event of an emergency
- o. All participants must be familiar with emergency and Range procedures, and specific personal roles and responsibilities
- p. Emergency and Range Procedures are rehearsed periodically – rehearsals are logged
- q. Emergency information, including health details must be available at the range for each participant
- r. An adequate first-aid kit must be available at the Range
- s. Attention is paid to ensuring the maintenance of energy and hydration levels – weather dependent
- t. Semi-automatic shotguns must be
 - i. pinned to restrict loading capacity to 2 shells
 - ii. loaded immediately prior to shooting and then unloaded immediately afterwards
- u. Firearms must be broken and unloaded when moving from lane 5 to lane 1
- v. Do not move from your shooting station until the shooter to your right has shot
- w. A red flag displayed on a trap house indicates that the trap house is occupied – no firearms may be loaded or sighted at this time

11. Assessment of potential participants

- a. Factors to be taken into account to determine participant suitability for the level of risk

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- i. Age – old enough to understand safety instructions
- ii. Size - physically big enough to safely handle a firearm
- iii. Maturity - social, mental and emotional readiness to handle a firearm
- iv. Personal factors - educational, medical, health, language and behavioural

12. Responsibilities of student participants

- a. Immediately obey all orders from the designated Range Officer
- b. Begin activities only when instructed
- c. Be familiar with safe handling practices
- d. Only handle potentially hazardous items (firearms, ammunition, traps) when told to do so
- e. Avoid behaviour that may lead to accidents/incidents
- f. Know what to do, and cooperate fully, in an emergency
- g. Maintain energy and hydration levels by eating and drinking appropriately
- h. Use equipment appropriately, and take care to minimise damage or loss
- i. Wear appropriate clothing and safety equipment at all times on the range
- j. Report any faulty equipment, hazard or incident/accident to the instructor or Range Officer immediately
- k. Question the teacher/instructor/coach if feeling unsafe or observe any unsafe practices on the Range
- l. Don't touch anyone else's firearm without the owner's express permission
- m. Always carry shotguns in the "broken" or "breech open" position

Appendix D – Season RAMs Form for Trapshooting
NZCTA Risk Analysis Management System for Clay Target Shooting

Analysis		Description and Details		
RISKS, UNDESIRABLE EVENTS		Undesired Event(s): Death, Illness, Injury, Psychological impairment, sunburn, exhaustion.		
CAUSAL FACTORS	Why incidents occur	People	Equipment	Environment
		1. Inadequate supervision 2. Poor coaching 3. People with medical problems 4. Undesirable spectator behaviour 5. Poor refereeing 6. Inadequate safety briefing 7. Inadequate warm-up 8. Poorly run competition or practice 9. Students being unfamiliar with environment	1. Unsuitable protective gear. 2. Incorrect gear. 3. Faulty equipment 4. Insufficient sun protection 5. Guns not unloaded 6. Guns not checked	1. Unsuitable equipment 2. Weather a) Sun, b) wind, c) Rain 3. Safety zones not used or flagged 4. Dangerous or distracting litter on field
RISK MANAGEMENT STRATEGIES	Normal Operation	1. Ensure adequate supervision 2. All coaches to be trained. 3. Medical history of students 4. Ensure spectators know school policy of "Fairplay: & appropriate conduct. 5. Qualified referees 6. Ensure adequate warmup. 7. Ensure a Range Safety Officer is present. 8. Brief students on the range environment	1. Correct protective gear i.e. earmuffs, glasses. 2. Correct gear i.e. correct size ammo. 3. Check all equipment before use. 4. Ensure students are aware of procedures eg trapper flags 5. Appropriate protection from the sun. 6. Regular maintenance of equipment stressed 7. Check the status of all guns before moving from the lane or trap area.	1. Suitable clothing and protection worn. 2. Safety zones used and flagged. 3. Remove dangerous or distracting litter 4. Familiarise students with field and equipment. 5. Coach or Manager is familiar with and conveys all safety requirements at start of each session.
	Emergency	First aid kit on hand Coach or Manager qualified or skilled in first aid. Coach or Manager is skilled in supervision and communication. Telephone available. Only staff communication Someone suitable to relieve in emergency situation. No Photos		

RAMS Prepared by: R Boswell

Activity/Situation: Clay Target Shooting

Analysis		Description and Details		
RISKS, UNDESIRABLE EVENTS		Bad weather: cold, wind, rain, frosts, lightening strike, flooding, wet gear Earthquake Heat stroke, hypothermia Barrel explosion, miss fire, cuts, haematomas, concussion, shot, death Medical problem, allergies, bee stings Poor nutrition / hydration Fire Psychological trauma		
CAUSAL FACTORS	Why incidents occur	People	Equipment	Environment
		Poor behaviour/violence Existing medical condition No/inadequate food Dehydration Tired, clumsy, distracted Psychological trauma	Not checking gear is used correctly Poor maintenance Lack of first aid/communication Careless use of guns	Sun, rain, hail, ice, lightening strike Earthquake Flooding Insect bites, bee/wasp stings Time/distance to help
RISK MANAGEMENT STRATEGIES	Normal Operation	<u>Before the shoot</u> Medical forms/check medication First aid qualification Range safety talk Informed/skilled coaching Nutrition/Hydration before shoot Check medical forms for sting allergies <u>On the range</u> First Aider available Check injuries Evacuation plan (check establishment) Follow range officers instruction Counsel students Hydrating between shoots	Check guns/ammunition/earmuffs Pick up first aid kits/check Water bottles filled Collect cell phone/charger Warm and waterproof gear Carry first aid kit Safety equipment must be used correctly (ear muffs, safety glasses) Guns in good working order Carry cell phone	Check weather reports Carry insect repellent Gather knowledge of area Alternative plan to suit conditions Carry sun screen Use insect repellent Change plans to suit conditions Check area for hazards and remove Check time to medical treatment
	Emergency	Emergency numbers/area contacts: James Robinson 021-224-2366 Emergency services 111 Medical Centre School (03) 437-0529 If server accident contact emergency services, move students to safe area, collect all cell phones, contact SM, no phone calls home, no photos, parent contact through SM and police. Keep students informed on what is happening, and treat for shock and mental trauma.		

Appendix E - North Otago Smallbore Rifle Association Range Operation Manual

SMALLBORE RANGE OPERATION MANUAL

WARNING : NO PERSON UNDER THE AGE OF 12 YEARS SHALL BE PERMITTED TO BE IN THE BACKSTOP/BULLET TRAP AT ANY TIME

Range Operator : North Otago Smallbore Rifle Association
Range Location : Oamaru
Range Owners : Waitaki Community Recreation Center
Type of Range : Indoor Smallbore
The only ammunition permitted is .22 (5.6mm)

First-Aid /Fire Plan :

Both are clearly marked and highly visible

Shooting Procedures :

- Shooting may only be carried out under the control of a designated Range Officer
- There shall be at least one supervising person present on the range while shooting is in progress
- The final closing of the rifle action must be at the shoulder
- All shooting clubs that use the range may vary their shooting programme to suit circumstances but must at all times use safety procedures set down in this Manual and the North Otago Association

Red Warning Lights and Entry Door :

- The red warning lights must be positioned in a way visible to competitors and supervisors
- Lights will remain on until the instruction is given to switch them off
- There must be a complementary red light situated outside of the entry door that leads to the range – this light turns on when the range light is turned off
- The door to the range must be closed from inside while shooting is in progress
- The Range Officer will control both lights and doors at all times

Range Maintenance :

A maintenance programme will be followed by all range users

- Rubbish removed from bins weekly
- All empty ammunition boxes checked for live rounds before being discarded
- Clean the kitchen, marking bench and toilet thoroughly weekly
- Vacuum and/or wash all floors weekly

Non-shooting Club use :

No non-shooter person may enter the shooting range area while the Club has tenure, in order to minimize exposure to lead dust

Multi-use venues :

- Mounds on PVC or similar material acting as residue catcher must be rolled up after the shoot
- Bullet stop/catchers must be in an area that can be secured – only those members wearing protective equipment should have access
- Floors must be washed after the shoot before any other sporting events take place

Range ventilation :

- All ranges should be fitted with extraction fans.
- Fans should be mounted as close as possible to the target area

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- Vents allowing air in should be positioned behind the shooting point to allow constant air flow
- Fans should operate at all times while the range is in use

Changing targets :

- Members must take care when accessing the target area to distribute and collect targets
- The walkway access must be clear of obstructions and wet-cleaned regularly to prevent spreading of lead contamination

BASIC RANGE SAFETY

Ensure that these rules are adhered to

- The safety of competitors, range officials and spectators requires constant attention to safe firearm handling. Self-discipline is necessary on the part of all concerned – where this is lacking, it is the responsibility of range officials to enforce discipline, and the duty of all TSNZ members to assist and encourage the enforcement
- The Range Committee is responsible for overall safety, and may establish further safety rules considered necessary for any particular venue
- The Range Officer is responsible for safety on the firing point and must ensure that the commands are obeyed and that all firearms are handled safely
- Any competitor who acts in an unsafe manner, or who fails to respond to the commands of the Range Officer shall be required to stop firing immediately, and the matter will be reported to the Range Committee for consideration
- Any person who has consumed alcohol or other substance, which may render him unsafe to handle firearms, shall not participate in any shooting competition while under the influence of alcohol or other substance
- All rifles must be kept unloaded, with actions open, except on the firing point on instruction
- Rifles may only be loaded on the firing point, with the muzzle pointing forward of the firing line after the appropriate instruction has been given by the Range Officer
- A rifle is considered to be loaded when a live round is on the loading ramp or in the breach, regardless of whether or not the action is open or closed, and at any time when the action is closed
- The final locking of the action shall not take place until the butt of the rifle is in contact with the shooter's shoulder, and the muzzle is pointed in a safe direction towards the target
- On the command "SHOOTERS, STOP AND UNLOAD", shooters must stop shooting immediately, unload tier rifles and, with action open, lower the butts to the ground
- At the end of the detail the Range Officer shall give the command "SHOOTERS, CLEAR ACTIONS" – shooters will respond by opening and closing the action twice and leaving the action open. The Range Officer will check that all actions are clear before the rifles are taken from the firing point with the actions open
- When personnel are forward of the firing line, rifles will be unloaded with actions open and butts on the ground
- All shooters, officials and other people in the immediate vicinity of the firing point are required to wear ear protection, and advised to wear eye protection
- It is now a legal requirement that ranges are smoke-free

RANGE CALLS – 10 SHOT MATCH

CHECK THAT THE RANGE IS CLEAR, THEN TURN RED LIGHT OFF

THE RANGE IS CLEAR – YOU MAY REMOVE YOUR BREECH FLAGS

THIS IS A 10 SHOT MATCH

YOU WILL HAVE 12 MINUTES TO COMPLETE THE MATCH, WITH A TIME-CALL AT 6 MINUTES TO GO AND AT 2 MINUTES TO GO

YOU HAVE 2 COMPULSORY SIGHTERS AND A 3RD OPTIONAL

REPORT ANY OVERLOADS OR MALFUNCTIONS TO THE RANGE OFFICER IF AND WHEN THEY OCCUR

THE FINAL CLOSING OF THE ACTION MUST BE WITH THE RIFLE ON THE SHOULDER

THIS IS A CALL FOR WARMING SHOTS

IS THERE ANY SHOOTER REQUIRING WARMING SHOTS WHO IS NOT READY TO FIRE?

CHECK FOR SHOOTERS INDICATING THAT THEY ARE NOT READY

YOU WILL HAVE 1 MINUTE TO FIRE WARMING SHOTS

LOAD AND FIRE WARMING SHOTS NOW

SHOOTERS STOP

REMAIN AT REST

THIS IS A CALL FOR COUNTING SHOTS

IS THERE ANY SHOOTER WHO IS NOT READY?

CHECK FOR SHOOTERS INDICATING THAT THEY ARE NOT READY

YOU MAY LOAD

SHOOTERS – START

6 MINUTES TO GO

2 MINUTES TO GO

SHOOTERS – STOP

TURN RED LIGHT ON

UNLOAD – CLEAR YOUR ACTIONS – INSERT BREECH FLAGS

THE RANGE OFFICER CHECKS THAT FLAGE ARE INSERTED

YOU MAY NOW LEAVE THE FIRING POINT

RANGE CALLS – 20 SHOT MATCH

CHECK THAT THE RANGE IS CLEAR, THEN TURN RED LIGHT OFF

THE RANGE IS CLEAR – YOU MAY REMOVE YOUR BREECH FLAGS

THIS IS A 20 SHOT MATCH

YOU WILL HAVE 22 MINUTES TO COMPLETE THE MATCH, WITH A TIME-CALL AT 10 MINUTES TO GO AND AT 2 MINUTES TO GO

YOU HAVE 2 COMPULSORY SIGHTERS AND A 3RD OPTIONAL

REPORT ANY OVERLOADS OR MALFUNCTIONS TO THE RANGE OFFICER IF AND WHEN THEY OCCUR

THE FINAL CLOSING OF THE ACTION MUST BE WITH THE RIFLE ON THE SHOULDER

THIS IS A CALL FOR WARMING SHOTS

IS THERE ANY SHOOTER REQUIRING WARMING SHOTS WHO IS NOT READY TO FIRE?

CHECK FOR SHOOTERS INDICATING THAT THEY ARE NOT READY

YOU WILL HAVE 1 MINUTE TO FIRE WARMING SHOTS

LOAD AND FIRE WARMING SHOTS NOW

SHOOTERS STOP

REMAIN AT REST

THIS IS A CALL FOR COUNTING SHOTS

IS THERE ANY SHOOTER WHO IS NOT READY?

CHECK FOR SHOOTERS INDICATING THAT THEY ARE NOT READY

YOU MAY LOAD

SHOOTERS – START

10 MINUTES TO GO

2 MINUTES TO GO

SHOOTERS – STOP

TURN RED LIGHT ON

UNLOAD – CLEAR YOUR ACTIONS – INSERT BREECH FLAGS

THE RANGE OFFICER CHECKS THAT FLAGE ARE INSERTED

YOU MAY NOW LEAVE THE FIRING POINT

Appendix F – Participant Risk Assessment

Item		Confirmed by
Student name		
Date of birth, age		
Letter of application		
Firearms licence		
Firearm type and serial number		
Previous experience		
Known/potential concerns		
Parent consent		
School consent		

Appendix G - Rifle sighting-in Procedure, WBHS Trap range

The Procedure for the use of the sighting-in bench on the WBHS Trapshooting Range is as follows:

1. Obtain permission from both Teacher-in-Charge of Trapshooting and the Deputy Rector
2. The Deputy Rector will
 - warn Lean Meats about start and end times for the event (03-4330078)
 - inform the NZ Police Communications Center and request an event number (03-4331400)
 - provide 4 red flags and sighting bench equipment
 - require signing of the Range Record of Attendance
 - approve targets
 - sight firearms licences and firearms
3. Sighting-in procedure
 - Keep to the times as given to the TiC Trapshooting, Deputy Rector and Police
 - Fly 4 red warning flags on the designated poles
 - Ensure that the Range flanks are clear of people and livestock
 - Keep a close and constant watch for boats moving through the arc of fire
 - Cease fire if boats or people approach the arc of fire
 - Only use targets approved for the range
 - Only one rifle may be fired at a time
 - Unlicensed shooters must be supervised by a person with a firearm licence while handling any firearm
 - All non-shooters must be positioned behind the shooter
 - Only shoot from the sighting-in bench, even if shooting free-hand
 - All participants must wear adequate hearing and eye protection
 - The bolt and magazine may only be in the rifle when the shooter is about to commence firing
 - Remove the bolt and magazine from the rifle before going forward to inspect the target – single-shot firearms must be broken open
 - Collect and remove all spent brass
 - Remove and return the 4 red flags and sighting bench equipment to the Deputy Rector
 - Sign out on the Record of Attendance
 - Report any Health and Safety issues as soon as possible in writing to the Deputy Rector – near-misses and accidents will need to be entered into the School Accident Register.

Appendix H – Record of Range Induction

Induction delivered by	
Date and place of induction	
Scope of Induction	Range layout Range hazards, including trap machines and electricity Range risks Reporting of hazards, near-misses, accidents and injuries Signing in and out Range Operational Manual Range instructions Handling firearms safely Use of eye and hearing protection Collection and disposal of spent ammunition Handling Range equipment
Signatures of inductees	Names of Inductees

Signed : _____

Date : _____

OPERATIONAL PROCEDURES SECTION

FINANCE

1. Disposal of school assets
 - a. Route all requests for asset disposal through the Deputy Rector
 - b. Approval must be obtained from the Rector before any school asset is disposed of
 - c. The application must include proposed means of disposal, cost of disposal and/or cost recovery
 - d. Assets for disposal must be advertised appropriately
 - e. Cost recovery will be directed to the appropriate area of the school budget by the Rector and the Business Manager
2. Managing funds raised by the school community
 - a. Route all requests for Fund-raising applications through the Deputy Rector
 - b. Applications made to outside funding agencies must have prior approval from the Commissioner
 - c. Any other fundraising activity must have the prior approval of the Rector
 - d. The Rector will take Community Association fundraising into consideration when approving other fundraising
 - e. All correspondence relating to the fundraising must be signed by the Rector
 - f. All raised funds must be paid directly to the school office, without exception
 - g. Each fund-raising project must have a specific target value and reason
 - h. Each project must have a set of rules about
 - i. what the money will be used for
 - ii. how much money each participant must raise / pay in
 - iii. what money is non-refundable if a student drops out
 - iv. what money may be refunded and under what conditions
 - i. All general funds and donations must be deposited into the specific activity account

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- j. Each fund-raising group will have separate codes within the School account
 - k. Funds specifically raised for an individual student will be paid into that student's school account
 - l. Donated funds belong to the team/activity, unless specified by the donor on donation
 - m. Where expenditure or petty cash is required for an activity, it must be released by the Executive Officer
 - n. Money spent by each group must be properly accounted for with proper receipts
 - o. Surplus general funds and donations will be banked in the specific activity account – use of excess funds must be approved by the Rector prior to year end
 - p. Money will only be reimbursed to a student who does not participate in the activity for good reason eg illness, and at a rate decided on at the outset of the fund-raising project
 - q. Where fund-raising is inadequate for the activity one or more of the following options must be taken
 - i. Raise more money through fund-raising in consultation with the Rector
 - ii. Increase the amount paid in by individual participants
 - iii. Find additional donations
 - iv. Apply for a grant
 - v. OR cancel the project and roll the funds over for a future event
 - r. No self-funding (user-pays) School activity will be allowed to proceed without permission from the Rector if it operates at a loss
 - s. At the end of the fundraising activity a financial reconciliation must be presented to the Business Manager, to enable auditing of the activity account
3. Funding activities managed outside of school accounts
- a. The BOT and Rector are not responsible for any fundraising activity that is managed outside of school accounts and procedures
 - b. These activities cannot have School support or permission
 - c. No School funds from any source may be used to supplement fundraising in these circumstances

Fund-raising group	
Adult in charge	
Reason for fund-raising	
Fund-raising period	From To
Approved by Rector	Date
Fund-raising rules for this project	
Total cost of the project	
Fund-raising target	
Cost for each participant	
Value of general fund-raising target	
Only fund-raisers benefit from income	Yes / No
Value that is non-refundable if a student drops out	
Number of people fund-raising (name-list attached)	
Possible fund-raising activities	
Possible donors	
Project account opened by Executive Officer	Yes / No
Value of general donations received	
Value of funds raised by activities	
Total funds raised	
Surplus	
Refunds	

Name-list of fund-raising participants

[illegible]

Participants who are not involved in general fund-raising (ie are paying in)

[illegible]

4. Remuneration of money for legitimate staff expenses
 - a. Staff must submit all evidence of legitimate expenses to the Executive Officer
 - b. Remuneration will be made by direct deposit or by cheque
 - c. Staff travelling to and from events should travel together wherever possible to minimise costs
 - d. Staff travelling to events in which their children are participating will not be reimbursed for travel unless that reimbursement has been budgeted for in the event costings

5. Trademe
 - a. Trademe purchases are treated in the same light as purchases normally made within the budget of a budget-holder
 - b. Payments must be organised with the Executive Officer
 - c. Trademe sales must first have approval from the Rector
 - d. School sales may only be posted under the name of Waitaki Boys' High School
 - e. Income from sales will be directed to the school budget by the Rector and Executive Officer

6. Management of Department and Sports budgets
 - a. Budget holders
 - i. Re expected to keep track of all department expenditure and recoveries
 - ii. must get the Rector's approval if they wish to exceed 80% of their budget before end of Term 3
 - iii. are required to hold spending within the limits of their budgets
 - b. Any additional funds for expenses outside the Department budgets are at the discretion of the Rector

7. Inventory
 - a. Budget holders are required to provide a full updated departmental inventory to the Executive Officer before Week 5 Term 4 annually.
 - b. Budget holders include Senior Master, HoDs, Careers, SENCO, Librarian, ICT coordinator, Fraser Farm manager, sport team managers.
 - c. The inventory
 - i. Must be in spreadsheet form (SEE BELOW)
 - ii. Does not cover consumables (nuts, bolts, toilet paper etc) – record capital items
 - iii. Must have the following headings
 - a) Item name/description
 - b) Quantity
 - c) Serial number (s)
 - d) Date of purchase
 - e) Purchase Order number
 - f) Purchase price (excl GST)
 - g) Current replacement cost
 - h) Serviceability (serviceable / unserviceable / due for replacement)
 - i) Comments, location

WBHS INVENTORY DEPARTMENT _____

Date : _____

Page _____

Item name or description	Quantity	Serial number	PO number, cost & Date (from 2021)	Current replacement cost	Usable Not Usable Redundant	Comments, Location

ROOM INVENTORY : Room # _____

DEPARTMENT: _____

DATE: _____

Item description	Quantity	Usable\Not Usable\Redundant	Comments

8. Making purchases on account with suppliers

Staff making purchases on account must ensure that they use a school purchase order obtained from the Executive Officer

9. The issue and use of Credit Cards

- a. Credit cards, including Fuel Cards, may only be issued to staff members by the Business manager after authorisation by the BOT
 - i. A register of cardholders must be maintained by the Business Manager
 - ii. Cards will be held at the school in a secure place by the card holder or Business Manager
 - ii. The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations held by the Rector - any variations require BOT approval
- b. Procedures to be followed when using the Card
 - i. The credit card is not to be used for any personal expenditure.
 - ii. The credit card will only be used for
 - a) payment of actual and reasonable travel, accommodation and meal expenses
 - b) incurred on school business
 - c) purchase of goods with prior knowledge of the Rector
 - iii. All expenditure charged to the credit card should be supported by a
 - a) credit card slip
 - b) detailed invoice or receipt to confirm that the expenses are properly incurred on school business
 - iv. For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the purchase
 - v. All credit card invoices should be certified by the cardholder as evidence of the validity of expenditure
 - vi. Authorisation for the expenditure should be obtained on a one-off basis (for example the Rector should authorise any travel by the Deputy Rector, and the Commissioner should authorise any travel by the Rector)
 - vii. Cardholders are not allowed to approve their own expenditure
 - viii. All purchases should be accounted for within 5 working days of receiving a credit card statement
- c. Cash Advances
 - i. Cash advances are not permitted except with prior approval or in an emergency
 - ii. Where cash advances are taken, the card user must provide a full reconciliation of how the cash was used, with receipts
 - iii. Any unspent monies must be returned to the School

d. Discretionary Benefits

Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the School and should not be redeemed for personal use

e. Cardholder Responsibilities

- i. The cardholder must
 - a) protect the pin number of the card
 - b) only purchase within the credit limit applicable to the card
 - c) notify the credit card company and the school immediately if the card is lost or stolen
 - d) return the credit card to the School upon ceasing employment, or at any time upon request by the BOT
- ii. The credit card should not be used on the internet without prior knowledge of the Rector.

10. Recoveries from students

- a. The school will pass on to students the real cost of materials used and taken home by students in any subject
- b. Raw materials needed in practical subjects will be issued to students as required
- c. Students will be invoiced for the cost of materials supplied to them
- d. This includes photocopied material, and any other item that will not be returned to the school
- e. If a student's Recoveries account for an optional course is not paid, or if an adequate Automatic Payment is not in place by the end of April, the school may require the student to re-enrol in another course with lesser course fee, or may not issue further materials to the student

11. Private profit-making operations or enterprises

- a. This refers to any private profitmaking operation or enterprise
 - i. operated within the school
 - ii. or using school resources
 - iii. taking advantage of access to students gained via the school
- b. Requests to engage in such activities must be made in writing to the BOT
- c. Written approval must be received from the Commissioner before the activity may proceed
- d. The BOT reserves the right to withhold approval if she considers that the proposal involves
 - i. conflict of interest for the proposer
 - ii. unfair advantage to the proposer
 - iii. compromising the integrity or clouding the function of the school
- e. The operator must sign a Licence to Occupy School Premises and meet any other prerequisites required by the school to operate the venture
- f. It is not ethical for a teacher to receive money for tutoring students who he or she teaches

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[Print on School letterhead]

[insert date]

[Insert address to licensee]

Dear [insert name]

Licence to Occupy school premises

- 1 The Commissioner is the controlling authority for Waitaki Boys' High School (*the School*) and has agreed to enter into this licence agreement to allow [***name of licensee***] (*you/your*) to use [***the school hall or playing fields or part of the school premises-delete or amend as appropriate***] (*the Premises*) for the purpose of [***insert the purpose***] (*Permitted Use*) on the terms and conditions set out in this letter (*Licence*). The Secretary of Education (*the Secretary*) has authorised the Commissioner to enter into this Licence pursuant to a Gazette Notice published under section 70C of the Education Act 1989.
- 2 The Commissioner grants you a non-exclusive licence to occupy the Premises commencing on [***commencement time and date***] and expiring on [***expiry time and date***], on the terms and conditions set out in this Licence.
- 3 At the end of the term or earlier termination of this Licence, you will remove all of your property (including any property of your invitees if any) from the Premises, and leave the Premises in a clean, safe and tidy condition to the complete satisfaction of the Commissioner.
- 4 You will pay to the Commissioner, through the School Office:
 - a. a licence fee of \$[***note: can be a nominal fee***] to be paid immediately upon the execution of this Licence [and weekly/fortnightly/monthly thereafter if the arrangement is ongoing]; and
 - b. a bond of \$[***note: optional***] which will be refunded after your property (and that of your invitees if any) has been removed from the Premises, and the Premises left in a satisfactory condition in terms of clause 3; and
 - c. all costs and expenses arising from your use and occupation of the Premises including (without limitation) the following costs expenses:
 - i. [***list the relevant items and costs / expenses here***]
- 5 You acknowledge that the Premises form part of the School which is controlled and managed by the Commissioner as part of her statutory responsibilities, including under the Education Act 1989, which prevail over the terms of this Licence.
- 6 You are not responsible for insuring the Premises for catastrophic loss. However, the Secretary reserves the right to seek compensation, including any costs for recovery, for any loss or damage caused by your or your invitee's or agent's, use and occupation of the

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Premises. You acknowledge that the Secretary and the Commissioner shall have no liability for damage or loss to School buildings or facilities or the Premises.

- 7 You must, at your own cost, promptly repair any damage caused to the Premises by you or any your invitees. If you fail to do so, the Commissioner may, in addition to its other rights, repair any damage and recover the costs from you.
- 8 You will comply with and observe the School's health and safety code of practice and any statutory, regulatory, code, bylaw or Ministry of Education requirements in the use and occupation of the Premises and you will provide to the Commissioner, if demanded, a health and safety management plan for the Premises having regard to your intended use and occupation of the Premises. The Commissioner may make recommendations to such plan or any revised plan from time to time which you must comply with.
- 9 You will use the Premises only for the Permitted Use.
- 10 You will not bring or store within the Premises (nor allow to be brought upon or stored within the Premises) any goods or things of any offensive, noxious, illegal or dangerous nature which could cause damage to School buildings or other facilities, or affect the health and safety of any person on the Premises.
- 11 You will not allow any act or thing to be done which may be or grow to be a nuisance or annoyance to the Commissioner or any other person and generally and you will use the Premises in a clean, quiet and orderly manner free from nuisance, disturbance or annoyance to any person.
- 12 Due to its overriding statutory obligations, the Commissioner may terminate this Licence at any time by giving you minimum 2 days' notice in writing. The Commissioner may terminate this Licence at any time without notice if you are in breach of any covenant or agreement on your part expressed or implied in this Licence. You are not entitled to any compensation for any such early termination of this Licence.
- 13 You may not place or display any signage or advertising on the Premises (except with the written permission of the Commissioner), or make any alterations to the Premises or construct any buildings, structures or other improvements on the Premises.
- 14 You must comply with all relevant legislation, regulations and bylaws affecting the Premises and your use of the Premises, and must not cause or allow any act on the Premises that would cause nuisance or annoyance to any neighbouring property, or any contamination of the Premises. You must, at your own cost, obtain and comply with any resource consents, permits and other planning approvals required for the Permitted Use of the Premises.
- 15 The Commissioner makes no warranty or representation that the Premises are fit for any particular use, and you acknowledge that you have entered into this Licence completely in reliance upon your own skill and judgment. You agree to occupy and use the Premises

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at your own risk, and release the Commissioner from any claim for any loss or damage you may suffer or incur.

- 16 You indemnify the Commissioner against any loss, claim, damage, expense, fine, penalty, liability or proceeding suffered or incurred at any time by the Commissioner (or the School or the Secretary) as a direct or indirect result of any breach of your obligations, undertakings or warranties contained or implied in this Licence, or as a direct or indirect result of your activities on the Premises.
- 17 You must meet all costs and expenses (including legal costs on a solicitor/client basis) which the Commissioner may incur in enforcing its rights under this Licence.
- 18 This Licence is personal to you, and you may not assign, transfer, sub-licence or otherwise share your rights under this licence or in the Premises to or with any other person.
- 19 This Licence is the entire agreement (and replaces all earlier negotiations, representations, warranties, understandings and agreements) between you and the Commissioner regarding your use of the Premises. Any amendments to this Licence must be recorded in writing and signed by both you and the Commissioner.
- 20 Please confirm your acceptance of these terms and conditions by signing the enclosed copy of this letter and returning it to us.

Yours sincerely

[(Signed by an authorised signatory
for and on behalf of the Commissioner)]

The terms of the Licence granted by this letter are agreed and accepted

[insert name of licensee]

Note – For Commissioner now read the Board of Trustees

ATTENDANCE

1. For all students
 - a. On Day 1 of Absence
 - i. Accept incoming messages from parent/guardian
 - ii. Record reasons per student manually and on KAMAR
 - iii. Contact parents who do not provide an explanation for the day's
i. absence

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- iv. Adjust KAMAR attendance where required
- v. Alert House Group teachers of attendance issues for follow-up,
 - i. by email
- vi. Give Deans a list of absences for the day by end of Period 3 Attendance Officer
- vii. Track unexplained absences Deans, HGT

2. Students under the age of 16 years

a. If there is no response from Parent/Guardian - from Day 2

- i. Attempt to make recorded contact with parent/guardian Attendance Officer
- ii. Send proforma letter to parent/guardian (email and/or post)
 - after 2 consecutive days Attendance Officer, Dean
- iii. Set up a meeting with parent/guardian Attendance Officer, Dean
- iv. Discuss absences, reasons and possible support to improve attendance Dean
- v. Consider :
 - a) Meeting with parent/guardian and student Dean
 - b) IAP for student Senco
 - c) Career Guidance for student Careers
 - d) Counselling Guidance
 - e) Refer to Strengthening Families Senco
 - f) Refer to OT for FGC Guidance
 - g) Arrange for Alternative Education placement if applicable(Case Conf A) DR

b. If all attempts to resolve unjustifiable absenteeism fails

- i. Refer student to Deputy Rector Dean
- ii. Refer student to Attendance Service DR

For ongoing absence on medical justification grounds

- i. Inform Dean and Deputy Rector of individual cases for discussion AO
- ii. Send letter for medical justifications to parent AO, Dean
- iii. Refer student to Health Nurse Dean
- iv. If still ongoing, consult with Attendance Service re referral DR

3. Students over 16 years of age with ongoing absences

- a. Set up a meeting with parent/guardian BO, Dean
- b. Discuss absences, reasons and possible support to improve attendance Dean
- c. Consider :
 - i. Meeting with parent/guardian and student Dean
 - ii. IAP/IEP for student Senco
 - iii. Career Guidance for student Careers
 - iv. Counselling Guidance Councillor

ENROLLING AND EXITING STUDENTS

1. Enrolling a new student

- | | |
|--|---------------------|
| a. Interview parents and student | Rector/DR |
| i. If the student is over 16 years old he must be seen by the Rector first | |
| b. Enrolment form filled out. Provide evidence of | Parent/Caregiver |
| i. important medical history | |
| ii. academic progress | |
| iii. involvement in sport | |
| iv. specialist reports (if necessary) | |
| c. Uniform discussed | DR |
| d. Enrolment documentation completed | Office |
| e. Student processed through KAMAR and Enrol | Office |
| f. Interview with appropriate Dean(s) | Dean |
| g. Interview with Careers | Careers |
| h. Allocated to Class, House and House group | Dean |
| i. Allocated username and password | |
| Office/NewEra | |
| j. Timetable given to student | Dean |
| Student may now attend class | |
| k. Class teachers + Tutor Teacher notified | Dean |
| l. Tutor group Buddy organised | House group teacher |
| m. Bus/car contract sorted if applicable | DR |
| n. Evacuation class list updated | Office |

2. Exiting procedures

- | | |
|---|-------------------|
| a. Student informs Dean and Tutor Group teacher and collects a leaver's form from office (1 week lead time) | |
| b. All relevant Teachers are notified by email | Dean |
| c. Check student financial records | Office |
| d. Student and parents complete an exit interview with the Dean | Dean |
| e. Student completes Rector's exit survey | Rector's PA |
| f. Student submits complete exit documentation to front office | Office |
| g. Student is removed from KAMAR | Office |
| h. Student username and password deregistered | Office/NewEra |
| i. Evacuation class list up-dated | Office |
| j. Students who do not follow this leaving procedure are followed up by school attendance officer | Attendance Office |

USING TEACHER AIDE SUPPORT

1. With regards to teaching students with special needs, Teachers are responsible for
 - a. Managing student work and IEPs in the classroom/lesson
 - b. Providing appropriate differentiated teaching
 - c. Providing one-on-one attention to assess learning and next steps
 - d. Checking student work and homework
 - e. Assessing at the appropriate level

- f. Developing Key Competencies
- g. Providing a safe classroom environment to enable confident student participation
- h. Purposefully including the student in all class activities
- i. Ensuring student safety in the classroom
- j. Ensuring that there is effective communication with the Teacher Aide
- k. Learning from the Teacher Aide about the student's issues, needs and successes as they become apparent
- l. Developing a respectful working relationship with the Teacher Aide
- m. Providing insights and input into IEPs

2. Teacher Aides are responsible for

- a. Following Teacher instructions for the student
- b. Reporting any observations to SENCO by email or in "A, B, C" folder for recording on KAMAR
- c. Liaising with parents as required about school arrangements
- d. Implementing class strategies using the Teacher's emphases and techniques
- e. Assisting teachers to meet the varying learning needs of the student
- f. Motivating the student
- g. Keeping the student on task to allow the Teacher to work with other students or teach the class
- h. Assisting the student to be prepared for lessons
- i. Helping to ensure student safety by shielding them from bullying and intimidation
- j. Promote student self-esteem
- k. Reinforcing Key Competencies
- l. Supporting teaching by reinforcing learnt skills and lessons
- m. Communicating effectively via the SENCO with the Teacher about the student's issues, needs and successes as they become apparent
- n. Supporting the student when he works independently in class or in the Learning Assistance Centre
- o. Developing a respectful working relationship with the Teacher
- p. Providing insights and appropriate input into IEP consultations
- q. Notifying the teacher of negative classroom conditions impacting on the learning of the special needs student and reporting them in writing to the SENCO
- r. Maintaining confidentiality about the student(s)
- s. Following school Policies and Procedures, and Code of Conduct
- t. Attend Professional Development if required

PROFESSIONAL BOUNDARIES WITH STUDENTS

Refers to:

STCA Professional Standards

NZEC Registration criteria

NZEC Code of Ethics, NSC Code of Ethics

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1. Purpose

- a. To ensure that staff are fully aware of the importance of professional boundaries between themselves and students as part of their professional practice and to keep themselves and students safe
- b. To identify behaviour and practices which could undermine those professional boundaries and lead to the teacher-student relationship being compromised
- c. To identify the adverse consequences, including disciplinary, which could occur if professional boundaries are not maintained

2. Guidelines

- a. Building positive relationships with students is a key ingredient to successful teaching and learning, based on mutual trust and respect, and focussed on students' academic and pastoral needs
- b. There is an important distinction between being 'friendly with students', which is commendable, and 'being their friend', which is unprofessional
- c. Teachers are employed to deliver the curriculum and assess students, and this should occur in an atmosphere of encouragement, good humour, enthusiasm and positive reflection
- d. Counsellors are employed specially to provide counselling services to students
- e. Each staff member has a specific role in the school and it is essential that they work within their own job description and respect the specific work areas of others

3. Examples of Unsafe Behaviour and Practices to be avoided to minimise undermining boundaries and complaints

- a. Hugging or touching students without their direct or implied consent
- b. Friending existing students on social media such as Facebook for social reasons
- c. Texting personal comments to students, particularly outside of school hours
- d. One-on-one activities with a student
- e. Giving advice to students outside of the teacher's area of expertise (eg on depression, suicidal thoughts, sexual health, family relationship issues)
- f. Making inappropriate comments or engaging in conversations with students on inappropriate topics (eg dating, personal attractiveness, social life)
- g. Allowing students into your office or classroom for social reasons
- h. Discussing your own marital or personal issues/problems with students
- i. Transporting a student alone in a vehicle
- j. Socialising with students at home, in pubs, nightclubs or at parties
- k. Giving / accepting expensive or intimate gifts to/from students
- l. Talking with students about other staff

4. Building Facebook groups

- a. The Teacher obtains permission from the Rector to create a school group
- b. The Teacher establishes the group and is the administrator
- c. Students request to join the group and must be approved by the teacher
- d. Students do not friend the teacher
- e. Students can be removed from the group by the teacher at any time
- f. Specifics

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- i. Create a separate Professional Facebook account
 - a) Teachers must use separate accounts for teaching purposes
 - b) Existing Facebook users – create a new you, with no friends, with an appropriate picture and profile
- ii. Friend the Cybersafety Manager (RO)
 - a) The Cybersafety Manager **must** be a member of the group
 - b) ‘Friend’ the Cybersafety Manager in the normal way (***the only ‘friend’ in the group***)
 - c) An additional member must be added to the group on creation
- iii. Create the Group
 - a) Once the Cybersafety Manager has accepted the ‘friend’ request, create the group at www.facebook.com/about.groups - create a regular Facebook group using the ‘Create Group’ option
 - b) ‘Groups for Schools’ is the wrong option – only for USA students
- iv. Group Name and Members
 - a) Use a group name that is easy to find in searches
 - b) Add the Cybersafety Manager as the first member
- v. Closed Group
 - a) The Group must be closed
- vi. Adding Student Members
 - a) Students log into their own Facebook accounts from home and search for the group in the main Facebook search box
 - b) Students use the ‘Join Group’ option to request membership (***do not*** ‘friend’ the teacher)
 - c) The teacher accepts requests to join (***do not accept*** any ‘friend’ requests)

5. Code of Cybersafety Ethics

- a. Staff should create and use work identities/accounts for online services and workspaces that are separate to their private accounts
- b. Staff should act with a professional demeanour at all times and maintain appropriate teacher /student boundaries
- c. Staff are expected to model good digital citizenship and teach students appropriate ways to act and behave online
- d. Online services and groups are to be set up as closed to the general public and available only to invited members
- e. All online services and workspaces must include the Cybersafety Manager as a member
- f. Student participation in online services and groups is to be optional and not a requirement for their coursework – lack of participation may not impinge negatively in any way on student progress
- g. Once an online service or workspace has been established, staff are expected to remain committed and lead its use through regular contributions, until the conclusion of the course
- h. All relevant law, particularly that applying to copyright and privacy is to be followed at all times

- i. Video and still images of students may not be posted online without the express written permission of both the student and the parents/guardians. Students may not be identifiable online without the express written permission of the student and parents/guardians.
 - j. Staff should not interact via their private online social media accounts with students.
- 6. Consequences of unsafe practices
 - a. Engaging in unsafe practices or behaviour can diminish the professional reputation and standing of a teacher and the profession
 - b. Unsafe practices could lead to complaints from students, parents and colleagues
 - c. More serious breaches can lead to formal complaints to the Commissioner, Ministry of Education or NZ Education Council, and could lead to disciplinary action, including dismissal and deregistration

MAINTAINING PRIVACY

1. Privacy Officer

The Deputy Rector is appointed as the school Privacy Officer

2. The expectation of privacy

- a. Waitaki Boys' High School is a place of work
- b. The expectation of privacy extends to
 - i. the collection, storage and retention of ,and access to, personal information
 - ii. being able to dress/undress
 - iii. being able to use toilet facilities
 - iv. being searched and questioned
 - v. being able to hold personal discussions with staff in their professional capacity
- c. Personal privacy does not extend to the use of any school email, telephone, digital storage, hard-copy storage, photocopier, scanner or room, other than for reasons mentioned above
- d. Information collected by the school may only be used for the purpose intended and shared with appropriate persons

3. Collection of information

- a. All personal information gathered by the school must come from a reliable and verifiable source
- b. Information may be transmitted electronically via school-maintained telephone, internet, intranet and email, or presented in hard-copy by hand, NZ postal service or registered courier.
- c. Personal information collected via email or generic form must be stored in the appropriate secure data storage area – the emails should then be deleted

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4. Personal access to own information
 - a. Every staff and student member, and parent/guardian of each student member, has the right to access their own personal information at reasonable times and under reasonable circumstances
 - b. Students and their parents are allocated personal access codes to be able to access their own information through the KAMAR parent and student portal
 - c. Staff may not provide any personal information to unauthorised persons who are not directly entitled to that information
 - d. Police requests for student information must be directed to SLT
 - e. A person who is the subject of Police Vetting may request the original of the results and a copy will be held in their personal file or destroyed if it is part of an unsuccessful application

5. The right to make changes to personal information
 - a. Every staff and student member, and parent/guardian of each student member, has the right to have corrections made to details in their own personal information

6. Storage of information
 - a. Staff may only keep personal information of others that is required within the scope of their position
 - b. Hard copies of personal information of students and staff must be kept secure under lock and key by the responsible person as indicated below

Staff personal files	Rector	Rector's office
Student personal files	Front office staff	Secretaries Office
Financial information	Mills	EO Office
Faculty results	HoDs, SLT	HoD/SLT offices
Staff performance documents	HoDs, SLT	HoD/SLT offices
Special Needs, Learning Support	SV	N5
Guidance	Guidance Councillor	Guidance Office
Student incident statements	Deans	Deans' suite
Student assessment results	Teachers, HoDs	Classrooms, Dept offices
 - c. KAMAR is the preferred site for the digital storage of student and staff information
 - d. Staff must exercise care in maintaining confidentiality of their access to digital information on the school servers and personal laptops
 - e. Staff laptops may not be accessed by students
 - f. Staff laptops must be logged off when not under the direct control of the registered staff user and before use by another approved user
 - g. Filing cabinets and cupboards used for storing hard copies of personal information must be lockable
 - h. Staff must keep their filing cabinets and cupboards and rooms locked when away from the area
 - i. Personal information must be held by the school for 7 years after being placed in the school archives, following which it must be destroyed under supervision of the Privacy Officer

7. Key holders
 - a. School keys are allocated by the Deputy Rector according to levels of required access in order to ensure privacy through restriction of access
 - b. Staff are expected to keep their keys secure at all times and immediately report any loss of keys to SLT
8. Disposal of documents
 - a. All documents that contain sensitive information and require disposal must be shredded
9. Annual privacy audit
 - a. The Privacy Officer will conduct an annual privacy audit across the school
10. Student work
 - a. Permission must be gained from students before their work is used as an exemplar
11. Searches
 - a. Searches of students may only be carried out by staff designated in the WBHS Search and Retention Procedure
 - b. Student searches must be carried out
 - i. In a manner and place that affords the searched student privacy
 - ii. In the presence of a second male staff member
 - c. Student digital devices may only be searched by a staff member designated in the WBHS Search and Retention Procedure

STUDENT USE OF MOBILE PHONES AND DIGITAL DEVICES

- a. Mobile phones and any other electronic devices being used for non-educational purposes will not be permitted on your 'person' between the 8:40am (9:00am on Wednesdays) and 3:05pm. Students may use digital devices for accepted educational purposes that meet School expectations as per Acceptable Use of the School network

- See mobile phone and device policy on the School website.

PHYSICAL AND EMOTIONAL HEALTH OF STUDENTS

1. Physical health of students
 - a. The school provides a Health module for junior students to promote personal physical and emotional health
 - b. The School provides access to the physical education curriculum to promote personal physical exercise and learning

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- c. The School participates in the Kickstart Breakfast Club initiative in collaboration with Sanitarium and Fonterra in order to provide a free breakfast at the start of each school day for any day-boy attending the school
2. Student surveys to establish emotional health across the school
- a. The Wellbeing@School survey will be used in term 2 each year for Years 9 to 13
 - b. The PB4L EBS survey will be completed by staff during term 2 each year
 - c. Teaching staff are expected to survey their classes at the completion of each unit
 - d. The results of surveys will be managed by the
 - i. Rector (school-wide surveys)
 - ii. HoD (Faculty surveys)
 - iii. Deans (specific Year-level surveys)
 - iv. Teachers (class survey of teaching and learning)
 - e. Data from the surveys will guide decision-making at all levels
3. Guidance Counselling
- a. The school Guidance Counsellor is available to support students by providing confidential counselling during the school day
 - b. Staff may ask the Guidance Counsellor to interview specific students because they believe them to be at risk
 - c. Students may make appointments to see the Guidance Counsellor during the school day
 - d. Students may miss class time to see the Guidance Counsellor
 - e. The Counsellor will consult with teachers when a student needs attention that will take him out of class for extended periods of time
 - f. The Guidance Counsellor may make referrals to Mental Health or other appropriate agencies in consultation with the Assistant Rector
4. The use of force is prohibited
- a. The use of force by a staff member against a student is prohibited
 - b. "Force" includes any deliberate physical contact with a student, including pushing and hitting
 - c. A student may not be restrained unless the physical safety of the student or other students or staff is threatened to the extent that serious bodily harm will result if the student is not restrained
 - d. The school may request police intervention if a student behaves in a way that puts the physical safety of anyone at risk during the school day
 - e. Where it is suspected that a student is in possession of an item that puts the safety of students and staff at risk, authorised staff may ask that student to show what he has in his possession – if the student refuses, authorised staff may request that the police search the student
 - f. Staff and students may not use aggressive behaviour to intimidate a student
5. Dealing with parents who are subject to court orders
- a. When the school receives information about court orders relating to parents, that information will be noted on the Details page on KAMAR of the student(s) concerned

- b. Staff will be informed in appropriate staff briefings
 - c. When staff make contact with parents/caregivers they should ensure that they meet the requirements of the specific court order by first checking the student's Details page
 - d. When staff are aware that a parent has breached a court order they must ensure that this is
 - i. brought to the attention of SLT immediately - SLT will inform the Police
 - ii. entered appropriately into the KAMAR record for the student
6. Bullying
- a. The school will act on all information about the bullying of students
 - b. Staff, students and parents are expected to report all allegations to the appropriate staff member (refer to the school complaints policy)
 - c. Bullying is regarded as ongoing behaviour directed at a student (3 or more events) that negatively affects the emotional state of the victim

HEAD BOY, DEPUTY HEAD BOY AND SCHOOL PREFECTS

1. Process for selection
- a. The process of selection of school Prefects is delegated to the Deputy Rector
 - b. The Deputy Rector will convene an interview panel, comprising of himself, the Assistant Rectors and the senior year-level Deans
 - c. All Year 12 students are entitled to apply to be interviewed for Prefectship
 - d. All applicants must have attended School Leadership Training in Term 3
 - e. The Teaching Staff and Senior students (Year 12 and Prefects) vote on the full list of applicants
 - f. Two members of the panel will tally all votes and present them to the interview panel
 - g. The panel will consult with staff involved with sport, academics, cultural and service, in addition to staff and student voting
 - h. The panel may interview as many applicants as they deem necessary
 - i. The panel will recommend the final Prefect list and advise on the appointment of Head and deputy Head boys
 - j. The list of proposed Prefects will be presented by the Deputy Rector to the Rector for confirmation
 - k. Prefects will be announced at senior Prizegiving
 - l. All Prefects must provide a blazer to the School Uniform shop for embroidering and lining by the end of November.
 - m. The blazer for the Head Boy is donated by the Community Association
2. Timeline for the selection and interviewing of school Prefects
- a. Invitation to apply :
 - i. Available from Deans' suite Term 2 (June-July)
 - ii. Due back at school Last day of Term 2
 - b. Leadership training :
 - i. Thursdays period 5 Term 3

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- c. Voting :
 - i. Qualified Seniors vote September (Term3, week 10)
 - ii. Staff vote September (Term3, week 10)
- d. Vote tally :
 - i. Completed by Senior Dean September (Term 3, end of week 10)
- e. Booking of interviews : Due at office Middle of week 2, Term 4
- f. Prefect interviews :
 - i. During school day Term 4, week 3
- g. Announcement of positions :
 - i. Handing and taking-over on stage
Final assembly for seniors November
- h. Oath and handing over of blazers :
 - i. Prefects' Assembly Term1, week 1, following year

3. Prefect Job Description

- a. Lead by personal example :
 - i. Model the School Values
 - ii. Model studious behaviour in the classroom and study room
 - iii. Hand Assignments in on time
 - iv. Keep to School and Classroom rules
 - v. Be properly dressed and neat (Prefects wear #1s daily except Wednesday)
 - vi. Set the standard with hair
 - vii. Membership of the Big Choir
 - viii. Attend all Prefect meetings
- b. Exemplary behaviour :
 - i. Act with dignity and maturity around the school at all times
 - ii. Assist other students, especially juniors, who are in need
 - iii. Respond to any misdemeanour that you may observe around the school at any time
 - iv. Be a good citizen outside the school – you will still be known as a Waitaki Prefect
- c. You must not :
 - i. Use bad language
 - ii. Apply any physical force whatever (other than trying to break up a fight)
 - iii. Ignore any student misdemeanour
 - iv. Be guilty of any misdemeanour yourself
 - v. Be referred out of class
- d. Consequences for not meeting these expectations :
 - i. The Prefect may lose his badge for a period of time
 - ii. Any Prefect who is stood down or suspended from school will lose his badge permanently
- e. Events that Prefects must attend as a condition of acceptance of the badge :
 - i. Prefect Induction
 - ii. Scholars Assembly
 - iii. Prefect Camp
 - iv. Annual Senior Ice-breaker
 - v. ANZAC Day
 - vi. Seniors' Ball
 - vii. Year 8 Enrolment evening
 - viii. Progress interview evenings (by roster)
 - ix. Prize-giving
 - x. weekly Prefect meeting
- f. Daily Duties:
 - i. General Duties for all areas:
 - a) Be on time for your duty
 - b) Support the Duty Teacher
 - c) Patrol the area. Keep moving and watching
 - d) Get students to pick up rubbish in their vicinity
 - e) Give litterers Rubbish Duty
 - f) Manage student activities that are potentially dangerous or which may result in damage

- g) Escort any student involved in smoking, vandalism, fighting or any other serious misdemeanour directly to a member of senior management
- ii. Front gate : (if assigned)
 - a) Monitor all students entering and leaving the school during Interval and Lunch
 - b) Record names and registration numbers during Interval and Lunch – give them to the Deputy Rector for confirmation
- iii. Canteen / Junior Lunch area :
 - a) Interval
 - Keep order in the queues at the counter
 - Discourage disrespectful attitudes and language towards canteen staff
 - Move students out of the canteen area once they have bought food (unless it is raining)
 - b) Lunch
 - Move students out of the canteen area once they have bought food (unless it is raining)
 - Manage the Chess set – control the Chess cabinet
 - Watch for students leaving and entering the grounds. Do sporadic spot-checks to check reasons
- iv. Library / Tech quad / Main quad / B Block :
 - a) Assist with the management of students in the area of the Library
 - b) Patrol down to the Main quad and through B Block
- v. Back field :
 - a) Patrol the area between the fives courts and the PE store
 - b) Discourage littering
 - c) Monitor boisterous activities
 - d) Watch for students going out-of-bounds
- vi. N Block / Fives Courts :
 - a) Patrol the whole area
 - b) Particularly monitor the students who congregate around the Fives Courts
 - c) Discourage littering
 - d) Monitor boisterous activities
- vii. Student cars / bike shed :
 - a) Ensure that students do not interfere with/access cars during interval and lunch
 - b) Report students directly to the Deputy Rector
- viii. Wet-day lunches :
 - a) Prefects on duty during the first half of lunch must monitor the Social Center and Canteen, and Blundell Block
- g. Hall Duty :
 - i. Be on duty inside the Hall for Assembly by 8-45 latest
 - ii. Head Boy and Readers on stage for each Assembly
 - iii. The Head Boy dismisses Assembly

- iv. Prefects dismiss students by rows
 - v. All Prefects monitor student dress, shoes and neatness at the end of Assembly
 - vi. Two teams (Headboy, Deputy Headboy) alternate duties – in the Hall, and sweeping grounds
 - vii. Give one Rubbish Duty to students who disturb Assembly
 - h. Procedure for giving Rubbish Duty :
 - i. You give Rubbish Duty for missing Assembly, littering, spitting, refusing to cooperate
 - ii. Tell the student that he has been given a Rubbish Duty, write out the form and get the student to sign
 - iii. Hand the form in at the Deans room
 - iv. If the student does not / will not sign, give the form to the Deputy Rector to follow-up
 - v. Be polite and respectful
 - vi. Do not enter into arguments with the student
4. Support given to prefect applicants and prefects
- a. Letter to all applicants post process
 - b. Round of interviews for all unsuccessful candidates to deal with individual issues
 - c. Direction to Guidance/Dean/Careers for individual support for unsuccessful applicants
 - d. Direction to specific leadership opportunities for unsuccessful applicants.
5. Prefects' Oath

PREFECTS' OATH

I promise to serve this school with integrity, with dignity, with humility and with courage.

I will treat my fellow students with consideration and respect.

I will work for the betterment of this school, its staff and students.

I will not betray the trust that has been placed in me today.

Floreat Waitakia

ACCEPTANCE OF PREFECTSHIP

I,

1. acknowledge that I have been selected for Prefectship at Waitaki Boys' High School for 20.....
2. confirm that I have read and understood the Waitaki Boys' Prefects' Oath and Prefects' Job Description
3. unreservedly agree that I will fulfil the duties, expectations and obligations of Prefectship as outlined in the Prefects' Oath and the Prefects' Job description
4. confirm that I will not do anything that will bring the school into disrepute while I am a prefect
5. confirm that I will hold all Prefect matters and discussion as confidential
6. confirm that I unreservedly accept Prefectship for 20.....

Signed

Date _____

FORMAL

1. The Formal is for senior Waitaki Boys' students in Year 11 to 13.
2. Organisation : the Ball is run by the combined WBHS/WGHS Social Committee with the support of at least one staff member.
3. Venue : the Formal will be held in a suitable venue in Oamaru, depending on suitability and availability as determined by the Social Committee.
4. Decorating the Hall : the Committee must negotiate the number of students and the time involved with the Rector.
5. Outside partners : students wishing to bring outside partners must apply in writing on the prescribed application form to the Rector at least three weeks before the Formal. The decision of the Rector is final.

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6. The Social Committee has the discretion to invite students from other schools through the TiC in consultation with the Rector.
7. Parents may not attend the Formal unless they are staff members or are supporting the event as members of the Community Association.
8. After-Ball function: there is no School-sanctioned after-Formal function.
9. There is to be no smoking at the Formal.
10. No alcohol may be consumed at the Formal. Students and their partners who smell of or appear to be under the influence of alcohol may be turned away from the Formal, in which case their parents will be contacted.
11. Students and their partners must arrive by the stipulated time and remain in the venue until the designated end time.

RUBBISH DUTY AND DETENTION

1. Rubbish Duty
 - a. Use:
 - i. For out-of-class offences (out-of-bounds, littering, repeated poor uniform, defiance)
 - b. Given by:
 - i. Staff and Prefects
 - c. Documentation:
 - i. Rubbish Duty must be issued via a tear-off Rubbish Duty Sheet
 - ii. The teacher\prefect must hand the tear-off portion to the student and their part of the sheet to the Pastoral Secretary (PS)
 - iii. The PS will enter the Rubbish Duty onto KAMAR with an issue pending comment
 - iv. The PS will clear the issue pending comment from KAMAR once duty is done
 - d. Management:
 - i. The Dean manage students on rubbish duty at the Deans' suite
 - ii. The Senior Manager in charge of the days' staff duty will collect the boys and their rubbish bags from the Deans' suite
 - iii. The boys will be delivered in groups to staff on duty to clear rubbish from their areas
 - iv. When the area is clean, the duty staff member in each area can dismiss the boys
 - e. Boys missing RD:
 - i. The Dean will follow-up as soon as the boys is at school
2. School Detention
 - a. Use:
 - i. For in-class offences

- b. Given by:
 - i. Deans
- c. Documentation:
 - i. Dean enters detention onto the Deans' whiteboard, and into KAMAR with issue pending comment
 - ii. The PS will clear the issue pending comment from KAMAR once detention is done
- d. Management:
 - i. Students must complete detentions within 2 days of notification
 - ii. The teacher on Detention duty for the day will collect the students from the Deans' suite and hold the detention
- e. Boys missing RD:
 - i. The Dean will follow-up as soon as the boys is at school

USE OF THE HOSTEL VEHICLES

1. The Hostel Manager is in charge of the Hostel mini-van
2. The van can be leased for school-related events by groups who are predominately made up of either staff or students of the School - if you unsure about this please consult the Executive Officer
3. Hiring the van must meet these requirements
 - a. The van must be booked in advance with the Hostel
 - b. Collect the key, fuel card, and records from the Hostel office during normal office hours
 - c. All documentation must be filled in by the driver
 - d. The driver must have a copy of the RAMs for the trip in the vehicle
 - e. The driver must be at least 25 years old and have a full driver's license
 - f. The van must be left with a full fuel tank at the end of each trip
 - g. The van must be left clean and tidy and parked in the correct area
4. The Hostel will insure, licence and warrant the vehicle
5. No more than nine passengers may travel in the van at a time
6. The van will carry a First Aid Kit, fire extinguisher, torch and high-vis jacket at all times - the person who uses the kit will be responsible for its replacement in consultation with the Hostel Manager
7. Damage to the van must be reported to the Hostel Manager immediately – the repair costs for wilful damage will be recovered from the user
8. When usage details are not completely and properly signed off, any cost difference will be sought from the last user

CURRICULUM

DELIVERY

SECTION

NZQF SENIOR ACADEMIC RIGHTS AND RESPONSIBILITIES FOR ASSESSMENT PROCEDURES

This document is for Teachers, Students and Parents/Caregivers to assist with understanding the qualifications offered at Waitaki Boys' High School. It includes senior students' rights and responsibilities for assessment.

NZQA	The New Zealand Qualifications Authority. A crown entity which manages and quality assures NZ qualification. It maintains a database of all student results and qualifications records
NZQF	New Zealand Qualifications Framework. The national register of qualifications/
NCEA	The National Certificate of Educational Achievement – school-based national qualifications. Available at Level 1, Level 2 and Level 3
Achievement Standards	These are School curriculum-based standards with achievement outcomes of Achieved, Merit or Excellence
Unit Standards	These are generally non-curriculum standards, although some may still be offered in curriculum subjects. Managed by Industry Training Organisations (ITOs) or NZQA standard setting bodies. Outcomes have traditionally been limited to Achieved, but some unit standards may also award Merit and Excellence grades
UE	University Entrance qualifications

1. National Certificate of Educational Achievement
 - a. Requirements for National Certificate of Educational Achievement
 - i. NCEA Level 1

Eighty (80) credits at Level 1 or higher. Of these 80 credits, 10 credits must be in literacy standards and 10 credits must be in numeracy standards.

ii. NCEA Level 2

Eighty (80) credits, where 60 credits are at Level 2 or higher and 20 credits at any level, even if used for NCEA Level 1. This includes the literacy and numeracy requirements of NCEA Level 1.

iii. NCEA Level 3

Eighty (80) credits, where 60 credits are at Level 3 or higher and 20 credits at Level 2 or higher, even if used for NCEA Level 2.

b. Setting goals for higher achievement

Students are rewarded for achieving Merit and Excellence grades. The endorsements could be for the Certificate and/or for the particular Courses they have studied. We encourage students to set goals for attaining endorsements.

c. Certificate of Endorsement

i. When a student achieves 50 credits at Excellence, and achieves the requirements of the NCEA for the level, he will have his NCEA Endorsed with Excellence

ii. When a student achieves 50 credits at Merit (or a mix of Merit and Excellence), and achieves the requirements of the NCEA for the level, he will have his NCEA endorsed with Merit

d. Course Endorsement

i. A student will gain Course Endorsement for any course where he achieves 14 or more credits at Excellence (Endorsed with Excellence) or Excellence and Merit (Endorsed with Merit),

ii. At least 3 credits must be internally assessed, and at least 3 credits must be externally assessed.

iii. The grades must be achieved in a course in a single year.

iv. Level 3 Visual Art and Levels 1 – 3 Physical Education need 14 credits at Excellence or Merit and are exempt from the 3 internals and 3 externals rule.

2. University Entrance (UE)

Students attaining UE from 2017 results (when they are in Year 13) must meet all of the requirements below:

Requirements	Credits	Comments
NCEA Level 3	80	60 credits at Level 3 or higher and 20 credits at Level 2 or higher (includes 3 Approved subject standards)
UE Numeracy	10	Numeracy at NCEA Level 1
UE Literacy	10	10 Credits from specific standards at Level 2 or higher
Approved subject 1	14	Credits must be from Level 3 Achievement standards in one Approved subject
Approved subject 2	14	Credits must be from Level 3 Achievement standards in another Approved subject
Approved subject 3	14	Credits must be from Level 3 Achievement standards in another Approved subject

3. Scholarship

Scholarship is externally assessed, in most cases by written examination, and, for some subjects such as Visual Arts, Graphics, Technology and Drama, by portfolio. It is designed to test the most able students in NZ. The award of Scholarship is a monetary award, payable to students enrolled in NZ tertiary study.

4. Learner Login

- a. All students have a National Student Number (NSN) which is used by the school and NZQA to create your Record of Achievement. You should register and use your NZQA Learner Login on the NZQA website: www.nzqa.govt.nz
- b. Use this facility regularly to check the accuracy of your entries and results.
- c. Results, Record of Achievement and Certificates are not sent to you.
- d. You must login to view your results online in January when results for externally assessed standards are released.
- e. Any documents you may need are ordered online in the Learner login area, *Order Documents*. These include your results, Record of Achievement, School Results Summary, and any Certificates you may have been awarded. You are entitled to one free copy of each document if your NZQA Fees have been paid

5. NZQA Fees

- a. International students entered in standards are charged the following fees:

Student	Fee
International student entry to NCEA standards	\$383.30
International student entry to Scholarship subjects	\$102.20 per subject

6. Assessment Rules

a. Assessment Opportunities

- i. **It is school policy that ALL students will attempt ALL assessments offered in each course that they are entered for, at the discretion of the HoD.**
- ii. Students may be advised to withdraw from specific standards by Heads of Department (HoDs).
- iii. The school is permitted by NZQA's rules to offer a maximum of two assessment opportunities for any standard in a year.
- iv. Students may be offered the opportunity to resubmit work (if appropriate) or receive one reassessment opportunity (if available).

b. Resubmission

- i. Teachers will use their professional judgement and only offer this to students where minor errors prevent them from reaching an 'Achieved' grade.
- ii. The student should be able to identify and correct minor errors on his own.
- iii. This is not a further assessment opportunity.
- iv. Only one resubmission is allowed per assessment standard.
- v. It is limited to specific aspects of the assessment that can be corrected quickly without teacher feedback or further teaching or learning.

- vi. The only change in grade boundary available for resubmissions is from 'Not Achieved' to 'Achieved'.

c. Reassessment

- i. A reassessment is an opportunity for a student to sit another assessment for an assessment standard.
- ii. Only one further assessment opportunity for each standard can be offered in a year.
- iii. Reassessment availability is decided by each Subject Department based on practicability
 - a) Reassessment should only take place after an opportunity for further related teaching and learning has occurred.
 - b) A different activity or task must be offered for the further assessment opportunity.
 - c) The further assessment opportunity must be offered to all students entered for that standard in that course, regardless of the grade that they achieved. Students do not need to take up the opportunity.

7. Authenticity

- a. Authenticity is the assurance that evidence of achievement produced by a student is their own.
- b. Teachers will set conditions of assessment to assist with managing this.
- c. It is appropriate for students to learn from others at home and gather information from a range of sources.
- d. Students must be aware of using correct procedures for referencing sources that they use in assignments so that they do not plagiarise.
- e. Parents and caregivers should be aware that they cannot assist their son with the final product that will be turned in for assessment.
- f. Some departments require a signed authenticity statement to remind students of this factor.
- g. Work must not be shared with any other student, regardless of the format in which it is presented (e.g. Google docs, OneNote)
- h. Further detail of strategies to assist maintaining authenticity are available at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

8. Missed and Late Assignments

Every assignment will have a published deadline

a. Extensions

- i. Extensions are given at the discretion of the HoD.
- ii. Applications must be made well before the assignment due date, using the Application for Extension form (from the Principal's Nominee).
- iii. Any request for an extension must be based on either
 - a) a medical necessity - accompanied by a medical certificate.
 - b) a genuine reason for lateness accompanied by a supporting note from a parent/caregiver.

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- iv. If a student has missed the assessment due to school commitments (sport, cultural) then the extension process does not require a covering note from the parent.
 - v. If a student has been granted an extension, then he should be allowed to present his work at a negotiated later date as a first attempt.
 - i. Late work:
 - i. No teacher may accept a late submission for an assignment
 - ii. Work that is presented after the published due date and without any attempt by the student to arrange for an extension, will be considered as the first assessment opportunity missed - this means the initial grade is Not Achieved.
 - iii. Teachers will notify parents of late or missed submissions
 - iv. If you leave an assignment at home on the due date, see the relevant HoD immediately for advice
 - v. You must submit a hard copy of your assignments for assessment unless prior approval has been given by the relevant Teacher to allow an electronic copy to be submitted for assessment
9. Expectations for Examinations and Assessments
- a. Correct uniform will be worn for all internal and external exams
 - b. Writing equipment must be in a clear plastic bag and placed on the floor, not on the desk – leave bags, digital devices, twink and red pens outside
 - c. You may bring a clear water bottle into an external exam
 - d. Study leave is granted during school exam week and while NCEA examinations are in progress in November.
 - i. Staff are available to provide tutoring during normally-scheduled class periods during exam times – students attending these sessions may wear mufti
 - ii. Students who have not completed parts of their internal assessments may be refused study leave and must attend school in school uniform
 - e. While in the examination room, you may not
 - i. Communicate with each other in any way
 - ii. Have a digital device with you, other than an approved calculator
 - iii. Draw on or deface your examination paper
 - f. You are responsible for monitoring your examination timetable and being on time for exams.
 - g. If you miss a school exam
 - i. for no valid reason - you will be given Not Achieved and you will not be eligible for a further assessment opportunity.
 - ii. for an accepted reason – you may negotiate with the HoD for another assessment opportunity
 - h. If you miss an external examination on medical or compassionate grounds you can make application for a Derived Grade through the Principal's Nominee (PN).

10. Absence from Internal Assessments and School Examinations

- a. For approved absence supported by documentary evidence (eg sickness, bereavement) – you are still eligible for a first assessment opportunity which may be the same or an alternative assessment
- b. The HoD must be supplied the evidence in order to give approval for eligibility for assessment
- c. Apply directly to the PN for consideration for credits if
 - i. you have legitimately missed all offered assessment opportunities and
 - ii. your teacher holds enough documented evidence of your level of achievement in that standard
- d. If you miss an internal or school exam for a non-approved reason, you will be expected to make up the time with after-school detentions when you return to school.

11. Misconduct

- a. Students are expected to follow school rules for behaviour and the specific conditions of the assessment they are working on.
- b. Misconduct in assessment situations includes:
 - i. cheating, such as bringing notes to an assessment or copying another's work, deliberately lending work and allowing another to copy, sharing documents (such as Google docs) with another student,
 - ii. plagiarism (passing off another's work/ideas as your own),
 - iii. disrupting an assessment by talking or other inappropriate behaviour,
 - iv. impersonation of another student,
 - v. using an electronic device such as cellphone, i-pod/mp3 player or translator when it is specifically forbidden to do so.
- c. To avoid an accusation of plagiarism
 - i. Submit all working notes and rough drafts with your assignment
 - ii. Reference your work fully and correctly
 - iii. Discuss your work with your teacher
 - iv. Sign the statement on your assignment that confirms that the work is your own
- d. The outcomes for proven misconduct are
 - i. a Not Achieved grade for the Standard
 - ii. no further opportunity for assessment.
 - iii. parental notification, and
 - iv. an entry on your pastoral record
- e. The Principal's Nominee will make all final decisions for misconduct in internal assessments.
- f. Misconduct during external examinations is investigated by NZQA.

12. Appeals

- a. Every aspect of the School's assessment and reporting system allows the right of student appeal
- b. Before your grades are entered in the markbook for a Standard, you must be given the opportunity to verify that the mark/grade is accurate and sign it off on the appropriate page of the assessment paper

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- c. Grade verification must take place within five (5) school days of receiving a grade
- d. Once a grade has been signed off by you there is no further right of appeal.
- e. If you wish to appeal a grade that has not been signed off, you must appeal in the first instance to your teacher during discussion of the assessment result.
- f. If you remain dissatisfied, you may appeal in writing directly to the Principal's Nominee (PN)
- g. The decision is final and will be presented to the student in writing.
- h. Appeals Process. The appeal must be
 - i. lodged in writing using the specific APPEAL REQUEST form, available from the Principal's Nominee.
 - ii. submitted by the student within five (5) school days of receiving the assessment result.
 - iii. given by the student directly to the Principal's Nominee, who will pass the appeal on to the appropriate HoD.
 - iv. considered and decided by the HoD within five (5) school days of being lodged by the student.

13. Special Assessment Conditions (SAC)

- a. Teachers identify students in Year 9 and 10 who may need Special Assessment Conditions in Levels 1, 2 and 3
- b. Teachers refer identified students via their HoD to the school SENCO, and the SAC team.
- c. The SENCO will retain and update information about students with medical and physical conditions and/or specific learning disabilities obtained during transition and enrolment
- d. Eligibility and benefit of assistance for the identified student must be proven
- e. The SENCO and SAC team gather data on identified students by
 - i. Applying specific tests
 - ii. Gathering alternative evidence of disability from teachers
 - iii. Gathering results of assessments carried out by external specialists
- f. Assistance may include reader, writer, reader/writer, use of a computer (when this is the usual form of communication), enlarged or specific coloured paper, or rest breaks.
- g. The SENCO will ensure that new SAC applications are made to NZQA for approval before the end of Term 1 each year.
- h. If your Special Assessment Conditions are approved by NZQA
 - i. The Conditions will be added to your KAMAR record for teacher information
 - ii. Your teachers will ensure that the conditions are made available in assessment situations through year.
 - iii. You may choose to forego use of Special Assessment Conditions in writing to your Teacher
- i. Parents must notify the school if they believe there is current documented evidence of any condition that might affect academic assessment for their son.

WAITAKI BOYS' HIGH SCHOOL

APPEAL AGAINST ASSESSMENT

Student Name	
Date received by PN	
PN Signature	
Standard Assessed	
Teacher	
Initial grade being appealed	
Reason for Appeal	
Student Signature	
Appeal Outcome	
HOD Signature	
Date	

WAITAKI BOYS' HIGH SCHOOL

APPLICATION FOR EXTENSION OF ASSESSMENT

Student Name	
Course	
Date of receipt of application	
Standard assessment for extension	
Allocated assessment date	
Proposed new assessment date	
Reason for extension application	
Attached documents	
Application decisions	
Signed (HOD/PN)	
Date	

Tracking Progress

Set your achievement goal and track your progress by shading the boxes as you achieve credits.

Key: 1 box = 1 credit

NCEA Goal: this year I intend to achieve _____

NCEA Level 1

Literacy 10 credits:

1	2	3	4	5	6	7	8	9	10

Numeracy 10 credits:

1	2	3	4	5	6	7	8	9	10

80+ credits at any Level – include the literacy and numeracy credits below as well

For Excellences: write E and shade the E boxes. (NCEA and 50 Excellences = Endorsed with Excellence.) For Merits: write M and shade the M boxes. (NCEA and 50 Merits/Excellences = Endorsed with Merit.) For Achieved: write A and shade the A boxes.

NCEA Level 2 and 3, and University Entrance

80+ credits: 60+ credits (at the level) + Level 1 Numeracy and Level 2 Literacy

For Excellences: write E and shade the E boxes. (NCEA and 50 Excellences = Endorsed with Excellence.) For Merits: write M and shade the M boxes. (NCEA and 50 Merits/Excellences = Endorsed with Merit.) For Achieved: write A and shade the A boxes.

UE – colour code 14 credits in each of 3 Approved subjects. (Check UE requirements.)

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1. Fulfilling the requirements of the NZ Curriculum
 - a. The Rector is responsible to the Commissioner for ensuring that the school is providing a balanced curriculum in accordance with National Education and National Curriculum Guidelines
 - b. Heads of Departments are responsible to the Rector for ensuring that the requirements of the National Curriculum Statements in their subject are being met
 - c. Given the range of ability levels of students at the School, as wide a range possible of academic and vocational subjects will be offered
 - d. All conventional senior academic subjects will be available, although directly-taught classes will only operate if there is sufficient staffing and demand
 - e. The Department Heads will advise the Rector on issues of curriculum and curriculum change
 - f. In order to maintain a wide subject choice the school may arrange for subjects to be available to students through Te Kura
 - g. The Rector will submit proposed major curriculum changes to the Commissioner for approval as needed
2. Outdoor education
 - A. Management**
 - a. The School Outdoor Education programme will be planned and managed by the designated EOTC co-ordinator
 - b. Outdoor Education will be largely self-funded and must run at a funding surplus – staff allowances are paid from Bulk Grant, and additional funding may be made available when the annual budget allows
 - B. Programmes**
 - a. The Outdoor Education programme will be structured to provide a logical development of knowledge, skills and attitudes
 - b. Outdoor Education camps will be organised for Year 10 students
 - c. All programmes must have EOTC Co-ordinator, Rector and Board approval and meet the requirements of School policies and Risk Management procedures
 - d. Programmes and activities will encourage the awareness of such issues as Treaty of Waitangi, Equity, Conservation, Environmental Issues, Sustainability and safe Self-management
 - e. New programmes and modifications must be documented and submitted to the Rector, who consults with the Commissioner for approval before planning and staff consultation can proceed
 - C. Health and Safety**
 - a. Any activity requiring a visit and supervision outside the classroom requires adherence to the School Health and Safety and Risk Identification, Analysis and Management procedures
 - b. RAMS will refer to generic safety considerations for all students, and the particular needs of students with disabilities

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- c. Programmes will adhere strictly to safety, staffing and resource guidelines, as established and published by relevant governing bodies

D. Staffing

- a. As far as possible, programmes will be staffed by experienced staff instructors with relevant experience and/or holding appropriate industry qualifications, or with equivalent knowledge and experience. Suitably qualified contractors may be used.
- b. All participating outside organisations and providers, voluntary helpers and parents are to be made aware of, and must follow, School policies and procedures while involved with programme delivery
- c. Ongoing professional development for staff will be encouraged
- d. First-aid course fees will be considered under professional development

E. Communication with Stakeholders

- a. Participants and parents/caregivers will be given full details of activities in writing, including disclosure of risks involved, to ensure that there is no conflict of expectation
- b. Written consent from parents/caregivers is required before a student may participate in outdoor education programmes
- c. The School will ensure that it communicates effectively with landowners, DOC staff and other users in order to maintain working relationships and the School's good name.

F. General Procedures for Risk Management

- a. Trips will be defined as including excursions, visits, activities and camps away from the School
- b. Before any trip outside of Oamaru is undertaken
 - i. Complete and submit a Trip Application and RAMs form to the Rector
 - ii. Get written trip approval from the Rector and student participation approval from parents
 - iii. Get written health status information from each participant
 - iv. Provide parents with trip information that includes itinerary, timings, travel details, costs, equipment required, and risk disclosure
 - v. Reconnoitre the environment where the activity is to be carried out
 - vi. Make safety checks on equipment
 - vii. Ensure that human and physical resources meet requirements
 - viii. Check weather and other geographical aspects
 - ix. Complete a check list of all safety and emergency equipment and procedures if appropriate
 - x. Include a First-aid kit and cell phone – if appropriate, also include a GPS and Personal Locator Beacon
- c. RAMS
 - i. A RAMs form must be completed and approved by the Rector before any trip is approved
 - ii. This is the responsibility of the organising staff member

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- iii. Adherence to relevant Industrial Standards of Practice and Safety is required when completing this process and conducting the activity
 - iv. External providers will submit their Health and Safety Procedures and RAMs to the Rector prior to the activity taking place
 - d. Should conditions be marginal or unfavourable, the teacher-in-charge has the option to postpone or cancel the trip, or follow a pre-planned alternative
 - e. The Deputy Rector will retain information about each trip, indicating the date, leaving time, return time, names and contact details of students and accompanying adults, health status of participants and proposed itinerary/programme
 - f. Senior Management in consultation with the EOTC Coordinator (and SENCO, where necessary) will be responsible for providing the correct staffing levels and activity staff are responsible for ensuring that this is in place for the activity
 - g. Risk Management procedures will be followed to ensure maximum participant safety and enjoyment
 - h. Where transport is needed to get to and from an activity, the Teacher-in-charge will ensure that
 - i. vehicles meet expected safety standards, and are warranted and licenced
 - ii. drivers are approved and have current full drivers' licences
 - iii. expectations of passenger behaviour are adhered to
 - iv. no student drives a vehicle except in an emergency or with prior written approval from his parents and the Deputy Rector
 - v. no student travels in a car driven by an approved student without written permission from his parents and the Deputy Rector
 - vi. In the event of an accident the Rector and/or Commissioner is notified immediately and emergency procedures in the RAMs are followed
 - i. In the event of an emergency or accident, the School Emergency and Crisis procedures will be implemented
3. Students will be taught using appropriate styles and at a pace that meets their learning needs
- A. Junior Classes**
- a. Year 9 and 10 students are transitioned to the NCEA teaching and learning environment
 - b. Staff will value classes equally and ensure that all classes are safe for all students, key competencies are visibly developed and the curriculum is delivered at appropriate levels in all classes
 - c. Staff will employ a variety of teaching strategies, including
 - i. working individually / in pairs / in groups
 - ii. teaching and using thinking and research skills
 - iii. using performance and hands-on opportunities
 - iv. teaching habits of mind
 - v. teaching and using self-assessment techniques
 - vi. using direct teaching
 - vii. teaching students how to organise and learn information
 - viii. memorisation of core mathematics and language skills
 - ix. experiential

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- d. Staff will base delivery of the curriculum on the teacher dispositions of the Effective Teaching Profile
- e. Special Needs students will be identified and appropriately supported in consultation with the SENCO
- f. Teacher Aide support will be correctly employed during lessons
- g. Identified Gifted and Talented students will be extended and/or accelerated
- h. If necessary, students may be moved vertically between Year groups
- i. Teachers will use informal and formal assessments and strategies to decide the needs and next steps for each student on an ongoing basis, including
 - i. Tests and quizzes
 - ii. Homework tasks
 - iii. Assignments
 - iv. Written work and research
 - v. Experiments, drawings and making articles
 - vi. Student-led work on the whiteboard
 - vii. One-on-one discussion
 - viii. Practical performance

B. Senior classes

- a. Where there is more than one class of a subject, those classes may be streamed according to academic ability and/or career need
 - b. Teachers will employ a range of appropriate teaching and assessment methods
 - c. Students with special needs will be accommodated in individually designed courses to ensure that they are included in the year group and also able to achieve success academically at their level
 - d. Students identified as Gifted and Talented will be accommodated by curriculum extension and/or acceleration, including preparation for Scholarship examinations and sitting University level papers
 - e. Students identified with vocational career needs can be put onto career pathways within the Youth Guarantee Scheme / STAR / Gateway pathway
4. The school's focus will be on curriculum delivery wherever it occurs, and interruptions to teaching and learning will be minimized
- b. The school day will be organized to ensure the maximizing of teaching and learning opportunities
 - c. Interruptions to teaching and learning time will be minimized
 - d. Curriculum based learning activities that take students out of other classes will be monitored
 - e. Non-curriculum-based learning activities that take students out of other classes will be minimized
 - f. Students with a full co-curricular involvement in school life will be monitored to ensure that they are able to maintain their primary focus on school-work
5. The school will identify students who are underachieving or who have high needs, and will develop appropriate programmes and strategies to meet the needs of these students

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A. Detection

- a. Students with high needs are detected by information from feeder schools and parents through use of available evaluation. If required RTLB and LSC will carry out internal testing
- b. The School will use PacT and e-Asttle assessments
- c. Students in all levels who are not achieving or who are at risk of not achieving are identified through regular informal and formal assessment in each subject, and reported to the appropriate HoD, who consults with the appropriate Dean and the SENCO

B. Response

- a. Students with high and/or special needs may be responded to with any combination of
 - i. Consultation with parents
 - ii. An IEP
 - iii. An IEP generated through the Learning Support centre
 - iv. Individual tuition
 - v. Teacher Aide support in the classroom
 - vi. Enrichment Programme
 - vii. RTLB and/or SE intervention
 - viii. Different class placement where possible
 - ix. Daily report
 - x. Student Guidance Counsellor / Special Needs intervention
 - xi. Different and appropriate teaching approach
 - xii. Developing an appropriate student learning style
 - xiii. Referral to an appropriate outside agency
- b. Serious special needs cases are managed by the SENCO for co-ordinated planning and response

C. The Learning Support Room (N5)

- a. This room will be staffed by the SENCO, who assesses student support needs, develops individual programmes and provides teachers with information to ensure effective teaching and learning in their classrooms
- b. Each identified student will have an individualised action plan (IAP) created to enable them to overcome their learning and/or behaviour barriers
- c. IAPs will be reviewed in consultation with parents at the end of Terms 1 and 2

- 6. Homework is an integral part of the teaching programme. It will be meaningful and set and checked regularly.
 - a. In each class where it is applicable, homework will be set regularly – either short pieces of work on a daily basis or longer-term assignments that cover several nights or more
 - b. Homework will
 - i. be relevant and meaningful
 - ii. be set at an appropriate level so that it can be completed by the students
 - c. Teachers will ensure that homework instructions are

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- i. clear and written on the board
 - ii. copied by students into their homework diaries
 - d. Homework will be checked by the teacher on the day of submission
 - e. All students will be expected to complete all of their homework as required, but teachers may use their discretion in accepting reasons for the non-completion of homework
 - f. Students who have not completed their homework should do so under supervision during lunchtime
 - g. Students must use the school homework diary
7. GATEWAY Work-based Learning and Vocational Pathway courses shall be accessible for appropriate students and shall be provided free to the students, and closely monitored by the school.

A. GATEWAY

- a. Participating students under the age of 16 will have written consent from parents or caregivers
- b. The student and parents are responsible for travel arrangements to and from the workplace
- c. There will be a written agreement between the student, the school and the employer, covering the
 - i. knowledge and skills to be attained
 - ii. assessment method
 - iii. supervision to be provided to the student
 - iv. student's attendance and hours in the workplace
 - v. applicability of school and workforce rules
 - vi. procedures for early withdrawal (if necessary) from the work-based learning or work experience
 - vii. expectations of student and employer
- d. The student concerned will not
 - i. be paid
 - ii. be required to join or belong to a union
 - iii. undertake work that is arduous or dangerous in relation to the student's age or stage of development
- e. Students undertaking work-based learning are to be treated as if they are attending school and the school will take all reasonable steps to monitor and record attendance as required by appropriate regulations
- f. Deposits will be charged for students electing to undertake expensive work-based learning, which are refundable if the student successfully completes the learning and units of work

C. Vocational Pathways Scheme

- a. Selected Year 12 and 13 students may access career pathways offered in conjunction with Tertiary providers, eg ARA Polytechnic
- b. These students will
 - i. be dual enrolled at WBHS and the Tertiary Provider
 - ii. attend vocational training on the specific days they are provided.

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- iii. Students enrolled in these courses will only be required to complete five other subjects
8. Internal NCEA assessment will be fair, effective and valid. Students will be expected to complete all their internal assessment work.

A. Course Outline

- a. All students will be issued a brief course outline for each subject at the beginning of Term 1, including
 - i. An outline of the course, with time allocations for each topic
 - ii. A list of internal assessments that contribute towards NCEA qualifications, including
 - a) description of the assessment, assessment objectives and method of assessment
 - b) date to be issued and completion date (as specific as possible)
- b. All senior students will be given a copy of the school policies on appeals, extensions, resubmissions and plagiarism

B. Assignment Target Dates

- a. Wherever possible, assignments will be divided into sections with milestones and target dates for the completion of each section
- b. When the milestone date arrives the teacher checks that the section is complete but does not mark it
- c. If the section is not complete the teacher places the student in lunchtime detention until it is complete

C. Internal Assessment deadlines

- a. Every assignment will have one set and immovable deadline unless with the approval of the Rector's Nominee (practical subjects may require flexibility)
- b. No teacher may assess an assignment handed in after the deadline except to give feedback to the student
- c. When a student will not be able to submit an assessment by the due date, the teacher must complete and submit an 'Application for Extension' form to the Rector's Nominee for consideration
- d. The Rector's Nominee may grant extensions for legitimate reasons, i.e. illness, bereavement
- e. Late assignments that are not granted an extension will receive "Not Achieved"

D. Plagiarism

- a. Work that appears to be plagiarised will be submitted to the HoD for investigation
- b. If the HoD believes that a piece of work is substantially plagiarized
 - i. the work will be assessed as "Not Achieved"
 - ii. the student's parents will be notified
 - iii. the offence will be entered on the student's record

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- c. Minor examples of plagiarism may result in lower assessment, at the HoD's discretion
- d. A student may appeal the decision to the Rector's Nominee

E. Marking

- a. If a piece of work is undertaken by more than one class, the Department must have appropriate moderation procedures to ensure that a consistent standard of marking applies across all classes

F. Appeals

- a. Any student may appeal any mark to the HoD of that subject, or if the marker is the HoD, to the Principal's Nominee

G. Compassionate Consideration

- a. According to Statement 6.1.5 of NCEA Assessment and Certification Rules and Procedures, a student may apply for compassionate consideration of their internal assessment
- b. Such applications will be considered according to the school's written policy
- c. Compassionate consideration occurs when the school gives an Achievement Standard to a student who has not been able to complete all the work or provide all the evidence normally necessary for that standard, even after an additional assessment opportunity has been made available, for reasons beyond his control, generally being
 - i. Illness
 - ii. Bereavement
- d. In doing this the school is making an assumption that had the student been able to complete the work or provide the evidence it would have been to a level sufficient to pass the standard
- e. This assumption must be based on other evidence from the student indicating his general ability level in the topic or skill or subject being assessed
- f. If a student has a long-term illness that has precluded any assessment in a subject, then there is no evidence on which to base compassionate consideration
- g. Evidence must be from the year of consideration
- h. For achievement standards, compassionate standards can only be set at the Achievement level
- i. All Compassionate Consideration will be the responsibility of the Rector's Nominee
- j. Appeal is to the Rector
- k. The right of appeal to NZQA also exists

- 9. The school will demonstrate the value added to individual and cohort achievement
 - a. In addition to OTJ's against the NZ curriculum level the school may also use PAT and e-Asstle tests to broadly determine the ability level of each individual and cohort at the junior level as a reference point when evaluating their academic progress until the PaCT tool is fully available

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- b. Achievement by seniors towards NCEA will be monitored and published at least once in Terms 1 and 4 and twice in Terms 2 and 3 to ensure that students are aware of the extent and level of their achievement
 - c. Teachers will deliver the curriculum at Merit level as default level in academic classes, and working towards Excellence
 - d. The school will continue to compare its NCEA results with other schools of varying size, structure and decile rating
10. The school will set Achievement Expectations in five areas: academic, cultural, leadership, social and sporting. Expectations are
- a. A student achieving ACADEMICALLY
 - i. Sets realistic goals and works towards achieving them
 - ii. Is self-motivated
 - iii. Has independent work habits and transferable learning skills
 - iv. Successfully practices a range of Habits of Mind
 - v. Will gain a national qualification at an appropriate personal level of achievement
 - b. A student achieving CULTURALLY
 - i. Participates in at least one substantial cultural activity each year
 - ii. Is reliable and committed, and can show group loyalty
 - iii. Is confident and enthusiastic in performance
 - iv. Is prepared to work outside their personal comfort zone
 - c. A student achieving in LEADERSHIP
 - i. Shows dignity, courage, confidence, maturity and a concern for others
 - ii. Leads by good example
 - iii. Has vision, looks for opportunities and takes the initiative
 - iv. Has the respect of other students
 - d. A student achieving SOCIALLY
 - i. Has a wide range of healthy friendships
 - ii. Respects the rights of others
 - iii. Is tolerant of difference
 - iv. Is well-groomed, articulate, confident and personable
 - e. A student achieving in SPORT
 - i. Participates successfully in at least one sports team or activity each year
 - ii. Has a balanced attitude towards competition and accepts the code of fair play
 - iii. Is reliable, committed and (where applicable) shows team spirit
 - iv. Is physically fit and practices to develop sporting skills
 - f. The school assists students to fulfil these Achievement Expectations by
 - i. offering a wide range of opportunities and challenges
 - ii. encouraging and expecting students to strive for personal excellence in whatever they attempt

11. IEP's, IAP's, Behaviour Plans and Medical Plans at WBHS

A. IEP's (Individual Education Plans)

- a. Individual Education Plans or IEP's, are full plans for every aspect of a student's education

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- b. They are used for ORS (Ongoing Resource Scheme) funded students or in exceptional cases including extreme Gifted and Talented students
- c. These are reviewed twice yearly (most often by end of Term1 and beginning of Term 4) or as required
- d. IEP's generally take a long-term view of a student's education
- e. They may also be backed up by a behaviour plan
- f. Teachers must have a copy of the IEP and be aware and a part of the design and review process, particularly those who teach literacy and numeracy (ORS students)
- g. Other Departments should support these goals.

B. IEP's (Individual Action Plans)

- a. Individual Action Plan's or IAP's, are targeted education plans most commonly based around literacy and numeracy
- b. They can be written and designed to meet any educational need
- c. Most often IAP's are written to improve a particular aspect of a student's education e.g. reading or an aspect of mathematics
- d. Gifted and Talented students should have an IAP
- e. Teachers are expected to teach to the requirements of the IAP and feedback progress to the IAP designer regularly
- f. IAP's are (and should be) most often short term plans
- g. Long term versions must be regularly reviewed to be effective (minimum of 10 weekly or as needed) RTLB's (Resource Teachers of Learning and Behaviour) and LSC's (Learning Support Co-ordinator) along with the SENCO and Learning Support team often create IAP's in the course of their work.

C. Behaviour Plans (BEH)

- a. Behaviour Plans are individual plans that describe responses to behaviours and behavioural outbursts and describe any safety requirements
- b. These are most often created by Special Education (SE) or RTLB (Resource Teachers of Learning and Behaviour); however Learning Support staff often create these as needed
- c. Teachers of students with these plans should have a copy of the plan and be familiar with what their responsibilities are in relation to the plan.

D. Medical Plans

- a. Medical Plans are created by medical, Deans or Learning Support staff
- b. These plans may require student's withdrawal from classes and/or adjustments and allowances made for their learning
- c. Teachers are expected to support and facilitate any requirements that the plan may ask.

E. Transition Plans – In

- a. These are plans created to assist a student into school from another school or home
- b. These are integral in preparing ourselves for incoming students

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- c. It allows for the psychological safety of students, teachers and parents by sharing an understanding of a student's needs at school and designing a practical and thorough education plan to begin school with
- d. Teachers must be familiar with the aspect of the plan that covers their subject.

F. Transition Plans – Out

- a. These plans are created to assist students to leave school and begin either working, further education, and/or an agency attachment (such as Oranga Tamariki, Idea Services etc).

G. NCEA Specific Learning Plans

- a. These plans are created to assist students in managing their time in order for them to gain specific credits/qualifications
- b. These plans are often constructed for boys identified as 'At Risk'.

H. Footnote

- a. Teachers are expected to be proactive in facilitating all of their requirements coming from the above plans in relation to any students with special needs that they teach
- b. It is a teacher's responsibility to differentiate the learning to suit the needs of the students
- c. This is an expected part of the Effective Teacher Profile.

12. Priority Learners (Special Needs Register)

Priority learners are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs. *ERO (August 2012)*

- a. Purpose:
To provide teaching and learning opportunities that enables all priority to achieve to the best of their ability or higher. Staff need to ensure that these students are identified and planned for (differentiation) so that these students can learn at their level. In turn, this will be verified by HoD's and in turn by the DR and SENCO.
- b. Procedure:
The Special Needs Register is on KAMAR under Groups. It is formulated and maintained by the SENCO in the first instance and subsequently by the Deputy Rector (DR). It lists all priority students at WBHS.
Following the schedule below, the DR will provide a list via KAMAR to the HoD's at academic meeting to take to their faculty meetings. HoD's will audit by way of checking that teachers have:
 - i. Identified priority learners in their mark books and planning.
 - ii. Teachers will provide evidence of differentiated work (sample).
 - iii. Teachers will provide the HoD with any student name that they consider to be missing from the list.

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HoD's will report back to academic committee having verified the above. Any new names to be added or subtracted to or from the register will be forwarded to the DR who will, in turn, provide these names to the DLS for a verified addition or subtraction from the list.

Term 1	Term 2	Term 3	Term 4
Y9 & Low Level Learners & Special Assessment Conditions	ORS/GATE & BEH & HLNS	Low Level Learners & ESOL	Incoming Y8 Data

c. Corresponding Procedures:

- i. Using Teacher Aide Support (P95)
- ii. Maintaining Privacy (P99&100)
- iii. Physical and Emotional Health of Students (P103&104)
- iv. Curriculum Delivery (P115-125)
- v. Learning and Behaviour Support Referral (P125)
- vi. Minimising and Preventing Bullying (P126-131)
- vii. Changing Difficult Student Behaviour (134-136)

It is also important to use this procedure in conjunction with the Staff Handbook.

13. Live Reporting

At the end of each unit or assessment the classroom teacher is expected to enter a comment on the student's attitude and achievement in that unit or assessment. This is entered through their markbook onto the students Kamar portal.

14. Fortnightly notes

Every fortnight on a Thursday teachers are required to enter a grade 1-5 for students effort in class through their markbook onto the students Kamar portal. These grades can be entered at any time during this fortnight. As a guide the grades are based on 1 – student has been referred. Misbehaviour; 2 – poor effort; 3 – satisfactory effort; 4 – very good effort; 5 – excellent effort. These grades are at the teacher's discretion.

If during a term a student attains a 4.0 grade point average they will awarded a "Top fortnightly notes award' for that term which involves an email home, a certificate presented at assembly and a morning tea with the Rector. These are collated by the Deans at the end of the term and forwarded to the Rector.

15. New subject choices

- a. HoDs to submit requests for new subjects to the Curriculum committee by the end of Term 3. As part of this it is essential that they check they have staffing available for the proposed courses (allowing also for Junior timetable commitments and staffing requirements).
- b. Subject requests analysed then signed off by SLT BEFORE option booklets issued.
- c. HoDs need to ensure that prior to a new course starting consent to assess that standard has been confirmed.

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16. Student subject selection process

- a. Senior course booklets available on-line from Week 7 Term 3
 - b. NCEA pathway information evening Week 8 Term 3
 - c. School exams Week 8/9 Term 3
 - d. Senior course selection open on Kamar starting Week 10 Term 3
 - e. Year 10 course selection opens Week 1 Term 4
 - f. Senior course selection closes end of Week 1 Term 4
 - g. Year 10 course selection closes Week 3 Term 4
 - h. Senior course confirmation Week 7 Term 4
- During Term 3 and 4 (between course selection opening and closing), teachers and HoDs work together to ensure students have selected the correct subjects.
 - Thereafter the timetabler starts using options numbers to model timetable. HoDs and Deans then work together to ensure the 'best fit' is occurring. The 'best fit' is ultimately at the discretion of the Assistant Rector and Rector.
 - Timetables are to be completed as best as possible by course confirmation in Week 7 of Term 4.
 - The only changes to be made at the start of 2022 are where a 'blank' appears in a timetable. This to be discussed with the relevant HoD and Dean during the week before school commences.

17. Process for entering students into ARA courses

- a. Important to ensure data is correct in SMS for MoE that the ARA code to be used **only** for students on an STP
- b. Please note if student changes and un-enrols from STP course but remains as a student of the school the ARA code must be removed and replaced with what they are doing. Also the Provider codes removed and FTA restored to 1
- c. The Careers co-ordinator, relevant Dean and the Principal's nominee work together to ensure this process runs smoothly.

18. Procedure to prevent orphaned entries in KAMAR

- a. Last week of February for HoD/TiC
 - i. Tick ☒ entries column in mark book at the beginning of year
 - ii. Make sure reminders for left students are cleared before ticking entry column
- b. All Year – when student leaves or changes a course after entry ticking for
 - i. Senior Deans
 - a) Notify HoD/TiC of course student has left
 - b) Notify HoD/TiC of course joined
 - ii. HoD/TiC (left)
 - a) Cross ☒ in both columns for all standards in mark book if no grade entered
 - iii. HoD/TiC (joined)
 - a) Tick ☒ entry standards in new mark book

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19. Withdrawal from NCEA Assessment

a. Enrolment.

- i. All students are enrolled by default in all standards in the courses which they are enrolled for
- ii. Students cannot be withdrawn from an assessment for an Achievement Standard without their written agreement
- iii. The deadline for withdrawal of entries to NZQA is 1 September annually

b. Advising students

- i. When teachers identify students who may benefit by focussing on fewer Standards, they should advise the students of this
- ii. The student(s) concerned must be brought to the attention of the relevant HoD/TiC by the teacher without delay
- iii. The HoD/TiC must
 - a) meet with each student on the list
 - b) repeat the advice
 - c) advise of any consequences of reduced opportunities for obtaining credits
 - d) advise of possible impact on future option choices and limits to career pathways
 - e) discuss this directly and immediately with the parent
 - f) complete and sign the Withdrawal Form with the student

c. NCEA Internal Assessments

- i. Students who have attended the teaching for the Standard but do not sit the assessment receive a grade of Not Achieved
- ii. A student who has missed a significant proportion of the teaching as well as the assessment must be given the opportunity to catch up on missed work and attempt the assessment
- iii. A student may be withdrawn from a Standard assessment with his permission

d. Student withdrawal from NCEA Internal and External Assessments by the HoD/TiC and Dean

- i. The HoD / TiC passes the completed Withdrawal Form to the Dean
- ii. The Dean checks that the student will still meet his credit and course achievement objectives and signs the Withdrawal Form
- iii. The Dean withdraws the student from the assessment in the KAMAR Mark Book
- iv. The Dean documents the reason for withdrawal on KAMAR in the comments section in the Mark Book
- v. The Dean holds the original copy of the Withdrawal Form on record in the event of future queries and complaints

WAITAKI BOYS' HIGH SCHOOL
STUDENT WITHDRAWAL FROM ACHIEVEMENT STANDARD ASSESSMENTS

Student name : _____

Tutor Group : _____

Subject : _____

1. I am withdrawing from the following Achievement Standards

COURSE	STANDARD	REASON
Eg SCI 101	90xxxx	

AND/OR

2. I wish to be enrolled in the assessments for the following Standards against the advice from the Head of Faculty / Teacher in Charge

COURSE	ACHIEVEMENT STANDARD
Eg SCI 101	90xxxx

Student : _____ (signature) Date : _____

I have discussed this directly with the parent in my capacity as HoD / TiC

HoD / TiC : _____ (signature) Date : _____

Dean : _____ (signature) Date : _____

SPECIAL ASSESSMENT CONDITIONS

1. Special Assessment Conditions (SAC)

- a. Where there are grounds for eligibility, students, their parents and their teachers will consult with the SENCO
- b. Applications must be submitted to NZQA by April of the current academic year
- c. Where possible, such students will have evidential support through Years 9 and 10
- d. Teachers are expected to support students and record evidence of SAC
- e. For students with learning difficulties, a Level C assessment should always be sought during Year 10 and the parents' cost
- f. All decisions are made under NZQA Policy and Procedures
- g. Parents will be required to obtain academic and medical evidence where required
- h. All evidence must be provided to the SENCO, who will forward this on to NZQA
- i. WBHS reserves the right to decide not to submit a specific application for SAC to NZQA
- j. Any student who is granted SAC and who chooses not to use the conditions will forfeit the future use of SAC
- k. WBHS will endeavour to provide the same reader/writer for the student throughout his enrolment at the school
- l. Teachers must advise the SENCO, of an upcoming assessment requiring a reader/writer at least one week prior to the assessment taking place
- m. In the event that a reader/writer cannot be supplied, a teacher will be provided to fulfil the condition
- n. Teachers of Year 9 and 10 students requiring SAC are expected to supply these conditions to their students - senior student PETs may be used as reader/writers

2. First-time Application

- a. Process starts in October of previous year – for Year 9 and new Year 10-11
- b. Evidence required
 - i. Independent assessment OR school-based evidence
 - ii. Needs analysis
 - iii. Teacher comments
 - iv. Recent Writing and Typing PATOSS
- c. All evidence is kept on file AND electronically

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3. Timeline

JANUARY ACTION	COMPLETED
Current ESAA password?	
Log in to NZQA website, access Special Assessment Application link, read User Guide	
Check SAC web pages for upcoming changes and updated forms	
For applicants with long-term injury from accidents OR with deteriorating Physical/Medical/Sensory conditions – apply during the year. Contact SAC coordinator at SAC@nzqa.govt.nz	
Check for on-line decisions made over Dec-Jan	
Inform first-time applicants and parents in writing of outcomes – approved/amended/declined, with reasons if appropriate	
Continue completing and submitting any pending draft applications	
When NCEA results are available – continue Needs Analysis of candidate behaviour and achievement in both internal and external assessments	
Discuss with candidate and parents whether or not SAC should be confirmed for this year	
First-time applicants (Year 10 – 12) from last year <ul style="list-style-type: none"> Alert parents/caregivers of potential candidates for next year by letter – ask them to complete and return the Student SAC Historical Record Form and provide the school with any reports from appropriately qualified professionals Download and distribute the Student Application for Entitlement to SAC form Advise that that applications close mid-February 	
FEBRUARY ACTION	COMPLETED
Weekly on-line check for decisions, inform candidates and parents in writing	
Establish a list of screened candidates for next year (current Year 10 and new Year 11-12 students)	
Collate information required for each application. Categories are <ul style="list-style-type: none"> First time ever Confirm last year – remain the same; for Years 12-14 use Confirm last Year to roll entitlement over (confirm if a new Specific Learning Disorder report is required by a Tertiary Provider) Change last year – change current entitlement; for Learning Disabilities, have reports ready for upload Remove – leaver, no further assistance required 	
Candidates with an existing entitlement (with PN) <ul style="list-style-type: none"> Process applications Delete school leavers Make appeals against decisions to decline entitlement – use SAC Application link within 15 days of notification Check currency of independent reports – no more than 4 years old 	

<ul style="list-style-type: none"> Physical/Medical/Sensory disability - get an updated report from the next scheduled appointment 	
Check Documentation Requirements – check for reports from independent assessor for each applicant	
SLDs <ul style="list-style-type: none"> Conduct school testing (PATOSS etc) to ascertain current reading/writing/typing achievement scores if data is older than 24 months Specific Learning Disorders (SLD) must be diagnosed by an appropriately qualified professional Prepare School-based evidence applications if there is no diagnosed SLD – read the requirements for School-based applications 	
Save electronic copies of all documentation and evidence	
Identify and train appropriate teacher-aides for all assessments	
Circulate the applicant list to teachers so that they are aware of the potential entitlements – advise teachers to read the Exclusions page	
MARCH ACTION	COMPLETED
Confirm applicant entitlements	
Trial SAC in class and record outcomes on the SAC Coversheet for Assessments	
Record discussions on SAC use at IEP reviews	
Check for SAC-entitled students transferred in from other schools <ul style="list-style-type: none"> Notify PN to submit a data file so that their names and approved entitlements appear on school's on-line SAC Rollover List when the file has been processed Contact previous schools and discuss assessment needs Contact SAC Coordinator (0800697296) if student has had a previous entitlement but previous school did not apply for current year before applications closed 	
Apply for access to the Special Assessment link by logging in to the NZQA website	
APRIL ACTION	COMPLETED
Applications for Roll-over entitlement close 2 April	
Trial SAC in class and record outcomes on the SAC Coversheet for Assessments	
Record discussions on SAC use at IEP reviews	
Check SAC web pages for upcoming changes and updated forms	
For applicants with long-term injury from accidents OR with deteriorating Physical/Medical/Sensory conditions – apply during the year. Contact SAC coordinator at SAC@nzqa.govt.nz	
Make appeals against decisions to decline entitlement – use SAC Application link within 15 days of notification	

MAY ACTION	COMPLETED
Trial SAC in class and record outcomes on the SAC Coversheet for Assessments	
Record discussions on SAC use at IEP reviews	
Candidates arriving from overseas with historical SAC entitlement <ul style="list-style-type: none"> • Make application using School evidence • Advise PN to contact the School Relationship Manager if a potential applicant arrives in NZ after applications close 	
JUNE ACTION	COMPLETED
Trial SAC in class and record outcomes on the SAC Coversheet for Assessments	
Record discussions on SAC use at IEP reviews	
Inform parents of the application options available <ul style="list-style-type: none"> • Level C or Psychologist assessment • School-based Evidence 	
Interview each entitled student about what he would like to use for each examination session <ul style="list-style-type: none"> • Go through the Exclusions page and Specific Examinations Sessions • No ET or RB if not writing the full range of papers during each exam session 	
Ensure that all teachers have made complete entries into externally-assessed standards (including Scholarship) for all students with SAC entitlements – PN to check and follow-up	
JULY ACTION	COMPLETED
On-line applications for SAC for external examinations are open	
Trial SAC in class and record outcomes on the SAC Coversheet for Assessments	
Record discussions on SAC use at IEP reviews	
Staff are required to confirm and sign that entries for examinations have been made for each candidate OR that the candidate is not sitting examinations	
Attach appropriate SAC entitlements for each candidate's examination session(s) through the Special Assessment link – provide PN with information, cross-check [MathsCAT and portfolio and Tech performance standards will not be listed]	
Check information on file for next year's First-time applicants	
SLD candidates – if independent reports will be older than 24 months by next January, do school PATOSS testing for reading/writing/typing	
Request up-to-date reports for candidates with Sensory/Physical/Medical disability	
Candidates must sign to indicate approval/disapproval for conditions, changes, and use of all/part of SAC entitlement for any exam session	

AUGUST ACTION	COMPLETED
On-line applications close for SAC for external examinations	
Trial SAC in class and record outcomes on the SAC Coversheet for Assessments	
Record discussions on SAC use at IEP reviews	
Check data on file for potential First-time applicants in preparation for October applications	
Check that all required externals have been entered and SAC attached	
Inform candidates and their parents of SAC for external assessment	
SEPTEMBER ACTION	COMPLETED
Late examination entries – check the file for names of SAC candidates	
Late notifications – a newly identified physical or medical condition	
Trial SAC in class and for school examinations – record outcomes on the SAC Coversheet for Assessments	
Record discussions on SAC use at IEP reviews	
Record any potential First-time applicants for whom assistance is being provided – check that records have recent or updated data	
Write to remind parents of candidates who have not yet provided a report that a current report is required for eligibility for application for SAC for all NCEA assessments	
Remind parents of the 2 options for applications where SLD is involved (Level C or Psychologist assessment OR School-based Evidence)	
Prepare for School-based Evidence applications	
Identify suitable Examination Assistants as Readers/Writers for upcoming examinations <ul style="list-style-type: none"> • Give PN names attached to students and exams • Get necessary documents from Exam Center Manager (ECM) • Train examination assistants 	
Ensure current ESAA password	
OCTOBER ACTION	COMPLETED
First-time applications open <ul style="list-style-type: none"> • Apply by logging in to the NZQA website for access to the Special Assessment Application link through the <i>First time ever option</i> • Transfer data and information from each applicant's file • Provide School-based evidence of functional need (eg reader, computer use) • Upload all reports for SLD if required • Inform candidates and parents of SAC outcome decisions in writing 	
Newly-injured applicants and deived grades (PN) <ul style="list-style-type: none"> • Applications close at Labour Weekend • Apply by logging in to the NZQA website for access to the Special Assessment Application link through the First time ever option 	

<ul style="list-style-type: none"> • Transfer data and information from each applicant's file • Provide School-based evidence of functional need (eg reader, computer use) • Upload all reports for SLD if required • Inform candidates and parents of SAC outcome decisions in writing 	
NOVEMBER ACTION	COMPLETED
Inform students and parents in writing of outcomes of SAC decisions	
Make appeals against decisions to decline entitlement <ul style="list-style-type: none"> • Use the SAC Application link within 15 school days of notification • Provide extra information to be considered 	
Check with each student that his printed approvals match both the Admission Slip and expectations	
Candidates sign their acceptance of what is to be provided	
Check the NZQA SAC web pages for changes in the forthcoming year, including updates of forms	
Begin filling in the annual Needs Analysis form with information from staff and each candidate	
Note those candidates on the current list for whom a renewed or changed application is required for the following year (Confirm last year/Change last year/ Remove)	
First-time applicants (Year 10 – 12) for next year <ul style="list-style-type: none"> • Alert parents/caregivers of potential candidates for next year by letter – ask them to complete and return the Student SAC Historical Record Form and provide the school with any reports from appropriately qualified professionals • Download and distribute the Student Application for Entitlement to SAC form • Advise that that applications close mid-February 	
DECEMBER ACTION	COMPLETED
Inform students and parents in writing of the SAC entitlement for next year	
Make appeals against decisions to decline entitlement <ul style="list-style-type: none"> • Use the SAC Application link within 15 school days of notification • Provide extra information to be considered 	
PN to obtain from the ECM a copy of the Examination Assistant feedback on candidate use of SAC, and the Attendance Register for examination sessions – transfer information to the Needs Analysis form	
First-time applicants (Year 10 – 12) for next year <ul style="list-style-type: none"> • Alert parents/caregivers of potential candidates for next year by letter – ask them to complete and return the Student SAC Historical Record Form and provide the school with any reports from appropriately qualified professionals • Download and distribute the Student Application for Entitlement to SAC form • Advise that that applications close mid-February 	

4. Information and documents

a. Needs Analysis

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/managing-national-assessment-in-schools/special-assessment-conditions/annual-needs-analysis>

b. Student application for entitlement

<http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/SAC/SAC-student-application.doc>

c. Documentation requirements

<http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/managing-national-assessment-in-schools/special-assessment-conditions/documentation-requirements/>

d. SAC Historical Record

<http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/SAC/Student-SAC-Historical-Record.docx>

e. Data Summary Sheet

<http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/SAC/SAC-Data-Summary-Sheet-for-Assessors-and-Schools.doc>

f. SAC Coversheet for Assessments

<http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/SAC/SAC-Coversheet-for-assessments.docx>

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Annual SAC timeline

Term 1		
WEEK	ACTION	COMMENT
1		
2	eAsstle catch-ups	RO, any Year 9 and 10 missing tests
3		
4	Department discussion	Identify Year 10 SAC candidates, inform SV in writing
5	Department discussion	Identify Year 10 SAC candidates, inform SV in writing
6	Communicate SAC candidates	SENCO informs parents
7	SAC testing	SENCO tests boys on list (PAT ++); repeat PATOSS on students with I.A. reports older than 2 years
8		
9	SAC hard copy evidence	Staff submit Term 1 annotated hardcopy evidence to HoDs. HoDs submit evidence to DP.
10	Submit L1 – 3 Internal Assessment Coversheets	By HoDs to SENCO
Term 2		
WEEK	ACTION	COMMENT
1	Parent notification	SENCO notifies parents of outcomes of NZQA decisions for <u>all</u> SAC applicants
2		
3	NCEA entries for externals	Due date for all L1 – 3 students
4	Department discussion	SAC for Year 10 boys; additional names to DP
5	Department discussion	SAC for Year 10 boys; additional names to DP
6	SAC testing	SENCO tests new boys on list
7		
8	Year 9 and 10 eAsstle testing	PE
9	SAC hardcopy evidence	Staff submit Term 2 annotated hardcopy evidence to HoDs. HoDs submit evidence to DP.
10	Submit L1 – 3 Internal Assessment Coversheets	By HoDs to SENCO

Term 3		
WEEK	ACTION	COMMENT
1		
2		
3	SAC entitlements	SENCO confirms SAC entitlements with parents
4	External entries	SAC attached to external entries by PN
5	Department discussion	SAC for Year 10 boys; additional names to SV
6	Department discussion	SAC for Year 10 boys; additional names to SV
7		
8		
9	SAC testing	SENCO tests all SAC candidates
10	SAC hardcopy evidence	Staff submit Term 3 annotated hardcopy evidence to HoDs. HoDs submit evidence to SV.
Term 4		
WEEK	ACTION	COMMENT
1	SAC in-school testing evidence submitted	By SENCO to VB
2		
3	Submit L1 – 3 Internal Assessment Coversheets	By HoDs to SENCO
4	eAsstle testing	End-of-year Year 9 and 10 testing; PE Trial SAC for identified students in school exams
5	Parent consultation	By SENCO; Parents confirm permission to share student SAC data with NZQA
6		
7	Needs Analysis Form	Completed by SENCO
8		
9	SAC applications	SENCO; data input for SAC applications
10		

STUDENT RED AND BLACK ACADEMIC AWARDS

1. Black Awards

- a. A recipient of a Black Award is entitled to wear black top socks, a black award tie, a School blazer with black trim added and an embroidered flash sewn beneath.

2. Red Awards

- a. A recipient of a Red Award is entitled to wear red/black top socks, a red award tie, a School blazer with black trim added with WBHS silver crest buttons replacing the black buttons on the regulation blazer and a red award pocket with an embroidered flash sewn beneath.

3. Senior End-of Year Prizes

a. Sports & Cultural Awards

- i. List of available awards are distributed to Teachers-in-Charge for nominations.
- ii. Nominations are submitted to the co-ordinating staff member (WT).
- iii. Names are entered into prize-list on KAMAR.
- iv. Prizelist checked by SLT representative prior to publication.

b. Academic Subject Awards

- i. All academic awards are determined by weighted scores derived from academic markbooks in KAMAR.
- ii. All markbooks are closed on the Friday prior to Senior Prize Giving.
- iii. Weighted scores are calculated for each grade in academic subjects using the following formula:

$$NA=0, A=2, M=3, E=4$$

$$\Sigma(\text{grade} \times \text{credit of standard})$$
- iv. Places in class are then calculated using weighted scores.
- v. All awards are checked by HoDs or SLT representative.

c. Scholars Awards

- i. Top Scholar – Year 11
- ii. Top Scholar – Year 12
- iii. Proxime Accessit (Runner up to Dux) – Year 13
- iv. Dux of the School – Year 13
- v. All awards are calculated using criteria for Academic Subject Prizes. All students' weighted scores are added together to give their overall scores. Students are then ranked by weighted score. Where there is clear evidence of inequity as a result of differences in courses, changes to ranking can be made at the discretion of Senior Leadership, in consultation with, and on the professional advice from, HoDs and TiCs.

d. Leadership Awards

- i. Awards are given to all Heads of Houses, Deputy Head Prefect and Head Prefect.

e. Citizenship Awards

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- i. Lincoln John Tempero Award, For Proven Academic Ability and All Round Contribution - Year 12 Only. Criteria based on academic grades, participation in sporting and cultural activities.
 - ii. North Otago Masonic Charitable Trust Scholarship. Criteria – leaving school for tertiary study, special circumstances. Application by letter to Rector. Selection by Rector with advice from SLT and Dean.
 - iii. Bluelight Lachlan McLean Prize, Senior Leader - Bluelight Committee. Rector with advice from Dean and Director of Welfare.
 - iv. Performing Artist of the Year Cup. Selection: Music, Drama, Arts Co-ordinator, Rector.
 - v. Elliot Memorial Cup - Sportsman of the Year. Selection: Sports Committee, Rector. Sports Co-ordinator to supply data.
 - vi. Peter Yeoman Cup & Scholarship. Criteria: Sound Work Ethic and Leadership Qualities. Rector with advice from Dean and SLT.
 - vii. N.S. Woods Prize - Excellence in a Breadth of Activities. Rector with advice from Dean and SLT.
 - viii. Peter McHugh Cup - Significant Development of Character. Rector with advice from Dean and SLT.
 - ix. Shrimski Prize & Trophy - Personifies the Virtues of The Waitakian. Rector with advice from Dean and SLT.
 - x. Milner Memorial Scholarship. Selection by Old Boys' Panel. Application process: Forms and References completed; interview by panel.
 - xi. Denis Blundell Award. Application process: Forms and References completed; interview by panel including Rector, Y13 Dean, and Guidance Counsellor.
 - xii. Eunice Brown Award. Criteria: must be involved in further training; special circumstances evident. Application by letter to Rector. Selection by Rector with advice from SLT and Dean.
- f. Honours Award
- i. Criteria: the student embodies the values of a Waitakian.
 - ii. Insignia: Black pocket with gold school crest embroidered is presented at Senior Prizegiving. Gives right to wear black blazer with honours pocket.
 - iii. Automatic admission to Award: Head Prefect, Dux of the School.
 - iv. Selection by Rector with advice from SLT, Dean and Head Prefect.

4. Junior End-of-Year Prizes

a. Sports & Cultural Awards

- i. List of available awards are distributed to Teachers-in-Charge for nominations.
- ii. Nominations are submitted to co-ordinating staff member.
- iii. Names are entered into prize-list on KAMAR.
- iv. Prizelist checked by SLT representative prior to publication.

b. Academic Subject Awards

- i. All academic awards are determined by weighted scores derived from academic markbooks in KAMAR.
- ii. All markbooks are closed after Junior Examinations marking is complete.

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- iii. Weighted scores are calculated for each grade in academic subjects using the following formula:

$$NA=0, A=2, M=3, E=4$$

$$\Sigma(\text{grade} \times \text{credit of standard})$$
 - iv. Places in class are then calculated using weighted scores.
 - v. All awards are checked by HoDs or SLT representative.
 - c. Scholars Awards
 - i. Top Scholar – Year 9
 - ii. Top Scholar – Year 10
 - iii. All awards calculated using criteria for Academic Subject Prizes. All students' weighted scores are added together to give overall score. Students are then ranked by weighted score.
 - d. Special Awards
- 5. Scholars' Assembly Awards
 - a. Students with overall NCEA Excellence and Merit endorsements are recognised during the annual Scholars' Assembly, held in Week 2 of Term 1
 - b. Students with an overall Excellence endorsement are eligible for Academic Red Awards
 - c. Students with an overall Merit endorsement are eligible for Academic Black Awards

STUDENT RED AND BLACK SPORTS AND CULTURAL AWARDS

1. The following are the minimum criteria for the representative Red & Black Awards.
 - a. At the end of summer and winter sports seasons each sport or activity will forward award nominations to the Red and Black Awards Committee, which will make the final deliberation.
 - b. Participants in sports or activities not organized through the school are not eligible for the Red or Black Award.
 - c. Juniors are eligible for the Black Award, and the Red Award in exceptional circumstances.
 - d. Each school sport or activity will use the generic criteria as guidelines/basis for more specific criteria of their own.
 - e. If a boy qualifies for an Award before leaving school, he will still be given the award after he has left. The Award will not be made during an Awards Assembly.
2. Red Awards Sport

The Red Award is awarded to a student with exceptional skill at the senior level in this sport or activity. He demonstrates (as appropriate) commitment, reliability, team spirit and fair play, exemplifies School values and shows leadership in the sport. There must have been regular or intensive opportunity to demonstrate these qualities. Red Awards can be awarded to a boy for:

 - a. Athletics/Cross-country/Multisport :

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- i. Finish in the top 6 at the South Island Championships, as a member of the senior School Athletics team.
 - ii. Win as a senior at the Aoraki Cross-country championships.
- b. Basketball :
 - i. Regional or higher representation.
 - ii. Selection for the schools' National Tournament Team.
- c. Badminton :
 - i. Regional or National representation
- d. Bowls :
 - i. Placed in the Zone finals in Dunedin
- e. Cricket :
 - i. Selection for Otago age group team, North Otago senior team or a New Zealand age group team.
 - ii. Cricket Cap
 - a) start all three interschool matches or
 - b) start two matches and at least one of the First XI Cup (formally Gillette Cup) matches from the quarter finals onward or
 - c) start one interschool match and play all First XI Cup matches from the quarter finals onward.
- f. Croquet :
 - i. Selected to compete at a National tournament.
- g. Golf :
 - i. Represent Otago in age-group level.
 - ii. Represent Otago in the senior team.
 - iii. Be selected to play in a provincial or better age group championship.
 - iv. Be placed in a special event eg. senior champion at the North Otago Golf Club or Lower Waitaki Golf Club, Top 10 National Event, Top 20 World Events.
- h. Hockey :
 - i. Southern or National representation.
- i. Rowing and Yachting :
 - i. Being placed in the top 4 in the South Islands schools competition or reaching a National Final as a team or individual.
 - ii. Red Rowing Cap – compete in A Final at National Secondary Schools Regatta (Maadi)
- j. Rugby :
 - i. Selected as part of the Highlander's 1st XV Squad
 - ii. North Otago Senior Mens, Otago U18, South Island or National representation.
 - iii. Rugby Cap - play for a minimum of 20 minutes in at least 3 of the five traditional interschool matches (King's, Southland, St Kevin's, Otago Boys', Timaru Boys') for the 1st XV.
- k. Skiing and Snowboarding :
 - i. Being placed in the top 3 in the South Islands schools competition as senior team or senior individual.
- l. Small-bore and Trap-shooting :

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- i. Selection into a SI or National team.
 - ii. Member of a top-three placed team in SI championships or top-six placed team at Nationals.
 - iii. Small-bore : top 10 placing in the Elley national postal shoot or
 - iv. achieve 93 average or better for all competition shoots (postal and interschool) for the year – must participate in every shoot.
 - m. Squash :
 - i. Represents the District in either the South or North Island Junior Teams competition
 - ii. Finishes in the top 5 in the South Island championships as a senior player
 - iii. Is ranked among the top 10 NZ age group players.
 - n. Soccer :
 - i. Regional, National or international selection.
 - o. Softball :
 - i. Regional or National selection.
 - ii. Make the NZ Secondary Schools team or Reserve Tournament Team.
 - p. Swimming :
 - i. Finish in the top 6 at the South Island Championships, as a member of the School Swimming team.
 - q. Tennis :
 - i. Selection for North Otago Mens' A Team OR
 - ii. Selection for Southern Districts Age Group Team (Southland/Otago/South Canterbury) OR
 - iii. Would be selected for a District/Regional Team if there was an appropriate age group.
 - r. Touch
 - i. Selection to represent region at senior level
 - ii. Member of a team placed in South Island or National tournament
3. Red Awards Music
- a. Be a leading member in one or more performing groups for at least three years.
 - b. Finalists in a National competition such as Rockquest, Chamber Music, Songwriting etc
4. Red Awards Drama
- a. Take part in 2 of the school's drama/musical productions (House drama included) AND
 - b. Play a lead role in a least one major production.
5. Red Awards Cultural
- a. Chess - win a regional/national tournament in the appropriate age category
 - b. Debating - Leader of the senior debating team AND capable of representing the school at a regional competition.
 - c. Speech - Win an award while representing the school at a regional or national speech competition.

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6. Black Awards Sport

The Black Award is awarded to a student who is a regular member of the first or only school team in a recognised school sport or activity and has demonstrated (as appropriate) commitment, reliability, team spirit and fair play. Black Awards can be awarded to a boy for:

- a. Athletics/Cross-country/Multisport :
 - i. Represent the school at the South Island Athletics Championships
 - ii. Finish in the top 6 at the Aoraki Cross Country Championships
- b. Basketball :
 - i. Member of the 1st V team for one season.
 - ii. Selection as a North Otago senior representative
- c. Badminton :
 - i. Member of the school senior team.
 - ii. Represent the school on 3 occasions at interschools and/or Aoraki.
- d. Bowls :
 - i. Member of the school's team at Aoraki championships
 - ii. Qualify for Zone tournament.
- e. Cricket :
 - i. Member of the 1st XI team for one full season.
- f. Croquet :
 - i. Play in Aoraki tournament A Team or
 - ii. Play in 4 interschools (can be over two seasons).
- g. Golf :
 - i. Represent the school in 3 interschool fixtures in any two years.
- h. Hockey :
 - i. Member of the 1st XI team for one full season.
- i. Rowing and Yachting :
 - i. Member of the school team for two full seasons.
 - ii. Black Rowing Cap – junior cox in a national A Final; row in a national junior A Final
- j. Rugby :
 - i. Member of the school 1st XV for one season.
- k. Skiing and Snowboarding :
 - i. Member of the school senior team at Aoraki championships.
- l. Small-bore and Trap-shooting :
 - i. Member of the school senior team for one season.
 - ii. Small-bore : must be a member of the majority of competition teams
- m. Squash :
 - i. Play in 4 out of 5 interschools (OB, Kings, SB, TBH, SKC) in one year of competition, and
 - ii. Qualify for and play in at least one regional (Aoraki) or national school event over a period of 2 or more years.
- n. Soccer :
 - i. member of the school 1st XI team for one season.
- o. Softball :

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- i. Represent the School in 3 interschool fixtures over 2 seasons, including the South Island and/or NZ Secondary Schools Tournament
 - p. Swimming :
 - i. Member of the school team for one season.
 - ii. Top 3 placing at the Aoraki Swimming Championships.
 - q. Tennis :
 - i. Selected to represent the school in 3 interschools, including the Aoraki championships.
 - r. Touch
 - i. Represents the school in 3 interschool fixtures
 - ii. Selection for North Otago or Otago
- 7. Black Awards Music
 - a. To participate at a high standard in one of the school musical groups: Concert Band, Jazz Band, Oamaru Youth Orchestra, Pipe Band, Small Choir, Chamber Music etc; for at least two years.
 - b. Win the school Talent Quest
 - c. Perform at least 3 times as part of a school music group
- 8. Black Awards Drama
 - a. Play a lead or minor lead role (acting, writing, directing, lighting and sets) in 2 of the school's main drama/musical productions House dramas or short dramas.
- 9. Black Awards Cultural
 - a. Chess - Represent the school in 3 inter-schools over 2 years
 - b. Debating - Take part in three debates over 2 years against other schools, in the senior team.
 - c. Speech - Take part in three speech competitions representing the school over two years.
- 10. Management of Awards
 - a. Sports awards.
 - i. Sports Coaches submit names with achievement details to the Awards Committee at the end of the sports season
 - ii. After the decision by the Awards Committee, the Sports Coordinator provides AV with the namelists for award certificate printing
 - iii. The Deputy Rector decides on dates for Awards Assemblies and puts them on the school calendar
 - iv. The Sports Coordinator provides the award lists and citations (Red Awards) to the Deputy Rector for Award Assembly
 - b. Cultural awards.
 - i. Teachers in Charge submit names with achievement details to the Awards Committee at the end of Term 3.
 - ii. After the decision by the Awards Committee, the Arts Coordinator provides AV with the namelists for award certificate printing
 - iii. The Deputy Rector decides on dates for Awards Assemblies and puts them on the school calendar

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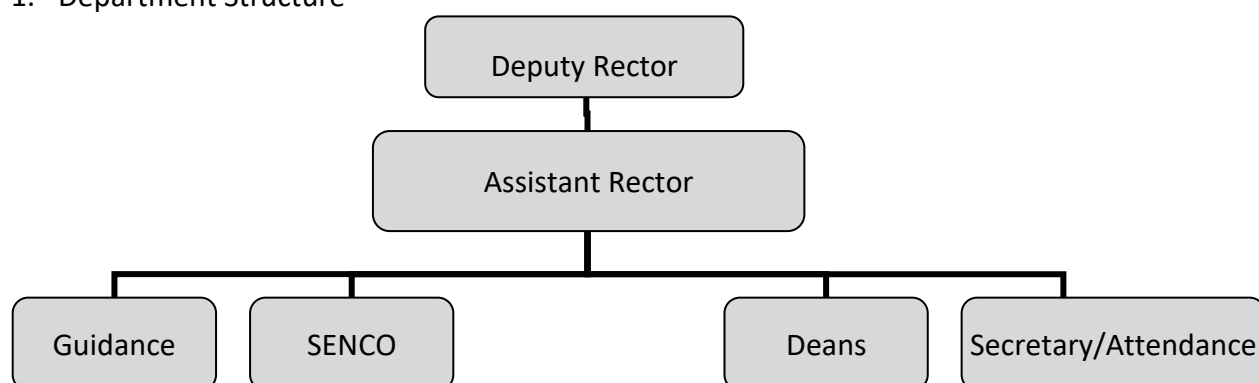
- iv. The Arts Coordinator provides the award lists and citations (Red Awards) to the Deputy Rector for Award Assembly
- c. Academic awards (start of Term 4)
 - i. Mark books close on the Thursday in the week before senior prizegiving
 - ii. Academic award calculations are made from KAMAR by the Deputy Rector and KAMAR manager

11. Academic, Cultural and Sporting Gold Award

- a. Gold is awarded to a student who has
 - i. National honours, including an internationally recognised cultural or academic award
 - ii. Represented New Zealand internationally at Senior Secondary or Open level
 - iii. Shown all the attributes of a True Waitakian, ie Motivated, Resilient and Respectful, and leads in the area of the award.
- b. Gold is only awarded when appropriate, and may not be awarded every year.

LEARNING AND BEHAVIOUR SUPPORT REFERRAL

1. Department Structure



2. Steps following a referral for Learning/Behaviour support:

- a. Normal Referral route :
Teacher – HoD – Dean – Assistant Rector – Learning Support Team
- b. Referral meeting takes place to discuss the concerns of the student
Senco, Dean, HoD, VB
- c. Background work is carried out:
 - i. Feedback is obtained from all of the student's teachers to gain an all-round perspective of student from staff
 - ii. Student is monitored unawares in the lesson(s) concerned
 - iii. Student is monitored unawares in lesson(s) of no concern
 - iv. Discussion with Student to highlight student's perspective
 - v. Testing of literacy and numeracy skills if required
 - vi. Intervention / Strategy meeting
- d. Intervention plan discussed with student, parents and teachers concerned

Senco
DR

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- e. Intervention proceeds, weekly report to VB and SV
 - f. Develop a student learning plan
 - g. Email IAP to all affected staff Senco
 - h. All affected class teachers meet to discuss IAP Senco, Teachers
 - i. Student transitions back to class at a suitable rate, with oversight OR Student returns full-time to class Senco, HoD
3. Follow up :
- a. Discussion regarding progress, challenges, concerns, strategy for further intervention if required. Senco, Dean, DR + teacher(s) + HoD(s)
 - b. Class visit and observation after 2 weeks to confirm that the IAP is embedded in curriculum delivery Senco
 - c. Options for unsuccessful transition :
 - i. IAP review and redrafting Senco
 - ii. Investigate teacher practice HoD, SCT
4. Guidance :
- a. Any student may self-refer to Guidance
 - b. Staff referring students to Guidance should do so directly to PN

MINIMISING AND PREVENTING BULLYING

1. Definition of bullying
- a. Bullying
 - i. is aggressive and intimidatory behaviour
 - ii. Is covert or overt
 - iii. Includes sexual abuse, physical violence, verbal abuse, cyber-bullying
 - iv. Is persistent
 - v. Occurs within a context ie is not an individual/isolated action
 - vi. Can increase the status of the initiator and lower the status of the target
 - b. Four characteristics of bullying behaviour
 - i. Deliberate intent to cause emotional/physical pain and/or discomfort
 - ii. Involves a power imbalance in an actual/perceived unequal relationship between target and initiator
 - iii. Has an element of repetition with the threat of further incidents leading to anxiety and fear (single acts with multiple targets or multiple acts with single targets)
 - iv. Is harmful resulting in varying-term physical and/or psychological harm to the target
2. School philosophy in relation to bullying
- a. WBHS is committed to ensuring that all staff and students can work and learn in an environment that is free from harassment so that they can meet their personal potential
 - b. Bullying behaviour is acknowledged as a risk to be managed

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- c. All forms of bullying behaviour (verbal, physical, emotional, cyber) are unacceptable at WBHS
- d. All instances of bullying reported in the school will be taken seriously and investigated properly and fully
- e. All members of the school community are expected to take responsibility for recognising bullying behaviour and taking action when it is seen
- f. The school aims to proactively prevent bullying behaviour by
 - i. Developing and maintaining an integrated pastoral system that includes

Action	Responsible
An effective Dean and HoD structure to manage unacceptable classroom behaviour	DR, Deans, HoDs
PB4L strategies and practices based on Respect, Resilience and Motivation and effective active staff supervision	All staff
Using restorative practices to replace disruptive student behaviour with taught expected student behaviour	All staff
Developing the House Group structure to strengthen school-home and student-teacher relationships	DR, Deans
Focussing on effective classroom management to reduce bullying events in class	HoDs
An effective complaints procedure that provides a safe avenue for reporting bullying behaviour	VB, all staff
Maintaining a bully register to keep track of initiators and targets	VB, Deans
Teaching staff about signs of bullying behaviour to improve their responsiveness	SCT
Providing an effective student counselling structure for supporting initiators, targets and bystanders	VB, PN
Supporting Maori and Pasifika students through MAG and PAG groups, Tuakana/ Teina, he Kaitiaki, and Kapa Haka structures	Deans
Maintaining an effective Learning Support and Special Needs structure to support vulnerable students	DR, SENCO
Adherence to an Acceptable use of ICT student agreement to prevent misuse of school hardware and network	All staff, New Era
A vigilant and trained Prefect body that monitors non-classroom behaviours	DR, Prefects
Delivering an effective Health programme to junior students	GC

- ii. Maintaining and using an effective data capture, management and analysis system (KAMAR) to ensure that decisions relating to bullying behaviour are based on reliable data [Rector]
- iii. Regularly surveying students to get reliable data on student safety and bullying behaviour and enabling process review (Wellbeing@school)[DR]
- a. Using the school website to make information about bullying behaviour and student complaints available to whanau/parents/guardians [Rector, DR]

3. Student rights in the context of bullying

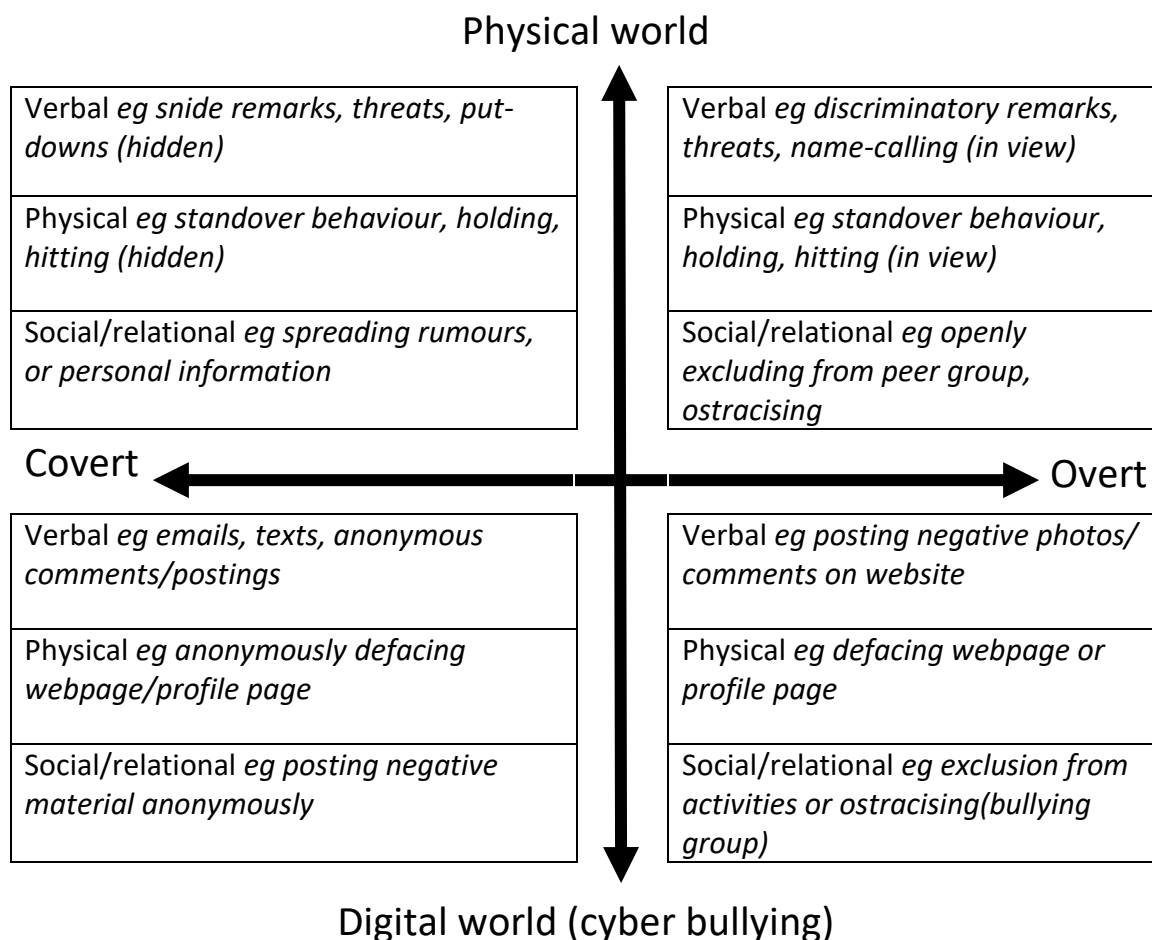
Students have the right to

- a. Personal security and protection from physical, emotional and sexual harassment or abuse from anyone in the school environment
- b. Be treated with respect and dignity by others

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- c. Be disciplined in ways which are positive and consistent with human dignity
 - d. Express their views and have a say in matters that affect them
 - e. Be free from discrimination
 - f. Privacy
 - g. Education
4. Participants in bullying behaviour
- a. Initiator
 - b. Target
 - c. Bystander (follower - active, supporter - passive, defender)
 - d. Students can be all 3 depending on context
5. Common reasons for students being at risk of being bullied
- a. Being unassertive or withdrawn
 - b. Differing from the majority culture
 - c. Having a disability
 - d. Academic achievement (high or low)
 - e. Having recently transitioned into a school
6. Students with special education needs
- a. Students with special education needs are
 - i. at greater risk of being bullied
 - ii. physically vulnerable
 - iii. challenged socially
 - iv. At risk in intolerant social environments
 - b. Some special needs students are initiators of bullying
 - c. IEPs may include approaches to responding to or preventing bullying behaviour
7. Effects of bullying - Bullying behaviour
- a. Impacts on the whole school community
 - b. Has detrimental effects on student health, well-being and learning
 - c. Has adverse outcomes for both initiator and target
 - d. Is linked to early school-leaving
 - e. Causes depression, anxiety and school avoidance
 - f. When intense and prolonged is linked to serious physical and mental health outcomes (including suicide)

8. Types of bullying



9. Bullying Assessment Matrix

BULLYING ASSESSMENT MATRIX	
<p>The Bullying Assessment Matrix is intended to help guide a school's response to a bullying incident and to be used prior to referring to the quick reference guide. It is intended as a supporting resource and does not replace decisions based on professional judgement and experience or schools' current policies and processes.</p>	<p>Most incidents of bullying behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers. This bullying assessment matrix is intended only for incidents where a higher level of response is appropriate</p>
<p>Incident Details - <i>Brief description of what happened:</i></p> <p>Date: _____ Assessment completed by: _____</p>	
<p>Important Considerations</p> <ol style="list-style-type: none"> Your initial assessment may change (eg ORANGE to RED) as new information comes to light You may decide to assess an incident as RED for reasons other than those stated here. Please note these below if this is the case. Student vulnerability may be influenced by factors such as mental health, disability, or lack of a social support group. <p>Comments <i>(record any other mitigating or aggravating factors that have contributed to your assessment here)</i></p> 	

BULLYING ASSESSMENT MATRIX			
Instructions Circle a number (1-3) for severity, impact and frequency Add rating to obtain a total score. Give the incident a red, orange or yellow rating as follows: <ul style="list-style-type: none"> • Total score of 8-9, rate incident RED • Total score of 6-7, rate incident ORANGE • Total score of 3-5, rate incident YELLOW If any domain (severity, impact or frequency) has been scored a '3' rate the incident as RED			
Factors which may DECREASE impact: <ul style="list-style-type: none"> • target is resilient and able to manage situation with minimal support • incidents is unlikely to recur or be replicated • initiator willing to cease behaviour 	Severity		
	1. moderate e.g physical threats or harm, intimidation, social exclusions (no sexual element)	2. major eg. some physical threats or harm, intimidation, sexual statements or threats	3. severe Physical harm requiring medical attention; sexual threats or inappropriate sexualised behaviour
Factors which may INCREASE impact: <ul style="list-style-type: none"> • vulnerable target, likely to require significant support • significant physical and/or psychological or emotional impact on target • significant impact on other students and the wider school community • incident replicated or prolonged using digital technology • similar incident has occurred before (same target and/or initiator) • incident involved inappropriate sexual behaviour or physical violence • marked size or age difference between target and initiator 	Impact		
	1. moderate target likely to cope well and require minimal/short-term support	2. major target likely to cope well with a period of additional school-based support	3. severe target vulnerable and/or likely to need ongoing or intensive support from school and/or specialist support
	Frequency		
	1. moderate Has never or rarely occurred before and is very likely to recur or be digitally replicated	2. major Similar incidents have occurred fewer than 3 times and/or are likely to recur or be digitally replicated	3. severe Similar incidents have occurred 3 or more times and/or are very likely to recur or be digitally replicated
	Assessment Total: _____ Are any of the domains scored a '3'? YES / NO (if yes, code the incident RED)		Rating (please circle) <div> YELLOW moderate ORANGE major RED severe </div>

10. Responding to Bullying Incidents - Quick Reference Guide

Rating	What the bullying behaviour looks like....	Response/action needed	Key Ministry of Education (MOE) contacts	Other key agency contacts
Severe <u>RED</u> School should seek external advice and support	<p>Severe bullying incidents (<u>RED</u>) are likely to:</p> <ul style="list-style-type: none"> involve physical or psychological harm requiring medical attention involve serious sexual threats or any inappropriate sexualised behaviour be part of a series of bullying incidents be very likely to recur and/or be replicated through digital technology <p>The target is likely to be:</p> <ul style="list-style-type: none"> particularly vulnerable and / or likely to require intensive, on-going school-based or specialist support <p>The initiator is likely to be:</p> <ul style="list-style-type: none"> vulnerable and require intensive follow-up <p>Note: there may be other aggravating factors that have led to the incident being rated <u>RED</u></p>	<ul style="list-style-type: none"> reassure students that they have done the right thing by reporting the incident activate your school bullying policy and processes for responding to incidents engage your Board of Trustees and parents and whānau early refer incident to the Police – call 111 or your local Police station for advice contact Child, Youth and Family if you have concerns about possible neglect or abuse contact NetSafe if you require urgent advice or support around cyberbullying identify a media spokesperson and activate your school's media protocol DO NOT investigate or interview students before seeking advice from the Police or Child, Youth and Family 	<p>Group Manager Sector Enablement and Support</p> <p>Jill Bond DDI: 463 2839 Cell: 027 4950 282 Email: jill.bond@minedu.govt.nz</p> <p>and, if necessary:</p> <p>Traumatic incident team: 0800 848 326 (24 hrs)</p>	<p>NZ Police Call 111 or your local police station: 03-433 1400</p> <p>Child, Youth and Family Line for schools (Ed Assist) 0508 332 774 edassist@cyf.govt.nz Or general line: 0508 326 459</p> <p>NZ Police will refer to CYF under the joint Child Protection Policy if a statutory social work response is needed.</p> <p>NetSafe 0508 638 723 (office hours) queries@netsafe.org.nz</p>

Rating	What the bullying behaviour looks like....	Response/action needed	Key Ministry of Education (MOE) contacts	Other key agency contacts
Major <u>ORANGE</u> School may need to seek advice or support	Major bullying incidents (<u>ORANGE</u>) are likely to: <ul style="list-style-type: none"> involve physical threats or harm, and / or intimidation involve some inappropriate sexual statements or threats have occurred previously and be likely to recur or be replicated through digital technology The target is likely to: <ul style="list-style-type: none"> have the resilience to cope with a period of additional school-based support in place Note: there may be other aggravating or mitigating factors that have led to the incident being assessed as <u>ORANGE</u>	<ul style="list-style-type: none"> reassure students that they have done the right thing by reporting the incident activate your school bullying policy and processes for responding to incidents engage your Board of Trustees, parents and whānau early contact other agencies for advice if you are uncertain whether or not they should be involved follow your school's media protocol, identify a media spokesperson and engage with media as required 	District Manager: District: Otago District manager: Gary McClintock Phone: 03 467 7945 Or 027 742 6805 Traumatic incident team: 0800 848 326 (24 hrs)	NZ Police Call 111 or your local police station: 03-433 1400 Social Workers and Youth Workers in Schools Seek advice from your school's social worker or youth worker if applicable, or Child Matters http://www.childmatters.org.nz/ NetSafe 0508 638 723 (offices hours) queries@netsafe.org.nz

Rating	What the bullying behaviour looks like....	Response/action needed
<i>Moderate</i> <u>YELLOW</u> School can manage response internally	Moderate bullying incidents rated (YELLOW) are likely to: <ul style="list-style-type: none"> involve minor physical threats or harm, intimidation, or social exclusion have no inappropriate sexual element have never or rarely occurred before be very unlikely to recur or be digitally replicated The target is likely to be: <ul style="list-style-type: none"> resilient and able to cope well with minimal / short-term school-based support 	<ul style="list-style-type: none"> reassure students that they have done the right thing by reporting the incident activate your school's bullying policy and processes for responding to incidents engage your Board of Trustees and parents and whānau early identify a media spokesperson in case of media interest
<i>Mild</i> <u>GREEN</u> Student can respond appropriately	Mild bullying incidents rated (GREEN) are likely to: <ul style="list-style-type: none"> involve mild physical threats or harm, intimidation, or social exclusion have no inappropriate sexual element have never or rarely occurred before be very unlikely to recur or be digitally replicated The target is likely to be: <ul style="list-style-type: none"> resilient and able to cope well with peer support 	<ul style="list-style-type: none"> student knows strategies and can respond appropriately peer support and / or minimal adult intervention may be needed student knows how to report, and is reassured that they have done the right thing report of incident is recorded and followed up according to school's policies and processes

Note:

Most incidents of bullying behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers.

This quick reference guide is intended to be used with the Bullying Assessment Matrix – mainly for incidents that require a higher level of response. It focuses on actions schools may need to take over and above attending to the immediate needs of students and implementing their relevant policies and processes to respond to bullying incidents and ensure targets of bullying are adequately supported.

Other key contacts in our community:

1. Waitaki Community Mental Health
Gwenda Lawenson
Tel: 03 433 0002
2. Oranga Tamariki
Catherine-Joy Truman
Tel: 0508 326 459
3. Child and Youth Services, Dunedin
Mike Parkes
Tel: 03 471 7105 or 0800 44 33 66
4. Strengthening Families – MSD
Kirsten Brown
Tel: 904 2959 or 027 209 2360

CHANGING DIFFICULT STUDENT BEHAVIOUR

EVIDENCE BASED LEARNING to raise the school's capacity, confidence and capability to include all students in the normal day-to-day life of the school

- a. There are consistent relationships between an individual's behaviour and the environment the individual is in
 - b. If we change the environment we get changes in an individual's behaviour
 - c. The biggest impact on a student's behaviour in schools is the behaviour of the staff
 - d. School staff have the ability to significantly impact on all student behaviours
1. General Classroom Routines and Practices
- a. Class/school rules must be clearly displayed on walls
 - b. Rules need to be referred to frequently (beginning of the day, woven into lessons, when they are breached)
 - c. Have high expectations of student behaviour (hands up to talk, get permission to move around, keep area tidy etc)
 - d. Give feedback often about meeting expectations
 - e. The teacher should model expected behaviour (respectful, organised, keeping work areas neat)
2. ABC
- a. Antecedents – what happens before the behaviour
 - b. Behaviour
 - c. Consequences of the behaviour
3. Antecedents
- a. We can have tremendous impact by ensuring that we get the antecedents right
 - b. Once inappropriate behaviour has happened there is not much we can do
 - c. Punishment
 - i. leads to escape and avoidance
 - ii. doesn't change behaviour
 - d. Have a suitable learning programme, ensuring differentiated teaching and learning
 - e. Have school and class systems in place (class expectations, restorative and referral procedures)
 - f. Be organised (resources, equipment)
 - g. Set the students up, ensuring that they know
 - i. what behaviours they are practising
 - a) set specific learning goals around behaviour, with feedback
 - ii. what their learning is
 - a) give the learning intention at the beginning of each lesson
 - b) give specific learning goals based around their assessments
 - c) give regular feedback and feed-forward

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4. Behaviour

- a. Behaviour is “rule governed” and predictable
- b. Use reinforcement that is appealing
- c. Use cueing (redirecting) to get back to expected behaviour
- d. Students learn appropriate behaviours through instruction, modelling, practice, feedback and feed-forward
- e. Students with behaviour history will revert back to old behaviours if left idle – they must be engaged and using replacement behaviours
- f. Teaching behaviour (**particularly Year 9 and 10**)
 - i. if a student doesn’t know how to behave, we must TEACH the appropriate behaviour
 - ii. set learning and behaviour expectations and goals up at the start of each unit and day
 - iii. give feedback throughout the unit and lesson
 - iv. check with students to ensure that learning and behaviour criteria are met at the end of each lesson and unit
 - v. scan the room constantly and ensure that all are engaged with their learning
 - vi. give specific feedback on the learning behaviours of students working around the room and cue in those not doing the right thing

5. Reinforcement Schedules. He Ara Tika – teaching school behaviour expectations

- a. Developing new behaviour (**WBHS Year 9, term 1 and 2**)
 - i. Reinforcement is continuous, high frequency, for a short time
 - ii. In any school there will be students learning basic school rules and behaviours
 - iii. These students must be taught and given constant feedback and reinforcement for doing those behaviours
- b. Developing fluency (**WBHS Year 9, term 3 and 4; Year 10 term 1**)
 - i. Reinforcement at fixed intervals and with variable ratio (specific behaviours reinforced)
 - ii. Students know what the expected behaviours are
 - iii. Students can be seen practising these behaviours most of the time with less feedback
- c. Maintaining behaviour (**WBHS Year 10 – 13**)
 - i. Reinforcement at variable intervals and ratio
 - ii. Shift feedback mostly to learning
 - iii. Only some of performed behaviour requires reinforcement

6. Eliminating Inappropriate Behaviour

Research shows that teachers avoid close contact with students with behaviour issues and that they become anxious around these students

- a. Stop and Redirect – immediately
 - i. STOP – name the behaviour you don’t want
 - ii. START – name the behaviour that you do want
- b. Secure the response
 - i. When you give the redirection, you MUST wait for the response

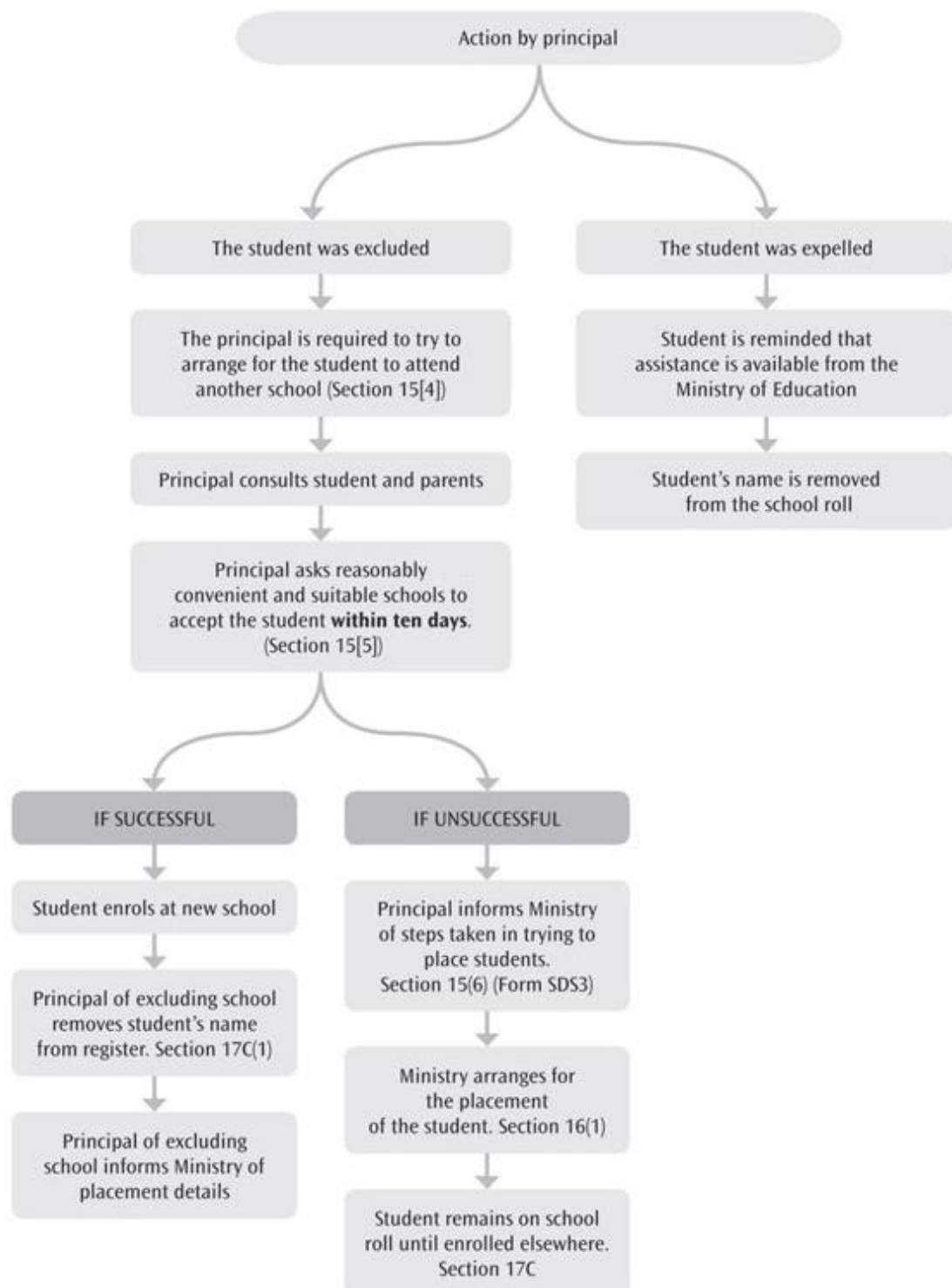
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- ii. Reinforce the appropriate behaviour as soon as it is secured
 - c. 5:1 Feedback (positives : negatives)
 - d. Have a targeted academic programme (use IEPs, IAPs, IBPs)
 - e. Use the He Ara Tika awards for over-and-above behaviour, and “academic positive” and “behaviour positive” KAMAR entries to reward expected behaviour
7. When a student fails to follow a redirection
- a. Remove the student from the group – time-out - *“you have not followed instructions – you must take time-out outside the door – in 3 minutes I will ask you if you are ready to go back and work”* (restorative chat)
 - b. The student rejoins the class when they agree to follow the first instructions and engage
 - c. As soon as the student rejoins, reinforce that they are doing the right thing - *“Well done for starting your writing straight away”*
 - d. The student must make up work and time missed while outside the room
8. From Compliance to Learning
- a. When specific behaviours have been sorted, focus on learning conversations around
 - i. Specific learning goals
 - ii. Specific feedback about learning goals
 - iii. Specific success criteria
 - iv. Clarity of continuum (pathway from Year 9 to beyond school)
9. Ginnot’s Conclusion
- “I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I have tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal in all situations. It is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised”.*

RE-INTEGRATION OF EXCLUDED STUDENTS

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1. Procedure flowchart



2. Flowchart explanation

a. Introduction

This flowchart emphasises that exclusions should be resolved as soon as possible

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b. Responsibilities

RESPONSIBLE	RESPONSIBILITY
Enrolling school	Enrol the student within 10 days where possible
Excluding school	Provide a programme of learning for the student while he is out of school
School	Notify the Ministry of local arrangements

c. Definitions

CYFS	Child, Youth and Family Services
SF	Strengthening Families
CAF	Child, Adolescent and Family
AE	Alternative Education
SDS	Stand Down Suspension
MoE	Ministry of Education
SS	Student Support staff MoE
RTLb	Resource Teachers of Learning and Behaviour

d. Policies

- i. Local arrangements may exist to cater for the needs of a given school
- ii. Options may include OT, Police, SF, CAF, AE, local options and Te Kura
- iii. S11(d) of the Education Act provides for an excluded student outside a zone to be enrolled in an enrolment zone

3. Process to exclude a student when no MoE support is needed

STEP	TASK	DESCRIPTION
1	Current school forwards SDS 2/3 to MoE	
2	Rector contacts MoE and discusses situation with SS staff	
3	Rector notes of discussion	
4	Rector meets with family to discuss and agree on options	
5	If there is no agreement, access support from MoE	Follow 2 nd process
6	When there is agreement from family, Rector approaches other schools	

<p>INFORMATION TO ASSIST WITH THE PLACEMENT BACK INTO EDUCATION OF A STUDENT EXCLUDED UNDER SECTION 13-18 OF THE EDUCATION ACT 1989 AND THE EDUCATION AMENDMENT ACT 1998</p>
--

Student name

Excluding school

Exclusion date

Behaviour leading to exclusion

Excluding school details

School contact person

Address

Telephone number

eMail address

Steps taken by the excluding school to retain the student prior to suspension and exclusion by the Board of Trustees

Student's academic achievement and potential within the context of the classes in which the student is taught

SUBJECT	BELOW AVE	AVE	ABOVE AVE	POTENTIAL High/ave/low

Attendance : summary attached

Student's interests, aspirations and achievements

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Assistance that the students has received from the following

	YES	NO	Contact person	Phone number
School Counsellor				
Careers Advisor				
RTLB				
SE				
OT				
Mental Health				
Other				

Parent/caregiver wishes regarding student placement in further education

Possible options in the best interest of this student, based on his strengths and aspirations

Enrolment in another school	Yes/no
Enrolment in Alternative Education	
Enrolment in Te Kura	
Participation in work-experience under section 71 of the Education Act 1989	
Dual enrolment with a school and Te Kura/tertiary provider	

What support does this student need to be retained and engaged in school?

Any other comments that may assist with the placement of this student