

Health & Safety

NAG 5

Documentation & Review Polices

Policy

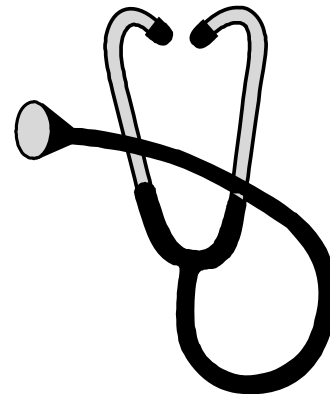
Health & Safety

Date Reviewed

March 2006

Supporting documents

1. Child Protection Plan
2. Crisis Management
3. Traumatic Incident Crisis Team
4. Safeguards Against Sexual Harassment
5. Infectious Diseases Procedures
6. Administering Medication Procedures
7. Sunsmart Procedures
8. School Food Procedures & Guidelines
9. Transport And Road Safety Procedures
10. Internet Safety Procedures & Guidelines
11. Emergency Evacuation Procedures





Policy: Health & Safety

Purpose

1. To ensure the requirements of the Health & Safety in Employment Act are adhered to.
2. To fulfil the requirements of the National Administration Guidelines 5(i) and (ii)
3. To establish safe work practices and ensure that staff know these practices.

Guidelines

1. The Board of Trustees will appoint a Health and Safety Officer annually.
2. The Health and Safety Officer will report annually to the Board of Trustees.
3. The Health and Safety Officer will regularly analyse the school's accident records for recurring incidents and injuries and the location at which they occurred.
4. The Health and Safety Officer will identify potential hazards and ensure that written notification of these hazards is on display in the Office Foyer and Staffroom.
5. The Health and Safety Officer shall oversee the use of the Health and Safety Manual (policies and procedures) and make staff aware of its contents.
6. Staff will ensure that students are aware of good health and safety practice and of any specific hazards related to their environment.
7. Staff and students will know emergency procedures and will practice them at least once per term.
8. The Health and Safety Officer will ensure that lists of chemicals and cleaning products are kept, including where they are located and that appropriate levels of security are maintained.
9. The Caretaker shall maintain the required checks and records in the 'School Building Systems & Features Manual'.
10. Training needs for staff will become part of the Professional Development Programmes at the school. This includes First Aid Certificates for all teaching staff.
11. At all times during school hours a designated first aid person will be available for casualty room duties.

Review

This policy will be reviewed annually.

Chairperson: _____
Guss Wilkinson

Principal: _____
Pat Poland

Date Reviewed:
xxxx 2005

Child Protection Plan

Deanwell School acknowledges a responsibility to provide a safe environment that caters for the physical and emotional well being of its students.

The aim is to ensure that all children and young people are treated with dignity and respect. The Deanwell School Child Protection Plan will be implemented by incorporating the following strategies:

1. The provision of guidelines and training for teachers and others working with children and young people in the school environment.
2. A commitment to ensure that children and young people are provided with preventative education to enhance their safety awareness. At Deanwell School, these programmes will include:
 - ▶ KOS
 - ▶ Skills for Growing
 - ▶ Personal safety – bicycles, road, fire safety.
3. The development of procedures for dealing with cases of current or historical abuse.
4. Identifying key people in the school who have knowledge of which external agencies should be used, what services they provide, what liaison is required along with appropriate referral procedures.
 - ▶ Principal.
 - ▶ DP, AP.
 - ▶ RTLB.

Guidelines

1. All staff will be familiar with the Deanwell School Child Protection Plan and reporting procedures. New staff will be made aware of Child Protection Plan.
2. Staff will be will receive training in programmes such programmes as Keeping Ourselves Safe (KOS). These may include input from Child Youth and Families Services (NZCYFA) and the NZ Police.
3. All adults at Deanwell School will have access to this protection plan.
4. As part of Deanwell School's Health Programme, children will be involved in K.O.S. unit on a two year cycle.
5. The Principal (or Acting Principal if the Principal is absent) will notify either Child Youth and Families Services (NZCYFA) or the Police of any suspected child abuse.
6. All adults working in Deanwell School will be Police vetted. Refer to the schools Policy on the Vetting of Employees.

Information-Gathering & Reporting of Child Abuse - Procedures

Reporting Procedures And Flowchart

1. Listen to the child or young person and reassure them but do not make promises or commitments you cannot keep (see appendix 1).
2. Do not formally interview the child or young person. Obtain only necessary relevant facts if and when clarification is needed.
3. Do not attempt to get any more information than the bare details as this can prejudice subsequent work by other agencies such as NZCYFA.
4. Inform the Principal immediately.
5. If the child or young person is in danger or unsafe, act immediately to secure their safety.
6. Ensure that any information or disclosures by the child or young person is written down and check that comments and events surrounding the concern have also been recorded. Record the date and time on your notes. Information passed on to Principal only.
7. Ensure that the child or young person has a responsible adult supporting them through this process and that the support role is clearly defined. This person would normally be the child's teacher.
8. Agree on appropriate course of action.
9. The Principal ensures notification to NZCYFA or the Police, or other relevant agency. Await further contact before taking any action.
10. After making sure the referral has been made, staff should get support from appropriate persons if needed. The staff member must also inform the Principal of support required.
11. **If a parent approaches a staff member about a referral that has been made to an agency such as CYFA, the staff member must (a) make no comment and neither confirm nor deny that a referral has been made; (b) direct the parent or caregiver to the Principal.**

A Child Protection Team could be...

- ▶ Principal
- ▶ The child's teacher
- ▶ The senior teacher or AP/DP
- ▶ RTLB

What To Do When A Child Tells Of His Or Her Abuse

Listen Do not put words into a child's mouth. Allow them to tell only as much as they want.

Five basic rules:

- ▶ Believe what they say.
- ▶ Say you're glad they told you.
- ▶ Say you're sorry it happened.
- ▶ Let them know it's not their fault.
- ▶ Let them know you'll help.

Let them know too that they're not the only one

This sort of thing happens to other children too sometimes.

Do not over react

A child's initial disclosure of sexual abuse is a critical moment. He or she will be monitoring every reaction.

Do not panic.

If the child judges you unable to handle the situation, he or she may not disclose any more information.

Do not criticise or be judgmental

Don't say: "You should have told me sooner" or "Why did you let him/her?"

Ensure the child's immediate safety

Try not to alert the alleged abuser.

Keep the child with you, or with another trusted adult.

Seek advice and assistance.

The RTLB will have an up to date list of support services in your area.

Refer to the Keeping Ourselves Safe teacher manuals for other support agencies.

Find support yourself

Dealing with sexual abuse is hard, especially when it involves someone you care about. Discuss the matter with someone you feel comfortable with, someone you trust, someone who will respect the confidentiality of the situation.

Child Abuse Allegations Against Employees

Deanwell School procedure for dealing with child abuse allegations against employees in schools.

All children and young people should be treated with dignity and respect and have the right to have their needs met in a safe environment. When allegations are made that threaten safety, school management will act on those allegations while taking care to treat the employee fairly.

Purpose

To ensure and/or provide:

- ▶ The safety of the child or young person is the first consideration.
- ▶ That all complaints are taken seriously and dealt with effectively.
- ▶ That in the case of a complaint against an employee, action is guided by the applicable employment contract and/or principles of natural justice.
- ▶ Clear guidance for management and employee in respect of any allegations received concerning children or young persons within the school environment.

Recommended Procedures

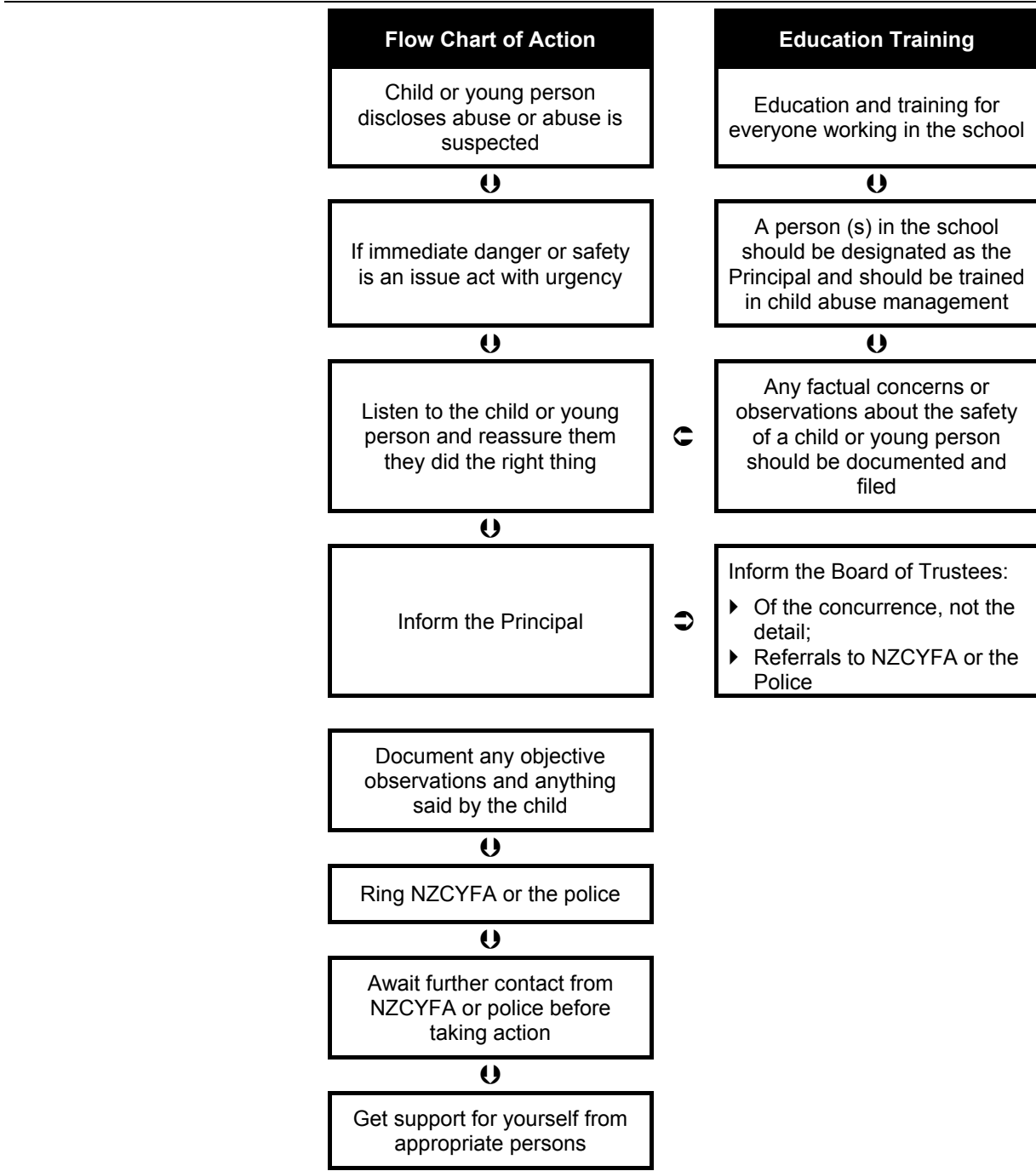
1. The recommended procedures should be followed in the event of suspicion or disclosure of abuse against employee. The child or young person must be adequately protected.
2. Refer to "Recommended reporting procedures and flowchart".
3. Please note there are two procedures to be followed here:
 - ▶ The reporting procedure in respect of the young child/person
 - ▶ The procedure for dealing with the employee.
4. In all cases it is suggested that no one person should have responsibility for dealing with both the reporting issues and the employment issues.
5. When interviewing children and adults, the Principal should consider having another adult present as a witness. This may be the Deputy Principal or Assistant Principal. Note: refer to the procedures in the Collective Agreement.
6. These steps are to be followed when dealing with an employee:
 - ▶ The Principal should ensure implementation of policy regarding reporting.
 - ▶ The Chairperson of the School Board of Trustees should be informed as soon as possible.
 - ▶ The Principal is advised to ensure records are kept of any comments by the student, complaints and / or allegations, and follow-up action taken.
10. The decision to follow up on an allegation of suspected abuse or neglect against an employee of the school should be made in consultation with the following:
 - ▶ NZCYFA
 - ▶ New Zealand Police
 - ▶ Chairperson of the Board of Trustees
11. The Principal and/or the Chairperson of the Board of Trustees will have a dual responsibility in respect of both child or young person and the employee. As mentioned above it is strongly recommended that an immediate consultation is sought with the agencies involved. The purpose of this consultation is to enable the Principal and the Board Chairperson to discuss the concern or allegation and to:
 - ▶ Determine the extent of the assistance they can give to the investigation
 - ▶ Consider the timeframe to be followed with regard to the possible conflict between what steps the board may take as an employer and possible police intervention
 - ▶ Consider the employer role of the board in conjunction with any procedures outlined in relevant employee contracts.
12. When it has been determined the Board should pursue the matter as an employer, the Board should advise the person accused of the allegation and seek a response. It is vital that the employer should refer to the relevant employee contract in every case when proceeding with disciplinary action. Advise **form the School Trustees Association** must be sought from the outset of any employer-related issue.

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13. The employee complained against should be advised of their right to seek support/advice from:
 - ▶ NZEI, PPTA counsellor or field officer, or other appropriate union/representative.
 - ▶ Other relevant teachers organisation if applicable.
14. Under no circumstances should the child or the young person raising the concern or making the allegation be exposed to unnecessary risk. They may require the Board to contemplate removal of the employee from the school environment subject to the requirements of the applicable employee contract.
15. All actions of the Board must be consistent and applicable with the Collective Agreement or Individual Employment Agreement.
16. Boards should take the care to ensure actions taken by the school do not undermine or frustrate any investigations being conducted by any external agency. It is strongly recommended that the Board maintain a close liaison with NZCYFA and the police to achieve this.



Flow Chart of Action



- Points to note:**
- ▶ Documentation may subsequently be used in court as evidence for either side.
 - ▶ Avoid making judgements simply record the facts.
 - ▶ Interviewing of suspected abuse victims is a specialised procedure best left to those who are trained in such techniques.
 - ▶ The child advocate should be responsible for ensuring that the child's welfare remains paramount.



Referral Form

Name:		DOB:	
Address:		Parent/Significant Other:	
Other Siblings		Tick any other High Risk Factors <input type="checkbox"/> Domestic stress and conflict <input type="checkbox"/> Multiple partners and changes in step parent <input type="checkbox"/> Poor child rearing knowledge and skill <input type="checkbox"/> Child lacking pre-school education or frequent changes of pre-school or school. <input type="checkbox"/> Alcohol and or drug use/abuse <input type="checkbox"/> History of family violence <input type="checkbox"/> Health problems <input type="checkbox"/> Low income/economic pressure <input type="checkbox"/> Psychiatric or personality problems <input type="checkbox"/> Highly mobile or isolated family <input type="checkbox"/> Child's behaviour irritating <input type="checkbox"/> History of helping agencies involvement <input type="checkbox"/> Chaotic or rigid routines <input type="checkbox"/> Young age of caregiver/parent <input type="checkbox"/> Unreal expectations of child by parent/caregiver <input type="checkbox"/> Attachment problems <input type="checkbox"/> Child falling behind educationally and developmentally <input type="checkbox"/> Parents who are cruel to animals <input type="checkbox"/> Parents who have not dealt with their own abuse issues.	
Previous History			
Documentation of Incidents: (Please be very specific)			
Date:	Incident:		

Crisis Management Plan

A trauma management plan shall be set up, made known to all staff and be ready to run in advance of a possible crisis.

Guidelines

The management plan shall:

1. Identify the range of situations which would be recognised as crises and which would activate management procedures.
2. Develop a culturally sensitive policy on handling death and dying as it affects the school as a complement to the development of a specific crisis strategy.
3. Develop a specific crisis strategy, which has the flexibility to respond to a wide variety of crisis situations.
4. Establish a crisis management team with a clear chain of command and designated roles, which can be functional, immediately a recognised crisis occurs. The administration responsibilities of the management team shall be
 - ▶ Co-ordination and communication
 - ▶ Action plan for teachers
 - ▶ Working with students
5. Ensure that all school staff are fully aware of the school's crisis management strategies and how these will involve and affect them
6. Identify helping professionals from outside the school and/or other specific community figures who could be called in to help as required.

Crisis Management Procedures

Phase 1

Inform the Principal who will convene an initial meeting of staff members who are or will be closely involved.

Action

1. Verify facts of circumstance.
2. Check individuals' responsibilities.
3. Ascertain immediate reactions and arrangement.
4. If necessary, establish a group to co-ordinate support and arrangements. This group to be known as the Crisis Management Team.
5. See job descriptions for team members.

Phase 2

1. Communication to all people involved.
2. Inform
 - ▶ The Board of Trustees.
 - ▶ Other schools that may be affected.
 - ▶ Call staff meeting.
 - ▶ Talk with class(es) in small groups - not assemblies.
 - ▶ MOE Group Special Education Crisis Team.
6. Daily/twice daily meetings of Crisis Management Team.
7. Regular updates to staff.
8. Newsletter to the community if appropriate.



Phase 3

Arrangements:

1. Principal contacts family.
2. Staff ensure:
 - ▶ A place is available at school for students.
 - ▶ Relief teachers are available if necessary.
 - ▶ Identify close friends, siblings and staff who may have close associations either in or out of the school.
 - ▶ Establish a suitable contact person within the school to liaise with the family.

Phase 4

Allow time for staff and friends to adjust to the situation. Normal procedure and schooling should continue for all who are marginally affected. Students and staff should be given the opportunity to participate in any bereavement arrangements.

Phase 5

Principal acknowledge the events to the school at an appropriate time and formally convey to the family a message of on-going support.

Crisis Management Team

1. Traumatic Incident Crisis Team to be called with as many of the following personnel as available:
 - ▶ Principal,
 - ▶ BOT Chairperson / deputy chairperson,
 - ▶ Deputy Principal,
 - ▶ Assistant Principal,
 - ▶ Team Leader
 - ▶ Staff Trustee,
 - ▶ Office manager,
 - ▶ RTLB staff
2. Delegations and responsibilities will be confirmed at meeting.
3. Media spokesperson will be confirmed by an emergency Board meeting, if called.
4. Management of Crisis: Principal or person in charge of school.
5. Management of school: Deputy Principal with Assistant Principal.
6. Support for staff: Staff Trustee.
7. Minutes and records: Office Manager & Executive Officer.
8. Telephone: Office Manager.
9. Media Spokesperson: Principal, unless otherwise agreed by Traumatic Incident Team.
10. Professional support: MOE Group Special Education, Fire Service, Police, Civil Defence, Legal services, NZSTA, NZEI.

Safeguards Against Sexual Harassment

Sexual harassment complaints will be taken seriously and handled with sensitivity and impartiality through appropriate and proper grievance procedures. Safeguards against sexual harassment are essential so that complaints can be handled with sensitivity and impartiality to protect the position of all parties.

Purposes:

1. To eliminate sexual harassment attitudes in students.
2. To promote full staff participation in facilitating and encouraging proper standards of personal and ethical conduct in the workplace.
3. To provide strategies for handling sexual harassment complaints.

Guidelines:

1. Provide Social Studies/Health programmes on coping with fear, anxiety, getting safely to and from school, building self-esteem and respect for others. (Refer Health Syllabus eg Keeping Ourselves Safe).
2. Provide programmes for staff and B.O.T. to promote awareness of any sexual harassment of students, parents or staff (Regular, 1 programme every 3 years).
 - ▶ Know what sexual harassment is;
 - ▶ Know what to do;
 - ▶ Know who to approach for help.
3. It is the responsibility of the Principal to maintain a school environment free from unwelcome behaviour and to provide a mechanism for reporting sexual harassment, ensuring a fair investigation and avoiding reprisals against the complainant.

The following strategies will be put into place to handle complaints of such harassment:

- ▶ Students will be able to report any sexual harassment complaints to duty teacher, home group teacher or Principal
- ▶ Parents/staff should send a written complaint, in the first instance to the Principal, Deputy Principal or Board of Trustee member with recourse to an outside counsellor
- ▶ In any complaint of sexual harassment, sensitivity and confidentiality is to be exercised at all times
- ▶ In any complaint of sexual harassment reference should be made to other documents such as:
 - Employment for Education Page 80 - 81 Appendix 12B
 - Principal's Implementation Taskforce A Guide to Personnel Management Page 28
 - The appropriate employee collective agreements.

Infectious Diseases Procedures

The school has a responsibility to minimize the spread of infectious diseases.

Purpose:

1. To have clear guidelines available for staff and caregivers as to procedures and exclusion times for specific diseases.
2. To provide information to members of the school community on relevant infectious diseases via newsletters.
3. To respect confidentiality and privacy of members of the school community.
4. To promote safe practices relating to infectious diseases.
5. To have the necessary equipment available to ensure safe practices.
6. To utilise available health resources / personnel to ensure accurate information is provided.
7. To implement the 1995 Immunisation Regulations (by supporting national school-based immunisation programmes in partnership with the Ministries of Education and Health).

Guidelines:

1. Staff will be able to access information regarding relevant infectious diseases from guidelines and by utilising health professionals. (In addition to individual and Block copies, "Infectious Diseases Chart" will be displayed clearly in the sick bay).
2. For all instances where a child is obviously unwell at school,
 - ▶ Every effort will be made to contact caregiver/whanau member and appropriate steps will be taken to care for the child until they are collected.
 - ▶ Parents/caregivers of children who appear to have a high temperature will be notified.
3. Children with repeated bouts of vomiting and/or diarrhoea should not attend school for 24 hours after last vomit or diarrhoea.

Hygiene Procedures:

1. School staff to be responsible for administering initial/basic first aid for open cuts, sores, wounds, nosebleeds, etc. (3) School secretary and at least one other staff member.
2. Incident to be recorded in book in sickbay.
3. Use disposable gloves. Wash your hands and lower arms and any other bodily parts thoroughly with soap and water after contact with blood.
4. Place any cotton wool, gauze etc that has had contact with blood in a plastic bag that will be sealed and disposed / incinerated.
5. Wipe down the benches and other bloodied areas with cold or tepid tap water and then with household bleach e.g. "Janola" freshly diluted 1 to 10 (Janola 1 part : water 9 parts).
6. Caretaker to attend to any contaminated areas.
7. Wash scissors or other instruments thoroughly in cold tap water using special brush to remove any blood. If instruments have been in contact with blood they can then be effectively sterilised by boiling for at least ten minutes or by soaking them for thirty minutes in household bleach diluted 1 part bleach to 9 parts water.
8. Toileting
Staff will not be involved in toileting children (see child protection plan). Children to be seated so as to contain contamination. Parents will be contacted when children have soiled or wet themselves.
10. Nose Bleeds
 - ▶ Child to apply pressure to own nose until correct first aid procedure can be administered by staff.
11. Drinking Fountains
 - ▶ To be maintained regularly to ensure hygiene and adequate water pressure so that mouths do not come into contact with water outlets. Educate children in correct use of fountains.
12. Musical Instruments (Woodwind)

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- ▶ All plastic mouthpieces to be removed after use and placed in solution of bleach e.g. Janola (dilution 1 in 10 recommended) or Milton (dilution 1 in 4) for a minimum of thirty minutes.
NB. Solution must be made up daily.

13. Staff Whistles

- ▶ Each member of staff to have own whistle.

14. Field Trips

- ▶ Portable first aid equipment, including gloves, to accompany each group.

15. Hand Washing

- ▶ Hand washing facilities are available to students and hand washing is promoted as a part of healthy practices i.e. before eating, after toilets to stop the spread of any infectious diseases.

Administering Medication Procedures

The health and safety of children and staff is paramount with regard to administering medicine at school.

Purposes

1. To protect children requiring medicine and those staff designated to administer medication at school.
2. To ensure safe storage and administration of medicine at school.
3. To ensure parental consent and correct instructions for administration of medicine at school.

Guidelines

1. Caregivers are to communicate with the class teacher if medicine needs to be given at school. It is not the responsibility of the class teacher to administer medication. This will be carried out by a designated staff member.
2. Caregivers must complete and sign a consent form requesting administration of medicine at school. Consent forms available at the school office.
3. Prescription medicines, stating that the drug needs to be administered at school with instructions if necessary, must be given directly to the designated staff member by the caregiver.
4. Medicines must be in their original container, labelled with the child's name and dose to be given and delivered by parent/caregiver to designated staff member. Asthma medication (Ventolin) will be retained by the child in their school bag/lunch box for own use as required.
5. All other medicine will be stored correctly and safely by the designated adult responsible for giving the medicine at school.
6. Antibiotics will only be given in certain circumstances (such as administered four or more times per day; with food; or specific directive from a doctor or other person in the medical profession). If the medication needs to be administered three times per day, this should be done before school, after school, and before bed.
7. Cough mixture will not be administered at school except in extreme circumstances. Generally, if a child's cough is bad enough to require medication, they should not be at school.
6. Children requiring medication are to report to the school office at the designated time.
7. Medication will not be administered without consent except in emergency situations e.g. asthma attack that requires a broncho-dilator such as Ventolin.
8. Needs for long-term medication will be discussed fully by the Principal, responsible staff member and parent/caregiver of the child. Parent/caregiver to ensure that the medication is available for designated staff to administer.
9. The Public Health Nurse will act as a resource person as required with regard to administration of medication at school.
10. Medication given at school will be recorded and signed for in the medication record book.

Sunsmart Procedures

Prolonged exposure to the sun in childhood is a major risk factor in incidence of melanoma in adults. Students, teachers and other users of the school building and grounds need to be protected from the harmful effects of the sun.

Purpose

1. To raise awareness of the effects of sun exposure/sunburn on health.
2. To increase student and community awareness about Sunsmart practices.
3. To implement Sunsmart practices in our school.

Guidelines

1. Health Curriculum programmes will be used to promote Sunsmart Policy and practices to increase students' knowledge about the effects of sun exposure.
2. Shade tree planting ~~to continue~~ **should be implemented when possible**.
3. Students will have a "designated shady area" for eating their lunch.
4. Sunsmart news items to be communicated to the school community in newsletters.
5. Parents/caregivers will be encouraged to apply SPF 30 to their children before they leave for school in the morning (coloured zinc not to be worn at school).
6. School to provide SPF 30 for students, to be used during school hours.
7. All students will be expected to wear an approved **brimmed** hat during outdoor activities and lunch times during terms 1 and 4. "No hat, play in the shade".
8. ~~Teachers~~ **Staff** to act as role models by wearing approved hats when outdoors.
9. Sports events will be scheduled before 11.00am where possible.
10. Shade to be provided for sporting/outdoor events where possible.
11. Water to be readily available for fluid replacement. Students to supply own sipper bottles (water only) to be used during school hours. Teachers to promote regular intake of water during school hours.
12. Visitors participating in outdoor activities to be encouraged to wear hats and support Sunsmart Policy.

School Food Procedures & Guidelines

Good eating habits are important to student's health and learning. School lunches should be in line with principles taught in Deanwell School's health programme and reflect the National Nutrition Guideline for N.Z.

Purpose

1. To provide a healthy school lunch service to all those associated with the school.
2. To work towards encouraging students to eat a wide variety of nutritious food as recommended by the National Health Guidelines.
3. To provide learning opportunities for students and caregivers for improving nutritional habits.
4. To recognise that for many, school lunches are a treat and a change from homemade lunches.
5. To continue to promote healthy choices.

Guidelines

1. Offer a menu which minimises the consumption of foods high in fat, sugar and salt by promoting the use of breads, fruits, vegetables and milk products.
2. Run healthy food and snack promotions through the school newsletter to educate caregivers on healthy choices for their children.
3. Any changes to the lunch menu will be made in consultation with the Health Committee and the school Principal.
4. Run the occasional "special day" promoting particular healthy foods or reflecting the cultural mix of our school (e.g. chop suey day; vege soup day; 5+ day).
5. Vary the menu at times to reflect seasonal changes and to try new products.
6. Lunch orders and packing is run by the voluntary assistance of parents.
7. Ensure hygienic packing and storage of foods.
8. Students should be encouraged to bring sipper bottles (that contain water) and drink plenty of fresh water which is available at school.

Although profit making is not the first priority our aim will be that the school service be self-supporting.

Transport And Road Safety Procedures

Transport and Road Safety is an aspect of the children's education which is a shared responsibility between school and parents. Transport and Road Safety Procedures are essential and we as a school community can help to establish these, at an early age, for the present and future benefit of our pupils.

Purpose

1. To inform and educate all children on aspects of road safety pertaining to their walking and/or cycling to and from school.
2. To inform children of safe and considerate conduct in vehicles.
3. To inform parents of acceptable and safe carriage of additional children to and from extra-curricular and sporting activities.
4. To promote the liaison between Police and school to reinforce safety procedures.

Guidelines

1. Road User Education, on a biennial basis, to be part of curriculum. This is to include bike checks, bike safety, road safety awareness, walking safety.
Police visits or follow-ups when necessary.
2. The school supports the Transport & Road Safety recommendation that only children 10 years old and above cycle to school unsupervised.
3. All cyclists must wear safety helmets. Parents will be notified of children not abiding and advised of the danger their children are being placed in.
 - 3a. Bicycles belonging to children without helmets will be held in secure storage until a helmet is produced, or parent/caregiver collects bike.
 - 3b. Parents/Caregivers will be notified by Principal or his delegate of the need to wear helmet.
 - 3c. Children who ride on the footpaths are placing other children at risk therefore riding on the footpath is unacceptable. After warning, the bike will be held in secure storage (see point 3a).
4. It is compulsory for adults and children to wear helmets on class/school cycle trips. Adults are requested to abide by safety rules by not encouraging riding on the footpath.
5. A teacher is to be on duty at Deanwell Ave and Collins Road pedestrian crossings between 8:30am and 8:50am, 3:00pm and 3:15pm.
 - 5a. Unaccompanied children to wait (on foot path by Playcentre sign) for duty teacher before walking up to Collins Road crossing at the end of the school day.
 - 5b. Children need to walk their bikes to the crossing of Collins Rd/Deanwell Ave because the intersection is dangerous.
 - 5c. Adults and children using the crossings to wait until told to cross by patrollers.
 - 5d. Children to use the crossings at all times when crossing the road.
 - 5e. Children to use Stop, Look and Listen curb drill when crossing the road to and from school.
 - 5f. Children are encouraged to join a walking school bus when walking to and from school.
6. Children are not allowed in the carpark. Adults are requested to respect this safety issue. This includes dropping off and picking up children from the carpark.
7. When children and adults travel by bus on school trips, a seat is to be allocated to each child.
8. Parents transporting children to extra-curricular and sporting activities must provide a seat belt for each passenger.
Parental permission must be obtained to transport children to any outside school activity.
9. It is expected that parents transporting children will ensure that they have a current full car license, that their vehicle has a current Warrant of Fitness and is registered and have read the School Policy. (this to be included in trip forms)
 - 9a. In the event of an accident, with no teacher present, the supervising parent may decide on appropriate medical attention. Parent must advise school immediately.

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- 9b. In an emergency situation, school staff will be able to transport children without the benefit of signed parental consent. The car used will be able to meet the safety standards in our Transport and Road Safety Procedures.
10. The Board recognises that from time to time teachers may wish to take children on an impromptu walk outside the school grounds without previous notice being given to parents. Such excursions may occur with Principal permission and suitable adult supervision.

Cycling To and From School

Basic Expectations

1. Every pupil at Deanwell School cycling to school must have parental/caregiver permission.
2. They must also meet the conditions outlined below and agree to continue to adhere to these conditions and rules at all times.
3. The school will endeavour to watch over bicycles / equipment / cyclists and certainly act responsibly in the event of a problem. It is ultimately however the responsibility of the parents and the individual child to take responsibility for actions / behaviours when cycling on the road to and from school.
4. The school adopts an “all care, no responsibility” attitude to bicycles stored on site.
5. All pupils cycling to school must:
 - ▶ be 10 or more years of age. Please note that this is the recommended age set by the NZ Police and the Land Transport Safety Authority from January 1998. Therefore this standard has been implemented by Deanwell School. This does not take away from parents/caregivers their rights to cycle with their children who are less than 10 years old.
 - ▶ have read and completed all areas of this cycle contract.
 - ▶ have had this contract signed by all parties listed below.
 - ▶ have returned this contract to the School Principal.

Rules

Refer to Cycling Contract.



Cycling Contract

Child's Name _____ **Age** _____ * if less than 10, see below

Address _____ **Class** _____

I/We give our child permission to cycle to and from Deanwell School, and have discussed the contents of this contract with our child. He / she is prepared to adhere to the rules outlined below.

*** As my child is less than 10 years old, I will accompany her/him to and from school. YES NO**

Please sign below and return this contract to school as soon as possible. A copy will then be sent home for your files / interest.

Parent(s) _____ **Date** _____

Pupil _____

Principal _____

Rules

1. All bicycles must be in a sound and safe condition.
2. All cyclists must wear a safety approved cycle helmet at all times whilst riding their bike.
This is the law. (NB: caps/hats worn underneath the helmet reduce the helmet's protection)
3. Cyclists are to take the safest, and most direct route to school (am), and home (pm). (They do not ride around the streets. They must first report home).
4. Cyclists do not ride their bicycles in the school grounds. They walk their bicycles to and from the cycle rack area.
5. All cyclists are to follow the road user rules for cycling (road code).
6. No child is to tamper with another child's bicycle or associated equipment.
7. Sharing of bicycles, or doubling (a pillion passenger) is not permitted.
8. Cyclists are strongly recommended to lock their bicycle to the cycle racks.

Internet Safety Procedures & Guidelines

Purpose:

1. To promote and ensure the welfare and safety of children and young people when using the Internet.
2. To provide Internet access, so all staff and students can:
3. Become effective and safe users of the Internet.
4. Extend their awareness and knowledge of the Internet.
5. Become motivated, responsible, independent users of the Internet.

General Policy On Internet Use At School

1. Use of the Internet facilities at this school is primarily for educational purposes; and for use of staff for professional development.
2. Personal use of the internet is permitted, but only outside school hours (Monday to Friday 8:30 AM to 3:30 PM).

Staff use of the Internet

1. Training for staff who wish to use these facilities is available through the teacher responsible for the Computer/Information Technology Department and is **essential** for the safety and protection of staff, students, and equipment.
2. Students will need to be directed to sites on the Net, rather than surfing, which is why staff members **must** gain experience using the Internet before letting their students use it.
3. All staff members must sign a copy of this School Internet Safety Policy or a Staff Internet Use Agreement before using the Internet themselves, indicating they are aware of the details of this Policy. This documentation will be kept on file by the school.
4. Staff can have individual Internet e-mail accounts.

Student use of the Internet:

1. A teacher must be in the room whenever a student uses the Internet, i.e. a student cannot be sent to the computer room to use the Internet unsupervised. This also applies to any special use before or after school hours.
2. Students can use the Internet only during class time unless given special permission, in which case a teacher must supervise.

Any use of the Internet other than that specified here, e.g. by custodial staff or staff or student's family, must be with the agreement of the Principal.

Safety issues:

1. A filtering software will be deployed on student terminals which access the Internet.
2. The school will continue to refine methods of improving safety on the Internet.

Student Computer and Internet Use

Children need to understand that

1. The only purpose for school computers and other Information Technology resources is to support teaching and classroom learning.
2. The school will do its best to keep me safe while using global information systems such as the computer and the Internet.
3. I know that I am not permitted to access material through the Internet which is offensive (e.g. pornographic), dangerous, inappropriate at school, or illegal.
4. I am forbidden to pass on such material by copying, storing or printing it.
5. If I use e-mail at school, I am not permitted to send any messages which are offensive, dangerous, inappropriate at school, or illegal.
6. I may use the Internet or e-mail at school only if there is a teacher supervising me.

Children must understand how important it is to:

1. Take care of Information Technology resources, such as computers and the Internet.
 - ▶ Be careful with equipment and furniture.
 - ▶ Respect the copyrights on software that prohibit copying.
 - ▶ Use only school software on school computers.
2. Be considerate of other users.
 - ▶ Share available equipment.
 - ▶ Be careful not to waste computer resources, e.g. paper.
 - ▶ Avoid disruption of the running of any computer or network.
 - ▶ Take care not to scan or display graphics, record or play sounds, or type messages which could cause offence to others.
 - ▶ Remove immediately from the screen any material that would not be allowed at the school which I accidentally come across, and tell the teacher right away.
3. Be responsible for privacy and security.
 - ▶ I will not give anyone on the Internet information about myself or anyone else & this includes address, phone number, photograph or credit card information.
 - ▶ I will use discs only to backup work or take it to and from home.
 - ▶ I will tell the teacher if I come across a virus or security problem.

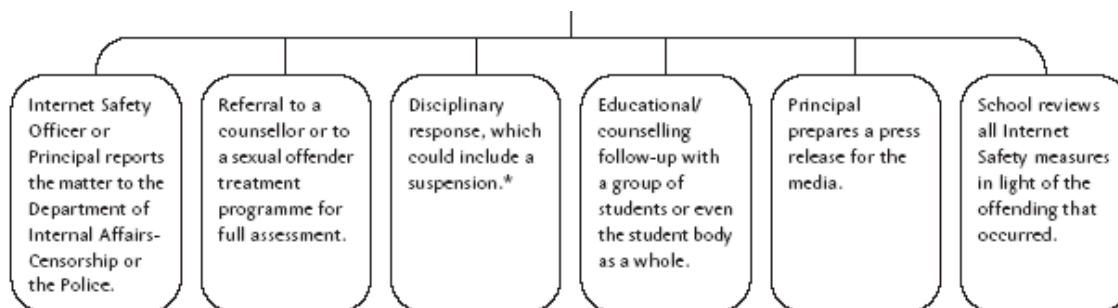
School Protocol For Incidents Involving The Internet

You can follow these steps when a student has been found accessing, possessing, or distributing illegal pornography at school.

1. Objectionable material as defined by the Films, Videos and Publications Act, 1993, is found.
2. Printed matter is confiscated immediately. Immediate audit of relevant computers.
3. Material and facts discussed with the Principal in the school.
4. The Principal talks with the student(s) concerned, in accordance with the school’s normal procedures when investigating possible misconduct. The Principal assesses the situation in consultation with relevant staff.
5. If the Principal decides that the matter is of sufficient gravity to proceed further, student(s) and their parents/caregivers are usually informed by the school. They may be invited to a meeting with the Principal to discuss the situation and consequences.

Possible follow-up responses to incidents involving a student

(Any combination of the responses below may occur).



* If a suspension is considered, schools should follow the procedures outlined in the Ministry of Education Suspension Guidelines.

How should a school respond when a student has been found accessing, possessing, or distributing illegal pornography at school?

This Protocol is designed to guide school administrations in their response to one of these situations involving a student.

This protocol deals with pornography that is illegal to possess in New Zealand. This pornography is deemed “objectionable material” under the Films, Videos and Publications Act, 1993. Most of this “objectionable material” is child pornography, but some other types of pornography and material are illegal as well.

It is recommended the school’s Principal leads the investigation.

If there are questions about images a student has been found to possess, the Principal can consult with the Department of Internal Affairs-Censorship Compliance to determine if the material is indeed illegal. (See the Internet Safety Kit Resource List on page 6 of Information for School Administrations.)

This protocol and the Internet Safety Kit as a whole may be used by schools to deal with other material found in students’ possession, such as drug recipes, weapon designs, and pornography which is legal but not appropriate in the school environment.

What If The Incident Involves A Staff Member?

Accessing or downloading pornographic and other material, which in itself may not be illegal but is nonetheless inappropriate in the school, may constitute misconduct.

In these circumstances, disciplinary action against the employee concerned should be considered by the Board, but only after a proper investigation has been conducted to establish whether such misconduct has occurred.

Health & Safety

The Board and management of the school should deal with accessing, possession, or distribution of any illegal material which constitutes criminal misconduct, under the same disciplinary procedures available for any other type of criminal misconduct by an employee.

Allegations of misconduct based on misuse of the Internet in the ways outlined here will be more easily sustained where there is an explicit policy on Internet use, such as the Internet Safety Policy in this Kit or a Staff Internet Use Agreement.

By having each employee sign an acknowledgment and undertaking to comply with that policy, the Board and management of the school will be better able to enforce compliance and, if necessary, implement the disciplinary procedures.

How Do We Protect Students If This Happens?

When an incident occurs, it is vital to ensure students can use the school computers in safety. An immediate audit of relevant computers and a ban on student use should be undertaken until that safety is assured.

Another issue is whom to notify, which could include some, or all, of the following: Board of Trustees, Department of Internal Affairs - Censorship Compliance, New Zealand Police, staff, parents/caregivers, students, Ministry of Education and the media.

The school would also have to address the counselling and support needs of any staff members or students directly affected. Protocols in the school's Crisis Management Plan could be of value in this situation.



Staff Internet-Use Policy General Policy

Use of the Internet facilities at this school by children is solely for educational purposes. Staff will also use the internet for educational purposes and professional development, and for personal use outside school hours (Monday to Friday 8:30 AM to 3:30 PM).

Staff need to be aware that any incident involving material which is deemed “objectionable” under the Films, Videos and Publications Act 1993 could constitute criminal misconduct necessitating police action. As well, involvement with any material which while not illegal under the Act, is nonetheless detrimental to the safety of the school environment, may constitute professional misconduct serious enough to require disciplinary response by the school.

A. Staff Use

1. All staff wishing to access the Internet on school facilities will be provided with an individual Login User Name and Password. This needs to be kept confidential and not shared with anyone else; any illegal and/or inappropriate use of the Deanwell School computer facilities will be able to be traced to the perpetrator by means of this login information.
2. Staff will be provided with individual Internet e-mail accounts.
3. If a staff member ever wishes his/her own child to make use of the school Internet facilities, the same regulations apply as itemised below for student use. In particular, note that the parent must be present at all times.

B. Staff Responsibilities When Using The Computer Facilities With Students

1. A staff member must be in the room, remain there and actively supervise while the students are using the Internet. No students may be sent to a computer room unsupervised to use the Internet, in or out of class time.
2. Students need to be directed to places on the net, rather than permitted to surf. The teacher will need to have gained experience using the net before letting students use it.
3. Students may access the Internet only during a staff supervised activity; this will usually occur in class time.
4. Inappropriate use of the Internet by a student must be reported immediately to the Deanwell School Principal. If the Principal is absent, then another senior member of staff should be notified.

C. School Web Site

This will be an on-going project. A number of important reasons exist for having a web site, including providing information about the school and publishing student work.

D. Monitoring

1. Staff and students need to be aware that with the current systems set up to access the Internet, a record is kept of which sites are visited, how often and from which terminal.
2. Filtering software will be deployed where appropriate to restrict access to certain sites.
3. If deemed necessary, auditing of the school computer system could include all aspects of its use e.g. personal network storage folders and Group-wise e-mail.

E. Staff Internet-Use Agreement

1. Please fill in and sign the attached sheet regarding Student Safety, Professional Development, and your agreement to the school's Policy.
2. The sheet should be returned to the School's Principal .



Deanwell School Staff Internet-Use Agreement

Student Safety (tick one)

<input type="checkbox"/>	I have the appropriate knowledge to safely supervise student Internet use.
<input type="checkbox"/>	I need training in basic Internet Safety issues before I supervise student Internet use.

Staff Professional Development (tick one)

<input type="checkbox"/>	No professional development on Internet use is required at present.
<input type="checkbox"/>	I would like additional training in Internet use.

I have read and understood the attached Internet-use Policy as it applies to Internet use by staff, and by students under the direction of staff.	
Name:	
Date:	Signature:

Civil Defence Plan

Emergency Evacuation Procedures

The first priority
in an emergency is the protection of life and the prevention of injury.

The second priority
is the protection of property.

Rationale

The need for Deanwell School to have an emergency and response plan is based on the following assumptions:

1. An earthquake or other natural disaster can occur during a school's normal operating hours, as can man-made disasters such as a major petrol spillage.
2. This could cause major damage.
3. Utilities such as gas, water, electricity, communications, and transport could be unavailable or inoperative.
4. Emergency services may not be able to respond to the school's needs for some hours.
5. Children and staff injured during the earthquake will need to be cared for within the school environment.

Deanwell School's planning must be based upon the assumption that the school will need to look after itself in the initial stages of the disaster.

To be efficient, the school's emergency plan should be comprehensive yet simple to follow, and take into account local conditions and the resources available. The plan needs to be reviewed and updated on a regular basis to ensure that it remains workable.

Purposes

1. To establish clear channels of communication, delegate responsibilities for various tasks, liaise with other agencies, (Bus controller at Cambridge High School, Schools locally, emergency services (Fire, Police, Civil Defence).
2. To check the maintenance and use of existing safety installations and emergency equipment.
3. To practice drills for different types of emergency.
4. To establish evacuation procedures.

Definitions

Civil Defence is...

- ▶ measures necessary to prevent loss of life, minimise injury, and alleviate distress;
- ▶ planning for, and co-ordination of, disaster relief, rescue, and emergency welfare;
- ▶ participating in training to implement these measures.

Health & Safety

Guidelines :

1. A school-wide evacuation plan will be devised and reviewed annually.
2. Regular practices will be carried out.
3. Different guidelines will need to be developed for different emergencies and situations, e.g., fire, earthquake, inside, at interval.
4. All classroom doors are to be unlocked at all times when pupils are in the classroom.
5. The following staff members will check these areas :
 - ▶ Interview Room.....Principal
 - ▶ VRCPrincipal
 - ▶ Pupil toiletsPrincipal
 - ▶ Reading Recovery CentrePrincipal

 - ▶ Staff toilets..... School Secretary
 - ▶ Admin area offices..... School Secretary
 - ▶ Sick bay School Secretary
 - ▶ Staffroom..... School Secretary
 - ▶ Library..... School Secretary

 - ▶ Teaching areas in all classroomsCaretaker
 - ▶ Dental ClinicCaretaker
 - ▶ HallCaretaker
including toilets, kitchen, conference room, and at top of seating.

Communication/Telephone

1. Prominently displayed near the telephone will be a list of emergency numbers. Fire Service, Police, Civil Defence, District Council, include emergency services, electrician, plumber etc.
2. During an emergency the phone should only be used for emergency communication.

Evacuation

1. Practice Drills: Staff will carry out Emergency Drills regularly. A log book will be kept recording date, time taken, problems encountered and remedial action taken.
2. Practice Drills will cover a variety of emergencies (Fire Drill, Earthquake Drill; children in class, children in playground at lunchtime).
3. Evacuation signal/alarm is the school bell rung continuously or the “Evacuate the Building” automatic signal/.
4. Exit, doors, escape routes:
 - ▶ Safest escape route will be known to all class teachers.
 - ▶ Exit doors must open from inside in the direction of outside travel without the use of keys and be free from obstruction at all times.
 - ▶ Conspicuous signs will mark every exit.
5. Staff members will check all toilets, and all other buildings/rooms normally occupied, according to school plan, to ensure that no-one remains in the buildings.
6. Assembly Area is on the grass between the netball court and swimming pool. Staff will bring their attendance register and call the roll. The School Secretary will bring master roll as back up.
7. In case of fire the School Secretary or Principal will notify the Fire Service.
8. Sending pupils home:
 - ▶ Any decision to send students home should be made by the Principal.
 - ▶ Pupils should not be released until it is safe to travel.
 - ▶ Bus pupils can be released into care of driver if parents/caregivers are known to be at home/have been notified.

Health & Safety

- ▶ Alternative arrangements must be made for the pupil of parents/caregivers who are not at home; into the care of another adult authorised by school or parent/caregiver or kept at school.
- ▶ Pupils should not be left to find their own way home or return home if it is not known whether parents/caregivers are available.

Emergency Equipment

1. Staff must know the location of all emergency equipment.
2. School keys must be kept in a secure location but need to be readily available in times of emergency.
3. Fire equipment: regular fire inspection surveys will be carried out by a Fire Safety Officer or equivalent. All staff will be familiar with equipment and how to use it.
4. First Aid Cabinet will be checked regularly and contents replenished. It will be located in the School Office, including a First Aid Book. A Back-up kit is kept in Room 2.
5. A portable radio, torch and spare batteries will be stored in the school office.
6. Other useful items, that is, tools, ladders, ropes, shovels, (axes) are kept in the caretakers shed.

Protection of Property/Safety of Property

1. On evacuation before leaving premises staff must turn off all appliances and close all doors/windows without jeopardising their personal safety.
2. Precautions/prevention of emergencies.
 - ▶ Dangerous goods will be stored in an appropriate place.
 - ▶ Swimming pool chemicals will be stored in the concrete/fibrolite shed next to the pool.
 - ▶ Paints, petrol, solvents will be stored in the tool shed.
 - ▶ Rubbish should not be allowed to accumulate.
3. If inclement weather is forecast, allow sufficient time to secure property and buildings as appropriate.
4. Re-occupation/re-opening school.
 - ▶ Students should not return to school/buildings until it is established that buildings/environment is safe.

Plan of the School Premises

The Civil Defence Folder prepare a simple plan of the buildings and the ground, showing the location of all services, equipment, and supplies, and other relevant information that may be of use in an emergency situation.

The plan shows the location of the following:

Primary Map

- ▶ buildings and physical features;
- ▶ water mains;
- ▶ gas mains / shut off valve;
- ▶ sewer lines;
- ▶ overhead and underground power lines;
- ▶ underground gas lines;
- ▶ main switches for electricity;
- ▶ outside water taps and hoses;
- ▶ main switches / valves for the heating system;
- ▶ fire extinguishers;
- ▶ chemical and dangerous goods store;
- ▶ open areas;
- ▶ fire hose reels;
- ▶ first aid cabinet;
- ▶ emergency kit.

Secondary Map

- ▶ telephone lines;
- ▶ static water supplies, for example, swimming pools, and water tanks;
- ▶ civil defence siren;
- ▶ fire alarms and manual call points;
- ▶ security alarms and controls;
- ▶ smoke alarms;
- ▶ emergency lighting unit;
- ▶ fire hydrants;
- ▶ building fire breaks;
- ▶ fire and smoke-stop doors;
- ▶ exit ways;
- ▶ egress escape routes - primary and secondary;
- ▶ access / egress ramps;
- ▶ location and description of hazardous items such as gas bottles;
- ▶ workshops;
- ▶ vehicle parking;
- ▶ access ways for emergency services and vehicles;
- ▶ assembly areas;
- ▶ school keys;
- ▶ telephones;
- ▶ rescue equipment;
- ▶ civil defence equipment;
- ▶ battery-powered torches;
- ▶ likely location of people with disabilities;
- ▶ the nearest emergency shelter and / or accommodation.

In addition, the plan should indicate the location of any potentially hazardous items in or around the school premises.



Emergency Contacts

Principal:	Pat Poland	0272-765-263
Board of Trustees Chairperson:	Guss Wilkinson	027-685-7423
Ministry of Education		07-838-3708

Emergency Accommodation

The school hall will be used for emergency accommodation. The hall has cooking facilities and toilets.

First Aid Training

All staff members will undertake first aid training every two years.

Last date of training: 2004.

Safety Inspections

Teachers should carry out a daily inspection, carried out before classes commence, to ensure that corridors and passageways are clear of all forms of obstruction, that outside doors are unlocked, and that all exit doors can be opened freely.

Hazard (Non-structural) Assessment

These will be carried out twice each year.

Fire Inspection Survey

As part of the school's regular inspection and maintenance programmes, regular fire inspection surveys are carried out by a fire safety officer. These inspection surveys are carried out by a fire safety officer. These inspections should cover all parts of the premises and will include the inspection of safety installation and fire-fighting equipment, such as extinguishers and hose reels.

Building Warrant of Fitness

An annual WOF is carried out.

Security Provisions

Security Checks

After pupils and staff have left for the day, all doors and windows need to be closed and exterior doors locked.

School Records

School records, such as asset registers, inventories of equipment and other resources, insurance policies, property occupancy document, and other important records should be kept in a secure, fire-resistant location - the school filing cabinet.

Keys

School keys should be kept in a secure location, but need to be readily available in times of emergencies.

Vandalism and Arson

Where there is a risk of vandalism and arson, additional security measures, such as the installation of outside lighting, need to be considered.

Safety Installations

Smoke-stop and Fire Doors

These must be free to close at all times and must not be obstructed: the use of wedges, hooks, locks, or other devices to keep these doors open or closed negates their purpose. Automatic closers on these doors must be in good working order.

Exit Doors

All exit doors, including fire doors, doors on escape routes, and doors between adjoining rooms, must open from the inside in the directions of outward travel, without the use of keys.

All exits which could be used as escape routes should be regularly checked to ensure that they are kept clear.

Exit Signs

Conspicuous signs are to be provided to indicate the location of exits.

Evacuation Procedure Notices

A notice detailing evacuation procedures, the position of the nearest exit, and the location of assembly areas should be prominently displayed in all rooms and corridors.

Telephones

During an emergency the telephones should only be used for emergency communications. The telephone numbers of the Fire Service and other emergency organisations should be conspicuously displayed near each telephone.

Hazards and Precautions

Furniture and equipment

Furniture and equipment, including bookcases, shelving, wall cabinets, screens, heavy furniture, and pianos and other furniture on castors, will be restrained and / or fixed to the building where practical. Shelving should have lips high enough to prevent objects being dislodged, and high shelving should be reduced to door height. Cupboard doors should be fitted with substantial catches. All heavy equipment, machinery, and free-standing benches must be anchored to the floor and /or wall. Furniture and equipment which may block an escape route should be removed.

Wardens

1. The Principal is the Chief Warden. Block Wardens will be the senior teacher in each block.
2. During any emergency requiring evacuation of personnel the Principal has absolute authority until emergency services arrive.
3. A warden must be obeyed by everyone including managerial staff. Wardens must be able to make decisions under stress and must have the respect of all.

Check List For Wardens

1. Read and understand the Emergency Procedures Handbook.
2. Read and understand the Emergency Plan for your building / organisation.
3. Check that the Emergency Procedure Poster is displayed in each section on your floor.
4. Make sure all staff on your floor read the handbook and poster.
5. Know where the **assembly area** is for your building.
6. Know the best **routes** to your nearest assembly centre plus routes to at least one alternative centre.

Health & Safety

Wardens Duties

Site Warden (Principal)

On hearing the fire alarm:

1. Ensure the Fire Services has been called (9-111)
2. Collect Disability Register and building Checklist.
3. Proceed to assembly area and receive status reports from classroom Block Wardens.
4. Liaise with Fire Service on their arrival as to state of evacuation.

Block Warden (Senior Teacher of block)

1. Instruct class to leave via nearest safe exit.
2. Escort class to assembly area.
3. Advise Principal of state of evacuation.
4. Assist any disabled children or visitors.

Ensure Relief teachers are aware of duties.



Practice Drills

Evacuation drills will be held regularly, preferably at least once a term. A log book will be kept which shows dates of all evacuation drills, and the time taken to complete each evacuation. The log book should also record any problems encountered, the remedial action to be taken, and the date on which the remedial action was completed.

Explanations and Instructions to Students

Students need to be taught what to do if the instruction to evacuate the building is given, and how to take cover if an earthquake occurs while they are inside the building. They should be told what action to take if they are outside the building or on a school bus during an emergency.

The Evacuation Signal

This should be an instantly recognisable signal: at Deanwell School, it will be the continuous ringing of the school bell or, if the electricity is off, a hand bell.

Doors and Escape Routes

All students, staff, and other occupants should be familiar with all the escape routes available to them, and should be aware of any routes which could become unsafe as exits in an emergency.

Students and staff should evacuate the buildings in an orderly manner by the shortest and safest escape route, moving singly or in small groups. All evacuation procedures must be planned so that occupants spend as little time as possible in potential danger spots.

All doors should be closed after rooms and other spaces have been evacuated.

Primary escape routes

This should be the normal daily exit routes.

Secondary escape routes

Secondary escape routes should be included in the regular evacuation drill from time to time. These could be an exterior fire escape, or a route through adjoining classrooms. Windows should not be used as escape routes. In schools where external windows are the only alternative escape routes, however, it is essential that they can be opened fully and that they lead to a safe exterior escape route.

Site	Primary Escape Route	Secondary Escape Route
Main Blocks:	External doors	Internal door
E Block:	External doors	
Hall:	External doors	Internal door
Office area:	External doors into quad area	External doors at front of school



Checking Rooms

All toilets, and other places which may normally be occupied, must be checked to ensure that no one remains in the building.

Emergency Kit, First-aid Cabinet, And Rescue Equipment

Staff should know the location of these, and should practise using them. During drills and evacuations, staff should take the emergency kit and rescue equipment to the assembly area.

Attendance Register And Roll Call

Staff are responsible for retrieving the class roll, which must record the day's absences, and for taking it to the assembly area. The school secretary will also take a master roll.

Students should be assembled in class groups and their names checked against the attendance register. A check should also be made to ensure that all staff members and other occupants are present. The Principal should visit each assembly area and ascertain how many students, staff and other occupants, if any, are still in the building.

Primary schools should ensure that each student is provided, at the assemble area, with an identification tag showing his or her name, address, and age.

Fire Drill

When the instruction is given to evacuate, all occupants must leave the building as quickly as possible by the safest route.

Earthquake Drill

It should be emphasised that, in an earthquake, students should remain in the building until the shaking has stopped and /or the "all clear" is given by the teacher. Falling debris is responsible for most earthquake casualties.

1. Teachers should use the word "DROP", or some other pre-arranged signal, to indicate the beginning of an earthquake drill for their class.
2. Students should take cover under a sturdy desk or table, if one is near, and hold on to its legs.
3. If no desk or table is available, they should drop to their knees (away from the windows), keep knees together; clasp both hands firmly behind their heads (bowing their heads); bury their faces in their arms, protecting their heads; bury their faces in their arms, protecting their heads; close their eyes tightly; and stay in position until it is safe to move.
4. If students cannot move away from windows, they should turn away from the glass to minimise injuries from broken glass.

Safe distance

A safe distance is:

- 20 metres from a single story building;
- 40 metres from a two story building.

Keep well clear of all overhead power lines.

Emergency Evacuation Procedures

Fire Evacuation

Where a fire is not easily extinguishable, the first priority of staff is to evacuate the building immediately.

When the instruction is given to evacuate, all occupants must leave the building as quickly as possible by the safest route.

1. Reassure students.
2. Evacuate students - retrieve attendance register if practical.
3. Block warden - check all rooms have been evacuated.
4. Advise the Principal of any missing students, staff, or other occupants.

If time permits:

1. Activate nearest fire alarm.
2. Put out small fires.
3. Turn off appliances and services.
4. Shut doors and windows.

Earthquake Evacuation

In an earthquake, students should remain in the building until the shaking has stopped and /or the "all clear" is given by the teacher.

1. Reassure students.
2. Students should take cover under a sturdy desk or table, if one is near, and hold on to its legs.
3. If no desk or table is available, they should drop to their knees (away from the windows), keep knees together; clasp both hands firmly behind their heads (bowing their heads); bury their faces in their arms, protecting their heads; bury their faces in their arms, protecting their heads; close their eyes tightly; and stay in position until it is safe to move.
4. If students cannot move away from windows, they should turn away from the glass to minimise injuries from broken glass.
5. Do not go outside until given permission by the Principal, unless there is danger staying inside.
6. If outside, instruct students to move clear of buildings, power poles, overhead power lines, high banks, and trees.
7. If a decision is made to evacuate, staff should:
8. Check that all rooms have been evacuated.
8. Turn off appliance and services.
9. Retrieve attendance register.
10. Supervise the evacuation to the assembly area (main playing field).
11. Advise the Principal of any missing students, staff, or other occupants.

Gas Leak

1. If you smell gas, alert the Principal.
2. Evacuate the building if the source of the gas leak is inside the building.
3. If the source of the gas leak is outside, stay inside the building. Shut all windows and doors.
4. Extinguish all naked flames.
5. If anyone is overcome by gas, get them into fresh air and give rescue breathing if necessary.

Health & Safety

Other Emergencies

For all emergencies, there are common and specific procedures to be followed. Specific procedures are suggested here for storm-force winds and cyclones, electrical storms, floods, volcanic activity, and industrial accidents, tsunami, and landslip. While some of these emergencies will not occur at Deanwell School, they may occur while children are on school trips.

All occupants should:

1. Act on any civil defence warning.
2. Prepare for evacuation.
3. Follow the procedure set out in the school's drill for the particular emergency.

Staff should:

1. If necessary, contact the nearest civil defence staff.
2. Listen to the local radio station.
3. Reassure students.
4. Liaise with the Principal regarding the decision to evacuate.
5. Check that all rooms have been evacuated.
6. Turn off all appliances and services.
7. Retrieve the attendance register.
8. Supervise the evacuation to the assembly area (main playing field).
9. Call the roll at the assembly area.
10. Advise the Principal of any missing students, staff, or other occupants.

Electrical Storm

1. If inside a building, stay away from metal and electrical fixtures as these can act as lightning conductors.
2. If outside, keep clear of trees.

Storm Force Winds and Cyclones

1. Store or secure loose items such as rubbish tins, outdoor furniture, and corrugated iron.
2. Stick tape across large windows to prevent them from shattering.
3. Stay inside the strongest part of the building.
4. Stay away from windows and doors.
5. If outside, seek shelter to avoid flying debris.
6. Open windows on the side of the building away from the wind to reduce the likelihood of the roof lifting.

Volcanic Action

1. If heavy ash is falling, do not shelter in buildings with flat or low-pitched roofs which could collapse under the weight of the ash.
2. Avoid basements or confined spaces where gases may accumulate.
3. If instructed to move out of the building:
 - ▶ cover head and body with substantial clothing, such as coats, hats, jerseys, or blankets;
 - ▶ breathe through a handkerchief;
 - ▶ carry a torch, even in daytime;
 - ▶ move away from the eruption as soon as possible;
 - ▶ Keep well away from the shoreline of large lakes and avoid streams and rivers.

Tsunami

1. Move by the shortest route to high ground (1km inland or 35 metres above sea level).
2. Avoid streams, rivers, and beaches.

Health & Safety

Landslip

1. Instruct students to take cover beneath a solid structure inside a building.
2. Remain in the building until all land movements have ceased.
3. If outside, move out of the likely path of the slip.
4. Keep clear of banks, trees, power poles, and overhead power lines.

Bomb Threats

1. Bomb threats must always be treated as genuine until proven otherwise. (Keep the NZ Police checklist card handy).
2. Recognising what belongs in an area and what doesn't is a major factor in deciding what is suspicious.
3. Make regular checks of our work area.
4. Foster a sense of tidiness.
5. Beware of "foreign" objects (suitcases, parcels, parked cars, etc)

If you receive a bomb threat - stay calm

Get as much information as possible. Contact the Principal, who will be responsible for ensuring that Police are informed immediately and co-ordinate all search procedures and make any decisions regarding evacuation or re-entry.

Medical Emergencies

In any medical emergency, what you do and don't do in the first few minutes before professional help arrives, can mean the difference between life and death. Here are some basic points to remember:

1. Keep calm - panicking will not help the patient.
2. Keep safe - there's no point in you becoming a casualty too.
3. Call for help - you can't keep an eye on the patient and call an ambulance.
4. If the patient is unconscious - keep the airway open.
5. Don't move the patient (unless their breathing has stopped) - you may increase their injuries.
6. If breathing has stopped - give rescue breathing.
7. Keep the casualty warm and calm.
8. If the patient is conscious - try to find out what happened.
9. Control bleeding if it is present.
10. Treat burns immediately - immerse in cold water.
11. Learn first aide.

In normal circumstances help can be received by getting someone to dial 9-111 and asking for an ambulance.

During a disaster, however, the normal emergency service will be stretched to their limits and you may be the only one left to care for the injured. You may be on your own for a few hours.

Appliances, Power, Fuel, And Water Supplies

Before leaving the premises, school staff must turn off appliances, as well as power, gas, fuel, and water supplies. All switches, valves, and fittings must be easily located and operated, even in darkness.

Clothing

If time permits, staff should ensure that students are adequately dressed prior to evacuation.

Post-Evacuation Procedures

Re-Occupation Of Building

After an evacuation, students and staff must not re-enter the buildings until all rooms have been checked and the Principal is satisfied that the buildings are safe for re-occupation.

Health And Safety Hazards Checklist:

Check for the following:

- ▶ obvious cracks in walls;
- ▶ dislodged bookcases or fittings which could fall in any earthquake aftershocks;
- ▶ leaks in gas and water pipes;
- ▶ breaks and / or blockages in sewage drains and fittings;
- ▶ breaks in electric wires (these can cause fires);
- ▶ spillage or insecure storage of hazardous goods, such as chemicals in school laboratories;
- ▶ any fires which have not been completely extinguished.

Water

Water is precious in an emergency and should be conserved. Save water in tanks and cisterns and turn off the water mains to prevent water losses from damaged pipes. **Do not turn off the water mains which supply fire-fighting equipment.**

Use Of Sanitary Fittings

Toilets should not be used or flushed as drains may be blocked, causing sewage to overflow back through the gully traps or toilet pans.

Sending Students Home

Any decision to send students home should be made by the Principal. Students should not be released until it is safe to travel. Following severe flooding or an earthquake, roads may be impassable, and transport services may be disrupted, making it difficult for students to reach their homes.

- ▶ Students should be kept at the school until collected by a parent, guardian, or caregiver, or could be grouped according to location of their homes, and escorted home by an adult.
- ▶ Deanwell School will keep lists of people authorised by parents or guardians to collect students after an emergency.
- ▶ Accurate records should be kept of the students' names and the name of the person escorting them home.
- ▶ No student should be released from the assembly area before the name of the parent or guardian who has collected and / or assumed responsibility for that student, has been recorded.
- ▶ Students should not be left to find their own way home.
- ▶ Young children whose parents, guardians or caregivers are not available to collect them should be kept at school.

Buses

Students who travel by bus may be released into the care of the drivers for return to their homes if vehicles are available, if reports indicate that roads are passable, and if parents, guardians, or caregivers are known to be at home. A record should be kept of who is travelling on which bus.

Emergency Recovery Procedures

Keeping People Informed

Everyone affected by the emergency needs to be kept fully informed of the progress made in recovering from the emergency. The relevant people should be consulted before major decisions are made. Parents, guardians, or caregivers should be informed about where and when students are to report for the resumption of classes. This could be through the media, by telephone, or by other means.

Newsletter

It is recommended that, if possible, students be provided with a newsletter to take home at the end of the first day of the emergency, setting out the procedures for the following week.

Public Meeting

A public meeting may enable parents, guardians, and the local community to share information, and the school to request assistance.

Recommencing Classes

Safety Of Damaged Areas

The return of students to the site and buildings should be delayed until all damaged areas, including walls and beams, have been made safe, and dangerous areas sealed off. The return of students must be authorised by the Principal.

Location Of Classes And Provision Of Emergency Accommodation

Decisions will be made, in consultation with the Ministry of Education, about where all students and staff should be relocated. Everyone involved will be informed of the decisions.

Property Protection

During and immediately following any emergency there is a series of procedures which will be followed to ensure that property is protected from further damage and that interested parties are notified.

Immediate Action

Reasonable precautions to protect the property from further damage could include:

- ▶ calling emergency services;
- ▶ turning off power and gas mains;
- ▶ turning off the water mains (but not the mains supplying fire-fighting equipment);
- ▶ providing security patrols until the building is secure;
- ▶ boarding up broken windows or doors to prevent weather penetration;
- ▶ other precautionary measures to prevent further damage.

Immediate Notifications

The following people and organisations should be notified where appropriate:

- ▶ the chairperson of the Board of Trustees;
- ▶ the Ministry of Education's district office;
- ▶ the Fire Service (if the damaged buildings are a fire risk, for example, after vandalism);
- ▶ territorial authority civil defence staff;
- ▶ the police;
- ▶ the school insurer/s;
- ▶ school bus contractors, if there is any alternation to the normal routines.



Appendix 1 - Forms and Signs

Classroom Emergency Procedures

Fire

Where a fire is not easily extinguishable, the first priority of staff is to evacuate the building immediately.

1. Continuous bell warns of danger.
2. Move children in an orderly way out of the building.
3. **Principal:** check toilets and other areas where children may be.
4. **Class teacher:** collect attendance register(s).
5. **Class teacher:** if time permits, turn off electrical equipment.
6. Close all doors.
7. Assemble on the rear tennis courts.
8. Check attendance register(s).
9. Advise the Principal of any missing students, staff, or other occupants.
10. Wait for Principal to give clearance for return to classroom.

If you discover a fire:

1. Sound the alarm by school office in foyer (time and fire permitting).
2. Dial 9-111.
3. Fire extinguisher located _____.
4. Fire hose located _____.

Earthquake

In an earthquake, students should remain in the building until the shaking has stopped and /or the "all clear" is given by the teacher. Falling debris is responsible for most earthquake casualties.

1. Pre-arrange signal for practice. "Drop".
2. Take cover under a sturdy desk or table.
3. Hold onto legs.
4. Face away from windows.
5. Follow evacuation procedures.
6. After a "real" earthquake, children will be kept at school until caregiver collects.

Wardens Duties

Site Warden (Principal)

On hearing the fire alarm:

1. Ensure the Fire Services has been called (9-111)
2. Collect Disability Register and building Checklist.
3. Check the following areas:
 - ▶ Interview Room.
 - ▶ VRC.
 - ▶ Pupil toilets.
 - ▶ Reading Recovery centre.
4. Proceed to assembly area and receive status reports from classroom Block Wardens.
5. Liaise with Fire Service on their arrival as to state of evacuation.

Teachers

1. Instruct class to leave via nearest safe exit.
2. Close any open doors.
3. Escort class to assembly area.
4. Advise Principal of state of evacuation.
5. Assist any disabled children or visitors.

Ensure Relief teachers aware of duties.

School Secretary

1. Check the following areas:
 - ▶ Staff toilets.
 - ▶ Admin area offices.
 - ▶ Sick bay.
 - ▶ Staffroom.
 - ▶ Library.
2. Take master school roll to assembly area.

Caretaker

Check

- ▶ Teaching areas in all classrooms.
- ▶ Hall, including toilets, kitchen, conference room, and at top of seating.
- ▶ Dental Clinic.



Hazard Identification

Hazard (Non-structural) Assessment Checklist - Page 1

Date: _____ Name: _____

Room: _____ Warden: _____

	Item	Recommend Remedies or Objectives	Responsibility	Date Actioned
1.	Overhead objects			
2.	Unsecured bookcases			
3.	Unsecured wall shelves			
4.	Unsecured free-standing cabinets			
5.	Unsecured audio-visual equipment			
6.	Rolling furniture / equipment			
7.	Hanging plants / pot plants			
8.	Heavy objects above head height			
9.				
10.				
11.				
12.				



Hazard (Non-structural) Assessment Checklist - Page 2

Date: _____ Name: _____

Room: _____ Warden: _____

	Comment	Responsibility	Date Actioned
1. Ceiling construction			
2. Glass			
3. Lighting			
4. Fire doors			
5. Location of safety equipment			
6. Gas, water, electricity			
7. Primary escape route			
8. Secondary escape route			
9. Assembly area			
10. Doorways, passages - clear of obstructions			
11.			
12.			