

TOKO SCHOOL
National Administration Guidelines 5

Health & Safety

5. Toko School Board of Trustees is required to:

- i) Provide a safe physical and emotional environment for students;
- ii) Promote healthy food and nutrition for all students;
- iii) Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Toko School Board of Trustees meets its obligations to NAG 5, by ensuring that the following documentation is developed, implemented and reviewed as part of the Board's self review process.

Policy

Health and Safety Overriding Policy
Communicable Diseases
Smoke Free

Child Protection
Digital Citizenship

Key Supporting Documents

Accident Register
Caretaker's Job Description
Evacuation Plan
Immunisation Records
Public Health Records
Toko Charter, including Strategic and Annual Plans
10 Year Property Management Plan
Traumatic Incidents Resource Pack
Ipad & Laptop user agreement – staff and students
The Harmful Digital Communication Act 2015

Cleaner's Job description
Crisis and Emergency Response Plan
Hazards Register and Health and Safety Plan
Ministry Gazette notice and Circulars
School Emergency Ringing List

5 Year Property Plan
BYOD Agreements

Procedures

Access to buildings
Alcohol on school premises and at school activities
Arrival/departure of children
Behaviour Management Steps Program
Bus transport
Child sexual, physical, emotional & verbal abuse
Copyright and licences
Custodial access to children
Drinking Water
Evacuation

Administering Medication
Animals at school
Attendance
Bully Prevention & Response
Child access
Coaching
Crisis Management
Dental care
Excursions involving an overnight Stay
Emergency Procedures

Fair play
First aid
Guidance counseling
Health & Safety of employers and non-employers
Injury & Incident Management and Reporting
Leaving the school grounds
Personal safety of staff
Public health nurse
School Rules
Stray animals
Visitors to school

When welcoming or visiting another school
Food handling
Head lice
Health & Safety – on site trades persons
Illness
Online Publication of Student Learning
Poisons/sprays
Rubbish disposal
Sexual, racism & harassment
Sunsafe

This policy is reviewed on a 3 year cycle in line with the Board's document self review plan.

Board Review: May 2019

HEALTH & SAFETY POLICY

RATIONALE

Toko School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with the health & safety at Work Act 2015, standards, and codes of practice.

PURPOSE

To provide a safe working environment.

This is achieved by

1. All staff having individual responsibility for health and safety
2. All staff
 - Being informed of
 - Understanding, and
 - Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area
3. Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management.
4. Ensuring union and other employee representatives are consulted regarding health and safety management.
5. Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by:
 - Eliminating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people or
 - Minimising the effects of hazards, if they cannot be practicably eliminated or isolate.
6. Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work
7. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace. Refer School Crisis and Emergency Response Plan and Traumatic Incident Resource Pack.
8. Providing appropriate orientation, training and supervision for all new and existing staff. Refer Toko School Teachers procedures.
9. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors
10. Accurate recording, reporting and investigating injuries
11. Board of Trustees commitment to continuous improvement in health and safety
12. Board of Trustees commitment to comply with all relevant health and safety legislation
13. Supporting the safe and early return to work of injured employees
14. Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy.
15. The specific Board member taking responsibility for the development of Health and Safety in conjunction with the Principal and Staff is Steven Harvey

CHILD PROTECTION POLICY

Introduction

1. This Policy outlines the Board's commitment to child protection and recognises the important role and responsibility of all of our staff in the protection of children. It includes the Board's expectations when child abuse is reported or suspected by us.
2. All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

Purpose

1. The Board has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.
2. In line with section 15 of the Children, Young Persons, and Their Families Act, any person in our schools or kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police. Although ultimate accountability sits with the Board, the Board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the Principal must:
3. Develop appropriate procedures to meet child safety requirements as required and appropriate to the School.
4. Comply with relevant legislative requirements and responsibilities.
5. Make this Policy readily available to the school community. It will be on the school's internet site or available in hard copy by request.
6. Ensure that every contract, or funding arrangement that the school enters into requires the adoption of child protection policies where required.
7. Ensure the interests and protection of the child are paramount in all circumstances.
8. Recognise the rights of family/whanau to participate in the decision-making regarding their children unless the interests and protection might be compromised by parental involvement.
9. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response.
10. Support all staff to work in accordance with this policy, to work collaboratively with partner agencies and organisations to ensure child protection policies are understood and implemented.
11. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
12. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person.

13. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise.
14. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy.
15. Ensure that this policy forms part of the initial staff induction programme for each staff member.

Approval

1. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
2. As part of its approval the Board requires a copy to be included in the Toko School Curriculum document, copies of which shall be available to all staff. This policy will also be available on the Toko School website.

Related documentation and information:

Further information including frequently asked questions (FAQs) is available on the NZSTA website www.nzsta.org.nz Ministry of Education website www.education.govt.nz

Vulnerable Children Act 2014

Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf

Reporting process for suspected or disclosed child abuse

Child abuse is either suspected or disclosed. Ensure the child or young person is safe from immediate harm.

- Consult immediately with the Principal or nominated person in charge, or other staff member if the allegation concerns the Principal.
- Physical/behavioural observations and anything said by the child should be carefully documented (include date, time, who was present).
- The Principal, nominated person in charge, or person that received the information should contact Oranga Tamariki (0508 326 459) or local Police.
- Follow the recommendations of Oranga Tamariki/Police.

(1) Alleged abuse by Board employee, including the Principal. Note that there are two separate procedures to be followed, some of which may occur at the same time.

(1a) The reporting procedure in respect of the child/young person:

- Follow the advice of Oranga Tamariki/Police

- Physical/behavioural observations and anything said by the child should be carefully documented (include date, time, who was present).
- Follow the recommendations of Oranga Tamariki/Police.
- The Board Chair should be advised.
- Avoid further risks to the child(ren) or young person(s).
- If there is media or community interest seek support from Special Education Traumatic Incident Coordinator 0800 84 8326.

(1b) Process for employee investigation:

- Initiate an initial employment investigation.
- Maintain close liaison with the Police and avoid any action that may compromise an investigation.
- Immediately seek advice from NZSTA or another approved employment advisor and advise your insurer.
- It is important that no one person has responsibility for dealing with both the reporting issues and employment issues as there is potential for there to be tension between the two.
- Notify the employee of the allegation and advise of the potential consequences.
- Advise the employee of the right to seek support from union or other representatives.
- The Board needs to determine whether they will defer their process while the Police do the preliminary investigation, or whether they will proceed. Criminal investigations are separate from this serious misconduct investigation that the employer will follow.
- Ensure records are kept of any comments by the student complaints and/or allegations and follow-up action taken.

(2) Alleged abuse by non-staff. The Principal or nominated person should:

- Follow the advice of Oranga Tamariki/Police.
- Advise the Board of Trustees, through the Chairperson of the Board.
- If there is media or community interest seek support from Special Education Traumatic Incident Coordinator (0800 84 8326).

Information required for reporting:

When a notification is made to Oranga Tamariki the school needs to provide the following information:

1. Name of child/children (also known as / nicknames)
2. Date of birth (if known)
3. Ethnicity (if known)
4. Name of caregivers, parents and other family members and current living situation
5. Current legal custodians
6. Reasons why it is believed that the child or young person is at risk

7. Other significant background information
8. The name of the contact person for Oranga Tamariki..

What happens once reporting is made:

Step Action

1. Oranga Tamariki (OT) Contact Centre will generate a letter to the person named as 'notifier' acknowledging the reporting and advising which Oranga Tamariki site the matter was referred to, recommending either further action or no further action.
2. OT site will make the final decision as to whether or not further action will be taken and by whom. Depending on the assessed level of needs for the child / young person and their family a referral may be made to a non-government organisation (NGO) social service for their support.
3. If further action is to be taken the social worker allocated to the case will develop an investigation plan. This may require input from the notifier.
4. Once the reporting has been investigated OT will contact the notifier to advise if any further action has been taken or will be taken or whether a referral will be made to an NGO for either an assessment or for provision of family support.
5. **If reporting is urgent** the above actions will take place **immediately**. Decisions concerning after school arrangements and notifying the parents will be made by Police and social workers in consultation with the school.
6. **The notifier may contact the OT Contact Centre at any stage to obtain information on the status of the notification.**

Reviewed
May 2019

COMMUNICABLE DISEASE POLICY

RATIONALE:

Toko School is committed to a positive approach in dealing with the issues of any communicable disease.

PURPOSES:

1. To provide a supportive environment for, and discourage unfair treatment of persons affected by a communicable disease as outlined in the Human Rights Act, 1993.
2. To ensure adequate measures are taken to reduce the chance of disease transmission in the school setting.
3. To set out a commitment to communicable disease prevention through appropriate health education in the school.

BASE GUIDELINES:

1. It is recognised that some communicable diseases require time away from school according to the general practitioners or Public Health Nurses recommendations.
2. Employment and enrolment at Toko School will not be affected by the presence of any communicable disease infection. This includes Hepatitis B and HIV Infections.
3. Confidentiality of the communicable disease status of any member of the Toko School community will be maintained at all times, as outlined in the Privacy Act 1993. For HIV there is no basis for needing to know others' HIV status. HIV testing is not required. Disclosure of HIV status (where known) is entirely voluntary; it is left up to the student/parent/staff member concerned according to their wishes. Rumours of HIV/AIDS in the school will neither be confirmed nor denied.
4. Toko School will co-operate with public health authorities in outbreak control, for instance meningitis.
5. Hepatitis B and meningitis immunisation (of staff and students) is encouraged, especially for staff involved in first aid.
6. Standard safety and hygiene procedures i.e. gloves to be worn if blood/body fluids present and Janola used to clean up blood/fluid spills.
7. Education, including discussion and answering questions will be covered in an appropriate manner within the health programme.

Reviewed May 2019

SMOKE-FREE & VAPING POLICY

We believe

- A Smoke/Vape free School provides an environment that protects and promotes the health and well-being of the entire school community.
- Smokefree school settings reinforce messages within the school curriculum about the harmful effects of smoking and exposure to secondhand smoke.
- Young people are more likely to start smoking if they see adults smoking.
- Students and staff have the right to a safe and healthy Smoke-free environment.

Purpose

- To ensure a healthy smoke/vape free environment at our school.

Legislative requirement

- Smoking and vaping is forbidden anywhere within the buildings or the grounds of our school 24 hours a day 7 days a week.
- Smokefree signs must be displayed at all entrances to school grounds.

Commitment to a Smokefree Environment

We will role-model Smoke/Vape free environments by:

- prominently displaying our Smokefree Policy in the staff room and the public area of the office foyer informing parents of new entrants of our school's Smokefree Policy
- promoting our Smokefree Policy in newsletters
- advising contractors and others working within our school's premises of our Smoke/vape free Policy
- ensuring that organisations/individuals using school facilities agree in writing to comply with our Smoke/Vape free Policy
- having a complaints procedure whereby notification of any breach of our Smoke/Vape free Policy can be made in writing to the Board of Trustees/Principal
- promoting all school activities outside of our school's premises as smokefree, e.g. field trips, sporting events etc.

Reviewed May 2019

DIGITAL CITIZENSHIP POLICY

RATIONALE

Toko School supports a Digital Citizenship model for the promotion of safe and responsible use of technology.

The board recognises that by fostering a culture of successful digital citizenship in our students, staff and our wider community we are encouraging everyone to take responsibility for themselves and others in their use of ICTs. This allows us to harness the potential that technology brings to the teaching and learning process, while minimising *and* learning to effectively respond to the challenges we may experience while using them in a learning context.

The board is aware that preparing our students to make effective use of ICTs is an important part of their preparation for participation and contribution in society today and into the future.

It is our belief that we must prepare our students to actively participate in the world in which they live. It is clear that a key skill in this new world will be their ability to participate as effective digital citizens. An important part of learning these skills is being given the chance to experience the opportunities, and the challenges presented by technology in a safe, secure and nurturing environment, where clear, effective guidance can be sought as students and teachers learn.

The board recognises that its obligations under the National Administration Guidelines extend to use of the internet and related technologies.

POLICY GUIDELINES:

Toko School will develop and maintain procedures around the safe and responsible use of the internet and related technologies (ICTs). These internet safety procedures will recognise the value of the technology and encourage its use in a teaching and learning context while helping to minimise and manage the challenges that may be experienced by students, teachers and the wider school community.

The school will consult with parents and the wider school community, as to how it intends to use ICT and where possible explain how it benefits the teaching and learning process.

These procedures will aim to not only maintain a safer school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of information and communication technologies.

Reviewed May 2019

RESPONSIBLE USE AGREEMENT



Toko School
Quality learning for all in a caring community

INTRODUCTION

Toko School believes in a Digital Citizenship model for supporting safe and responsible use of the internet in teaching and learning. An important part of this is that we are able to show others what that responsible use looks like while we are using technology in our learning.

We think a good digital citizen is someone who;

- is a confident and capable user of ICT
- will use ICT for learning as well as other activities

- will think carefully about whether the information they see online is true
- will be able to speak the language of digital technologies
- understands that they may experience problems when using technology but can deal with them
- will always use ICT to communicate with others in positive ways
- will be honest and fair in all of their actions using ICT
- will always respect people's privacy and freedom of speech online will help others to become a better digital citizen



Because we know this is important for us all, we ask everyone, the staff, students and volunteers working at the school to agree to use the internet and other technologies in a safe and responsible way by following the rules laid out in a Responsible Use Agreement like this one.

If someone cannot agree to act responsibly, or the things that they do mean that other people are being harmed, then we might stop them from using the internet or other technology at school.

STUDENT RESPONSIBLE USE AGREEMENT

When using information & communications technologies (ICT) at Toko School I will always be a good digital citizen. This means that I:

- **will be a confident and capable user of ICT.**
I know what I do and do not understand about the technologies that I use. I will get help where I need it.
- **will use ICT for learning as well as other activities.**
I understand that technology can help me to learn. I also know it can also be used to talk to people, to buy and sell things and to have my opinion heard. I know when and where it is OK to do each one.
- **will think carefully about whether the information I see online is true.**
I know that it is easy to put information online. This means that what I see is not always right. I will always check to make sure that information is real before I use it.
- **will be able to speak the language of digital technologies.**



When people talk online the things they say can be quite different from a conversation they might have if they were sitting next to each other. I know that I must try to understand what people are saying before I react to them. If I am not sure, I can ask them or someone else to explain.

- **understand that I may experience problems when I use technology but that I will learn to deal with them.**

I understand that there will be times when technology may not work as I expected it to, or that people may be mean or unkind to me online. When these things happen, I know that there are ways I can deal with it. I also know there are people I can go to, to get help if I don't know what to do next.

- **will always use ICT to communicate with others in positive, meaningful ways.**

I will always talk politely and with respect to people online. I know that it is possible to bully or hurt people with what I say and do on the internet. I will think about the effect that my actions have on other people.

- **will be honest and fair in all of my actions using ICT.**

I will never do anything online that I know will hurt anyone. I will make sure what I do is not against the law. I will make sure that my actions don't break the rules of the websites that I use. When I am not sure about what I am doing I will ask for help.

- **Will always respect people's privacy and freedom of speech online.**

I understand that some information is private. I will be careful when using full names, birthdays, addresses and photos of other people and of my own. I also know that I will not always agree with what people say online but that does not mean that I can stop them or use it as an excuse to be unkind to them.

- **Will help others to become a better digital citizen.**

Being a good digital citizen is something that we all have to work at. If I know that my friends are having problems online, I will try to help them. If I see that someone is being unfairly treated online then I will speak up rather than just watch it happen.



Toko School

Quality learning for all in a caring community

1057 East Road Rd 22 STRATFORD 4392 | 06 7622849 |
office@toko.school.nz

Parent Declaration

I understand that our school is supporting students as they learn the skills required to become successful digital citizens. Our school defines a digital citizen as someone who;

- is a confident and capable user of ICT
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- is aware of ICT challenges and can manage them effectively
- uses ICT to relate to others in positive, meaningful ways

- demonstrates honesty and integrity in their use of ICT
- respects the concepts of privacy and freedom of speech in a digital world
- contributes and actively promotes the values of digital citizenship

I understand that our school has a policy and associated procedures* which outlines the school's digital citizenship approach and how this supports teaching and learning.

**These documents are available [on the school website/ on request/ at the school office]*

I understand that the school provides access to the internet and other communications technologies because it believes that they enhance the teaching and learning process.

I understand that the school encourages responsible behaviour by students when using technology to help protect themselves and each other from experiencing harm online. I am aware that this “Responsible Use Agreement” is part of that, and that it encourages students to consider how their actions can affect themselves and those around them.

I have read the ***student responsible use agreement*** and have talked with my child about what it means to them. I am happy that my child understands what this means, and that they are capable of working within the guidelines.

I am aware that students can experience challenges when using technology, but that the school makes every effort to support students to manage those challenges effectively. I understand that by learning to deal with them in a safe environment with the appropriate support they will be better prepared to deal with those challenges in the future.

If I have questions or concerns about the way in which technology is being used by my child at school, I know the school is happy to discuss this with me, and I am aware that I am welcome to do this at any time.

Signed: _____

Date:

Child's (ren's) Name (s): _____

RESPONSIBLE USE AGREEMENT FOR STAFF

INTRODUCTION

Toko School believes in a Digital Citizenship model for supporting safe and responsible use of the internet in a teaching and learning context. A vital part of fostering this culture is the support that is provided to students in their learning by the “Guides” around them. One of the most important parts of this guidance is the modelling of good digital citizenship skills that young people observe in their day to day interactions.

Toko School defines a successful digital citizen as an individual who;

- is a confident and capable user of ICT
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- is aware of ICT challenges and can manage them effectively
- uses ICT to relate to others in positive, meaningful ways
- demonstrates honesty and integrity in their use of ICT
- respects the concepts of privacy and freedom of speech in a digital world
- contributes and actively promotes the values of digital citizenship

You can read more about [Digital Citizenship in schools here](#)

In line with this belief, we ask all staff, students and volunteers to commit to using the internet and associated technologies in a safe and responsible manner by accepting a Responsible Use Agreement.

Access to the ICT services provided by the school may be withdrawn if a responsible use agreement is not signed.

GUIDELINES FOR RESPONSIBLE USE

The school provides access to the internet and associated technologies because it believes in the benefits that they bring to the teaching and learning process. It is expected that they will be used to benefit staff and students, but it is also understood that they may be used to engage in personal activities. All activity must be appropriate to the school environment. This applies to school owned ICT devices used inside or outside of school, and personally owned ICT devices used inside school and during school activities.

Your user account is provided exclusively for your use. You are responsible for all the activity that is associated with your account. Please don't share your account details with anyone. To help maintain the security of your account please use a strong password. If you suspect that your account details are known by someone else, then please let the school know.

In all use of ICT devices it is important to relate to others positively, to avoid engaging in harassing or harmful communications, to respect other peoples freedom of speech and uphold their right to privacy.

The principles of confidentiality and privacy extend to accessing, inadvertently viewing or disclosing information about staff, or students and their families, stored on the school network.

Teachers should bear in mind that professional and ethical obligations are as applicable to activity online as they are to their daily interactions with students and the community in and out of school. The Teachers Council Code of Ethics provides a useful framework for decision making around what is and is not responsible, ethical conduct.

It is every individual's responsibility to ensure that when using ICT their actions are within the law. This includes research, communications, use of social media, file sharing and any other activity carried out in the context of teaching and learning.

Everyone at Toko School must comply with New Zealand copyright law as laid out in the Copyright Act 1994. Some parts of the law such as the Infringing File Sharing Amendment 2011 make the school accountable for copyright infringements recorded as taking place using the school internet connection. The school may pass on any costs associated with copyright infringement to those responsible.

All ICT equipment should be used with care. If you need to install hardware or software and are unsure of how to do so, or are concerned about the effects that this may have, then check with the school before you do. If you know that equipment has been damaged, lost or stolen, please report it as soon as you can.

Our school believes in the importance of developing confident and capable users of ICT. If you are unsure of anything regarding the use of ICT in teaching and learning, you should discuss this with your manager, or a member of the school leadership team.

Our school has a policy and procedures around digital citizenship and internet safety. You should familiarise yourself with them. They will give you an idea about our school and our communities values relating to digital citizenship, and also provide support for you in terms of dealing with any challenges you may experience when using ICT. If you are unsure or uncomfortable with any part of these documents you should discuss it with a member of the school leadership team.

Should a situation arise that you feel may constitute a breach of this agreement, either accidental or deliberate, please notify a member of the school leadership team as quickly as possible. Make a detailed

note of the incident including time, date, the names of those involved, any devices involved and your summary of the situation.

RESPONSIBILITIES OF THE SCHOOL

In the interest of maintaining a safe environment, the school reserves the right to conduct an audit of its computer network, internet access facilities, computers and other school ICT equipment¹. This may include any stored content, and all aspects of its use, including email. An audit may include any device provided by or subsidised by/through the school or provided /subsidised by the Ministry of Education. For this purpose, any electronic data or files created or modified on behalf of the school on any ICT device, regardless of who owns it, is the property of the school.

The school may monitor traffic and material sent and received using the school's ICT infrastructures.

Toko School believes that ICT is an integral part of teaching and learning, but is aware that when using it we may experience challenges from time to time. To this end the school may deploy filtering and/or monitoring software where appropriate to restrict access to certain sites and data. Filtering should enhance the teaching and learning process rather than restrict it. In situations where this is not the case, you should inform the school rather than attempting to circumvent filtering or monitoring systems.

YOUR RESPONSIBILITY AS A DIGITAL CITIZENSHIP GUIDE

The guidance that young people receive in their development of digital citizenship skills is of the utmost importance. The success of their learning is greatly enhanced by the increased capability of the guides around them. As a critical component in this process for learners it is important that you understand what makes a successful guide.

- As a guide you should be knowledgeable about the technology that young people are using to enable you to discuss the way in which it is used, and the challenges experienced.
- You should be aware of the opportunities presented by technology in terms of its use in education, but also its use in other aspects of society including its social application.
- You should be aware of the challenges that exist around the technology. This means understanding the challenges, as they exist in the lives of young digital citizens.
- You should act as a consistent and positive role model for responsible activity online
- You should be confident in your ability to make value judgements about challenge and opportunity for learners.

As a guide, you should discuss your own experiences as a digital citizen and share your strategies for managing challenge with students. However, it is vital that you recognise the importance of consistent, positive role modeling in all of your use of technology in a teaching and learning context.

As part of our commitment to our digital citizenship philosophy, the school will provide you with support in your role as a digital citizenship guide. If you require support at any time, please discuss it with a member of the school leadership team.

BREACHES OF THIS AGREEMENT

A breach of this agreement may constitute a breach of discipline and may result in a finding of serious misconduct. A serious breach of discipline would include involvement with objectionable material, activities such as abuse or harassment or misuse of the school ICT in a manner that could be harmful to the safety of staff or students, or call into question the user's suitability to be in a school environment.

If there is a suspected breach of this agreement involving privately-owned ICT on the school site or at a school-related activity, the matter may be investigated by the school. The school may request permission to audit that equipment/device(s) as part of its investigation.

¹ Please note that conducting an audit does not give any representative of Toko School the right to enter the home of school personnel, nor the right to seize or search any ICT equipment/devices belonging to that person

In addition to any inquiry undertaken by the school itself, it may be necessary to notify an applicable law enforcement agency at the commencement, during or after our investigation.

Declaration

I have read and am aware of the obligations and responsibilities outlined in this Responsible Use Agreement document, a copy of which I have been advised to retain for reference. These responsibilities and guidelines relate to the safety of myself, students, the school community and the school environment.

I also understand that breaches of this Use Agreement may be investigated and could result in disciplinary action or referral to a law enforcement agency.

Name:

Signature

Date

NAG 5 PROCEDURES

ACCESS TO BUILDINGS

1. Staff and other key holders have access to all buildings.
2. Contractors to arrange access through the Principal.
3. **All people** using school buildings need to ensure that they are secured and locked.
4. A key register is maintained by office staff.

ADMINISTERING MEDICATION

1. To administer paracetamol parents need to have signed an agreement on enrolment. This information is on the school's Student Management System, Assembly. However, children *needing* pain relief may need to go home. Teacher will decide whether going home is the best option after a quick discussion with Principal or Office Manager.
2. The dosage, time and amount will be given via the home medical slip.
3. All requests to administer other medication must be made in writing and signed by the parent. The exact dose of medication must be clearly labelled. All medication needs to be clearly labelled in the correct dispensary container and be kept in the staff fridge. If it doesn't need refrigerating it will be kept in the locked medical cabinet.
4. The responsibility of administering the medication to individual children is delegated to the Office Manager.

5. The Teacher/Office Manager will endeavor to administer the medication as requested, but cannot be held responsible if the medication is not given at the correct time.

ALCOHOL AT SCHOOL

1. The consumption of alcohol on the school premises is prohibited during the hours that the school is open to the pupils.
2. The Principal may approve the provision of alcohol at adult school functions provided that it is incidental to the main purpose of the gathering.
3. The liquor distribution point and place of consumption must be well clear of roadsides and preferably out of view of public using the road.
4. Consumption of alcohol inside the swimming pool complex is prohibited. Persons using the pool or school grounds outside of school hours are not to bring alcohol into the school grounds.

ANIMALS AT SCHOOL:

1. "Animal" is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.
2. It is generally accepted that other living creatures such as spiders, snails, worms and insects must also be treated with care and kindness.
3. If the appropriate care cannot be provided, the animal is not to be kept in school.
4. Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.
5. Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in the school is guaranteed.
6. Responsibility for the welfare of animals rests with the teacher.
7. Animals must have appropriate diet, including access to water. Provision must be made for care at weekends and over holidays.
8. Animals must have cages/containers of an appropriate size, which are ventilated and hygienic. Animals must not be subjected to extremes of noise, draught or sunlight.
9. Animals must be free from injury or disease. Diseased or injured animals must be treated, and must not be kept at school.
10. Animals must be handled/kept in such a way that they are not subjected to stress or fear.

ARRIVAL/DEPARTURE OF CHILDREN:

1. Most children arrive at Toko School on the bus between 8.00am and 8.40. Children arriving at school will be monitored by teachers in the classroom or playground. No children should arrive at school before 8.00am.
2. Teachers will be available to supervise children from 8.10 – 9.00 and from 3.00pm until the last bus departs.
3. A duty teacher will check children going on to the bus at 3.25pm and then remain on duty until the last bus leaves. All children still remaining at school at this time must be seated in the bus shelter under teacher supervision.
4. Children walking/cycling/being driven home will be encouraged not to arrive at school before 8.30am and to leave school promptly and go straight home in the afternoon.
5. Children who cycle to school will leave their bikes in the bike racks. No riding around on the school grounds!
6. When waiting for the bus or for parents/caregivers, children must wait inside the school gate.
7. Duty teacher is responsible for clearing the messages at 3.20pm.
8. Parents of children arriving or departing between the hours of 9am and 3 pm must report to the office and complete the student sign in, sign out book.

ATTENDANCE

1. An absences book is kept in the office. All staff receiving information regarding a child's absence need to **immediately record** this information into the absence book. Do it straight away and it will not get forgotten.
2. Before **9.20am** teachers identify ALL children that are **away from school** and record their names **visibly** for office staff to check in their classroom. Teachers need to be proactive in this area and ensure that a clear routine is in place and it is followed accurately.
3. Office staff visit classrooms between **9.00 - 9.20am** and collect the names of children absent from school. Office staff may seek confirmation from teaching staff.
4. Office staff calls parents/caregivers of absent of any child whose whereabouts is unknown. Office staff ascertains the reason for the absence.
5. Office Secretary informs Principal or Associate Principal in the event of Principals absence, of any **unexplained or unjustified absences** and of efforts thus far to contact caregivers. Every effort should be made to contact the caregiver (if they have not contacted us). **However, Principal discretion may be used to stop the process if this is proving futile.** E.g. The child was ill yesterday, *or*, all phone numbers have been exhausted and the Field Days are on and the family is known to attend these!
6. Principal monitors children's attendance and when necessary contacts truancy service. Principal may well provide a print out for caregivers highlighting the level of absence.

7. Toko School keeps electronic rolls. Office Secretary completes the attendance information onto Assembly in the morning, Classroom teachers do so in the afternoon. If the classroom teacher is absent the office secretary will complete this.
8. Reminders are placed in newsletters asking parents and caregivers to contact the school in the event of a child's absence.
9. Children that are absent for **5 consecutive school days** are asked for a medical certificate to support the child's absence from school.

BEHAVIOUR MANAGEMENT

TOKO POSITIVE DISCIPLINE PLAN

Stage 1. - School-wide and class preventative strategies utilised regularly throughout the school and based on the Incredible Years Teaching Pyramid. The preventative strategies are taught to strengthen positive behaviour choices and skills in children. They are based around the IY Teaching Pyramid using liberally strategies at the bottom of the pyramid and sparingly or selectively strategies at the top of the pyramid. Those at the top of the pyramid to be used only when all else has failed to change the behaviour.

Preventative strategies used and taught across the school will include:

1. Show me 5 for the classroom - each class to have their own
2. How and what is the Ignore strategy and combined with positive attention
3. How to calm down in a variety of positive ways
4. Compliment circles
5. Classroom incentives
6. What it means to be Learning Stars
7. How to be a Bronze, Silver, Gold learner
8. The problem solving process – Identify the problem, connect the emotions, create positive solutions, practice, reflect
9. What a growth Mindset looks like
10. How the brain works – Meg Gallaher's work
11. The School-wide Discipline hierarchy

The frameworks employed to teach the above skills will include

- Circle time
- IY Problem Solving Process
- Discovery Time
- 1-5 Scales e.g thermometer
- Restorative Practice
- Peer Mediation

Teachers will be offered the opportunity to be trained in the above.



Stage 2 - Initial Discipline Response to minor problem behaviours not responding to preventative strategies

Use the Incredible Years Teaching Pyramid to help manage, teach, promote and support the desired behaviour. The initial response being for teachers to teach their way out of problem situations as outlined in the strategies in the pyramid as well as using the discipline hierarchy when the behaviours are becoming problematic:

Refer to the [Toko School Discipline Hierarchy of Response for Minor Behaviours](#)

and the

[Major and Minor Behaviour Definitions](#)

Stage 3 – These tools are used to collect and monitor behaviour

- Management Scale (Red, Orange, Green) – living documents
- Incredible Years plans – living documents
- Facile – Problem Behaviour Questionnaire
- Check in check out (CICO)
- Problem solving book

All teachers have access to copies of the positive behaviour plan and accompanying resources to support the plan.

Support staff to defer to class teachers when dealing with consequences for inappropriate behaviour. SENCO to discuss this on a regular basis with Support Staff.

Minor and Major Behaviour Definitions at Toko School

This information defines the category of behaviour. All behaviour should be treated according to the Incredible Years principles i.e. with an emphasis on keeping the mana of the child and adult intact and focussing on proactive strategies designed to prevent the problem from occurring but also acknowledging that we all make choices with our behaviour.

Minor Behaviours

- **With Minor behaviour there is generally a lack of intent to the action.**
- Write an IY plan to respond to the behaviour to preventing the behaviour from escalating.
- Plan to teach and coach desired social and emotional behaviours through circle time and class lessons each week.
- It is vitally important that the teacher maintains a positive relationship with the child, as this will make the tough times easier for both parties.
- **Always focus on the behaviour you want to see more of i.e. the positive pro-social behaviours.**
- Make use of all layers of the pyramid to manage behaviour including teaching and using a Discipline Hierarchy
- Use Ignore and Redirecting strategies for non-disruptive, non-responsive behaviours making increased use of descriptive praise.
- Ensure the child has a powerfully positive reason to want to change their behaviour. Make this sustainable by increasing the positive attention, encouragement and praise they are receiving.
- A 'minor' is the repetition of 3 low level behaviours within one block of the day.
- The recording of minor behaviours is required for tracking and a teaching response.

Major Behaviours

- **There is intent to the action that is negative or hurtful. Damage is intended.**
- The teacher attending to the behaviour is primarily responsible because of the relationship factor but should seek support from the SMT as it can be difficult dealing with significant and repetitive major behaviour.
- Always plan to teach the replacement behaviours you want to see more of through circle time or class lessons.
- Write a comprehensive IY plan including a 'safety' and/or 'exit' response with the parents.
- Use strategies like 'Check In Check Out' to modify behaviour and increase the contact the child has with adults for pro-social coaching.
- Plan to de-brief the class as appropriate teaching skills to manage challenging situations.

<p><i>Abusive / Inappropriate language</i></p> <p><i>Low intensity inappropriate language used by students</i></p> <p>Examples:</p> <p>When a mistake is made. Using ‘four’ letter words to curse a mistake, it’s a slip of the tongue. Substitute words used to annoy e.g. ‘far...’, ‘what the...’. Teasing – using a nickname in away that offends or upsets</p>	<p><i>Abusive / Inappropriate language</i></p> <p><i>Abusive language said with the tone and intention of demeaning others</i></p> <p>Examples:</p> <p>Swearing - F... you, bitch, shit, homo... Aggressive tone. Racial, sexual, religious slurs. Intimidating language e.g. you bastard / mongrel. Teasing – repeated, targeted to cause suffering and there is evidence of a mob mentality</p>
<p><i>Fighting / Physical aggression</i></p> <p><i>Not serious but unwanted physical contact.</i></p> <p>Examples:</p> <p>Unwanted – invasion of personal space – poking, touching, patting, tickling, hugging, lifting, Play fighting / wrestling. Preventing people from moving.</p>	<p><i>Fighting / Physical aggression</i></p> <p><i>Serious physical contact or aggression where the intention is to hurt others.</i></p> <p>Examples:</p> <p>Hitting, punching, hitting with an object, kicking, hair pulling, scratching, biting, slapping, tripping. Retaliation for being hurt. Wrestling / fighting. Holding someone down so others can hurt them. Head butting. Use of weapons.</p>
<p><i>Disrespect / Non-compliance / Back Chatting</i></p> <p><i>Brief or <u>low intensity non-compliance</u>, disrespect or back chatting.</i></p> <p>Examples:</p> <p>Answering back in a cheeky tone, mumbling under their breath, turning away and mumbling for others to hear, slamming the door, not responding to proactive strategies and discipline hierarchy</p>	<p><i>Disrespect / Non-compliance / Back chatting</i></p> <p><i>Intentional refusal to comply with requests, talking back, defiance, disrespectful tone and manner.</i></p> <p>Examples:</p> <p>Using body language to intimidate, Defiance - “You can’t make me!”, shouting at you, making rude comments, talking back, refusing to comply with requests made by staff members, out of bounds and not returning when asked to</p>

<p><i>Disruption</i></p> <p><i>Low intensity but inappropriate disruption of the class or group activity – not <u>responding to proactive teaching or the use of the discipline hierarchy</u></i></p> <p>Examples:</p> <p>Calling out, wandering, making noises, tantrums, throwing objects around the room non threateningly</p>	<p><i>Disruption</i></p> <p><i>Intentional refusal to comply with requests, talking back, disrespectful tone and manner. Non-compliance with school rules</i></p> <p>Examples:</p> <p>Using body language to intimidate, - “You can’t make me!” Refusing to comply with requests made by staff members. Out of bounds</p>
<p><i>Harassment / Bullying</i></p> <p><i>Teasing a peer without the intention to hurt</i></p> <p>Examples:</p> <p>Put down’s without the intent to hurt e.g. “ha ha you missed the ball.” “Don’t want to play with you”, “You’re not my friend”</p>	<p><i>Harassment / Bullying</i></p> <p><i>Pre-mediated bullying or harassing of another</i></p> <p>Examples:</p> <p>Persistent threats and intimidation towards peers – physical, verbal, emotional. E.g. “I’m going to get my brother onto you” Put downs e.g. ‘scumbag sits there’. Top dog / Queen Bee behaviour designed to intimidate, exclude, negatively influence, or hurt others emotionally. Obscene gestures. Verbal attacks based on disabilities. Encouraging others to commit acts of violence. Passing intentionally hurtful notes. Purposefully excluding others.</p>
<p><i>Property damage / Vandalism theft</i></p> <p><i>Using someone else’s property without permission but with no intent of malice, minor misuse or unpremeditated damage of property</i></p> <p>Examples:</p> <p>Kicking ball and unintentionally breaking something, using someone’s pens without permission, playing with someone’s toys etc. without asking, helping themselves to teachers or school resources without asking</p>	<p><i>Property damage / Vandalism / Theft</i></p> <p><i>Purposefully participating in activities that result in the destruction or damaging of property. Intentionally misusing others’ property without permission.</i></p> <p>Examples:</p> <p>Deliberate damaging of property, permanent graffiti Kicking balls / equipment out of bounds blocking the toilet with paper deliberately, writing graffiti, stealing another’s property to keep for themselves. Go into someone’s bag.</p>

Technology Violation

Non-serious but inappropriate misuse of technology

Examples:

Not taking appropriate care, using when class rules states otherwise, deleting others work, changing settings, screensavers etc.

Technology Violation

Intentional misuse of technology and preventing others from using it

Examples

Installing programmes without permission, using social media to cyber bully, damage to equipment, searching inappropriate sites on the Internet, using own devices when prohibited e.g. cell phones, sending / sharing etc. inappropriate messages or material, using an external device without permission

Skipping class

Dawdling back to class on a consistent basis, ignoring the end of break expectations. Removing themselves from a learning situation activity (inconsistent and not responding to proactive strategies

Skipping class

Planning not to come back to class, not due to a major incident with others involved

Examples:

Persistently late back to class without due reason, removing themselves from learning situations and not responding to proactive strategies to support them,
Leaving the class without permission for extended periods and leaving the school grounds without permission.

Toko School Discipline Hierarchy of Response for Minor Behaviours

It is expected that all Teachers will use as many pro-active and responsive classroom management strategies as possible (relationships, positive attention, encouragement, coaching and descriptive praise as well as appropriate motivators) but there will be times when despite the best ‘laid plans’ disruptive behaviours will occur. Using this discipline hierarchy disruptive behaviour can be addressed in a consistent, prepared and pro-active way that offers optimal opportunities for the student to learn positive behaviour responses. This plan needs to be explained and worked through with all students. The premise is to use the least intrusive intervention through to the most intrusive intervention.

Every time the student makes a positive choice or is responsive ensure that positive descriptive comments (‘you...’ statements) are provided with motivators acknowledging effort if appropriate

The foundational, proactive layers of the pyramid are actively in use

Ensure the task matches the ability level of the group/class and student confidence is high

Remind/re-explain all of the task/behaviour expectations – e.g. ‘Show 5’

A problem behaviour occurs

Ignore the minor behaviour and focus on the desired behaviour

&/or

Distract or redirect the student to task. Add in proximity or support

The problem behaviour continues

Every time the student makes a positive choice or is responsive ensure that positive descriptive comments (‘you...’ statements) are provided or motivators acknowledging effort as appropriate

Warn of a logical consequence if behaviour’s non responsive
“You are choosing to...if you...”

The problem behaviour continues

Remind the student of expectations and add in support

Work with the student to establish a new learning trial – an opportunity to get the behaviour right with active coaching support

Procedural flow-chart for managing problem behaviour

Use proactive teaching strategies – give choice, increase structure, positive commands, redirect, distract, reteach, warning/ rule reminder.

Observe Problem behaviour

Behaviour escalates or is repeated

Behaviour stops – praise, reinforce choices made

NO Minor

Is the behaviour major or minor

YES Major

The student's behaviour after **3** attempts to positively and proactively manage it by the Teacher within a teaching block e.g. 9:00-11:00 is not responsive

Use the School Discipline Hierarchy for Minor Behaviours

Complete a minor incident form that outlines the occurrence of the behaviour 3 times within one teaching block.

Data input completed

Classroom managed. *There is a lack of negative intention*

- Calling out
- Minor classroom disruption
- Low intensity non compliance
- Put downs
- Reasonable Request refusal
- Refusing to work
- Inappropriate but low level tone/attitude
- Inappropriate comments
- Unwanted physical contact
- Property misuse
- Late to class without reasonable cause
- Lying / cheating
-

Management intervention. *Behaviours show there is serious negative intent*

- Weapons
- Fighting or aggressive physical contact
- Aggressive language with negative intent
- Threats with serious intent
- Harassment of student or teacher
- Truancy
- Vandalism
- Leaving school grounds without permission
- Cheating
- Misuse of computers or equipment
- Intentional non compliance
- Swearing – abusive and with negative intent

Complete a major incident form.

The Management team will co-determine the consequence after conversing with the child and Teacher.

The Management team and Teacher will make parental contact and explain or cosnstruct the response plan.

An intervention plan based on the IY format will be written and then reviewed.

Data input completed

Management Scale

	 Green	 Orange	 Red
Behaviour -Explicit and observable. Avoid generalising it's not helpful	<ul style="list-style-type: none"> • Chatty, Obliging, Polite, Relaxed • Interacts with others calmly, respectfully and comfortably • Willing to take on responsibility • Offer ideas, accepts correction • Inclusive of others • Compliant • Co-operative, stays on task • Is a role model • Shows leadership skills • Works well with less able peers • Pleasant to be around • Liked and popular with peers 	<ul style="list-style-type: none"> • Pushes / tests the classroom rules / boundaries • Wants his request met immediately • Takes comments personally and will get embarrassed or uncomfortable with the attention • Engages in 'silly behaviour' • Wants to finish work without any editing, makes errors • Looks unhappy, quieter, red checks, no conversation, no eye contact • Hypersensitive to criticism, peer conflict & provocation • Perceives he's the target 	<ul style="list-style-type: none"> • Reacts agitatedly because he feels he has missed out • Feels he is being picked on by adults or peers • He will remove himself • Face becomes flushed, body is tight and rigid • Shuts down - may go into a foetal position • If incensed may swear • May chase the 'peer' until he has achieved retribution
Teaching strategies to use to respond to the behaviour	<ul style="list-style-type: none"> ✓ Encourage him to improve on the quality of work, Redirect him ✓ Teach self-regulation strategies ✓ Present options for work and behaviour ✓ Restorative chats, repair relationships ✓ Teach expectations and WALT criteria explicitly ✓ Equip him to manage challenge ✓ Comment on what is working well ✓ Feed forward, notice prosocial behaviours 	<ul style="list-style-type: none"> ✓ Reinforce WALT criteria and give step by step instructive support ✓ Be positive & enthusiastic, Can do attitude ✓ Give space to calm ✓ Distract with unrelated task / job ✓ Have an escape plan for him from the situation, Avoid singling him out ✓ Humour, add in peer support ✓ Speak to him privately ✓ Pre-empt and set him up for success ✓ Prevent instructional mismatch 	<ul style="list-style-type: none"> ✓ Ignore all secondary behaviour - swearing, back chatting, comments ✓ Give space without pressure to do anything but be. Don't crowd or touch ✓ Remove the trigger e.g. child ✓ An unconnected person must debrief the situation ✓ Remove the class or ask him to leave ✓ Maintain a quiet calm demeanour and tone ✓ Recovery takes up to 60 minutes. Wait. Praise the first sign of the desired behaviour

Management Scale

Name: Wanting help Date: _____

Week	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Pre interval					
	Pre lunch					
	After lunch					
Notes:						

Using the Scale

- Be very specific and descriptive with the behaviours that make up green, orange and red as this adds depth to the information you will collect. How would **you know** if your target child was going to have an 'off' period (orange) and what would they do that would tell you it was getting really bad (red) these are the behaviour descriptors you record. Green is always co-operative, happy, communicative, able to learn at their level the behaviours can be explosive or passive, this form can be used for the child of concern.
- The strategies underneath are the ones you use that work that move the child from red to orange to green. The green strategy section should also include the re-teaching of desired behaviours and massive amounts of positive attention encouragement and praise. You get more traction by enhancing the green section with relationship building, making use of proactive teaching strategies, Incentives are useful as well to make sure the child stays motivated to stay the course with the behaviour. Remember with incentives you must describe **why you are giving** the incentive when you hand it over, that way you can gradually withdraw it and the child will not mind because the intrinsic value of receiving the affirmation takes centre stage.
- It is when a child is green that you can teach them different and more acceptable ways to behave and respond.
- Colour code the chart red, orange or green by colouring the appropriate section according to the behaviours seen e.g. a third green, two thirds orange for the pre interval space.
- Sometimes the entire range of behaviour will be seen in one session i.e. red, orange and green behaviours and sometimes only one type of behaviour will be seen.
- Try and be as accurate as possible so that we can see if there are trends that pre-determine when a behaviour may or may not have more chance of occurring e.g. after a break, new learning or group work.
- Whilst you may have very good theories as to when and why positive and negative behaviours occur without data being recorded the thoughts remain theories.
- The patterns that emerge will indicate the intervention trialled but also indicates the success of the strategies you are trialling.
- For IY trained Teachers the green section = relationship, proactive, positive attention and praise, incentives, the orange section = the initial part of the discipline hierarchy = distract, ignore, redirect, coaching, always use these strategies with praise and the increased use of proactive strategies, the red section is the top of the discipline hierarchy – TO, privilege withdrawn, parents and management consulted but **prepare for a new leaning trial** so the child gets a chance to use the behaviours successfully this is very important!.
- Remember the quality of the work you do at the green/lower levels of the pyramid the better and easier you will find managing the tricky behaviours.

Determining Function of the Behaviour

("Why do students do what they do?")

1. Problem Behaviour Questionnaire

Respondent Information

Student _____ **Birthday:** _____ **Grade** _____

Sex: M F **IEP:** YES NO **Teacher:** _____

School: _____ **Phone:** _____ **Date:** _____

Student Behaviour:

Please briefly describe the problem behaviour(s)

DIRECTIONS: Keeping in mind a typical episode of the problem behaviour, circle the frequency at which each of the following statements are true.

	<u>Never</u> <u>0</u>	<u>10%</u> <u>of</u> <u>Time</u> <u>1</u>	<u>25% of</u> <u>Time</u> <u>2</u>	<u>50%</u> <u>of</u> <u>Time</u> <u>3</u>	<u>75%</u> <u>of</u> <u>Time</u> <u>4</u>	<u>90%</u> <u>of</u> <u>Time</u> <u>5</u>	<u>Always</u> <u>6</u>
1. Does the problem behaviour occur when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behaviour occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the problem behaviour do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behaviour occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behaviour more likely to occur following a conflict outside of the classroom? (e.g. bus write up)	0	1	2	3	4	5	6
6. Does the problem behaviour occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behaviour occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behaviour more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behaviour occur during specific academic activities?	0	1	2	3	4	5	6
	<u>Never</u> <u>0</u>	<u>10%</u> <u>of</u> <u>Time</u> <u>1</u>	<u>25% of</u> <u>Time</u> <u>2</u>	<u>50%</u> <u>of</u> <u>Time</u> <u>3</u>	<u>75%</u> <u>of</u> <u>Time</u> <u>4</u>	<u>90%</u> <u>of</u> <u>Time</u> <u>5</u>	<u>Always</u> <u>6</u>
10. Does the problem behaviour stop when	0	1	2	3	4	5	6

peers stop interacting with the student?

11. Does the behaviour occur when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behaviour do you provided one-to-one instruction to get student back on-task?	0	1	2	3	4	5	6
13. Will the student stop doing the problem behaviour if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behaviour more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

ADDITIONAL INFORMATION:

1. When does the problem behaviour occur the most? (e.g. during what activities or times?)

2. Where does the behaviour occur the most?

3. How often does the behavior typically occur? (e.g. # per period, daily, weekly).

4. Have you ever observed the student use appropriate behaviours during times that are typically problematic? If yes, any guesses why?

5. Do you think the problem behaviour is related to an academic skill deficit?

6. Is there any other information which maybe pertinent to this child/behaviour?

Problem Behaviour Questionnaire Profile

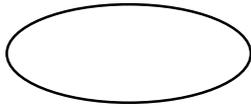
DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in Bold).

PEERS						ADULTS						SETTING EVENTS		
Escape			Attention			Escape			Attention					
3	10	14	4	7	11	1	9	13	2	6	12	5	8	15
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Lewis, T.J. Scott, T.M. & Sugai, G.M. (1995). The Problem Behaviour Questionnaire: A teacher-based instrument to develop functional hypotheses of problem behaviour in general education classrooms. *Diagnostique* 19, 103-115

Check in check out Card for

Date: _____



hard

3 = great

2 = OK

1 =

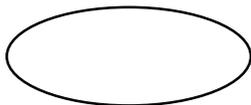


Check-in before school with			
Before play time			
Before lunchtime			
Check out after school:			
			Today's total points:

Please remind _____ to present his card at the next check-in time.

Check in check out Card for

Date: _____



3 = great

2 = OK

1 = hard



Check-in before school with			
Before play time			
Before lunchtime			
Check out after school:			

.....			
			Today's total points:

Please remind _____ to present his card at the next check-in time.

Instructions

- This programme is not necessarily a short-term programme. Many children need on-going support to ensure the negative behaviours don't morph or return. It takes time to create sustainable behavioural change. This is particularly true for the children for whom the function of their behaviour is attention seeking. Whoever the child checks-in and out with needs to be someone who they have a good relationship with, and who is willing and able to make the time to coach the child. Always have a back-up person just in case.
- Photocopy and make the above into booklets and decorate the cover. Give the child shared ownership of this process.
- A zero is never given always 1,2,3. Ensure the child understands the meaning of the points system. Every day the student has the potential to earn 30 points. 27 of these are for their goals (3 x goals x 3 blocks of the day). They can then earn a bonus 3 points if they can tell you something that they are proud of at the end of the day. The purpose of this part is to work on self-esteem, positive thinking and to end on a positive note.
- Write 2-3 goals only. Of these 1 should be easy to achieve and the others moderately tricky. The goals should be very specific i.e. observable and small. No one should be in any doubt as to what the goals look like and how they can be achieved, especially the child.
- The student will need to set a number target at the beginning of every day. Allow them to start low(ish) to begin with... anything 20 or above would be acceptable for the first couple of weeks. You can then increase that as time goes on. Do not let them set a goal of 28 or higher for the first week- this may be setting themselves up for failure!
- It is vital that they achieve their goal for the first couple of days. This may be really tricky and you will need to put even more time than normal into coaching, encouraging and keeping them on track even dropping into the class to provide the Teacher and child support. If they are not successful for the first couple of days there's a good chance they will develop a negative attitude towards the intervention.
- The 1-1 contact is the underpinning aspect of the programme and this must be consistent.
- The beauty of the programme is the development of a strong relationship as well as the powerful effects of the social and emotional coaching given to the child. The first meeting of the day is about the adult determining the mindset of the child and really diving into setting them up for a successful day. The Teacher's responsibility is to be brief about the problems encountered but fair and always looking to how the next part of the day will be better and to provide extra support so that the child experiences success.
- At the end of the day, a similar process is followed in that positives are given enormous focus. If there were challenges mention them briefly but don't linger. The premise is, focus on the behaviour you want to see so the child also follows through.
- If the child doesn't want to come, you will have to consider an incentive for just walking through your door or you go to them initially then build expectations. It must be a pleasurable or rewarding experience for the child to engage with you. Remember we are changing behaviour and that is tricky!
- All adults must invest. This is a proactive response to changing behaviour so the child must constantly be set up to encounter success. The teacher must buy into the coaching and encouragement process in the classroom just as the Principal / DP must be able to find the time to coach and mentor the child.
- A small, yet important certificate (e.g. ripper sticker, fish-shaped note paper, heart-shaped sticky...) needs to go home daily with the points scored and a positive comment or positive forecast... about the following day. These 'certificates' are often collected by children and put into folders. It is important the child receive their reward e.g. treasure box ASAP.

BEHAVIOUR INCIDENTS

TOKO BEHAVIOUR REPORTING FORM		
Time:	Date:	Student/s
		Staff Member
INCIDENT – Major or Minor (highlight either/ high light below)	LOCATION	Incident Time:
Abusive / Inappropriate language	Corridor	
Fighting / Physical aggression	Classroom	
Disrespect / Non-compliance / Back Chatting	Courts	
Disruption	Bus Shelter	
Harassment / Bullying	Bottom Field	
Property damage / Vandalism/ Theft	Top field	
Technology Violation	Playground	
Skipping class	Sandpit	
	Enviro Area	
Staff Response	Hall/Library/Toilets	
<input type="checkbox"/> Teaching / Coaching for desired behaviour	Senior Management Response	
<input type="checkbox"/> Redirection	<input type="checkbox"/> Private conversation	
<input type="checkbox"/> Warned and monitored	<input type="checkbox"/> Parent contact and/or meeting	
<input type="checkbox"/> Teacher proximity	<input type="checkbox"/> Conflict resolution	
<input type="checkbox"/> Time out / away from	<input type="checkbox"/> Check in check out for _____ weeks	
<input type="checkbox"/>	<input type="checkbox"/> Monitoring by duty Teachers for _____ weeks	
<input type="checkbox"/>	<input type="checkbox"/> Behaviour Plan written	
<input type="checkbox"/> Parent contact	<input type="checkbox"/> <u>Consequence</u>	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
Date entered into Assembly		
Comment:		

Support Staff, relievers and duty teachers to use this form. This information needs to be shared with the classroom teacher. Classroom teacher to enter onto ASSEMBLY.

Entering a Behaviour Incident on Assembly:

Open Assembly - select Wellbing - Select Records.

Click the green plus on the top right hand side of the page - select Templates - select Toko School
[Incidencies Report](#)Anything add??? Queries/questions

DATA GATHERING

Data needs to be captured to inform School wide social skills teaching and determine skill gaps.

1. How will data be captured on student behaviours that reflect the school's needs?
Good data captures - problem behaviour, location, time of day, students involved (age, gender) and the adult response. What needs to be on a reporting form? What system will be used? How and who enters the data?
2. How frequently will the data be analysed to determine trends and needs? (1-2x a month?)
3. Problem patterns are then described explicitly (*Yr 5 boys are arguing/fighting about the rules for rugby at lunchtimes*), the positive opposite behaviour described (*Yr 5 boys will negotiate 5 rules for playing rugby before they start playing*), who and how will the POB be taught (*the senior school teachers will teach their boys/class how to negotiate rugby/sporting rules and establish 5 key rules which will be practiced in class games before they play independently. Duty Teacher's will help monitor this for 2 weeks*).

Who is responsible for overseeing this process?

BULLYING PREVENTION & RESPONSE

The Toko School Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectations and the requirements of NAG 5. The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whānau share the responsibility for making Toko School a respectful and inclusive environment.

We are committed to ensuring that our school provides an environment free from bullying behaviours. All members of our school community – Board of Trustees, school leaders, teachers, staff, students and parents and whānau should have an understanding of what bullying is; and know what to do when bullying does occur.

Definition:

Bullying behaviour is not an individual action. Our school community agrees that:

- Bullying is deliberate
- Bullying involves a power imbalance
- Bullying has an element of repetition
- Bullying is harmful.

Bullying behaviours can be physical, verbal, or social, and can take place in the physical world or digitally.

Bullying is not an individual action. It involves up to three parties; initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying).

BULLYING PREVENTION

We recognise that real change happens when students, staff, parents, whānau and other members of the community share responsibility for making our school a respectful and inclusive environment. We will:

- Survey our school community and students.
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan if required.
- Regularly promote our expectations and successes in preventing bullying (eg, in assemblies, newsletters and Facebook, reports to the Board of Trustees)
- Provide professional learning and development on our understanding of bullying prevention and response (staff meetings, parent meetings)
- Use a range of activities including curriculum based programmes to develop the ability for students to relate to each other (Kia Kaha, peer mediation, social problem solving solutions, role playing, Quality Circle Time)
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our Digital Citizenship Use Agreements)
- Ensure our students, staff and community are aware of the **Harmful Digital Communications Act 2015**: <https://www.netsafe.org.nz/hdc-in-schools/>

BULLYING RESPONSE, FOR WHEN BULLYING OCCURS

We recognise the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour.

- All reported incidents of bullying will be taken seriously and followed up as appropriate.
- An appropriate adult will support the affected students by:
 - reassuring that they have done the right thing in reporting the incident
 - using the assessment matrix (in *Bullying Prevention and response: A Guide for schools*), record a description of what happened and assess the level of severity.
 - using the quick reference guide, responding to bullying incidents (in *Bullying Prevention and response: A Guide for schools*) to activate the response and action needed.
- We will involve parents and whānau as early as possible and as appropriate.
- All more serious incidents will be escalated to senior management and we will seek advice and involvement from outside agencies.
- In the case of Cyber Bullying Toko School will follow the '*Safe Harbour*' complaints process for online content hosts. This link provides guidelines for safe harbour
<https://www.justice.govt.nz/justice-sector-policy/key-initiatives/harmful-digital-communications/safe-harbour-provisions/>
- Netsafe's new complaints resolution service will have the powers to help internet users more easily resolve cases of harmful digital communications. This link provides a guide for schools:
<https://www.netsafe.org.nz/hdc-in-schools/>
- We will provide appropriate support for targets, bystanders and initiators of bullying behavior.
- We will regularly monitor all incidents of bullying and identify patterns of behaviour.

RAISING AWARENESS

We recognise the importance of good communication between home and school to promote consistent messages and to ensure that any reported bullying can be recognised and responded to effectively. We will regularly raise the awareness of our school community's approach to bullying and celebrate our positive school culture, for example through parent evenings, assemblies, class-based activities, and displays.

Our interaction with our wider school community will include reports to the Board of Trustees, school newsletters, and information (including the policy) on the school's website. We will make the policy available in multiple formats (in print, on the web and in school notices and newsletters) and ensure it is translated into other languages as necessary.

BUS TRANSPORT

1. No non-bus child shall ride on the school bus without permission from the Principal.
2. Any issues arising over the operation of the bus shall be dealt with by the Principal, or a teacher delegated with bus responsibility.
3. A teacher will be identified as 'in charge of buses'.
4. Stratford High has a bus controller. Contact them regarding school bus behaviour as well as dealing with it at the Toko School end!

CHILD ACCESS

1. In cases where children are in the custody of separate caregivers, the school needs to have clear instructions in who can have access.
2. Clear instructions applying to such children will be filed in the office and be available to staff dealing with any situation where access may be questioned.
3. Information will be updated as required.

COPYRIGHT AND LICENCES

1. Under Section 221 of the Copyright Act, schools are permitted to copy and use copy-righted material for educational purposes so long as:
 - a. A reasonable proportion of the work is copied, and in any case no more than 3% or 3 pages.
 - b. No more than one copy per person in the class is produced.
 - c. No profit is made.
 - d. It is only used for instruction.
 - e. It is used for performance so long as the audience is limited to children and staff and does not include parents/caregivers.
 - f. Any play or musical score for parent/caregiver or public performance first has permission from the person holding performing rights.
2. National Film Library films/videos are automatically usable as a blanket waiver covers them.

CRISIS MANAGEMENT: Refer Crisis and Emergency Response Plan Copies in Principals Office, Staff Room

CUSTODIAL ACCESS TO CHILDREN:

1. Until a court order or a legal agreement between the parents giving sole custody is shown to the Principal it is assumed both parents have equal custody and access rights in situations where the parents are separated, divorced or unmarried or the children are subject to a court action.
2. Up to date legal documentation regarding the welfare of children should be forwarded to the Principal so that the appropriate procedures for the protection of the children at school can be put into place.
3. While the Principal and teachers are expected to exercise care and skill in looking after the welfare of children, as would a responsible parent, they can only act appropriately when they receive the appropriate information.

4. The onus is on the parent to provide:
 - * Up to date, accurate information on access and custodial arrangements.
 - * Up to date telephone numbers.
 - * Legal documentation when appropriate especially on enrolment.
5. Any information held at school about any particular child will be treated in the strictest confidence.
6. It is not the Principal's job to adjudicate disputes or interpret court orders.
7. The Principal is empowered to call in neutral legal representation in any matter involving on-site disputes.
8. No action will be taken by a member of staff in regard to custodial care without prior knowledge of the Principal.
9. The Principal must inform the custodial caregiver of any incident regarding custody that gives cause for concern.

DENTAL CARE:

1. Dental care is accessed by the parents at the dental health provider of their choosing. The names of all children enrolled in the school are passed to the Stratford Health Centre. They contact parents to ascertain their preferences and pass on this information.

DRINKING WATER

1. The Regional council checks the drinking water 2 times a year. They report back to the school within a month after the report.
2. The Board undertakes to check the drinking water monthly.
3. Use the local water testing establishment for water testing.
4. The School Secretary would generally take the samples to town.

EVACUATION:

1. All staff will be responsible for the children in their care
2. Evacuation procedures to be followed:
 - a) Children to leave the classroom in an orderly manner
 - b) Teacher to collect roll and once at the assembly point check all children are present
 - c) All children to remain at assembly point until the all clear is given
3. Each term the school carries out an Emergency Evacuation Drill.
4. Revise the Emergency Disaster Plan annually.

EMERGENCY; Refer Crisis and Emergency Response Plan

FAIR PLAY FOR PLAYERS / COACHES / SPECTATORS:

Children, coaches, parents and teachers have a right to enjoy all sporting events in a positive manner. This will happen best when children, teachers, coaches and parents show respect for the opposition, the officials and the rules of the game. Children, coaches, parents and teachers need to be responsible for their actions and demonstrate fair play at all times.

1. Always give it heaps but don't get ugly.
2. Abide by the rules of the game.
3. The umpire, referee, teacher or coach in charge of the game is always right.
4. Keep your cool no matter what happens.
5. Show respect towards your opposition.
6. Be humble in winning and gracious in defeat.

WHEN WELCOMING OR VISITING ANOTHER SCHOOL

1. Represent and wear your Toko School uniform with pride.
2. Be on your best behaviour both on and off the sports field.
3. Remember your manners.
4. Remember to thank the opposition team, coach and the referee or umpire of the game.
5. When playing at home greet your visitors to the gate, show them to the appropriate place and provide refreshments after the game.

FIRST AID:

1. All staff may administer First Aid. Training will be provided for all staff as part of the professional development programme.
2. First Aid will be budgeted for on an annual basis.
3. Staff are required to wear gloves when attending to any injury involving blood.
4. The First Aid cabinet is located in the Medical room and supplies are kept in a cupboard. Personal medications are kept in a locked cupboard in the Medical room. First Aid kits are available for school trips from the office.

FOOD HANDLING

1. **Staffroom Procedure**
 - * Food should always be covered (if on benches) or in the fridge.
 - * Hands are washed before food is served to anyone.
 - * Used cutlery/crockery is washed and put away by staff or duty children. Larger events may well need teachers to assist.
2. **Classroom Procedure**

- * If food preparation and handling is to be part of a lesson, all children must learn safe food procedures before starting the lesson.
- * When food is prepared or shared in a classroom, all children and all staff members must wash their hands before touching food,
- * All food and all ingredients are to be stored correctly and covered.

3. Food Stalls at School including preparation

- All food must be covered
- Tongs must be used to select food
- The food handlers must wear disposable gloves
- A separate person to handle money and not food.
- The teacher in charge must supervise children while cooking and handling food.

GUIDANCE COUNSELLING

1. Children at this school will receive good guidance and counseling through staff, RTLB and any other people deemed necessary.
2. Parents / caregivers will be informed about their child's progress or lack of progress and concerns about their behaviour.

HEAD LICE

1. If a teacher suspects that a child has Head Lice or Head Lice eggs they need to contact the children's parents. Public Health Nurse may be contacted to visit the family to give advice.
2. Routine notification of head lice within the school will be placed on the next newsletter.

HEALTH & SAFETY OF EMPLOYEES AND NON-EMPLOYEES:

Refer health and Safety Plan for greater detail.

1. The minimal physical standards of school facilities as detailed in "The Code" must be complied with by Boards as employers.
2. Mandatory requirements are imposed on Boards by the Act and are administered by Work Safe.
- 2a. Identify all actual and potential hazards in the school and take all practicable steps to ensure -
 - (i) all employees and other persons in the school are safe while there
 - (ii) all hazards are identified
 - (iii) where hazards are identified significant steps are taken to eliminate, isolate, and minimize.
 - (iv) an annual review of the school to identify all of the hazards - BOT and a staff safety representative. These to be logged and kept in the *Hazard and Maintenance Reporting book* in the staffroom.
 - (v) Any hazards identified on a day to day basis will be logged in the *Hazard and Maintenance Reporting book* (staffroom).

- 2b. Provide information, training and supervision to employees about -
- (i) hazards (whether significant or not) which have been identified
 - (ii) where safety clothing and equipment is kept
 - (iii) emergency procedures
 - (iv) provide information that enables employees to understand and deal with hazards appropriately.
 - (v) All new staff and visitors must read the induction book and accompanying Health & Safety Policy on arrival at the office.
- 2c. Ensure that non employees (children)
- (i) do not harm other persons
 - (ii) as occupier of the school, that people in the school and in the vicinity of the school are not harmed by any hazards arising in the school.
- 2d. Ensure that employees take all practical steps to ensure their own safety and that no action or inaction on their part causes harm to any other person.
- 2e. **Keep a register of Accidents** which either harmed or might have harmed any employee. Notification of any serious harm or an accident, is required as soon as possible to the Occupational Safety and Health Division – Work Safe and a written report submitted within 7 days of the event.
- 2f. Ensure that where a person is seriously harmed at the workplace that no one removes or disturbs any wreckage, article, or thing related to the incident unless it is necessary to
- (i) save the life of, prevent harm to, or relieve the suffering of any person or
 - (ii) prevent serious accident or serious loss of property
 - (iii) a Worksafe Inspector or a member of the police must give permission before the accident scene may be disturbed.
- 2g. Ensure that at any time a WorkSafe inspector may gain entry to the workplace for the purpose of any inspection, examination, or other enquiry by an inspector.
- 2h. Be aware of the responsibilities in relation to Improvement, Prohibition and Suspension notice that may be issued by a WorkSafe inspector.
- 2i. The operation of machinery/tools will be used in an appropriate manner so as to ensure the safety of others. School mowing will be done when children are not around.

HEALTH & SAFETY - ON SITE TRADES PERSONS:

1. In accordance with The Health and Safety in Employment Act 2015, Toko School must ensure that any contractor carries out their duties in a safe manner.
2. Toko School will monitor the safety performance of all contractors working on our site and may at any time inspect the procedure and controls to ensure compliance with the Health and Safety control programme. Any variation to details submitted by contractors must be advised to us and receive our approval before work proceeds.

INJURY AND INCIDENT MANAGEMENT REPORTING:

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

- outline the principles of incident management
- standardise the incident management process

- ensure consistency in definitions
- outline roles and responsibilities for incident management

How do we manage incidents effectively?

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

Step 1: Identification

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

Step 2: Notification

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

Step 3: Assessment

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

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

Step 4: Investigation

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

All incidents, including notifiable events, should be investigated to identify the causes. Following the investigation, corrective actions to prevent similar incidents and injuries happening again are identified and implemented as soon as possible after the event. This policy is not a requirement under HSWA, however it is an example of good practice.

Step 5: Action

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

Step 6: Review

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

Roles and Responsibilities

Everyone has a part to play in managing incidents effectively.

PCBU - Person Conducting a Business or Undertaking

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

- making health and safety a key part of our role
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place

- training everyone about hazards and risks so everyone can work safely
- helping workers who were injured or ill return to work safely

Officers – (Principal and individual board members)

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

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

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

Members of the schools leadership team

- view all incident investigation forms submitted by workers as soon as practicable
- report notifiable incidents to WorkSafe NZ via the school's Principal
- investigate all incidents submitted by workers who report them, undertake actions in a timely manner, and document these
- consult with health and safety representatives, the affected worker, and others in the workplace during investigations and actions
- delegate actions to relevant workers, who may also need to review them • monitor and review the effectiveness of actions taken

Health & Safety Representative

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

First Aiders

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

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

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

INJURY AND INCIDENT REGISTER

This is kept in the sick bay cupboard.
It includes the following documents::

- Injury and Incident Procedure - Flow Chart.
- Injury or Incident Investigation Form .
- Injury and incidents will be reported at monthly BOT meetings.

ILLNESS:

1. Sick children will be sent to the office. An assessment will be made and a parent/caregiver will be contacted if necessary to collect their child.
2. If no one can be contacted the family doctor will be contacted if necessary.
3. Medication is not administered without referring to Health details on the school's Student Management System, Assembly.

LEAVING THE SCHOOL GROUNDS

1. The boundaries of the school are defined by the perimeter fence.
2. Children are not given permission to leave the school alone.
3. Local children going home for lunch or other reasons must have phoned or written permission from their parent/caregiver.

ONLINE PUBLICATION OF STUDENT LEARNING

The school uses a range of learning technologies to enhance student learning. These include electronic mail and Internet. The School maintains a web site, facebook page and class blogs with events, news and learning at Toko.

GUIDELINES:

The purpose of publishing/producing material online is to:

- Break down barriers between home and school
- Increase use of ICT at home and school
- Personalise learning in action
- Encourage students to be in charge of their learning.
- Promote and develop a range of learning partnerships
- Utilise technology to enhance learning.
- Enhance communication
- Encourage the student to be part of the school community
- Promote the school to the wider community.

The school will publish material on its own web site and NZ based web sites endorsed by the Ministry of Education.

The school may recommend that student work, or the whole school website, be available through Te Kete Ipurangi.

The school acknowledges that it cannot control access to the site.

The school will only identify students by year and Christian name. No surnames, address or phone numbers will be listed.

The school will not publish work or images of children **if asked not to by child/ parents or guardians.**

The school will remove any material about a child or by a child upon request by the legal guardian.

The school will not publish material online that may defame anyone, be objectionable from a human rights point of view, be obscene, or infringe the copyright of third parties. The web site will be as error free as possible.

The school website and facebook will have a web master that is responsible for content and publishing. At this time it is the Principal and e/Learning Leader.

Individual classroom 'websites', eg flickr accounts , blogs, and wiki's, podcasts will be the responsibility of individual classroom teachers to monitor, control content and administer. Teachers need to take this responsibility seriously and appropriate the time to ensure that the 'websites' fit into broader school beliefs i.e. Toko School Learning Stars.

Revised: May 2019

PARENT HELPERS CODE OF CONDUCT

Parents will be expected to read and abide by the following when assisting at school/or events

As a parent helper at Toko School I understand:

- I am at Toko School at the discretion of the school.
- Some pupils have problems or situations that teachers are unable to discuss due to issues of privacy.
- What I see and hear while at school or on school related activities remains private and is not discussed outside of school because I will be unaware of 'what has happened before or what is happening after'.
- Criticism of teachers, programmes and individual children can only cause friction/upsets. ***Any concerns I have in these areas will be discussed with the Principal.***
- The teacher is responsible for the control and overall well-being of the children. I am working under his/her guidance. If I have any difficulty with children, I am to see the classroom teacher.
- By offering my help I am agreeing to assist the teacher with the whole class or specified groups or individuals.
- I acknowledge that sometimes my tasks may be varied and that I may be working on tasks associated with the resource management of the school.
- I will not compare children or teachers. Each child and teacher is an individual with their own needs, abilities and rates of learning / teaching styles.
- **I understand that CONFIDENTIALITY IS EXPECTED AND IS ESSENTIAL.**

I agree to maintain the above requirements and guidelines.

I understand that if there is a breach of any issue of **confidentiality** then my position as parent helper may be reviewed and terminated.

Signed: _____

Date: _____

For Toko School: _____

PERSONAL SAFETY OF STAFF

1. Staff members are encouraged to not work alone at school after the hours of darkness. The building should be kept locked when staff are working beyond normal operating hours
2. If staff are working at school over the weekend or over school holidays they must let someone know they are at school and when they are likely to return home. They should lock themselves inside the school.
3. Staff are advised to avoid interviews where no other staff are present in the school.
4. Staff are asked to avoid any situation where they act in isolation.
5. Staff must use step ladders provided.
6. Staff must use the trolley provided to move heavy items or ask for assistance when lifting heavy objects.

POISONS/SPRAYS

1. Poisons and sprays are only stored in the garage shed and are to be used in accordance with the manufacturer's instructions. Only the Principal or delegated staff member may open the poisons cupboard.

POWER OUTAGE

If the power stops or intermittent the school will have no water supply. The water supply is generated by power. The following needs to occur:

1. Ring the Power Supply Company
2. Contact the BOT - Property Rep
3. Access a generator to keep the water supply and follow guidelines saved in the BOT Property folder to set up the generator.

PUBLIC HEALTH NURSE

1. The Public Health Nurse visits the school regularly
2. Teachers with any concerns will notify the principal. The Nurse will be informed of these on arrival and can follow up any concerns.

RUBBISH DISPOSAL

1. The school has various bins and plastic containers for paper, plastic and food.
2. Children are encouraged to put the correct rubbish in the correct plastic container
3. Each class is responsible for their own daily recycling of rubbish

4. Year 7 & 8 duties include disposing properly of school rubbish from classrooms.
5. The landfill bins are emptied as needed by contractor.

SCHOOL RULES - currently under review.

Refer to Helping hands and Respect/Responsibilities Posters. These should be on display in all classrooms.

STUDENTS RESPONSIBILITIES:

- You have a responsibility to allow others to work without being bothered.
- You have a responsibility to complete your classroom work.
- You have a responsibility to help make school a good place to be.
- You have a responsibility to take care of property.
- You have a responsibility to come to school.
- You have a responsibility to obey school rules.
- You have a responsibility to take school messages home.
- You have a responsibility to practice good personal cleanliness.

CLASSROOM MANAGEMENT PLAN:

- Classroom rules must be phrased to suit class level.
- These rules are formulated around the student's responsibilities.
- Students must be involved in the creation of rules.
- Teachers must then teach the rules to students.

SEXUAL, RACISM & HARASSMENT

Procedures for adults:

- When a staff member has a complaint against another staff member, Board member or parent they should:
- a. Tell the person that it is not acceptable behaviour and that it should stop (verbal) with the support of another staff member if necessary.
 - b. Seek assurances that the behaviour will stop and an apology will be made. (Verbally).
 - c. If behaviour persists state further action intended (written) d and e below.
 - d. Complaint to be forwarded in writing, to Principal and / or Board.
 - e. After seeking support and guidance from NZEI or STA the Principal and / or Board will investigate the complaint thoroughly and mediate with both parties.
 - f. If the parties involved feel the matter can still not be resolved then direct NZEI or STA mediation will be called for.
 - g. The Principal should inform the school's insurance company. The insurance company needs to be kept updated regularly on any developments.
 - h. The staff member may be suspended on full pay once the investigation has begun. (Refer Contract)

The complainant should fully document all details and dates of incident, circumstances and procedures taken.

Procedures for Children:

When a child has a complaint against an adult or another child:

- a. The child should tell an adult, parent, teacher or Principal.
- b. The adult has the responsibility to report the information to the Principal.
- c. Further action should be carried out under the guidance of the senior staff.

Procedures against the Principal:

- a. The Board should use the references that follow in conjunction with assistance from the School Trustees Association. A Board may also need to seek legal assistance;
 - * Collective Employment Agreement
 - * Code of Physical Conduct - NZEI
 - * Health and Safety in Employment Act - Codes and Practice - STA

SUNSAFE

Children, staff and community will be encouraged to:

1. Wide brimmed hats are the expected headwear during term 1 and 4.. This includes bucket hats with a reasonable brim!
2. No hat, no play outside in the sun!
3. Parents are encouraged to send sunscreen to school with children.
4. Sunscreen is available from the staffroom for use by children.
5. Onus to wear sunscreen must be on the children.
6. Use shaded areas provided by the school.
6. Avoid sunbathing.
7. Assess the school grounds for shade areas.
8. Plant trees that provide shade.
9. Make sun safe practices a cross curriculum focus on a bi annual basis.
10. A “Toko School” bucket hat is available for purchase
11. During swimming times, children will be encouraged to wear either a rash vest/suit and or sunscreen.

VISITORS TO SCHOOL

1. All visitors to the school will report to the office on arrival and sign the visitors book.
2. The Principal is to be informed of all visitors/guests whom staff invite into the school. It is courtesy for such people to be introduced to the Principal on arrival.
3. Parents/caregivers wishing to observe programmes in action should arrange a suitable time with the class teacher, and the class teacher by courtesy then inform the principal.
4. Children should become familiar with matters relating to greeting guests and thanking them.
5. Trades persons onsite / visitors will be informed of any hazards to be avoided.