

OTAMATEA CHRISTIAN SCHOOL

POLICIES and PROCEDURES

POLICIES & PROCEDURES

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ACE Staff Training Register

Name	Last Training Date	Year Needing Renewal
Mark Bell	2 nd February, 2015	2020 Principal
Lynette Bell	27 st January, 2017	2022 Teacher
Carolyn Poyner	2 nd February, 2016	2020*
Vanessa McPhail	15 th March, 2010	2022 *Stroke
David Patterson	1 st November, 2012	2017 *Moved
Ngaire Patterson	1 st November, 2012	2017 *Moved
Julia Leaf	11 th August, 2014	2019
Noeline Cullen	11 th August, 2014	2019
Sam Daniero	11 th August, 2014	2019
Sharon Edwards	11th August, 2014	2019 *Working
Allen Caple	11 th August, 2014	2019 *Moved
Rosalie Baker	20 th May, 2016	2021 *Working
Tamara Rout	20th May, 2016	2021
James Rout	20th May, 2016	2021 *Workng
Samuel Cullen	20th May, 2016	2021 *Working
Natalie Cullen	20th May, 2016	2021 *
Greg Blythen	24 th February, 2012	2017 *Moved
Toni Bell	1 st December, 2012	2017 *Moved
Jessica Ziukavich	11 th August, 2014	2019 *Moved
Anna Blythen	21 st October, 2013	2018 *Moved
Kayley Polwart	5 th January 2017	2022
Paul Chambers	5 th January 2017	2022
Peter Cullen	5 th January 2017	2022
Trainer Training Level 1		
Lynette Bell	27 th January 2017	2022
Level 2 Training Facilitator		
Mark Bell	Principal appointed by SCEE	
*	Not available to School	
**	Training over due	

Training valid for 5 years

Revised 2/4/2018

SPECIAL CHARACTER

Special Character Agreement

The School has a Special Character Agreement with the Ministry of Education which it must adhere to.

Special Character Definition

Otamatea is a composite primary and secondary school established by the Maungaturoto Congregational Church as a ministry of the church for parents choosing a God-centred, Biblical world-view, Christian education for their children.

The Mission Statement for Otamatea Christian School is as follows:

To provide a Biblical Education for students that will equip them for life and eternity, the goal being the implementation of God's Kingdom, through Christian teachers who understand, teach and mentor from the Biblical Worldview, which recognises that God, and not man, is the focal point of all life and learning.

The Special Character of the School is determined by the Christian beliefs, values, and lifestyle of the Christian Church as determined by the Eldership of the Maungaturoto Congregational Church. The Special Character of the School is to be upheld in word and in practice by staff who are recognised by the Eldership of the Maungaturoto Congregational Church as qualified church ministry team members.

God is the Creator of heaven and earth, of all things visible and invisible, sustaining and ruling over creation including man and is the source of all wisdom and knowledge. Because of this, God the Father, Jesus His Son, and the Holy Spirit are relevant to every area of study and endeavour in the school.

The School reflects this by:

- a) Using the Bible as the basis for exploring God's world, and as a standard against which to compare and interpret all curriculum material.
- b) Teaching Christian values and behaviour through the process of acknowledgement of sin, repentance, and acceptance of Jesus' gift of grace.
- c) Using prayer as a key tool in learning and inviting the Holy Spirit into every learning situation.
- d) Encouraging each child to give their best because God creates and equips each person for their unique role in His service, and acknowledging achievement in accordance with the child's effort.
- e) Inextricably integrating knowledge of the world and Christian beliefs, through an integrated approach of an appropriate Christian curriculum and developed program plans.
- f) Acting as a continuum and extension of the teaching provided in Christian homes.
- g) Providing an environment where children, parents, and teachers can experience Godly relationships by showing the character of Christ in love, discipline, respect, honour and trust, and witness an exemplary demonstration of Biblical truths in the lives of others.
- h) Employing staff who are role models for students, who promote values and standards based on Biblical principles.

Reviewed: April 2018

School Vision

Vision: “Tomorrow’s Community Leaders for Life”

The vision of our school is based on the school motto: “Grace and Truth/Wisdom and Faith.” We wish to deliver a Christian Education to our students that equip them spiritually and academically to impact positively, lead, and shine the light of Christ on the lives of each other, local community and beyond.

School Mission Statement

Otamatea Christian School has a threefold mission:

To affirm basic Christian values by training students in the way they should go

To equip students to lead others

To provide a quality academic education

How we do this:

By providing an education that fosters spiritual and academic growth as well as releasing the talents of each student for God’s service.

By providing support to Christian families in the education and training of their children, in the ways of the Lord.

By providing an education that develops responsible, mature and balanced young people with a view of life fashioned and unified by GOD’S WORD.

By promoting and teaching the lordship of JESUS CHRIST, the fullness of the HOLY SPIRIT and the ultimate authority of GOD’S WORD in all aspects of the school.

Our Values

SPIRITUALLY We strive for: Grace & Truth Wisdom & Faith Honouring & Serving Integrity & Stewardship

ACADEMICALLY We are: Teachable Creative & Innovative Engaged & Motivated Diligent & Responsible

SUITABLE EQUIPMENT

What does the Otamatea Christian School Board of Governors consider to be “suitable equipment”?

1. The Board of Governors has an ongoing commitment to providing (as finance permits), the equipment necessary for each component of the programme.
2. Because the A.C.E. School of Tomorrow Curriculum is a self-contained programme, very little additional equipment is required other than the student offices, scoring tables and test key cabinets. The A.C.E. curriculum is purchased from Australia and on-sold to the students as part of their fees.
3. The afternoon programmes including Arts, Technology, P.E. and Health require materials, which will be purchased as required by teaching staff. This includes equipment for P.E., Music, Arts Technology and Computers.
4. The main building contains a permanent Library for the senior students and Christian Community. The junior library is in the junior afternoon class. The Board of Governors will continue to fund the purchase of new books each year when suitable books are available. We will continue to accept books regularly donated by families and friends of the school.

Reviewed: April 2018

SUITABLE PREMISES

What does the Otamatea Christian School Board of Governors consider to be “suitable premises”?

The Board is committed to “provide the environment, facilities and resources conducive to achieving the prime educational and character training goals.”

The attached school map/plans show the buildings and facilities available at our school.

There are two main buildings used for teaching purposes. The main building is located at the front of the school. All A.C.E classes are run in the main building to allow team teaching to take place.

The original building, which is located behind the main building has two classrooms and a Multi-purpose room. The Afternoon Program is taught in the original building and encompasses the teaching of the Arts, Health, Technology, Science and some Music as well as providing areas, and is available for senior students to work on Convention entries. The first classroom accommodates the Primary School. The second classroom accommodates the senior school.

Reviewed 21/12/12,

Reviewed April 2018.

SUITABLE STAFFING

What does the Otamatea Christian School Board of Governors consider to be “suitable staffing?”

1. The Board of Governors are committed to employing the staff they feel are best suited to fulfilling the aims and objectives as set out in the School Prospectus.
2. Given that the Otamatea Christian School is a Christian School, staff must have a personal relationship with Jesus.
3. Staff must both agree with (and accept) the statement of faith, or present modified statement that is acceptable to the Board.
4. Working in the Otamatea Christian School is seen as a ministry, not simply as a place of employment.
 - a) After ones spouse and children, the ministry takes priority.
 - b) Other church/community employment involvements need to be sincerely placed “on the altar” (i.e. take second priority).
5. A teacher’s personal life ought to show signs of a mature and well-reasoned Biblical understanding. If one’s own life does not show sound evidence of being in the process of “being transformed by the renewing of the mind”, how can a person impart a sound Biblical model to the students or be expected to move out further to reinterpret other, more refined areas of life”.

Implications:

This will determine the nature of questions asked at the initial interview. **NB:** This **does not require** that an applicant necessarily meets a preordained set of fixed standards or expectations, or that an applicant is excluded from a position simply because of a view possibly different from other Board Members, but it does require that the applicant show evidence of having thought about and having a commitment toward growth in a Biblical Worldview and toward an exemplary lifestyle.

6. Academic and experiential background will be considered by the Board as factors in determining an applicant’s suitability for a particular position. However, these factors are not necessarily seen as the priority factors - rather, they must complement the applicant’s character attributes.
7. The Board will obey current legislation regarding Teacher Registration. All staff will be in possession of a current Certificate of Registration, a Practising Certificate, a Provisional Certificate of Registration, or a Limited Authority to Teach.
8. All staff should be willing to participate in Staff training and development programmes related to both A.C.E Curriculum and New Zealand Curriculum as appropriate.

Reviewed March 2018

Otamatea Christian School

Discipline Contract

This school is designed to stimulate and encourage your child to accept the responsibility of personal self-discipline. The school offers a high quality of Christian training as an extension of the Christian home and Church, but it is not designed to be a correctional institution for children with emotional, behavioural or learning difficulties beyond those usually encountered in an average school child.

Your child will be admitted to the school not on the basis of race, creed or academic ability but on:

1. The discretion of the School Board, and our ability to meet the child's needs.
2. Your active support of the school's aim's, vision, policies and standards.
3. Your child's readiness to adjust to follow the school rules.

Discipline is something done for the child rather than to him/her. The discipline of the school will be fair but strict, and it involves:

Incentives

- Loving personal encouragement
- Open acknowledgements of achievement
- Extra activities of student's choice
- Special outings
- Reward systems

Restraints

- Demerits
- Detentions
- Parental Involvement
- Stand Down for a period
- Exclusion from school

If your child's attitude or behaviour is not in accord with the school policies or principles he/she will be placed on probation, which automatically requires the calling in of the parents, or parent for a conference. If the situation does not change within two weeks, it will be revised and you could be asked to withdraw your child.

If you do not withdraw your child they may be suspended from school permanently or with conditions. Suspensions must be reported to the Ministry of Education.

Reviewed 14/11/2016
Reviewed 30/04/2018

Parents' Responsibilities

Your attitude to the school staff and policies will be reflected in the attitude of your child. Reinforcement of the efforts of school staff is best achieved when you, as parents:

- Pray for the staff and school programme.
- Co-operate with the staff in matters of discipline.
- Address open criticism of school staff or policy by your child or others and do not openly criticise school staff or policy yourself.
- Address any issues, with school staff or policy, to the Parent representative on the Board of Governors.
- Make an appointment with staff to discuss any academic, social or family matters.
- Follow through with any work, assignments or slips to be signed.
- Ensure your child is punctual, and provide a written excuse for absences.
- Provide a written note with any special requests or excuses for breaches of school rules like incorrect uniform.
- See that your child wears the correct uniform to school.
- Pay School fees within one month, or talk to the board's parent rep as scholarships and special conditions may be available for hardship.
- Attend all school parent meetings.
- Train your child to respect the property of others.
- Lay a spiritual foundation through a Godly example.
- Endeavour to build a strong relationship with your child.

If your attitude or behaviour is not in accord with the school policies or principles you will receive a written letter from the Board of governors outlining your breach of responsibility and any action you need to take. If the situation continues, escalates, is regularly repeated or of a serious nature, you could be asked to withdraw your child from the school.

If you do not withdraw your child within one week their enrolment may be cancelled.

Declaration

I recognise my joint responsibility with the school in the training of my child and I agree to give the staff my full support. I accept the forms of discipline outlined in this policy.

Name of student

Names of parents or guardians

Signature of parents or guardians

Date

Dear _____

It has come to the Board of Trustees attention, that your parent responsibilities highlighted below, are not being met.

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- Attend all school parent meetings.
- Train your child to respect the property of others.
- Lay a spiritual foundation through a Godly example.
- Endeavour to build a strong relationship with your child.

Action required- Ect. Please send absence notes explaining your child's absence for x dates and for any absences in the future.

Otamatea Christian School Board of Trustees

Board Chairman, Paul Chambers.....

Principal, Mark Bell.....

Church representative, James Rout.....

Parent Representative, Kayley Polwart.....

Parent representative, Philip Leaf.....

Date _____

To _____

This letter is to advise you that _____ has been (suspended / stood down) from Otamatea Christian School from untilas he/she has been unable to follow the rules school.

(State reason here.) _____

Should you wish to apply to re-enrol your child in this school, conditions would apply to a successful application.

Chairman of the Board of Trustees

Paul Chambers.....

Principal

Mark Bell

Reviewed 14/11 2016

Reviewed 30/04/2018

OTAMATEA CHRISTIAN SCHOOL

Health and Safety Policy

RATIONALE

1. This policy has been produced in response to the Health and Safety in Employment Act. In its understanding the School Governors has nonetheless deemed it prudent to include in their policy, aspects relating to the safety of the school pupils.
2. Although the Otamatea Christian School operates as a ministry of the Maungaturoto Congregational Church, it has been assumed that the School is the Employer in terms of the Health and Safety Act, and this policy therefore includes coverage of contractors, sub contractors and suppliers, in addition to Employees. The coverage of contractors, subcontractors, suppliers and employees is however, limited to those who are at the school as a result of invitation or similar instrument by School Management.

1.0 POLICY

Otamatea Christian School's Health and Safety policy is:

- The school will be a healthy and safe place for employees, students and others.
- The school will ensure that there is provision, supervision and management of:
 - clean drinking water
 - eating facilities
 - suitable toilets
 - adequate First Aid
 - procedures for responding to emergencies
 - protective clothing and equipment
 - identification of hazards and procedures for managing these hazards
 - employee induction and training in matters relative to health and safety
- The school will ensure that its employees are aware of their responsibility to act within the Act.

2.0 SYSTEMS/PROCEDURES

2.1 Investigations, Recording, and Advising Accidents or Near Misses

2.1.1 When accidents or near misses (i.e. could have been harmful) occur, they will be recorded in the Accident Register by the duty staff and reported to the principal.

2.1.2 If the accident involved serious harm (see definition in Appendix A) then the following personnel will be notified as soon as possible after the event.

- Chairperson of the School Board.
- O.S.H. Service or Department of Labour
- If required by O.S.H. formal notice of the circumstances surrounding the serious harm will be forwarded by the chairperson.

2.1.3 All accidents and near misses will be investigated by the Principal according to the checklist (Appendix B).

2.1.4 The Principal will in at least six-monthly intervals, table the accident register at a meeting of the School Governors for review. The School Governors shall verify by minute that, as far as it is certain, all accidents and occupational related ill-health are:

- being recorded
- being investigated; and
- reported to OSH as required

2.1.5 The School Governors will on a six monthly basis, analyse the information produced by the accident register and minute action required.

2.2 Safety Problem Identification and Correction

2.2.1 The School Health and Safety Team/Officer will initially meet to identify existing hazards using Workplace Inspections Checklist and Report (Appendix C), and to propose appropriate controls, correction and training to the School Governors for approval.

2.2.2 All hazards identified will be assessed by the Safety Team/Officer to determine whether or not they present a significant hazard. Where a hazard is identified as significant, appropriate controls shall be formulated by the Safety team to eliminate, isolate or minimise it.

2.2.3 Upon implementation of appropriate controls, corrections or training, inspections of the school shall be carried out by the Safety Team/Officer. These inspections will include:

- checking that existing procedures are being followed;
- identification of new hazards; and
- Checking that the required training has been carried out and that it has been effective.

2.2.4 When the inspection indicates a need, existing procedure shall be reviewed and appropriate controls, correction and training for the newly identified hazards will be recommended to the Committee for formal approval.

3.0 EMERGENCY PLANS

3.1.0 Civil Defence Emergency Plan

The Health and Safety Team is responsible for a Civil Defence Emergency Plan for the school.

To include:

- i) Emergency Drills and regular practices.
- ii) Evacuation routes.
- iii) Emergency instructions displayed in prominent places in each building
- iv) Assembly areas and systems for accounting for evacuees. (Supervisor responsibilities).
- v) First Aid facilities kept at school
- vi) Emergency communications
- vii) Procedures review frequency

(i) Emergency Drills and Practices

The Principal will ensure that emergency drills are conducted each term and minuted at the following School Board meeting.

(ii) Evacuation Routes

Learning Centres – Students are to leave as directed by Supervisor according to location or centre of emergency. Students are to proceed to assembly area on tennis court, keeping away from building as much as practicable.

(iii) Emergency Instruction

Located in:

- each main classroom near exit doors
- office
- supervisors work plan

Alarm:

- continuous siren signals Fire emergency
- Supervisor gives instruction to clear Learning Centre and proceed to assembly area, Tennis courts.
- Continuous short bell ring signals Lock down emergency
- Supervisor gives instruction to clear Learning Centre and proceed to assembly area, Girls Changing rooms.
- Verbal alarm Earth Quake
- Supervisor gives instruction to take cover under desks or move away from building if outside.

(iv) Assembly Area and Supervisor Responsibilities

- **Fire Emergency** - All students to assemble on tennis courts in class groups.
- Senior Supervisor to check Learning Centres including all side rooms.
- Junior Supervisor to check roll on tennis court.
- **Lockdown Emergency** - All students to assemble in the Girls Changing rooms.
- Senior Supervisor to check Learning Centres including all side rooms.
- Junior Supervisor to check roll in changing rooms and make contact with emergency services.
- **Earth Quake Emergency** -
- Supervisor gives verbal instruction to take cover under desks or move away from building if outside. On all clear evacuate Buildings as for fire emergency. Call emergency services if required.
- Senior Supervisor to check roll after all clear.

(v) First Aid Facilities

School First Aid Officer (delegated person who has done first aid course) to maintain comprehensive First Aid Kit in student foyer area to provide a first response to any emergency situation.

(vi) Emergency Communications (Appendix D)

3.3 Fire Emergencies

3.3.1 The fire emergency plan for the school will include:

- a) A Fire Evacuation System that ensure the safe evacuation of all those at school in the event of a fire. All clear and re-entry procedure.
- b) Notification of the Fire Brigade.
- c) Fire equipment and maintenance.
- d) Location of procedures.
- e) Staff training and drills.
- f) Procedure review frequency

(i) Evacuation Procedures

- Alarm – Continuous siren
- All to leave by nearest exit door or as directed by Supervisor.
- Senior Supervisor to check Learning Centres and all side rooms
- “All clear” given by Principal to re-enter buildings.

(ii) Notification of Fire Brigade

The Principal is to contact the Fire Brigade in the event of a fire and fulfil responsibility to check that all classrooms are vacated.

(iii) Fire Equipment

Fire extinguishers installed in the following areas:

- Technology/Art room by exit door.
- Main Learning Centre by fire alarm switch.

Fire hoses:

- Main block by car park.
- Outside Tech/Art room.

Regular maintenance checks are to be carried out by Fire Safety Officer on an annual basis and stamped on extinguisher.

(iv) Location of Procedures

- Each main classroom near exit doors.
- Office.
- Supervisors work plans.

Earth quake and Lock down procedures

(v) Staff Training and Drills

- Revision of procedures is given to all staff and monitors at the first staff meeting each year.
- Emergency Drills are to be carried out each month and recorded in the School Board minutes.

(vi) Procedure Review Frequency

A review is to be carried out by School Board annually.

4.0 MATERIAL SAFETY DATA SHEETS

4.1 Material Safety Data Sheet shall be obtained for all hazardous substances purchased by the school.

4.2 Material Safety Data Sheets shall be summarised and recorded in the hazardous chemicals file located with the school policies.

4.3 The Principal shall ensure that all staff know where the material safety data sheets are kept and that staff are knowledgeable on the contents of these.

4.4 Staff shall ensure that they have read and understood the relevant Material Safety Data Sheets before using hazardous materials.

5.0 CONTRACTORS, SUBCONTRACTORS AND SUPPLIERS

5.1 The Principal shall ensure that all Contractors, Subcontractors, and suppliers are advised of all hazards relevant to their reason for being at the school. Where this relates to hazardous materials, all Contractors, Subcontractors, and suppliers and their employees shall be made aware of the contents of the respective Safety Data Sheets.

6.0 EMPLOYEES RESPONSIBILITIES

6.1 All employees shall keep themselves informed on all rules and procedure relating to health and safety in respect of the school.

6.2 Employees shall advise the Principal of any hazards immediately they encounter or foresee these. In hazardous or dangerous situations, employees shall take such reasonable precautionary measure to ensure the pupils and others at the school (such as parents, contractors, subcontractors and suppliers) are kept safe from the hazard.

Reviewed: Nov. 2000

Reviewed: 12/5/03

Reviewed 8/5/06

Reviewed 6/4/09

Reviewed 5/3/12

Reviewed 9/4/18

Appendix A

Definition of Serious Harm

1. Any of the following conditions that amount to or result in permanent loss of bodily function, or temporary severe loss of bodily function:
 - Respiratory disease
 - Noise-induced hearing loss
 - Neurological disease
 - Cancer
 - Dermatological disease
 - Communicable disease
 - Musculoskeletal disease
 - Illness caused by exposure to infected material
 - Decompression sickness
 - Poisoning
 - Vision impairment
 - Chemical or hot metal burn of eye
 - Penetration wound of eye
 - Bone fracture
 - Laceration
 - Crushing
2. Amputation of body part.
3. Burns requiring referral to specialist out patient clinic.
4. Loss of consciousness from lack of oxygen.
5. Loss of consciousness, or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion of any substance.
6. Any harm that causes the person harmed to be hospitalised for a period of 48 hours or more commencing within seven days of the occurrence of the harmful incident.

Reviewed 12/5/03, Reviewed 8/5/06, Reviewed 9/4/18

Appendix B

Investigating accidents

Investigations will include the following:

- Note the particulars regarding date and time of occurrence, people involved, (including occupation and experience) material and equipment involved, location, type of and severity of injury.
- Describe how serious the injury could have been and the likelihood of the accident happening again.
- Describe how the accident occurred – including a brief account of what happened and emergency actions taken. Include also the key facts relating to people, equipment, materials and environmental factors.
- Include any statements from witnesses to make sure all relevant information is collected.
- Establish the underlying causes and decide whether or not the occurrence was caused by, or arose from a significant hazard.
- Review to ensure actions have been completed, and that they are effective.

Appendix C

Trial Evacuation Report Checklist.

Please see PDF form [here](#) (hard copy attached at the end)

Appendix D

Emergency Communication

STANDARD ACTION

1. **Sound Alarm.**
2. **Alert authorities – Fire, Police or Ambulance. “Dial 111”.**
3. **Evacuate to safe area designated.**
4. **Call roll to ensure all are safe and accounted for.**
5. **Refer to specific threat section.**

Vulnerable Children Policy

All staff members (including contractors and volunteers) and Board members are expected to be familiar with this policy, its associated procedures and protocols and abide by them. The board of governors has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to 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.

In line with section 15 of the Children, Young Person, and their families Act, any person in our school who believes that any child or young person has been, or is likely to be, harmed (whether physically or 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:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
2. Comply with relevant legislative requirements and responsibilities.
3. Make this policy available on request.
4. Ensure that every contract, or funding arrangement, that the school enters into, requires the adoption of child protection policies where required.
5. Ensure the interests and protection of the child, are paramount in all circumstances.
6. Recognise the rights of family/whanau to participate in the decision-making about their children.
7. 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.
8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented.
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
10. 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.
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise.
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy.
13. Ensure that this policy forms part of the initial staff induction programme for each staff member.

Policy reviewed 17/10/2016

Review Schedule: Within 3 years.

Otamatea Christian School

Vulnerable Child Procedures

Scope of the VCA

Safety checks for staff, contractors and volunteers working for Otamatea Christian under the Education act 1989 and the VCA.

The VCA describes a child care worker as a person who works in, or provides, a regular service, and the person work:

May or does involve regular or overnight contact with a child or children (other than with children who are co-workers);
and

Take place without a parent or guardian of the child, or of each child, being present.

Child care workers are classified as Core Workers or Non- Core Workers

Core Workers

A core worker is a children's worker whose work in a regulated service means they are either the only person present or they have primary responsibility or authority over the child or children present.

Non- Core Worker

Non-core workers are not core workers and have regular, but limited, child contact and are never alone with children.

Note: Child Workers must be paid or be doing an educational or vocational training course. Unpaid volunteers are not child workers and do not need safety checks.

Note: Responsibility for safety checking employees and contractors always rests with the employer or contracting organisation

Who to Check

The Vac requires safety checks must be done on all staff employed or engaged in the school whose work involves regular or overnight contact with children.

The VAC does not require safety checks for volunteers, unpaid workers or people working in the school who are paid directly by parents (singing teachers). As best practice, Otamatea Christian School will work towards safety checking all volunteers, including readers, monitors, helpers and people paid directly by parents.

Core workers, non-core workers and volunteers previously safety checked within three years under VAC standards do not need to be rechecked if re-employed or engaged unless there is reason to suspect they may fail a safety check.

Note: Parents or other adults volunteering who go on school camps do not need to be safety checked under the VCA or Police vetted under the Education Act.

Checks Required

1. The education act requires police vet of non- teaching and unregistered staff as well as contractors.
2. The Vac requires oral or written conformation on the safety checking status of children's workers who are hosted in our school (Health Nurse ect) from their organisations.
3. The vac requires Otamatea Christian School to provide conformation of the safety checking status of our own staff working in other environments (such as a child team).
4. Teachers police vetting is undertaken by the Education Council as part of the teacher's registration and practicing certificate process and can be relied on as a component of the safety check if the child workers registration is checked and found to be current.

Relying on checks by other agencies

We consent to other agencies doing safety checks on our behalf by completing a memorandum of understanding or a letter of intent confirming that a safety check has been carried out to the standard of the VCA e.g. with students on practicums or reliever teacher agencies. We must carry out our own identity check and risk assessment.

Short Term Emergencies

If an emergency or unexpected situation occurs that increases risks to children. Children's workers may be engaged without completing all of the components of a safety check for up to 5 days to reduce the risk to children, if they have a current police vet (a requirement of the education act 1989)

1. Identity Confirmation

One primary form of Identification

- NZ or overseas passport
- NZ full birth certificate issued on or after 1 Jan 1998 with a unique ID number.

Second form of official ID

- NZ driver's licence
- Community services card
- IRD Number
- RealMe electronic ID
- One form of ID of identification must include a photo
- If the name of the person differs from the name on the documentation (eg Marriage or deed poll), they will have to produce supporting documents that show evidence of the name change.

2. Interview

All applicants must be interviewed face to face, by skype or equivalent.

Example interview questions

Questions that provide information about the children's worker themselves

Whether complaints have ever been made about their professional practice and how they have responded to them.

Whether they have ever been convicted of an offence.

Whether they have ever been the subject of a complaints procedure during their employment.

Reasons for leaving previous jobs.

Questions that explore the children's worker's attitudes

Whether there has ever been a time when they have had to deal with the following situations, including the process and outcome. If that situation has not arisen, what they would do if:

a child or young person disclosed abuse

a child or young person was cheeky

a child or young person hit them

they discovered two children fighting or engaged in sexual play or who had stolen property

a child or young person invited them to become involved in intimate or touching behaviour

a child or young person threatened to make a false allegation of abuse about them.

Questions that indicate the children's worker's views on child safe practice

How they believe children should be disciplined.

Their thoughts on being alone on the job with children and young people.

The chances of an abuse allegation being made about them, if they were accepted for the job.

Questions that describe the children's worker's experiences and relationships in working with children

What rewarding experiences they have had working with children.

What they think constitutes professional practice when working with children.

Other relationships they have with children outside the working or volunteer environment.

The reason they think they get along with children or children like them.

The kind of relationships they hope to develop with the children and families in this organisation.

Interview questions page 31 of the Ministry of Education Handbook, Vulnerable Children's Act 2014, which is kept on the Principals book shelf, or <http://www.education.govt.nz/assets/Uploads/VCAPracticalGuide.pdf>

3. Work History

Chronological summary of the applicants work history for the last 5 years and the position held (such as a CV).

4. Referee checking

At least one referees but preferably three. They must not be related to the applicant or be part of their extended family.

Contact referees personally usually by phone. Where a referee is involved with a business or organisation it is safer to contact that person on a business phone number (rather than a cell phone) to confirm they work for that employer.

Referees should be able to answer questions about the applicants safety to work with children, in relation to the role the applicant held in their organisation. The referee should be the applicants most recent manager or a previous direct line manager.

Any allegations or disciplinary actions disclosed must be treated with caution and may not be able to be relied on due to lack of evidence and you should consider other sources of information with the safety of children your primary concern.

The applicant should be given an opportunity to provide an explanation to any allegations.

5. Relevant professional Organisations

Any relevant professional organisations the applicant belongs to.

Any licences relevant to activities the applicant may be involved in (drivers licence if they will be transporting).

Any registration authority that has issued a registration or practicing certificate (teachers registration).

Any other information the board considers relevant to the assessment of the applicant (verify qualifications).

6. Police vetting

The School board is required under the Education act to undertake police vet of all staff and contractor who work at the school.

Child care workers who have lived overseas should be asked to provide, in addition to a NZ police check, a police certificate from their country of citizen ship and from any country they have lived in for one or more years within the last ten years or evidence that they have tried to obtain one. Some countries do not provide certificates.

Australian Police Vetting can be carried out along with NZ police vetting at a small cost.

Whether a child care worker has a clear police record overseas or not, all evidence must be assessed as different countries consider different acts criminal and have different standards.

7. Risk assessment

You must consider all information gathered and be satisfied that the applicant would not pose a risk to the safety of children if employed or engaged.

If there are discrepancies or gaps in information more information can be sorted.

If the applicant is applying for a position as a core worker and has a conviction under schedule 2 of the Vca, you cannot employ them unless they have a core worker exemption.

The final decision about whether the applicant is safe to work with children is the sole responsibility of the Board, who should always work in the best interests of children.

Periodic Safety Checks on existing Staff

Periodic safety checks must be completed on anyone employed or engaged in the school, within three years of their last safety check.

Checks to be completed:

- Confirm whether the employee has changed their name since the last safety check.
- Complete a police check for any non- teaching employees.
- Obtain the name of any professional organisation, licencing authority or registration authority the employee currently belongs to and check they are currently registered (including the NZ education council to check for a current practicing certificate).

Risk assessment

the board must complete a risk assessment to ensure the employee does not pose a risk to the safety of children.

Keeping records and audit requirements

Keep accurate records of safety checks

When completed

Who completed the check (in house or another organisation).

Information collected.

Police vet will be destroyed immediately once recorded

Date of first vet, date of current vet, date for next vet, result of last vet satisfactory or unsatisfactory.

Risk assessment decision.

School obligations

Public records Act 2005 circular 2006/19

School record retention and disposal when retaining and disposing of employee records.

Privacy Act 1993

Obligation under the Privacy Act 2005 (Principal 9) when retaining or disposing of employment records.

See Privacy policy.

ERO Focus

Emotional safety, (including positive guidance and child protection).

Physical safety, (supervision; sleeping procedures; accidents; medication; hygiene; excursion policies and procedures).

Suitable staffing, (including qualification level; police vetting; teacher registration; ratios).

Evacuation procedures and practices for fire and earth quake.

Core Worker Restrictions and Exemptions

Core worker restrictions under the vulnerable children's act 2014 schedule 2 of the VCA

Workforce restriction and Core worker exemption

The Vac prohibits the employment of people with criminal convictions listed in Schedule 2 of the VCA which will show up on a police vet as core workers unless they have applied for and received a Core Worker Exemption from the ministry of social Development. It is still up to the employer to decide whether or not the Core worker Exemption holder is suitable for the role they are applying for.

Staff with Restriction convictions

If you believe a core worker has a conviction classed as a workforce restriction, the school Board must immediately suspend the worker from all duties that require or enable them to act as a core worker, and continue to pay the worker as though they have been suspended on the grounds of serious misconduct.

State the period of suspension, which must not be less than 5 working days, (but may be extended from time to time).

Tell the worker the reason and the grounds for the suspension.

Once the worker is suspended, the employer must not terminate the worker's employment or engagement until at least 5 working days from the start of the suspension (unless the workers employment or engagement is terminated sooner for reasons unrelated to the suspension).

At the end of the suspension the employer must terminate the worker's employment or engagement as a core worker if the employer believes on reasonable grounds that the restriction applies to that person.

Specified Core Worker Restrictions Offences Under the VCA

Specified offences can be found under The Vulnerable Children's Act 2014 5.6.3 Schedule 2 specified offences under the VAC. Page 38 of the Ministry of Education Handbook, Vulnerable Children's Act 2014, which is kept on the Principals book shelf.

Appendix 1

Safety checking of existing staff by the Board every three years.

1. Confirm identity
2. Check registrations with organisations and authorities (Practicing Certificate)
3. Police check (teacher with practicing cert have been checked).
4. Assess the risk and make a decision.
5. Keep records of the safety check and decision.

Appendix 2

Safety checking a new Employee by the Board before staff are hired.

1. Confirm identity
2. Do an interview. Ask specific questions to allow them to talk about their own attitudes, beliefs and behaviours.
3. Ask for a work history.
4. Check at least one referee. Must not be family member or from extended family.
5. Check registrations with organisations and authorities (Practicing Certificate)
6. Police check (teacher with practicing cert have been checked).
7. Assess the risk and make a decision.
8. Keep records of the safety check and decision.

Procedures Reviewed 17/10/2016

Review Schedule: Within 3 years

Otamatea Christian School Employment Safety Checking (Existing Staff)

Checks required for an existing children's worker.

The following checks must have been completed by the date specified in the legislation for all people who are already employed or engaged by a specified organisation. For existing core children's workers this is by 1 July 2018 and for non-core children's workers, 1 July 2019.

Name:

Item	Done
<p>Identity confirmation, either by:</p> <ol style="list-style-type: none"> 1. Use of an electronic identity credential (e.g., the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else. <p>OR</p> <ol style="list-style-type: none"> 2. Following the regulatory process to provide confidence that: <ul style="list-style-type: none"> - The identity exists (i.e. that it is not fictitious) by checking an original primary identity document. - The identity is a 'living' identity and the potential children's worker uses that identity in the community by checking an original secondary identity document. - The potential children's worker links to the identity either by checking an identity document that contains a photo, or by using an identity referee. - Searching personnel records to check that the identity has not been claimed by someone else. 	
<p>Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the potential children's worker is currently a member of the organisation, or currently licensed or registered by the authority.</p>	
<p>Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).</p>	
<p>Evaluation of the above information to assess the risk the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role.</p>	

Principal:

Date:

Board Chairman:

Comments:

Otamatea Christian School Employment Safety Checking (New)

Checks required for new children's workers.

The following checks must have been completed for all people a specified organisation is seeking to employ or engage as a children's worker (including as a contractor) from 1 July 2015 for core children's workforce roles, and from 1 July 2016 for non-core children's workforce roles.

Name:

Item	Done
<p>Identity confirmation, either by:</p> <p>1. Use of an electronic identity credential (e.g., the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else.</p> <p>OR</p> <p>2. Following the regulatory process to provide confidence that:</p> <ul style="list-style-type: none"> - The identity exists (i.e. that it is not fictitious) by checking an original primary identity document. - The identity is a 'living' identity and the potential children's worker uses that identity in the community by checking an original secondary identity document. - The potential children's worker links to the identity either by checking an identity document that contains a photo, or by using an identity referee. - Searching personnel records to check that the identity has not been claimed by someone else. 	
<p>An interview of the potential children's worker.</p> <p>The interview may be conducted via telephone or other communications technology.</p>	
<p>Obtaining and considering a work history, covering the preceding five years, provided by the potential children's worker.</p>	
<p>Obtaining and considering information from at least one referee, not related to the potential children's worker or part of their extended family.</p>	
<p>Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the potential children's worker is currently a member of the organisation, or currently licensed or registered by the authority.</p>	
<p>Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).</p>	
<p>Evaluation of the above information to assess the risk the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role.</p>	

Principal:

Date:

Comments:

Suitable Staff

Teaching and Non-Teaching Staff

Name	Maiden Name Doc Type / No.	Position Start date Finish date	Teachers Rego No.	Qualifications	Drivers licence	Birth Cert	Birth date	Checked by	Date Checked
Mr Mark Bell	N/A	Principal Senior student's morning teacher Junior student's afternoon teacher Boys Dean Position start: 2011	335672 02 Feb 2021	BSC Science Massey University. Diploma in adult Teaching Northland Polytech. Graduate Diploma teaching Victoria University. A.C.E Ed. Level 2 Trainers Cert. First Aid Cert.	No.BS100338		09/03/1969	Paul Chambers	30/04/18
Mrs Lynette Bell	Reily Marriage Cert No.	New entrant and international student teacher Senior student's afternoon teacher Head of international Students Girls Dean Position start:	206390 31 Jan 2019	B. Ed. Dip. Teaching TESOL Cert. A.C.E Ed. Level 1 Trainers Cert. First Aid Cert.	BG215560		02/01/1963	Paul Chambers	30/04/18
Mrs Kelly Richards	Rozendaal Marriage cert No. 2004002473	Junior school Morning Monitor (Teacher Aid) Reliver Position start: July 2017 Position End: March 2018	260755 09 Aug 2020		No.CA115442	N0.282 770	03/11/1981	Paul Chambers	30/04/18

Paid Relievers

Name	Maiden Name Doc Type / No.	Position Start date Finish date	Teachers Rego No.	Qualifications	Drivers licence	Birth Cert	Birth date	Checked by	Date Checked

Volunteer Support staff

Following information supplied voluntarily

Name	Maiden Name Doc Type / No.	Position Start date/ Finish date	Teachers Rego No.	Qualifications	Drivers licence	Birth Cert	Birth date	Checked by	Date Checked
Mrs Delwyn Chambers Reliever	Foote	Start approx. 2002							
Mrs Kayley Polwart	Moir	Start 2017			DB666200		14.03.83	Paul Chambers	30/04/2018
Mrs San-Michelle Daniero Orange (Sam Daneiro)		2014			BP047661		20/09/1966	Paul Chambers	30/04/2018

Physical Restraint Policy

Scope

The scope of this Policy relates to section 139D of the education Act 1989, Education (physical restraint) rules 2017, which came into effect on the 19th of May 2017.

Reference

Guidance for New Zealand Schools on Behaviour Management to Minimise Physical Restraint October 2016.

Link <http://www.education.govt.nz/assets/uploads/guidance-for-New-Zealand-School-on-Behaviour-Mgmt-to-Minimise-physical-....pdf>

Policy

1 Physical restraint

Physical restraint should always be the last resort, refer to the physical restraint procedures. Non-teaching staff must be given permission to use physical restraint, in writing by the board.

2 Correction

The Principal, staff and persons supervising or controlling students on behalf of the management of Otamatea Christian school will not use force by way of correction or punishment towards students enrolled or attending the school.

3 Seclusion

Seclusion for students is banned, refer to the physical Restraint Procedures.

Note: You may need to physically help students

Temporary physical contact, such as a hand on the arm, back or shoulders to remove a student from a situation to a safer place.

Younger children, especially in their first year of school, sometimes need additional help. For example, you may “shepherd” a group of younger children from one place to another. You may hold the hand of a young child who is happy to have their hand held for a short time. You may pick a child up to comfort briefly. This is also not restraint.

Use physical restraint only where there is “imminent danger of physical injury”

The student’s behaviour poses an imminent danger of physical injury to other students, staff, themselves or others.

A student is moving in with a weapon, or something that could be used as a weapon, and is clearly intent on using violence towards another person.

A student is physically attacking another person, or is about to.

A student is, for example, throwing furniture, computers, or breaking glass close to others who would be injured if hit.

Reviewed- April 2018

Physical Restraint Procedures

You may need to physically help students

Temporary physical contact, such as a hand on the arm, back or shoulders to remove a student from a situation to a safer place. Younger children, especially in their first year of school, sometimes need additional help. For example,

- You may “shepherd” a group of younger children from one place to another.
- You may hold the hand of a young child who is happy to have their hand held for a short time.
- You may pick a child up to comfort briefly. This is also not restraint.

Use physical restraint only where there is “imminent danger of physical injury”

The student’s behaviour poses an imminent danger of physical injury to other students, staff, themselves or others when:

- A student is moving in with a weapon, or something that could be used as a weapon, and is clearly intent on using violence towards another person.
- A student is physically attacking another person, or is about to.
- A student is, for example, throwing furniture, computers, or breaking glass close to others who would be injured if hit.
- A student is putting themselves in danger, for example running onto a road or trying to harm themselves. **De-escalation techniques. Safety first – create space and time.**

Remove the audience – ask other students to take their work and move away.

Give the student physical space.

Name the emotion in a calm even voice: “You look really angry”, “I can see that you are very frustrated”.

Wait.

Think ahead in case the situation escalates

If escalation occurs, move further away.

- Make sure you have an exit plan.
- Constantly reassess the situation.
- Send for help if necessary.
- Contact the police if required.
- Apply physical restraint only for the minimum time necessary and stop as soon as the danger has passed.

Good practice following an incident involving physical restraint

- Check the staff member and the student regularly to ensure they are not in shock. Support them as necessary.
- Ensure the parents or caregivers of the student are told as soon as possible after the incident, so they can monitor the student’s wellbeing at home.
- Reflect formally on why the incident occurred that resulted in the student being restrained.
- Consider what might have prevented it, and what might need to change to minimise the likelihood of it happening again.

Reporting the incident

- Tell the parents or caregivers the same day the incident occurred.
- Write up every incident of physical restraint in an incident report and reflect on it. See the templates at the end of this guide.
- Have the staff members involved in the physical restraint sign the report, as well as the Principal or Principal's delegate.
- Put the completed forms on the student's file, and make them available to the student's teacher and parents or caregivers.

Debriefing staff

- Hold a debriefing session with involved staff, the Principal or Principal's delegate, and another member of staff not involved in the physical restraint incident.
- Hold it within two days of the incident.
- In the debriefing, focus on the incident, the lead-up to it, the different interventions used that were unsuccessful in de-escalating the behaviour, and what could have been done differently.
- If Ministry or RTLB practitioners are part of the student's team, involve them in the debriefing process.
- If the police were involved in the incident, invite them to participate in the debriefing session.
- Write notes from the debrief along with next steps or actions.

Debriefing parents or caregivers

- Offer the parents or caregivers a separate debriefing as soon as practically possible, preferably within two days of the incident.
- At this meeting, give them the opportunity to discuss the incident. Invite them to become active partners in exploring alternatives to restraint.
- If appropriate, involve the student in this debriefing session.
- Write notes from the debriefing along with next steps or actions.

School policies on physical restraint

- Make policies available for all parents and caregivers.
- Provide a clear complaints process for the students, parents and caregivers.
- Review the policy as part of the school's annual review cycle.

What is seclusion?

Seclusion is when a student is involuntarily placed alone in a room, at any time or for any duration, from which they cannot freely exit. The door may be locked, blocked or held shut.

This may occur in any room that is lockable or, even if not locked, where a level of authority or coercion leads to a student believing that they must not or cannot exit the room in which they are confined. This practice is banned by law

Reporting templates for physical restraint

- Attach the debriefing forms and any other relevant form (e.g., Injury Form) to the Physical Restraint Incident Form.
- Place copies of these forms in the student's file. Make the copied forms available to the student's teacher/s and the student's parents or caregivers.
- Share data on physical restraint incidents with the Board of Trustees via the Principal's report. Only share this data in a session that excludes the public.

Board Authorisation to use Physical Restraint for Non-Teaching Employees All non-teaching staff must be given authority to use physical restraint from the board in writing. Letter template below.

Authorisation for non-teaching staff to use Physical Restraint

As a, non-teaching staff employee of Otamatea Christian School, the Board authorises (Name)_____ to use physical restraint where the staff member reasonably believes that the safety of the student or of any other person is at serious and imminent risk; and the restraint used is reasonable and proportionate in the circumstances. Whenever possible use non-restraint methods and escalation methods rather than restraint.

Date

Principal

Board Chairman

Incident of Physical Restraint Form

Information for the Ministry of Education and the Employer			
Completed by			
Date of Incident		Date of Report	
School name & number			
Student's National Student Number (no name)		Date of Birth	
Gender		Year Level	
Ethnicity			
First time the student has been physically restrained?	Yes / No (delete one)	The student was physically restrained more than once during the day?	Yes / No (delete one) If yes, how many times?
The student has an Individual Behaviour Plan?	Yes / No (delete one)	Physical restraint was a part of the plan?	Yes / No (delete one)
Were parents notified?	Yes / No (delete one)		
Was anyone injured?	Yes / No (delete one) If yes, describe		
Was the staff member who applied the restraint a teacher or authorised staff member?	Yes / No (delete one) If no, provide details		
Role of staff member who applied the restraint	Teacher / Other (delete one) If Other, describe role:		
Did the staff member who applied the restraint receive any training prior to the	Yes / No (delete one) If yes, what training?		

incident?	
Why was the use of physical restraint considered necessary?	
Serious and imminent risk to the safety of the student or any other person – describe	
Any other comments	

Required Action
<p>Complete the form above and email it to the Ministry of Education at mailto:physical.restraint@education.govt.nz Provide a copy to the employer (board of trustees, sponsor of a partnership school kura hourua, or manager of a private school)</p> <p>Note: The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.</p>

Attendance Policy

RATIONALE

The Education Act 1989 requires parents to enrol their children at school and to make sure they attend regularly. The School Board of Governors is also responsible for ensuring students enrolled in their school attend properly.

Schools can improve school attendance by dealing early with situations that may lead to truancy. One useful procedure is to ensure punctuality. Another is to require parents to provide proper explanations for absences.

The Otamatea Christian School staff will monitor attendance and absences and inform the School Board of Governors of truancy or unsatisfactory levels of attendance, so that follow up action can be carried out with their support.

PURPOSE

1. Instil in parents and students the importance of regular attendance, not only to comply with the Education Act 1989, but develop a lifelong habit which will continue into employment.
2. To clearly define justified absences and unjustified absences for parents.
3. Maintain regular checks of absences to monitor explanations.

POLICY

1. Parents of children attending Otamatea Christian School are to ensure that their child is punctual. Merits and demerits may be given each day for punctuality or tardiness respectively.
2. Parents are to inform the school of any student's absence by phone, between 8:00 and 8:30 am on the day of absence or by written explanation prior to absence or upon return to school, the actual reason for a child's absence. All written notes to be filed and phone calls recorded in the absence book. If a student is absent from roll call and the school has not been notified of the absence, the class teacher will phone the parents by 10:45 am for an explanation for the absence and the result of the call will be recorded in the absents book. This will conclude the school's duty of care.
3. Justified absences include the following:
sickness, dental, medical and counselling appointments, family bereavements, work experience, driver's license testing, educational activities that are approved by the principal, and ministry trips.
Unjustified absences include the following:
shopping, helping at home, family excursions.
4. The staff are to inform the Principal of any unjustified absences.
5. At the end of each term, the Principal will check the Attendance Record and file, to identify any pattern of unjustified absences, or lack of reported absences and report these to the next meeting of the Board of Governors.
6. The Principal and/or Chairman will call a meeting with any parent/parents the Board of Governors deems to be in breach of the attendance policy.

Reviewed 12/5/03 Reviewed 8/5/06 Reviewed 6/4/09 Reviewed 7/5/12 Reviewed 8/5/16 Reviewed 30/4/18

Hat Policy

1. Hats are a compulsory part of uniform for Terms 1 and 4.
2. Students not wearing hats need to remain in shaded areas.

Policy effective from March 27th 2000

Reviewed 12/5/03, Reviewed 6/4/2009, Reviewed 7/5/2012, Reviewed 8/5/2016, Reviewed 30/04/2018

Child Protection Policy

Section 1:

Introduction

Under the Provisions of Part 2 of the Vulnerable Children Act 2014, Otamatea Christian School is required to have a Child Protection Policy (CPP) to set out our commitment to building a culture of child protection and to provide information on how staff are expected to respond when they have concerns about the safety and well-being of children.

Purpose

Otamatea Christian School is committed to child protection and its responsibilities under the Vulnerable Children Act 2014.

We have a responsibility to ensure that our staff can identify the signs of possible abuse or neglect and are able to take appropriate action, in a safe environment.

Scope

The Otamatea Christian School Child Protection Policy applies to all **staff employed, contracted to, or people volunteering with**, Otamatea Christian School.

Responsibilities

The Board are responsible for ensuring their staff understand and adhere to this policy. They are expected to ensure that their staff have undertaken the appropriate training associated with this policy.

Section 2:

Principles of Child Protection

1. Making the safety and well-being of children our primary concern, with the child at the centre of all decision-making when responding to suspected abuse or neglect.
2. Promoting a culture where staff feel confident to constructively challenge poor practice and raise issues of concern.
3. Recognition of the culture of the family/whanau, its importance and the rights of family/whanau to participate in decision-making about their children unless this would result in an escalation of risk to the child.
4. All staff know and can report suspected child abuse and neglect to Child, Oranga Tamariki or the Police.

Our commitments are:

1. A commitment to work together to produce the best possible outcomes for the child and to work towards continuous improvement in child practices and all policies and initiatives are designed to promote (be inclusive of) a child protection culture.
2. A commitment to develop and maintain links with iwi, Pasifika and other cultural and community groups and to ensure that important cultural concepts (e.g. whakamanawa, whakapapa, te reo Maori, tikanga, kaitiakitanga, wairuatanga) are integrated, as appropriate, into practice.
3. A commitment to open and transparent relationships with clients/service users, including being willing to share concerns about child safety issues with the family/whanau unless this would result in an escalation of risk.
4. An organisational commitment to support all staff to work in accordance with the policy, to work with partner agencies and community organisation to ensure child protection policies are consistent and of high quality and to always comply with relevant legislative responsibilities.
5. A commitment to share information in a timely way and to discuss any concerns about the individual child with colleagues, the manager/supervisor or the designated person for child protection.
6. A commitment to meet all existing statutory and contractual obligations, including matters relating to employment.

For definitions, please refer to the Ministry of Education website, under “Child Protection Policy June 2016”

Procedures**Identifying and reporting child abuse and neglect****Potential indicators**

Indicators are signs or symptoms that, when found either on their own or in various combinations, point to possible abuse, family violence or neglect. In many cases, indicators are found in combinations or clusters.

Indicators do not necessarily prove or mean that a child has been harmed. They are clues that alert us that abuse may have occurred and that a child may require help or protection. Sometimes indicators can result from life events which do not involve abuse, e.g. accidental injury.

Reporting and responding to suspected abuse or neglect

If a staff member has a concern about a child’s safety or wellbeing they well, in all instances, report this to the Principal or Board Chairman. This will be done at the first possible opportunity to best ensure the safety of the child.

The severity of the suspected abuse or neglect is not up to the staff member or Principal to determine. The Principal has the ultimate responsibility to ensure appropriate authorities are notified.

In consultation with the Principal, staff should always respond if they suspect abuse or neglect of a child, regardless of who may be involved, as follows:

1. **Contact the Police** immediately if a child is in immediate danger. The primary response must be to ensure the safety of the child.
2. **Contact Oranga Tamariki** National Contact Centre to discuss appropriate steps where:
 - a. A child has disclosed abuse or neglect (see table below)
 - b. Abuse or neglect of a child has been disclosed by the person responsible
 - c. A staff member has observed abuse or neglect, or suspects abuse or neglect on the basis of their own observations.
 - d. A third party has told a staff member of known child abuse or neglect, or of their suspicions of possible child abuse or neglect.
3. **Contact local family/whanau social service providers** where the concern is more of a general, wellbeing related concern and not specifically about abuse or neglect.

Before contacting Oranga Tamariki in relation to 1. above, or other organisations relating to 2. Above:

All staff have a responsibility to discuss any child protection or wellbeing concerns with their Principal.

The Principal has a responsibility to ensure that the appropriate authority is notified when a staff member informs them that a child has been, or is likely to be, or is suspected of being, abused or neglected. This extends to ensuring that all known information about the child, young person, and their siblings and family/whanau, is shared in full with the appropriate response (see section below on confidentiality and information sharing).

Where **a third party** has advised of the abuse, that person should be encouraged to report the information to Oranga Tamariki. In the spirit of full ownership and collective responsibility for child protection, where a third party has been advised of the abuse, that person should be encouraged to report the information to Oranga Tamariki. The staff member should ensure that this is done by following up with Oranga Tamariki.

Listen to the Child	Disclosures by children are often subtle and need to be handled with care, including an awareness of the child's cultural identity and how that affects interpretation of their behaviour and language.
Reassure the child	Let the child know that they are not in trouble and have done the right thing. While reassuring the child it is important that you do not agree "not to tell anyone"
Ask open ended prompts, e.g. "What happened next?"	Do not interview the child (do not ask questions beyond open prompts for the child to continue).
If the child is visibly distressed	Provide appropriate reassurance and engage in appropriate activities under supervision until they are able to participate in ordinary activities.
If the child is not in immediate Danger	Re-involve the child in ordinary activities and explain what you are going to do next.
As soon as possible formally record the disclosure	Record: <ul style="list-style-type: none"> • Word for word, what the child said • The date, time and who was present.

Recording and notifying Oranga Tamariki of suspected child abuse or neglect:

What Process to follow	For example	Key considerations
Recording	<p>Formally record:</p> <ul style="list-style-type: none"> Anything said by the child The date, time, location and the names of any staff that may be relevant. The factual concerns or observations that have led to the suspicion of abuse or neglect (e.g. physical, behavioural or developmental concerns). The action taken by Otamatea Christian School Any other information that may be relevant 	Relevant information can inform any future actions.
Decision making	Discuss any concern with the manager/supervisor or the designated person for child protection.	No decisions should be made in isolation.
Notifying Authorities	<p>Notify Oranga Tamariki promptly if there is a belief that a child has been, or is likely to be abused or neglected. A ph call to the National Contact Centre is the preferred initial contact with Oranga Tamariki (below) as this enables both parties to discuss the nature of the concerns and appropriate response options.</p> <p>PH: 0508 Family (326 459)</p>	<p>Oranga Tamariki will:</p> <ul style="list-style-type: none"> Make the decision to inform the parents or caregivers, in consultation with our organisation. Advise what, if any, immediate action may be appropriate, including referring the concern to the Police.
Following the Advise of Oranga Tamariki	Oranga Tamariki advice will include what, if any, immediate action may be appropriate, including referring the concern to the Police.	Oranga Tamariki is responsible for looking into the situation to find out what may be happening, whether our organisation needs to work with the family/whanau or put them in touch with people in the community who can help.
Storing Relevant information	<p>Securely store:</p> <ul style="list-style-type: none"> The record of the concern. A record of any related discussions (including copies of correspondence, where appropriate). A record of any advice received. The action Otamatea Christian 	Records assist in identifying patterns.

School took, including any rationale.

- This concern with any earlier concerns. If the notification is based on an accumulation of concerns (rather than a specific incident).

Other policy statements

Confidentiality and information sharing

The Privacy Act 1993 and the Children, Young Persons, and Their Families Act 1989 (CYPF Act) allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated.

Generally, advice should be sought from Oranga Tamariki and/or Police before information about an allegation that may identify an individual is shared with anyone, other than the Principal.

Under sections 15 and 16 of the CYPF Act, any person who believes that a child has been, or is likely to be, harmed physically, emotionally or sexually, or ill-treated, abused, neglected or deprived may report the matter to Oranga Tamariki, or the Police and, **provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.**

Recruitment & Employment (safety checking)

Our recruitment policy reflects a commitment to child protection by including comprehensive screening procedures. Safety checks will be carried out, as required by the Vulnerable Children Act 2014.

Policy Review

Under the Vulnerable Children Act 2014 the Board is required to review the CPP every three years.

Last Reviewed: April 2018

Enrolment Policy

1. Initial contact is made and an appointment arranged with the secretary or principal to view the school.
2. Secretary or principal will give application pack which includes:
 - Prospectus and fees
 - Parent Information Document
 - Application form
 - Discipline agreement
 - Orientation Pace to be completed
3. An interview is arranged with the principal and a board member. The documents along with birth certificate and medical records are brought to the meeting.
4. The parents will be notified whether their child's application has been accepted or denied.
5. A date for the child to do diagnostic test is arranged within two weeks of the child starting school.
6. A trial period of three months is required. This trial period may be extended for three months if it is deemed necessary.
7. Students are accepted for admission into the school at the Board's discretion, on the basis of the schools ability to meet the child's needs, the parent's and student's agreement and support of the Christian objectives of the school, and their willingness to accept the discipline and standards imposed.

Reviewed 1 December 2011

Reviewed 13 June 2016

Reviewed 30 April 2018

Equal Employment Opportunities policy (EEO)

RATIONALE

The school has an obligation to act as a good employer and to support the development of an equal employment opportunities programme consistent with the special character of the school.

PURPOSE

The purpose of this Policy Statement is to ensure that all employees and applicants for employment are treated fairly according to their skills, qualifications, abilities, aptitudes and suitability for employment consistent with the special character of the school.

BROAD GUIDELINES

1. The appointment policy and procedures will ensure that there will be no discrimination in the area of recruiting and selection, or in promotion and career development, provided that all applicants are consistent with the special character of the school.
2. The school, as an employer, will ensure that all employees maintain proper standard of integrity, conduct and concern for the school community's interest.
3. The school will encourage staff in a positive and supportive way that leads to the development of the abilities of individual teachers.
4. The school will ensure that all of its relevant policies and procedures include EEO principles. In achieving this, the school will encourage all of its employees to participate in the development of all policies and procedures related to EEO.

Reviewed 12/5/03

Reviewed 8/5/06

Reviewed 6/4/09

Reviewed September 2012

Reviewed 5/12/2016

Reviewed 30/04/2018

Privacy Policy

Scope

Otamatea Christian School is committed to following the Privacy Act 1993 and using the Privacy principals:

- Only collect information that we need.
- Get the information from the individual concerned
- Tell the individual what you are doing
- Use lawful and reasonable methods to collect information.
- Store and transmit information securely
- Give people access to their information
- Deal with incorrect personal information correctly
- Check for accuracy before use
- Retain information for as long as is necessary
- Use personal information for its purpose
- Limits on disclosure of personal information
- Use of personal identification numbers

(Privacy Commissioner – Privacy in Schools- A guide to the Privacy Act for principals, teachers and boards of trustees, By Kathryn Dalziel)

<https://www.privacy.org.nz/news-and-publications/books-and-articles/privacy-in-schools-a-guide-to-the-privacy-act-for-principals-teachers-and-boards-of-trustees/>

Procedure

Privacy officer

The school must appoint a privacy officer which will be the school Principal (Mr Mark Bell) 2018

Requests for personal information

- Check the identity of the person requesting information
- Make a decision about access and give notification within 20 working days
- If there is a problem contact the NZSTA (New Zealand Schools Trustees Association) help desk or refer to (Privacy Commissioner – Privacy in Schools- A guide to the Privacy Act for principals, teachers and boards of trustees, By Kathryn Dalziel).

For all other matters relating to privacy refer to (Privacy Commissioner – Privacy in Schools- A guide to the Privacy Act for principals, teachers and boards of trustees, By Kathryn Dalziel).

Reviewed April 2018

For More information, refer to (Ministry of education – School Records Retention/ Disposal)

<https://www.education.govt.nz/assets/Documents/School/Running-a-school/2016-SchoolRecordsRetentionDisposalv2.pdf>

Stand Down and Suspension Policy and Procedure

Policy

If a student's behaviour or attitude is not in accord with the school policies or principles he/she may be placed on probation, which automatically requires the calling in of the parents, or parent for a conference with a board member or members and or the principal. The Parents or parent could be asked to withdraw their child for a period of time with or without conditions for returning to school. If the parents or parent do not withdraw their child they may be stood down from school for a period of time with or without conditions for returning to school. Conditions must be recorded. Stand downs must be reported to the Ministry of education on form PSS1. A second meeting must be scheduled for two weeks after the student returns to school to assess improvements and any further action.

Procedure

Write Incident report
Student notified of probation

Parent notified of probation and the need for a conference
Parent meeting to be at school's convenience.

1. Take minutes and record outcome and any conditions.

Stand downs

1. Letter to parent informing stand down.
2. Email ministry consultant with details jan.hoyle@education.govt.nz Ph 09 436 8900
3. Board report of action taken.

Second Parent Meeting

If the students behaviour or attitude does not improve satisfactorily within two weeks of the students return to school the situation will be revised. At the second parent meeting the parents or parent could be asked to withdraw their child from school permanently. If the parents or parent do not withdraw their child they may be suspended from school. Suspensions must be reported to the Ministry of education.

Parent conference

1. Take minutes and record the outcome.

Suspension

1. Letter to parent informing of suspension.
2. Contact ministry consultant with details jan.hoyle@education.govt.nz
3. Board report of action taken.

Forms

SDS1, SDS2 can be found in the file cabinet in the principal's office under, discipline.

Forms must be sent to the schools representative at the ministry of education. Phone 09 436 8900 and give MOE number

Guidelines concerning stand downs and suspensions for private schools

<https://www.education.govt.nz/school/managing-and-supporting-students/student-behaviour-help-and-guidance/stand-downs-suspensions-exclusions-and-expulsions-guidelines/appendices/appendix-5-stand-downs-and-suspensions-process-enrol/>

The principal of a private school must notify the Secretary for Education immediately in writing of the suspension or expulsion of any student.

1. The written notice must include:
 - i. the name and last known address of the student;
 - ii. the day/s on which the student was suspended and/or expelled;
 - iii. the length of the suspension (if applicable);
 - iv. the reasons for the student's suspension or expulsion.

For ease of reporting a standard form (SDS1)

If the student will not be returning to school in 20 days or is suspended the principal must notify the Secretary for Education immediately in writing using form SDS2.

Reviewed: 30/04/2018

EOTC Event Proposal (Appendix 1)

Not all sections will be relevant to every proposed EOTC activity

Activity Type Ai, Aii, Bi, Bii, Ci, Cii, Di, Dii Circle one

Class: _____

Teacher in Charge (TIC) _____

The TIC should complete this form at the outset of planning for the EOTC activity. The TIC should already have received approval in principle for the proposed activity.

When approval is given, one copy of this form should be retained by the approver and another by the TIC. The principal/board should be informed of any subsequent changes in planning, organisation and/or staffing.

1. Purpose of EOTC event

2. Specific learning outcomes and curriculum links

3. Site/s where event will take place

4. Dates and times

Date of Departure: _____ Date of return: _____

Time: _____ Time: _____

5. Transport arrangements: Include names of transport company, volunteer drivers and vehicle registration numbers.

6. Details of outside provider/s to be used in the EOTC activities (if any).

Company	_____	Company	_____
Address	_____	Address	_____
	_____		_____
	_____		_____
Phone	_____	Phone	_____
Manager	_____	Manager	_____

7. Proposed cost and financial arrangements.

8. Details of programmed activities.

9. Details of any hazardous activity and the associated planning, organisation and staffing (please attach RAMS or SAP or similar form/s).

10. Names, relevant experience, qualifications and specific responsibilities of staff accompanying the group.

11. Names, relevant experience, qualifications and specific responsibilities of other adults accompanying the party.

12. Name, address and telephone number of the school contact person who holds all information about the EOTC event in case of emergency.

Name _____

Address _____

Telephone _____

13. Existing knowledge of EOTC event site and whether a pre-visit is intended.

14. Size and composition of the group: (Attach 'Summary of Participant Information Form' once approved before leaving at office.)

Age range _____

Number of males _____ Number of females _____

Activity leader/participant ratio _____

15. Information on parental consent:

Consent may precede or follow approval. Please attach copy of information being sent to parents and the parental consent form.

16. Names and brief details of students with special educational or medical needs:

Teacher in charge full name: _____

Signed: _____ Date: _____

EOTC Event Approval (Appendix 2)

To be completed by the Board of Governors or delegate

STAGE 1: APPROVAL IN PRINCIPLE

To the teacher in charge:

☐ We are satisfied with the proposed planning, organisation and staffing of the EOTC event. We give approval to go ahead and plan the event.

- a. Please ensure that we have all relevant information including: a final list of students, staff and volunteers; details of parental consent; a detailed itinerary (including maps) at least seven days before the group is due to leave.
- b. Your report and evaluation of the EOTC event, including details of any incidents, should be with us as soon as possible but no later than 14 days after the group returns.

OR

We require the following information or specific changes before approval in principle can be given.

STAGE 2: FINAL APPROVAL

☐ We are satisfied with the planning for the EOTC event. We give approval for the event to go ahead.

Board of trustees or delegate's name: _____

Board of trustees or delegate's
position: _____

Signed: _____ Date: _____

The principal should inform the board of the decision

EOTC Event Inventory and Staff Competence Register Appendix 3

Month/ Date/s	Curriculum Area	EOTC Event	Competence Skills/Experience required	Staff member or outside provider with required competence	GAPS	PD required
					Staff	

EOTC Event Planning Checklist (Appendix 4)

Have you?	Yes	No	N/A
1. Followed the approval process if required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identified your specific objectives and noted the learning outcomes you expect and any pre-event teaching required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Established a budget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Had student costs approved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Arranged for permission to pre-visit the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Pre-visited the site and checked the facilities? Booked the venue if necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Collated a list of participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Worked out how many staff, parent helpers, or student leaders will be needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Met ratios set by the principal and these are consistent with best practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Found out what prior experience or knowledge the students will need to participate safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Arranged for and received written parental consent and health information from parents/caregivers and health information for volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Filed parental consent and health information forms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Arranged for children to bring appropriate clothing and/or equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Raised funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Identified the time required for travel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Identified the time required for activities, tasks and experiences in the programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Carried out risk identification and safety management procedures (eg SAP, RAMS)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make sure all activity leaders and assistants:			
1. Have been checked out and vetted if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are aware of their responsibilities and what is expected of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have a list of the student's names that they are directly responsible for and health information where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have a copy of the event programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 5. Are aware of the pick up, drop off points and times. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Have appropriate experience and skills for assigned tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Have ready access to a first aid kit (ideally, each activity group should have their own first aid kit). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Transport

Are drivers required?

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Do they comply with the school transport policy? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do they require a map or route to get to the destination? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is public transport being used? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Has it been booked and confirmed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Are drivers aware of pick up and drop off points? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you need to allow for transportation problems? eg. Dense traffic, winter and road conditions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Equipment

Have you:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Analysed students' medical information and collated lists for group leaders? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Arranged a first aid kit for each activity leader, plus individual medication where needed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Established first aid and emergency procedures? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Obtained safety and emergency equipment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Arranged to take a mobile phone or other communication device, fully charged with spare battery? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Familiarised yourself with emergency services in the area? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Left route details and trip details with the school contact? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Outside contractors and instructors

Checking them out:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Has the Contracting Checklist (Appendix 12) and the agreement between school and outside provider (Appendix 14) been completed and returned and a contract in place? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are the leaders competent in the activities they will be leading? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are they qualified in first aid? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Can they communicate in a manner appropriate to the students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Are they familiar with the terrain and equipment to be used? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Have their referees been contacted? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Were they recommended?

☐ ☐ ☐

Review and evaluation

1. Has a debrief been held with all staff, contractors and volunteers involved in the event to discuss:

Incidents?

☐ ☐ ☐

Improvements for future?

☐ ☐ ☐

What worked well, positive outcomes of the EOTC event?

☐ ☐ ☐

2. Has this been documented and filed with management?

☐ ☐ ☐

3. Have the educational objectives and expected learning outcomes been assessed, achieved and communicated to families?

☐ ☐ ☐

4. Has a student participant evaluation been done?

☐ ☐ ☐

5. Has a report been put into the school newsletter?

☐ ☐ ☐

6. Are any special projects or follow up activities being done to extend learning from the event?

☐ ☐ ☐

Blanket Consent for EOTC (Appendix 5)

Education Outside The Classroom (EOTC) is the name given to all events/activities that occur outside the classroom, both on and off the school site. This includes sport.

- Our school believes in using a range of environments and experiences to enhance our students' learning.
- We have ready access to the beach, rivers, mountains, and the bush in our area and beyond. We are also close to various built environments in our community. These areas are rich learning environments for our students both in and out of school. They need to learn how to be safe. Our school also values the concept of providing students with opportunities. Thus some of the learning for students occurs beyond the school site and this document is seeking your consent for your child/ren to participate in such learning

The Ministry of Education's **EOTC guidelines** identify four EOTC activity types, each with recommended types of parental/caregiver consent. In brief they are:

Type of event	Description (You may list specific events for your school)	Type of consent
A	On site- in the school grounds (i) Lower risk environments (ii) Higher risk environments*	(i) No consent sought or blanket consent (ii) Separate consent for each event or programme
B	Off-site events in the local community occurring in school time. (i) Lower risk environments (ii) Higher risk environments*	(i) Blanket consent at enrolment. (ii) Separate consent for each event or programme
C	Off-site events - finishing after school finishes (i) Lower risk environments (ii) Higher risk environments*	(i) Blanket consent at enrolment. (ii) Separate consent for each event or programme
D	Off-site residential overnight events (i) Lower risk environments (ii) Higher risk environments*	(i) Separate consent (ii) Separate consent for each event or programme

*Involves risk assessed to be greater than that associated with the average family activity.

All EOTC activity categories require staff to undertake an analysis of the risks, and identify the management strategies required to eliminate, isolate and minimise the risks. Emergency procedures are also in place.

BLANKET CONSENT

I/we agree to the participation of _____ In *lower risk* category **A** and **B** and **C**

EOTC events while a student at _____ school

I/we have provided the school with up to date medical, supervision and learning information through the enrolment form and will make every endeavour to keep this information current.

Name: _____ Signature: _____

Date: _____

Name: _____ Signature: _____

Date: _____

Parental Consent, Emergency Contacts and Risk Disclosure (Appendix 6)

To be distributed with details of the EOTC event.

School/group: _____

Details of event:

Location: _____

Start date: _____ Time: _____

Finish date: _____ Time: _____

PARTICIPANT INFORMATION FORM

Please complete these details:

Name Student ID _____

Address _____

Telephone _____ Mobile _____

Year or class level _____ Age _____

Form Teacher _____

Family Doctor Name _____ Telephone _____

Address _____

Community Services Card number _____

Medic Alert number (if applicable) _____

THIS FORM OR A COPY MUST BE TAKEN ON THE EVENT. A COPY SHOULD BE RETAINED BY THE SCHOOL CONTACT.

EMERGENCY CONTACT DETAILS (please provide at least 2 sets of contact details)Contact 1: Emergency Contact

Name: _____ Relationship: _____

Address: _____

Day Phone: _____ Evening Phone: _____

Mobile: _____

Contact 2: Alternative contact

Name: _____ Relationship: _____

Address: _____

Day Phone: _____ Evening Phone: _____

Mobile: _____

To be read and signed by adult assistant or parent/caregiver of child participant.**Parental Consent**

I agree to my child/myself taking part in the EOTC event and have received sufficient information on which to base a decision. I agree to their/my participation in the activities described. I acknowledge the need for them/me to behave responsibly.

Acknowledgement of Risk

I have read the EOTC event information sheet and I understand that there are risks associated with involvement in school EOTC events and that these risks cannot be completely eliminated. I understand that the school will identify any foreseeable risks or hazards and implement correct management procedures to eliminate, isolate or minimise those hazards. I understand my child has been involved in the development of safety procedures. I will do my best to ensure that I/my child follow these procedures.

I know that I am able to ask any questions of the school about the activities I/my child will be involved in, to gain a better understanding of the risks involved. I recognise that participation in such activities is voluntary and not mandatory through a 'challenge by choice'* procedure. My child and I both understand that I/they may withdraw from an activity if I/they feel at risk. This must be done in consultation with the person in charge.

I understand that the school does not accept responsibility for loss or damage to personal property and that it is my responsibility to check my own insurance policy.

Name: _____

Signature: _____

Date: _____

* 'challenge by choice' means the participant chooses their own level of challenge within a supportive peer environment.

Information for Parents and Caregivers (Appendix 7)

Parents should be sent information about EOTC events especially in the 'higher-risk' categories. This will usually include a cover letter, the parental consent and health forms.

1. Cover letter

Following is a checklist of items to consider including in the cover letter. Not all items may be relevant for all events:

- learning outcomes;
- event dates;
- departure and return times and location/s;
- clothing and equipment required;
- dates to return consent and health forms;
- cost details;
- transport arrangements;
- venue/accommodation details, including address and phone number;
- security and supervision arrangements including any times when remote supervision may take place (ie adults not actually with students);
- the nature and size of the group;
- emergency and contingency plans;
- details of first aid cover and provision for additional support for medical needs;
- procedures if anyone becomes ill;
- staffing including relevant experience and qualifications related to activity;
- activities and of how significant risks will be managed;
- school rules, event rules (code of conduct) and discipline procedures (eg, smoking, alcohol, illegal drugs, unsafe behaviour policies);
- what not to take or bring back;
- money to be taken, arrangements for safekeeping and pocket money (primary schools);
- on exchange visits, host school approval of the host families;
- insurance details and whether parents need to arrange additional cover; and
- policy on the use of phones, both mobile and landline, during events.

It is important that the **Parental consent and risk disclosure** and **Health profile and medical consent** forms are completed by all adult and student participants in the EOTC event, to meet school health and safety responsibilities.

The purpose of the forms is to enable the school to ensure that optimal staffing levels are provided, the specific needs of participants are met, and the educational value and safety of events is maximised.

Details on these forms will remain confidential to school staff, contractors and volunteers associated with supervising activities on the EOTC event.

For safety reasons, please provide us with information that is accurate and complete.

Please return these forms to the school by: _____ / _____ / _____

2. Parental consent, emergency contacts, and risk disclosure

3. Health profile and medical consent

NB. A separate form should be completed for each person attending the event.

Students over 18 years of age should receive the same information as above.

Health Profile and Medical Consent Adults and Students (Appendix 8)

Name _____ Medic Alert Number: _____

Date: _____ Attending as: Student, Volunteer, Staff, Contractor (circle one) Age: _____

1. Please tick if you have any of the following:

Migraine	<input type="checkbox"/>	Epilepsy	<input type="checkbox"/>	Asthma	<input type="checkbox"/>
Diabetes	<input type="checkbox"/>	Travel sickness	<input type="checkbox"/>	Fits of any type	<input type="checkbox"/>
Chronic nose bleeds	<input type="checkbox"/>	Heart condition	<input type="checkbox"/>	Dizzy spells	<input type="checkbox"/>
Colour blindness	<input type="checkbox"/>	Other (Please specify)	_____		
ADHD	<input type="checkbox"/>				
For overnight events					
Sleepwalking	<input type="checkbox"/>	Bedwetting	<input type="checkbox"/>		

2. Are you/your child currently taking any medication? Yes ☐ No ☐ Go to sample form 9

If YES, please state: Health condition/s: _____

Name of medication/s: _____

Dosage and time/s to be taken: _____

Other treatment: _____

3. Is a health plan required? Yes ☐ No ☐

Have you had any major injuries (breaks or strains) or illness (glandular fever etc.) in the last six months that may limit full participation in any activities?

Yes ☐ No ☐

If YES, please state the injury/illness:

4. Are you allergic to any of the following?

	Yes	No	Please specify
Prescription medicine	<input type="checkbox"/>	<input type="checkbox"/>	_____
Food	<input type="checkbox"/>	<input type="checkbox"/>	_____
Insect bites/stings	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other allergies	<input type="checkbox"/>	<input type="checkbox"/>	_____

What treatment is required? _____

5. When was your / your child's last tetanus injection? _____

6. Outline any dietary requirements:

7. What pain / flue medication may your child be given if necessary?

8. To the best of your knowledge, have you / your child been in contact with any contagious or infectious diseases in the last four weeks?

Yes ☐ No ☐

If YES, please give brief details

9. Is there any information the staff should know to ensure the physical and emotional safety of you / your child? (For example cultural practices; disability; anxiety about heights / darkness / small spaces; pregnancy, behaviour or emotional problems)

Yes ☐ No ☐

If YES, please state or attach information.

Tick

- ☐ I agree that if prescribed medication needs to be administered, a designated adult will be assigned to do this. I will ensure that prescribed medication is clearly labelled, securely fastened and handed to the designated adult with instructions on its administration.
- ☐ I will inform the school as soon as possible of any changes in the medical or other circumstances between now and the commencement of the event.
- ☐ I agree to my child / myself receiving any emergency medical, dental, or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.
- ☐ Any medical costs not covered by ACC or a community services card will be paid by me.
- ☐ If my child is involved in a serious disciplinary problem, including the use of illegal substances, and/or alcohol, or actions that threaten the safety of others, s/he will be sent home at my expense.

To be read and signed by adult participant or parent / caregiver of child participant.

Signature: _____

Activity leader/assistant competence (Appendix 9)

To be completed by all adult participants.

Name _____

Category (circle one):

Teacher

Other school staff

Activity Leader

Assistant

Skills/experience/qualifications:

Qualification	Current	Not current	Notes (recent experience)
Car driver's licence			Type: Valid until: No.
Passenger service licence			Type: Valid until: No.
First aid certificate			Type: Valid until: Date lapsed:
Teacher registration			Valid Until: No.
Life saving certificate			Type: Valid Until: Date Lapsed:

Instructor/coaching qualifications relevant to the activity (list below or attach):

Qualification	Issued By	Notes

Swimming ability (please circle):

- Can you swim 200m confidently and competently? Yes / No
- Can you tread water for 3 minutes? Yes / No
- Could you swim out in deep water and rescue a student? Yes / No

Other significant skills or experience relevant to the activity (list below, or attach):

I certify that the above information is correct.

Signed _____

Date _____

Volunteer Assistant Agreement (Appendix 10)

To be read and signed by all volunteer assistants on an EOTC event. These may be kept on file and used repeatedly.

For parents/caregivers and other volunteers who have been invited to assist on the event

Name: _____

Address: _____

Telephone: _____ (home)
_____ (work)
_____ (mobile)

I am the parent/caregiver of _____

OR

I am a volunteer (please tick)

☐

As a volunteer assistant in the school EOTC event:

- I am willing to comply with requests of staff and will follow safety procedures they have set.
- I am willing to assist in aspects of running the event, based on information I have supplied on the Activity Leader and Assistant Competence form (form 12)
- I agree there is no place for alcohol or non-prescription drugs on a school EOTC event
- I accept the terms of my involvement as stated above.

Signed _____ Date _____

Private Car Volunteer Form (Appendix 10C)

Event: _____

My Name: _____

My Child's Name: _____

I can provide transport for _____ children.

I confirm that:

1. My car has a current warrant of fitness and is registered. Yes/No (Circle)
2. I hold a current full driver's licence. Yes/No (Circle)
3. My driver's licence number is: _____
4. My car number plate is: _____
5. I am not fasting or have not been on a fast in the last two days. Yes/No (Circle)

I will ensure that the children:

- Use the appropriate restraints, with children aged seven and under using booster seats.
- Will not sit in the front seat of a car fitted with airbags.
- Will not sit in the rear of a station wagon.
- Will get out of the car on the footpath side.

N.B The New Zealand Transport Agency does allow a child under 15 years to sit beside the driver only if the child is restrained by a child restraint or safety belt (whichever is appropriate for their age and size). **However. They are always safer in a back seat than in the front.**

I will:

- Supervise the children until they re-join their group.
- Go to the arranged meeting point.

I have read and agree to abide by the conditions of this form and the Parent Volunteer form.

Cell phone: _____ Landline: _____

Signature: _____ Date: _____

AUTHORISATION TO DISCLOSE INFORMATION (Appendix 11)**Exception – section 19(3)(e) Criminal Records (Clean Slate) Act 2004**

To: Licensing and Vetting Service Centre
Police National Headquarters
PO Box 3017
Wellington 6140

To be completed by organisation that is to receive the personal information:

I believe that the exception contained in section 19(3)(e) of the Criminal Records (Clean Slate) Act 2004 applies to this vetting request – the individual concerned has made an application to act in a role predominantly involving the care and protection of a child, young person or more vulnerable member of society, but not predominantly involving the delivery of education. The role parallels that of a parent/guardian/caregiver, in the child's or caregiver's home, or sole supervisor in an overnight situation.

The role the applicant will be acting in is that of (please circle):

Support Staff Contractor

I have explained the purpose for the vetting check, and agree that I will discuss the outcome or any Police comments with the applicant.

Signed by Director of International Studies: _____

Print full name of Director of International Studies

To be completed by individual authorising release of personal information:

I authorise Police to disclose **ANY** information relating to any interaction I have had with Police in any context, which may include family violence. It may include interactions where I have been a victim or complainant. I confirm that I am aware that my full criminal incidents record will be released even if I meet the eligibility criteria stipulated in section 7 of the Criminal Records (Clean Slate) Act 2004 due to the application of the exception in section 19(3) of that Act, as set out above.

Signed: _____ Date: _____

Name: _____
Surname *First name(s)*

Maiden or any other names used Sex: _____ (M/F)

Date of birth: _____ Place of birth: _____

Nationality: _____ NZ Driver licence no.: _____

Full **residential** address: _____
Street name and number

Suburb, City/town

Comments of the New Zealand Police:

Agency code: 070314

Contracting Checklist (Appendix 12)

Form to be completed by each contracted organisation

The following checklist is sent to you as an outside provider to help assess the level of safety management expertise provided by your organisation.

Please return this form to Otamatea Christian School by _____ (date).

Name of organisation: _____

Contact person: _____

Address: _____

Phone and fax: _____

Email: _____

Length of time as contractor _____

Please complete the following:

Yes

No

1. Do you have selection standards for your staff?

☐
☐

- What are the standards?

2. Do you have training standards for your staff?

☐
☐

- What are the standards?

3. Do these standards comply with nationally accepted best practice standards?

☐
☐

4. Does your organisation regularly monitor compliance with these standards?

☐
☐

- How?

Your organisation's safety procedures

	Yes	No
1. Are records kept of incidents (fatality, near miss, injury, illness, property damage, behavioural problems)?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are logs kept of equipment use?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there a safety/risk management plan (eg RAMS or SAP) and standard operating procedures (SOPS) for each activity? (Please attach)	<input type="checkbox"/>	<input type="checkbox"/>
4. Safety/risk management plans and SOPS (including emergency procedures) for all activities this school will be involved in are attached. (Please attach)	<input type="checkbox"/>	<input type="checkbox"/>
5. Can you confirm that personnel allocated for this event meet accepted best practice standards for all activities they will lead?	<input type="checkbox"/>	<input type="checkbox"/>

Referees:

Please provide the names and contact details of two supporting referees that your organization has supplied services to in the past.

Referee 1

Name: _____

Address: _____

Phone: _____

Referee 2

Name: _____

Address: _____

Phone: _____

The information supplied above is correct.

Signed: _____ Date: _____

Name: _____ Position: _____

SAP: Safety Action Plan (Appendix 13)

Introduction

1. Identify the learning outcomes. <ul style="list-style-type: none"> Using the lesson plan process.
2. Identify the significant risks (losses) that could result from the activity. <ul style="list-style-type: none"> Physical Injury Social/psychological Material (gear or equipment) Programme interruption
3. List the hazards (causes) that could lead to each risk/loss. <ul style="list-style-type: none"> People Equipment Environment <p><i>(see over for hazards/factors to consider)</i></p>
4. Think of strategies that could reduce the chances of each hazard leading to the risk/loss. Pay particular attention to significant hazards. <ul style="list-style-type: none"> Eliminate if possible Isolate if can't eliminate Minimise if can't isolate Cancel if can't eliminate, isolate or minimise
5. Make an emergency plan to manage each identified risk/loss. <ul style="list-style-type: none"> Step by step management Equipment/resources required
6. Continual monitoring of safety during the activity. <ul style="list-style-type: none"> Assess new risks Manage risks Adapt plans
7. Use OCS SAP form See chapter 4 of the <i>Outdoor Safety – Risk Management for outdoor leaders</i> (NZ Mountain Safety Council Manual 37) for a step-by-step guide on how to use these tools.
8. It is important to pay attention to significant risks. <ul style="list-style-type: none"> It is also important to pay attention to both significant and minor hazards. Research shows that most serious harm incidents result from a combination of hazards (causal factors), many of which, on their own, are seemingly minor. In an education setting, useful thresholds for significant risks/losses are illustrated on the Incident Severity Scale, on page 3 of Sample Form 30, National Incident Database Report Form (page....) <ul style="list-style-type: none"> ➢ Severity ranking 3 is the threshold for reporting to the National Incident Database ➢ Severity ranking 6 is the threshold for reporting serious harm incidents to the Department of Labour.

Risk Assessment Checklist Hazards/causal factors to consider for physical and emotional safety

(when completing SAP, RAMS or other risk assessment process)

PEOPLE	RESOURCES & EQUIPMENT	ENVIRONMENT
<ul style="list-style-type: none"> Who? How many? <ul style="list-style-type: none"> Students Activity Leaders Assistants Experience Effective supervisions structure (ratios) Cultural considerations: <ul style="list-style-type: none"> Head touching Swimming for some groups of girls Observing site significance for cultural groups Physical size/shape Fitness Anxieties/feelings Motivation Student needs: <ul style="list-style-type: none"> Educational Medical and Health Language abilities Cultural Behaviour Physical disability Social and psychological factors: <ul style="list-style-type: none"> Get-home-it is Risk shift Dropping your guard Unsafe act/s by participants Error/s of judgement by activity leader 	<ul style="list-style-type: none"> Information to: Parents or Whānau Plans and systems Clothing Footwear Food and drink Transport Toilets Safe drinking water First aid kit and knowledge Special equipment: <ul style="list-style-type: none"> Rope Canoes/kayaks Maps/compass Cameras Equipment maintenance, quantity, quality Safety equipment Are sleeping arrangements/facilities culturally appropriate? 	<ul style="list-style-type: none"> Weather: <ul style="list-style-type: none"> Forecast Sun Rain Wind Snow Temperature; Season Terrain: <ul style="list-style-type: none"> Where? What? Familiar? Unfamiliar? Bush Mountain Sea River Beach Accessibility to help <ul style="list-style-type: none"> Telephone Doctor Ranger Roads/tracks Emergency Services Security Animals/insects Road use Traffic density Fences Human created environments Does the site have cultural significance? Consent and information from landowner/local iwi

Sample Safety Action Plan attached at end of folder.

Outside Provider Contract for Services(Appendix 14 B)

Schools often find it necessary to employ extra staff for EOTC activities. This draft may be a starting point for that process. Schools will need to add clauses to cover matters relevant to their circumstances, for example, reimbursement for expenses, use of equipment, acknowledgement of school policy, termination of service etc.

This is an agreement between

The school: _____
and

The contractor: _____
Contract start and end dates

Start date: _____ Time: _____

End date: _____ Time: _____

Contractor's role: Services to be provided

The Contractor will provide the services set out in this schedule. The Contractor will provide those services to accepted best practice standards.
The Contractor will meet the requirements of Health and Safety in Employment legislation; be enthusiastic and promote the school when dealing with the public and the providers of service to the school.

Daily starting and finishing times are

Start: _____ Finish: _____

A lunch break of 30 minutes will be provided each day ☐

OR
This event requires student supervision and lunch to occur concurrently ☐

Payment

The school will pay the Contractor for _____ hours at \$ _____ incl GST per hour
OR

The school will pay the Contractor the sum of \$ _____ incl GST upon receipt of an invoice

Declaration

I declare that I do not have any convictions relating to dangerous driving, violent or sexual offending, and I agree to police vetting if required.

Signed: _____ Date: _____

Full Name: _____

When sub-contracting occurs between providers for an EOTC event, for example:

- Party A – parents/school
- Party B – lead provider
- Party C – 2nd provider sub-contracted by lead provider
- Party D – ultimate provider sub-contracted by 2nd provider

There may be no direct contractual relationship between Party A and Party C or D. Therefore, we suggest it would be good practice to set up a series of specific contractual responsibilities in each contract that reflect the key concerns for party A (related to the safety of students).

This would protect the relationship between each party (C with B as well as D). Each contract should ideally have an 'up and down' protection built in too, so D could protect itself from any sub-standard conditions imposed or implied by C or B.

For example, each contract could contain a clause such as:

'The subcontract shall not be approved by the contractor unless the contractor is satisfied that the standard of care ultimately provided to students meets current accepted practice standards (best practice standards) and that a clause to this effect shall be contained in any sub-contract.'

EOTC Event Report and Evaluation (Appendix 15)

Person in Charge: _____

Event date/s	Start: <u>15/4/16</u>	Finish: <u>15/4/16</u>
Location	Town/City: <u>Waipu beach and estuary</u>	Venue: <u>Beach</u>
Attendance Nos	Boys: <u>3</u>	Girls: <u>6</u>
Age range	<u>Year 1 to 6</u>	
Staffing Nos	Teachers: <u>1</u>	Volunteers: <u>4</u>
	Students: <u>9</u>	Nights: <u>0</u>
Transport Used	<u>Private cars</u>	
Distance travelled	<u>30 min each way</u>	
Curriculum areas	Learning outcomes	Achieved: Yes / No
N/A	N/A	Had a great day
Costs \$29.00		

Item	Rating out of 10 1 = low 10 = high	Comment
1. Pre-event organisation	10	A lot of work
2. Objectives met	10	Had a great day
3. Travel arrangements	10	No problems
4. Instruction	10	No problems
5. Equipment	10	Didn't need much
6. Suitability of venue	10	It was great
7. Accommodation	N/A	N/A
8. Food	10	All good
9. Evening activities	N/A	N/A
10. Other	N/A	N/A

Signed _____ Date _____

Name Mark Bell

Summary of Participant Information (Appendix 16)

This form can be expanded to meet your needs

Surname	First Name	Date of birth	Address	Next of kin and relationship	Contact phone number/s	Relevant medical information

Student contract (Appendix 17)

To be developed by, read and signed by all participating students

Name _____

I understand that this event is an opportunity for me to learn, practise skills and gain attitudes and values in an environment outside the classroom. I realise that this requires me to take on genuine responsibility for my own learning and safety and that of others.

I agree to do the following to make this happen:

- Show courtesy and consideration to others;
- Follow the rules and instructions of activity leaders and assistants at the event, including travel to and from the event;
- Take part in all activities within challenge-by-choice* options;
- Look after myself and my personal belongings;
- Declare medical conditions that could affect participation in the event;
- Accept the rules set by the school for the event, even if they are different from what is accepted at home.

I understand that my parents/caregivers will be contacted and I may be sent home at their expense if:

- My actions are considered unacceptable by staff;
- I breach the school drugs and alcohol policy
- My actions put me or others in any danger.

Signed _____ Date _____

The content of this contract should ideally be composed with the students and be appropriate to their age and the nature of the event activities. See also: Chapter 2, Learning Safely a shared responsibility, Responsibilities of students pp 23-24: and appendix 5.

* 'challenge by choice' means the participant chooses their own level of challenge within a supportive peer environment.

RAMS: Risk Management Plan (Appendix 18)

Introduction

1. Identify the learning outcomes. <ul style="list-style-type: none"> Using the lesson plan process.
2. Identify the significant risks (losses) that could result from the activity. <ul style="list-style-type: none"> Physical Injury Social/psychological Material (gear or equipment) Programme interruption
3. List the hazards (causes) that could lead to each risk/loss. <ul style="list-style-type: none"> People Equipment Environment <p>(see over for hazards/factors to consider)</p>
4. Think of strategies that could reduce the chances of each hazard leading to the risk/loss. Pay particular attention to significant hazards. <ul style="list-style-type: none"> Eliminate if possible Isolate if can't eliminate Minimise if can't isolate Cancel if can't eliminate, isolate or minimise
5. Make an emergency plan to manage each identified risk/loss. <ul style="list-style-type: none"> Step by step management Equipment/resources required
6. Continual monitoring of safety during the activity. <ul style="list-style-type: none"> Assess new risks Manage risks Adapt plans
7. Refer OCS EOTC RAMs form Appendix 18 <p>See chapter 4 of the <i>Outdoor Safety – Risk Management for outdoor leaders</i> (NZ Mountain Safety Council Manual 37) for a step-by-step guide on how to use these tools.</p>
8. It is important to pay attention to significant risks. <ul style="list-style-type: none"> It is also important to pay attention to both significant and minor hazards. Research shows that most serious harm incidents result from a combination of hazards (causal factors), many of which, on their own, are seemingly minor. In an education setting, useful thresholds for significant risks/losses are illustrated on the Incident Severity Scale, on page 3 of Sample Form 30, National Incident Database Report Form (page....) <ul style="list-style-type: none"> ➤ Severity ranking 3 is the threshold for reporting to the National Incident Database ➤ Severity ranking 6 is the threshold for reporting serious harm incidents to the Department of Labour.

Risk Assessment Checklist Hazards/causal factors to consider for physical and emotional safety

(when completing SAP, RAMS or other risk assessment process)

PEOPLE	RESOURCES & EQUIPMENT	ENVIRONMENT
<ul style="list-style-type: none"> Who? How many? <ul style="list-style-type: none"> Students Activity Leaders Assistants Experience Effective supervisions structure (ratios) Cultural considerations: <ul style="list-style-type: none"> Head touching Swimming for some groups of girls Observing site significance for cultural groups Physical size/shape Fitness Anxieties/feelings Motivation Student needs: <ul style="list-style-type: none"> Educational Medical and Health Language abilities Cultural Behaviour Physical disability Social and psychological factors: <ul style="list-style-type: none"> Get-home-it is Risk shift Dropping your guard Unsafe act/s by participants Error/s of judgement by activity leader 	<ul style="list-style-type: none"> Information to: Parents or Whānau Plans and systems Clothing Footwear Food and drink Transport Toilets Safe drinking water First aid kit and knowledge Special equipment: <ul style="list-style-type: none"> Rope Canoes/kayaks Maps/compass Cameras Equipment maintenance, quantity, quality Safety equipment Are sleeping arrangements/facilities culturally appropriate? 	<ul style="list-style-type: none"> Weather: <ul style="list-style-type: none"> Forecast Sun Rain Wind Snow Temperature; Season Terrain: <ul style="list-style-type: none"> Where? What? Familiar? Unfamiliar? Bush Mountain Sea River Beach Accessibility to help <ul style="list-style-type: none"> Telephone Doctor Ranger Roads/tracks Emergency Services Security Animals/insects Road use Traffic density Fences Human created environments Does the site have cultural significance? Consent and information from landowner/local iwi

OTAMATEA CHRISTIAN SCHOOL Risk Management Plan

School _____

Activity _____

Instructors: _____ Location: _____

Group: _____ Date: _____

Risks (significant potential losses)

1	4
2	5
3	6

Causal Factors (lemons)		Risk reduction strategies
People Skills, attitudes, age, fitness, ratios, experience, health etc.		
Equipment Clothing, shelter, transport, activity, specific gear, safety gear etc		
Environment Weather, terrain, water, season etc.		

Critical incident management

Emergency procedures to manage each identified risk	Emergency gear required
1	
2	
3	
4	
5	
6	

National standards applicable

Policies and guidelines recommended (activity specific)

Minimum skills required by activity leaders/assistants

Final Approval Accept _____ Reject _____

Comments:

RAMS: Hazard Assessment and Control (Appendix 19)

Introduction

1. Identify the learning outcomes.

- Using the lesson plan process.

2. Identify the significant risks (losses) that could result from the activity.

- Physical Injury
- Social/psychological
- Material (gear or equipment)
- Programme interruption

3. List the hazards (causes) that could lead to each risk/loss.

- People
- Equipment
- Environment

(see over for hazards/factors to consider)

4. Think of strategies that could reduce the chances of each hazard leading to the risk/loss. Pay particular attention to significant hazards.

- Eliminate if possible
- Isolate if can't eliminate
- Minimise if can't isolate
- Cancel if can't eliminate, isolate or minimise

5. Make an emergency plan to manage each identified risk/loss.

- Step by step management
- Equipment/resources required

6. Continual monitoring of safety during the activity.

- Assess new risks
- Manage risks
- Adapt plans

7. There is a range of formats available to assist with safety management planning.

- See chapter 4 of the *Outdoor Safety – Risk Management for outdoor leaders* (NZ Mountain Safety Council Manual 37) for a step-by-step guide on how to use these tools.

8. It is important to pay attention to significant risks.

- It is also important to pay attention to both significant and minor hazards. Research shows that most serious harm incidents result from a combination of hazards (causal factors), many of which, on their own, are seemingly minor.
- In an education setting, useful thresholds for significant risks/losses are illustrated on the Incident Severity Scale, on page 3 of Sample Form 30, National Incident Database Report Form.
 - Severity ranking 3 - threshold for reporting to the National Incident Database
 - Severity ranking 6 - threshold for reporting serious harm incidents to the Dept of Labour.

Risk Assessment Checklist Hazards/causal factors to consider for physical and emotional safety

(when completing SAP, RAMS or other risk assessment process)

PEOPLE	RESOURCES & EQUIPMENT	ENVIRONMENT
<ul style="list-style-type: none"> Who? How many? <ul style="list-style-type: none"> Students Activity Leaders Assistants Experience Effective supervisions structure (ratios) Cultural considerations: <ul style="list-style-type: none"> Head touching Swimming for some groups of girls Observing site significance for cultural groups Physical size/shape Fitness Anxieties/feelings Motivation Student needs: <ul style="list-style-type: none"> Educational Medical and Health Language abilities Cultural Behaviour Physical disability Social and psychological factors: <ul style="list-style-type: none"> Get-home-it is Risk shift Dropping your guard Unsafe act/s by participants Error/s of judgement by activity leader 	<ul style="list-style-type: none"> Information to: Parents or whānau Plans and systems Clothing Footwear Food and drink Transport Toilets Safe drinking water First aid kit and knowledge Special equipment: <ul style="list-style-type: none"> Rope Canoes/kayaks Maps/compass Cameras Equipment maintenance, quantity, quality Safety equipment Are sleeping arrangements/facilities culturally appropriate? 	<ul style="list-style-type: none"> Weather: <ul style="list-style-type: none"> Forecast Sun Rain Wind Snow Temperature; Season Terrain: <ul style="list-style-type: none"> Where? What? Familiar? Unfamiliar? Bush Mountain Sea River Beach Accessibility to help <ul style="list-style-type: none"> Telephone Doctor Ranger Roads/tracks Emergency Services Security Animals/insects Road use Traffic density Fences Human created environments Does the site have cultural significance? Consent and information from landowner/local iwi

Location:[illegible]

Aquatic activity consent (Appendix 20)

For activities where being able to swim is essential

Consent does not remove the need for activity leaders to ascertain the level of the students' swimming ability for themselves.

Swimming ability	Yes	No	Don't know
Is your child able to swim 50 metres?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child water confident in a pool?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child confident in deep water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child able to tread water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child able to survival float?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child confident in the sea or open inland water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child safety-conscious in and around water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would like _____ to take part in the specified event

I have received sufficient information about the event and agree to my child taking part in the activities.

Yes

No

☐
☐

I consent to any emergency treatment required by my child during the course of the event.

☐
☐

I confirm that my child is in good health and I consider him/her fit to participate

☐
☐

Signed _____

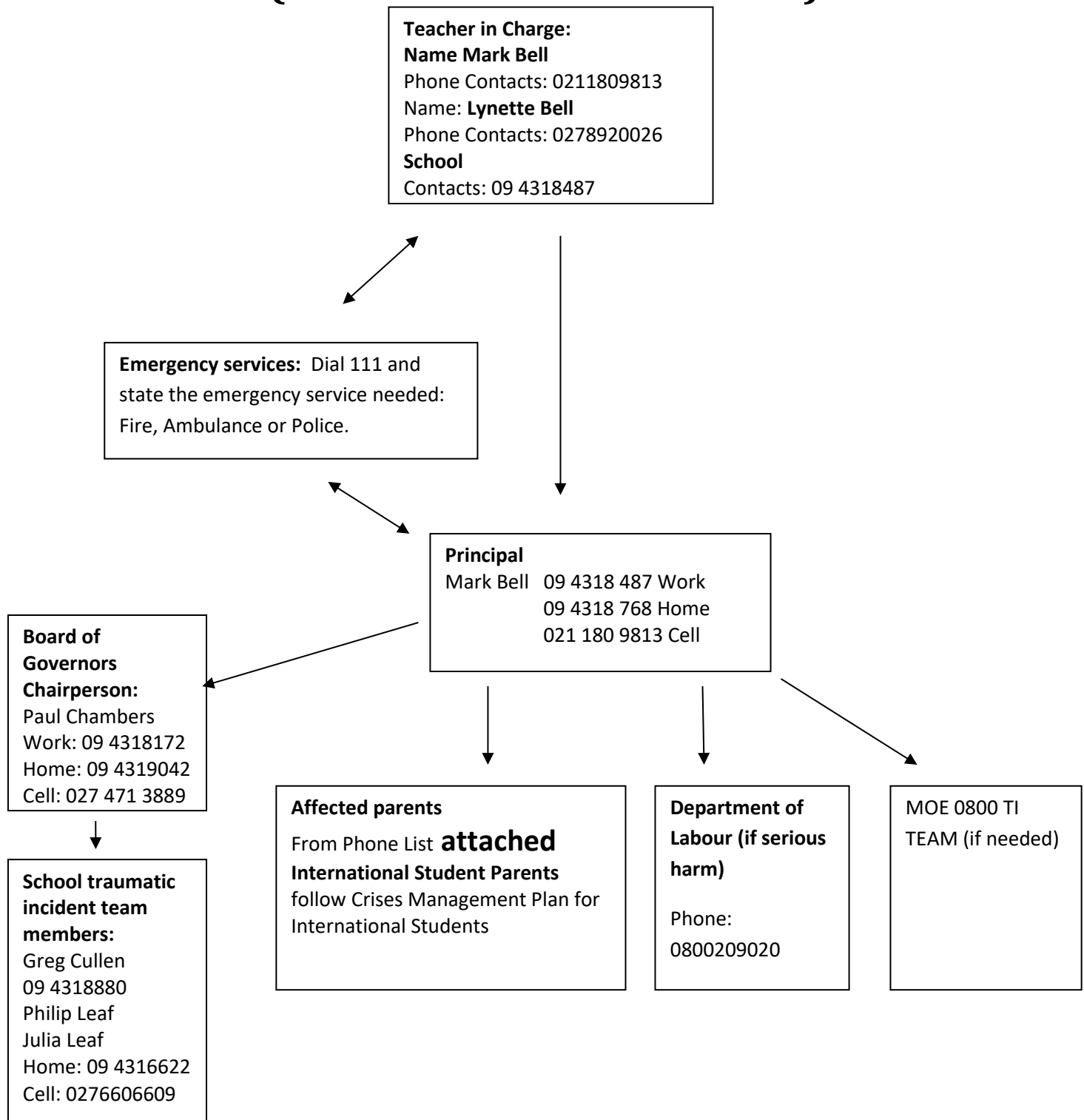
Date _____

Full name of parent/caregiver _____

The activity leader should take this form or a copy on the event. A copy should be retained by the school contact. Consider the need to gain similar information from adult participants as well.

OCS EOTC Communication Tree (Appendix 22 A)

(In the event of an incident)



International Student Accident, Sickness and Emergency Response Policy (Appendix 22 B)

Rationale

Otamatea Christian School is aware that in most cases communicating with the parents of the student in an emergency can be problematic due to International regulations and language barriers. It is therefore of importance to put into place a policy covering the procedures and division of responsibility.

Objectives

1. To ensure that correct details in relation to the incident are available to the parents in the shortest possible time frame
2. To ensure that the parent has a point of contact
3. To ensure that the comfort and the safety of the student is met at all times
4. To protect the school or personnel from liability
5. To ensure that information is not released to the media without the consent of the Principal
6. Should travel be required by family of the student or the student that this is arranged without fuss

Procedure:

Division of responsibility (3.4.2 & 3.47)

Assessment of Risk and Critical Incident Response

1. Otamatea Christian School is responsible for international students who are not living with parents, at all times. Therefore if an international student is involved in an accident or emergency situation at any time, the Director of International Studies who is also in charge of pastoral care will be available 24 hours per day, 7 days per week, to deal with the situation.
2. The school will endeavour to ensure that activities supervisors and/or “activities organisations” are properly trained or certified.
3. In the event of a death or other traumatic event, the Board of Governors will contact the relevant embassy or police and they will make contact with the parents. (Not the school)
4. The school will endeavour to provide a first language speaker where needed to communicate to students and parents, and where possible, first language health staff to ensure accuracy of information.
5. The school board will make all possible endeavours to assist the parents to come to New Zealand and meet their wishes regarding arrangements for the students.
6. The school board will make all endeavours to provide support for friends and caregivers of the student.
7. Reference to the Ministry of Educations Emergency Management Documents will be made in the case of the following emergencies:
 - a. Preventing and Responding to Suicide
 - b. Abuse
 - c. Earthquake
8. All homestays and the school will be required to have and familiarise the student with evacuation plans including fire drills.
9. All parents will be required to fill out a Health Declaration Form.
It is essential that all health information, including mental and physical, is disclosed on the Health Declaration, provided to the school, as this may be relied upon in the event of and accident or emergency situation.
10. All students are required to have Medical and Travel insurance.
11. The school Board of Governors is legally responsible for the safety of all students on these experiences/trips regardless of whether any incident is caused by the actions or omissions of a teacher, outside helper, student or commercial operator contracted by the board. It is recommended, but not required, that the school has public liability insurance.
12. It is essential that the school has current contact details of parents and homestay parents, and it is the responsibility of both parties to inform the school of any changes to contact details.

Policy Evaluation/Review

INTRODUCTION:

When an emergency situation arises it is best if it is made easy for all parties involved to communicate effectively. This may be achieved by having processes in place.

GUIDELINES

1. Division of responsibility

- i. The International Director must at all times make sure that the correct information regarding parent contact and insurance details are kept on hand.
- ii. The International Director should be notified at the earliest possible convenience when a emergency situation arises
- iii. The Principal if not already notified needs be notified by the International Director.
- iv. The student's parents need to be notified by the International Director or the principal directly if the parents speak English or via the agent or police as applicable.
- v. The agent is to be involved in the process only if they have access to a mediator who speaks the native language otherwise privacy laws apply
- vi. The host parents are not to make any direct communications with the student's parents.

2. Method of communication

- i. First contact with the student's parents needs to be made via the police or Interpol in the case of a fatal or serious accident.
- ii. In the case of illness that requires hospitalisation and/or proves to be life threatening the first contact should be made by the school if a native speaking mediator is available. If a native speaking mediator is not available all communications should be via police services.
- iii. The native speaking mediator can not be a student
- iv. Where a native speaking mediator is used it must be made sure that the mediator does not discuss any details with another party.

3. Media relations

- i. Media releases and any comments to media are to be made only by the principal. All other staff need to state "no comments".

INTERNATIONAL STUDENTS EMERGENCY AND ACCIDENT PROCEDURES

This form should be completed and available to staff.

WHAT TO DO IF AN INTERNATIONAL STUDENT IS INVOLVED IN AN ACCIDENT OR EMERGENCY

Emergencies

An emergency is a situation that requires immediate action. In a situation that requires immediate action, there is not usually time to look up procedures or refer to written information. It is vital that everyone is familiar with emergency procedures before an emergency occurs.

Accidents

An accident may or may not constitute an emergency. If the accident does not constitute an emergency, then there may be time to look up procedures or refer to written information.

Educators need to distinguish between an accident and an emergency and act accordingly.

Different procedures for international students

In the case of an emergency or accident involving an international student, the normal school emergency procedures should be followed **and** the appropriate international student interpreter should be contacted.

<i>Nationality of student</i>	<i>Interpreter name</i>	<i>Interpreter phone number</i>

International students with allergies or medical conditions

Classroom teachers are responsible for educating the rest of the staff about their students with allergies or medical conditions that staff should know about.

<i>Student name</i>	<i>Medical condition</i>	<i>Classroom teacher</i>	<i>Action required</i>

Contact with parents and caregivers of international students

In an accident or emergency situation where it is necessary to contact the parents and New Zealand caregivers of an international student, this should be undertaken by the Principal or International Director.

Homestay parents and classroom teachers are not responsible for contacting and should not contact an international student's parents in the event of an emergency or accident.

Classroom teachers need to inform relief teachers that there is an international student in their class and that the emergency procedure is as above.

Insurance companies

Students' insurance companies may need to be contacted in the event of an accident or emergency. The following students' insurance companies should be contacted:

<i>Name of student</i>	<i>Insurance company</i>	<i>Contact details</i>

INSTRUCTION SHEET FOR INTERNATIONAL STUDENT 24-HOUR CONTACT PERSON

This instruction sheet should be completed and given to the 24-hour contact person for international students where the education provider has students in homestays and boarding establishments.

Education provider's responsibility

The education provider is responsible for all emergency procedures during school hours, and all emergency procedures 24/7 where the student is in a homestay or a boarding establishment.

Where the student is living with his/her parents or designated caregivers, the education provider should have emergency procedures to cover incidents within school hours, and also consider providing support to parents / designated caregivers outside school hours if they are newly arrived in New Zealand and may have difficulty communicating or knowing what to do.

If a student is in a critical condition or has been killed, Interpol should make contact with the parents. In other cases, contact should be by the Principal or International Director.

Role of the 24-hour contact person

The role of the 24-hour contact person includes:

- Being available 24 hours a day, 7 days a week, to respond immediately to a crisis
- Being in the same town as the international student at all times, unless the student is away on holiday.

If you are called on the emergency phone number, you must be able to react immediately. If you are not able to react immediately then you must ensure that someone else has the emergency phone.

The role may be shared between several people, provided each person has all necessary information and understands the procedures.

Requirements

In order to carry out their role, the 24-hour contact person should have:

- A mobile phone that is carried with them at all times and never switched off
- A current first aid certificate
- A cool head in a crisis
- Medical information about international students, including allergies and health conditions and concerns
- Contact information for agencies and student agents, insurance companies, parents, and caregivers.

Contact information

Agency	Contact number	Agency	Contact number
Local police		Interpol	

Name of student	Agent	Insurance company	Parents	Designated caregivers

CRITICAL INCIDENT PROCEDURES FOR HOMESTAYS

This information sheet contains information about what you need to do in case of an critical incident or emergency involving your international student. Please keep it in a safe place, e.g. on your fridge, on the family noticeboard, or by the telephone. Homestay caregivers need to ensure that everyone who takes care of the international student is aware of these procedures.

1. Emergencies and accidents

Emergencies

An emergency is a situation that requires immediate action. In a situation that requires immediate action, there is not usually time to look up procedures or refer to written information. It is vital that everyone is familiar with emergency procedures before an emergency occurs.

Accidents

An accident may or may not constitute an emergency. If the accident does not constitute an emergency, there may be time to look up procedures or refer to written information.

Homestay caregivers need to decide if a situation is an accident or an emergency, and act accordingly.

2. Education provider's responsibility

The education provider has responsibility in the case of emergencies and accidents during and outside of school hours when the student is in a homestay or boarding establishment situation. This means that the education provider should be contacted as soon as possible in these situations. The education provider will help and support you and make sure that all appropriate procedures are followed.

3. What to do

In an emergency act appropriately (e.g. remove the student from danger, apply first aid, call an ambulance) **then** phone the interpreter:

Interpreter name:	
Interpreter number:	

Then contact the school's **24-hour contact person**:

24-hour contact person name:	
24-hour contact person number:	

The **education provider** is responsible for contacting the international student's parents. You are not responsible for this, and in an emergency or accident contact with the international student's parents should be made by the education provider **only**.

4. In case of accident or illness

If an international student is injured or unwell and **your level of concern is high** take the student to the nearest accident and emergency department or if appropriate dial 111 and ask for an ambulance. If **your level of concern is low or moderate** take the student to your GP, or if time permits call [insert education provider's number] for advice during the day. If you are concerned for your student's well-being and unsure of what to do, call the student's emergency contact for assistance as it is better to be cautious.

Your student's details:

Insurance Details (company, policy type, contact number):	Medical Concerns:	Allergies:	Previous illnesses:

INFORMATION FOR PARENTS OF INTERNATIONAL STUDENTS

This sheet contains important background information about processes and procedures that will be followed by the education provider in respect of your son / daughter. Please read it carefully and make sure that you are happy with all the information. If you have any queries please contact the International Director at Otamatea Christian School.

Accidents and emergencies

The education provider is responsible for all emergency procedures during school hours, and all emergency procedures outside school hours while the student is in a homestay.

In the event of an accident or emergency appropriate action will be taken and you will be contacted as soon as possible by the school principal / International Director your student's agent, or your insurance company, on the emergency contact number you provided on your child's application for enrolment form.

If your child has an accident while you are outside of New Zealand, the education provider or the homestay parents may need to consent to urgent medical procedures on your behalf, including blood transfusions if necessary.

Communication

Parents are required to have regular communication with their children. Parents should provide their children with calling cards so they can call home whenever they feel they need to.

Parents are encouraged to interact with the education provider and invited to visit their child's school at least once during their child's period of enrolment.

Parents can be expected to be contacted by the education provider if there are any concerns regarding their child's well-being or progress.

Parents should contact the school principal / International Director if they have any concerns or issues they want to discuss about their children.

Parents can expect to receive regular reports outlining their child's academic progress.

Your child's contact information:

EDUCATION PROVIDER		ACCOMMODATION	
Postal address:		Postal address:	
Contact person: (Name, number, email)		Contact person: (Name, number, email)	

MEDICAL/PREGNANCY ISSUES AND INTERNATIONAL STUDENTS

What is an education provider's role/responsibility in the event of an international student becoming pregnant?

1. This is first and foremost a medical issue. The education provider should advise the student to see a doctor. The consultation with the doctor is a private matter and the student does not have to divulge its content either to the school or to her parents. The education provider must continue to monitor her health and welfare, ensure she is well supported and respond appropriately to any concerns in accordance with the requirements of clause 15.3 of the Code of Practice:

15.3 Signatories must provide the following support services to international students if applicable:

- 15.3.4 Advice on welfare facilities, including personal health services;
- 15.3.5 Advice on accessing information on sexuality education, health promotion, and sexual and reproductive health services;

(See also the Guidelines to the Code)

2. If the student tells the education provider that she is pregnant the provider/counsellor/nurse/Designated Person Pastoral Care/Caregiver would
 - make sure that the student is receiving appropriate medical care and is supported throughout the process
 - discuss with the student: (i) whether the student's parents should be informed and (ii) the procedures that the provider would/ should follow in the event of an emergency situation.

Under the Privacy Act and the Health Information Privacy Code (which applies to health information) the student's information must not be disclosed to parents unless the education provider considers that one of the exceptions in Act or the Code applies.¹

The exceptions are listed in the Privacy Act and the Health Information Privacy Code - have a look on www.privacy.org.nz One possibility would be where the provider thought there were serious physical risk/safety concerns. If the student was very young the provider should ensure that plenty of support was in place for the student in accordance with the Code requirements. We would also recommend that the provider consider seeking professional advice on its obligations in terms of the privacy v. safety balance

The provider must record on the student's file all advice given and actions undertaken.

- ¹ Note that the Privacy Act applies to all students regardless of their age.

Guidelines for when an International Student is admitted to hospital

- Education providers should have in their enrolment documents a statement signed by the parent which gives the provider permission to make a decision on the advice of medical practitioner in a medical emergency.
- The Designated Person responsible for Pastoral Care should be notified immediately an International Student is admitted to hospital
- Take a copy of the student's Medical Insurance Document or notify the Insurance Company. (If the document is not available at this time the hospital must be notified in the first 24 hours of admission.)
- Take contact details for the parents in the home country.

The Privacy Act makes it important to get permission from the student wherever possible before contacting the student's parent.² "Would you like to phone your parents?" or "Would you like me to phone your parents and tell them?"

- In an **emergency situation** the school is responsible for seeing that the parents are informed.
- The pastoral care person should consult the medical staff about **the process for informing the parents** – before the treatment/operation and post-operatively. When should this be done? Who should do this? What information should be given? How should the requirements of the Privacy Act be met? The hospital interpreter may be the best person to phone the parents.
- If it is decided that the Pastoral Care Person should phone the parents have an interpreter present when meeting the medical staff or take notes and brief an interpreter with information that the parents should be told.
- Phone the parents with the medical information. Use an interpreter if necessary. Seek verbal permission from the parents for any medical procedures to be undertaken.
- The consent form for the operation will need to be signed on behalf of the parents by their appointee. If the student is 16 or over s/he can sign their own consent form.
- After the procedure consult with medical staff as above and phone the parents. If possible use a first language hospital interpreter to report the outcome of the procedure to the parents.
- Ensure that the parents are informed daily, or more frequently if necessary.
- As soon as possible help the student to contact the parents her/himself – by mobile.
- Follow up by home visiting and phone calls.

Record all actions taken in the student's file

²Note that the privacy Act applies to all students regardless of their age.

Assessment of Risk and Critical Incident Response to Natural Disasters

The following disasters may happen in our area

Storms – most likely cause of flooding and damage to buildings, tornadoes are known in the Northland area and strong winds and rain. Maungaturoto has had some damage but not major damage inflicted by these types of events.

Earth Quake – Occasionally minor tremors may be felt, Maungaturoto is not on a major fault line. Earthquake Drill

Tsunami – Visits to East Coast Beaches, students need to be aware of procedures should a warning siren go off if they are visiting these areas.

Fire – May also occur in the Homestay or the School.

Fire

This checklist outlines what to do in the event of fire.

	Response actions (as appropriate)
Discovery of a fire	Ring the fire alarm.
	Call 111
On hearing the alarm	Go to the tennis courts as practised in 'Fire Drill'
	Walk calmly and quickly and avoid panic.
	Remain at the evacuation point until clearance to leave is given.
Returning to the building(s)	Do not return to the building(s) until given the all clear by the Fire Service.

Earthquake

This checklist outlines what to do in the event of an emergency.

	Response actions (as appropriate)
During an earthquake	<input type="checkbox"/> If indoors: <ul style="list-style-type: none"> • Drop, take cover under a desk or table and to hold onto the legs until the shaking stops • Keep away from shelves containing heavy objects and other large items of furniture • Keep away from windows • Stay indoors until the shaking stops and it's safe to go outside
	<input type="checkbox"/> If outside: <ul style="list-style-type: none"> • Students to stay in the school grounds until a teacher comes to get them. • Keep away from buildings and power lines
When the shaking stops	<input type="checkbox"/> Ensure your personal safety first
	<input type="checkbox"/> Check those around you and offer help if necessary.
	<input type="checkbox"/> If anyone requires medical assistance, call 111 and/or administer first aid.
	<input type="checkbox"/> Evacuate if required or instructed by your teacher.
	<input type="checkbox"/> Keep away from dangerous areas
	<input type="checkbox"/> If you are near the coast line (sea) or a large body of inland water, be aware of the possible risk of Tsunami
	<input type="checkbox"/> Listen to the radio for instructions from Civil Defence.

Tsunami (This will only apply if you are near the ocean or a large body of water)

Don't wait to be told to evacuate if a strong earthquake occurs and you are located in an area at risk of a tsunami (eg near the sea, rivers or large body of water).

Evacuate if instructed to by Civil Defence. A Siren will normally sound but may not.

If you see the sea go out a longer way than normal or a strong earthquake has occurred then look for higher ground and remove yourself to about 1km inland.

Volcanic eruption and ash fall

	Response actions (as appropriate)
Large eruption	<input type="checkbox"/> Evacuation: If the school is in the path of potential lava flows, pyroclastic flows, surges or lahars be prepared to evacuate when asked to by controlling authorities (i.e. police, civil defence etc).
Ash Fall	<input type="checkbox"/> Stay indoors. Put on dust masks available. Wait for further instructions.

Flooding

Flooding can happen quickly and have serious impacts. Flooding may be caused by heavy rain, overflowing creeks and rivers and high tides or tsunamis in coastal and low-lying areas.

Floods within a building can also be caused by normal wear and tear failures of pipe joints, vandalism, or be the result of earthquakes.

	Response actions (as appropriate)
Flooding reported or sighted	<input type="checkbox"/> Evacuate if instructed/required (and get to higher ground)

Complete this investigation form irrespective of whether the accident was a near miss, minor, moderate or major injury.

IN THE CASE OF A NEAR MISS	
HOW BAD COULD IT HAVE BEEN?	WHAT IS THE CHANCE OF IT HAPPENING AGAIN?

<input type="checkbox"/> Very serious	<input type="checkbox"/> Serious	<input type="checkbox"/> Minor	<input type="checkbox"/> Minor	<input type="checkbox"/> Occasional	<input type="checkbox"/> Often
PREVENTING THE NEAR MISS FROM HAPPENING AGAIN					
What action has or will be taken to prevent a recurrence?		Date when completed	By whom	When	
TREATMENT AND INVESTIGATION OF ACCIDENT					
Type of treatment given:		Name of person giving first aid		Doctor/A&E/Hospital	
Accident investigated by		WorkSafe NZ advised:			
Name: _____		By telephone: YES/NO Date: _____ Time: _____			
Date: _____		Who did you speak to a WorkSafe NZ? _____			
		Copy of this form sent by: MAIL/EMAIL/FAX			
		Date sent: / /			
THE ACCIDENT Where at school OR draw a diagram for EOTC					
Where at school: In the space below write exactly where.					

THE ACCIDENT DIAGRAM
This is essential for all vehicle accidents!

The purpose of collecting the information on this form is to identify incident trends and inform safety management and procedures.

Remember that only the Chairperson of the Board of Governors and Principal may speak to the media. Say no comment and refer the media to these two spokesmen.

Venue/Facility Safety (Appendix 23)

Venue: _____

Address: _____

Distance from school: _____

Date/s of planned EOTC event: _____

Staff member assessing venue: _____

Organisation: _____ Liaison person/contact: _____

List of activities you propose to use at venue:

Activity 1	
Activity 2	
Activity 3	
Activity 4	
Activity 5	
Activity 6	
Activity 7	
Activity 8	
Activity 9	
Activity 10	

1. Is the venue appropriate for activities planned? Yes / No

2. Is there suitable vehicle access for emergencies? Yes / No

3. Is there a supply of drinking water on site? Yes / No

4. What communication is available at the venue in an emergency? Yes / No

5. Communication method/s available:

Landline phone _____

Mobile _____

VHF radio _____

Other _____

6. Are there hazards in addition to those managed by the venue/facility managers that require specific management strategies? (eg. If the managers are no onsite

Yes / No

7. Is so, what are they?

8. What strategies are in place to manage the hazards so that the venue is safe and effective for use?

9. Does the facility have a current building warrant of fitness?

Yes / No

10. Are there any age constraints or special conditions for the use of any of the activities you offer?

11. Are there suitable and adequate hygiene/toilet arrangements for off site activities? (eg rafting, camping)

Yes / No

12. If commercial catering is provided, does the provider meet relevant food safety requirements?

Yes / No

13. Is the venue accessible for people with disabilities?

Yes / No

14. Additional notes relevant to safety:

Parental Consent Form for Assessment and Appraisal (Appendix 24)

To be attached to the School Enrolment form along with the Blanket Consent Form

Dear Parent/Guardian:

The teachers of Otamatea Christian School are involved in instructing, supervising and facilitating your child's classroom and outdoor activities and learning experiences. They are required to assess and evaluate your child's performance for reporting purposes. The teachers are also required to be assessed for performance appraisal purposes and collect their own evidence for evidence based practice and their evidence folder.

To enable assessment often short video recordings of lessons and photos are needed that may capture parts of lessons and student activities. Examples of students work may need to be collected. Sometimes students will be asked questions and their dialogue recorded either manually or using recording devices.

To ensure that this process of assessment can take place the Board asks that you can give your consent for the teachers of Otamatea Christian School to use technology and recording devices for assessment purposes as well as record observations in written form for assessment purposes.

I _____ **give/ do not give** consent for the school to use technology and recording practices for the assessment of my child and teacher assessment and appraisal purposes.

Date: _____

EOTC Management Self Audit Checklist (Appendix 25)

Learning outcomes

- ☐ Process requiring clearly stated learning outcomes and curriculum links for each EOTC event
- ☐ Assessment

Approval

- ☐ EOTC event approval process identifies who the board has delegated this responsibility to (principal, and/or senior staff; and/or EOTC coordinator, and/or Sport and recreation coordinator).
 - Pre-approval (for planning to go ahead)
 - Final approval (for event to go ahead)

Staff, students, contractors and volunteers

- ☐ Staff competence assessment process, deployment decisions
- ☐ Volunteer competence identification and assessment process, and deployment decisions
- ☐ Staff preparation process including induction and professional development
- ☐ Provider checking process
- ☐ Volunteer preparation process including induction (clear briefing on role and responsibilities)
- ☐ Staff selection and appraisal process
- ☐ Codes of conduct for students, staff, volunteers, contracted providers)
- ☐ Student support process

Safety and risk management

- ☐ Event risk and hazard identification, analysis and management process (eg, SAP, RAMS or other)
- ☐ Transport safety procedures
- ☐ Activity standard operating procedures
- ☐ Parental consent process
- ☐ Health profiles for students, staff, volunteers and contracted providers
- ☐ Supervision plan and decisions including ratios
- ☐ Event/activity-specific safety equipment
- ☐ Communications system within the school; between the school and the field; in the field
- ☐ Equipment usage/maintenance/storage procedures
- ☐ Swimming competence assessment
- ☐ Aquatic safety procedures
- ☐ Variance process (when can deviate from the stated procedures)
- ☐ Venue/facility safety check

Emergency response

- ☐ Emergency procedures, including a Traumatic Incident Response Plan (TIRP)
- ☐ Incident reporting process (eg. National Incident Database)
- ☐ Incident analysis process
- ☐ Procedure for reporting serious harm incidents to relevant statutory bodies (Dept of Labour, Maritime NZ)

Programme development and review

- ☐ New programme development process
- ☐ Event review procedure
- ☐ EOTC Management System review cycle and process

Questions to Ask in the Review Process:

- A. Has each event been reviewed by the TIC and the result lodged with the Principal?
- B. Have all EOTC procedures been reviewed against current accepted best practice?
- C. What procedures have been followed in the form of safety emails, hazard identification and incident reports? How can these inform practice for the coming year?
- D. What training does our staff need for the coming year? Have we had a staff meeting to address and identify these needs?

Board Approved EOTC Providers and Environments

The Board of Trustees Recognises established EOCT providers who we use regularly that are in the business of providing best practice EOCT activities for school. The board does not require a Venue/facility safety Appendix 23, Contractor checklist Appendix 12, Agreement between School and Provider appendix 14a or Outside provider contract for service Appendix 14b for these contractors. The board does require and up to date SAP or RAM forms from the provider.

List of Approved Providers

Rainbows End

Tree Tops

Pariki Hot Pools

Paradise Ice skating Auckland, Botany and Avondale

Living Way School

The Board of trustees recognises local well known EOCT environment which are known to staff and that the school uses regularly. These sites do not require site visits.

School Bush

Waipu Beach and Estuary

Centennial Park, Centennial Road Wellsford

Chairman of the Board of Trustees

Paul Chambers _____ date _____

Principal

Mark Bell _____ date _____

EDUCATION OUTSIDE THE CLASSROOM (EOTC) POLICY

Why we have EOTC at our school

Firstly, Otamatea Christian School believes in utilizing a range of environments, and experiences to enhance the learning of our students.

Secondly, students at our school have ready access to the beaches, caves, bush walks and many outdoor activities in the surrounding area. We are located 90 minutes from Auckland, 50 minutes from Whangarei and are located in a small rural town that offers the 'Real New Zealand Rural Experience.' Maungaturoto is the gateway to Dargaville and the Far North of New Zealand. The Far North offers many outdoor activities, scenic activities and cultural activities. For many of our students and International Students these areas are part of their playground. We would like to ensure our students and those that visit our school as International Students are kept as safe as possible.

Thirdly, the school believes in providing students with the opportunity to participate in recreation, leisure, and sport.

PROCEDURES FOR EDUCATION OUTSIDE THE CLASSROOM

Education outside the Classroom (EOTC) is defined as all those events that occur outside the classroom, both on and off-site, including all curriculum, sporting and cultural activities.

EOTC activities are defined by their level of risk. Planning and consent requirements are different for each level. See the [Risk Levels in EOTC table](#) within these procedures.

The school's EOTC activities support and enhance the A.C.E (*Accelerated Christian Education*) Curriculum.

EOTC activities must be approved by the principal or the Board of Governors and overnight camps by the Board of Governors, who hold the ultimate legal responsibility for approved excursions. All school health and safety policies apply to EOTC activities.

EOTC programmes:

- enhance learning, through a variety of well-designed, first hand experiences
- provide experiences for students that encourage awareness of the values and philosophies of the tangata whenua, and with other cultures within the school community
- increase students' knowledge, understanding, and appreciation of the school area, local district and other familiar and unfamiliar places
- promote ecological awareness and personal responsibility towards environment
- develop students' skills in observation, recording and organisation
- help students develop self-confidence and a sense of adventure
- assist students in their social development by placing them with others in unfamiliar situations
- help students develop an attitude of responsibility, particularly towards their own safety and that of others
- Provides students with opportunities to work together in a group.

To make EOTC effective and safe, the school will:

- involve students, parents, caregivers, and the community at all relevant stages of planning, preparation, performance and evaluation
- be aware of cultural considerations of participants
- ensure, where possible, that students are not excluded for financial or special reasons
- provide alternative learning situations for students unable to participate
- follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements
- Ensure adequate ongoing training for all staff involved in EOTC, including support staff attending approved workshops, seminars, courses and training and assessment schemes.

Taking children out of the school environment can provide them with life changing experiences which they will remember for the rest of their lives. It can also put them at risk and into unfamiliar situations. Careful planning and preparation is needed to minimise risks and make the activity a positive experience for each student.

Engaging in EOTC

With all events beyond the classroom there is a potential for gain and a potential for loss.

To realize the gains teaching staff, and those supporting the teachers (support staff, volunteers, student leaders and contractors) are responsible for:

1. The writing of the specific goals and outcomes for any EOTC episode. (TIC)
2. Ensuring the safety of all students and adults involved in the events. Risk identification, elimination, isolation and minimization are crucial elements in mitigating the losses and thus realizing the gains.

PROCEDURES

This document has been arranged under the following headings:

1. INTRODUCTION
2. PLANNING AND APPROVAL
3. PARENTAL CONSENT including information to parents
4. SUPERVISION
5. RISK IDENTIFICATION, ANALYSIS AND MANAGEMENT
6. TRANSPORT
7. INCIDENTS
8. EQUIPMENT
9. COMMUNICATION SYSTEMS
10. REVIEW
11. DEVELOPING A PROGRAMME
12. STAFF SELECTION
13. JOB DESCRIPTIONS
14. INDUCTION
15. APPRAISAL
16. PROFESSIONAL DEVELOPMENT
17. CONSULTATION PROCESS
18. STUDENT SUPPORT
19. SUSTAINABILITY
20. TEACHER BEHAVIOUR
21. STUDENT BEHAVIOUR
22. ASSESSMENT
23. SAFE OPERATION PLANS
24. APPENDICES

The procedures meet the requirements of the Ministry of Education, the NZ Qualifications Authority, Skills Active, and Outdoorsmark.

The following documents have been consulted:

EOTC Guidelines, Bringing the curriculum alive (NZ Ministry of Education 2009)

(www.tki.org.nz/e/community/eotc/)

Relevant Legislation:

- . Crimes Act, 1961
- . Children, Young Persons and their Families Act, 1989 – “In Loco Parentis”
- . Health and Safety in Employment Act, 1992
- . Accident compensation and Rehabilitation Insurance Act

GLOSSARY

BOG	Board of Governors
EOTC	Education outside the classroom, is defined as all those events that occur outside the classroom, both on-, and off-site, including all curriculum events, sporting events and cultural events
OCS	Otamatea Christian School
NID	National incident database
PD	Professional development
RAMS	Risk analysis and management system
SAP	Safety Action plan
TIC	Teacher in charge

1. INTRODUCTION

1.1 The procedures specified in this document apply to teaching staff, and those supporting the teachers (support staff, volunteers, student leaders and contractors).

1.2 The BOG (Board of Governors), who hold the ultimate legal responsibility for approved excursions, have delegated responsibility for all EOTC matters to the school Principal.

2. PLANNING AND APPROVAL

2.1 The school principal, who has overall responsibility for EOTC, must approve, for inclusion on the school calendar, any E.O.T.C events. *See Appendix 1: Event Proposal*

2.2 In the planning phase, pre-approval must be given by the Principal for the event goals and objectives for events. *See Appendix 2: Event Approval*

2.3 Where possible, approval is required at least one week before the event.

2.4 All approved EOTC events must be entered on the EOTC Inventory.

See Appendix 3: EOTC Event Inventory and Staff Competence

2.5 Teachers and contractors have approved alternative plans if the event is weather dependent or they are suddenly unable to attend or lead the event (illness, death in the family etc).

2.5 As part of the planning process the EOTC Planning Checklist is completed. *See Appendix 4: EOTC Planning Checklist.*

2.6 Where an event is stopped or changed once it is underway the change must be communicated to the OCS Principal and verbal approval confirmed.

2.7 Variation from OCS EOTC procedures should only be considered when following the procedures compromise the safety of an individual or group.

3. PARENTAL CONSENT, including Information to Parents

It is a requirement of our school that parents are informed and consent is obtained as described below.

3.1 Disclosure of the risk, along with logistical information must be conveyed to the parent/caregiver (letter, logbook or phone call are acceptable methods of communication). The risks are clearly explained so parents and students understand them. Parents and students are given the opportunity to ask questions about events and activities and understand that they can withdraw from activities if they feel unsafe.

The following checklist should be considered when designing the information letter: date of letter, name and date of event(s), start and finish times, group or individuals involved, venue address/phone number/description, curriculum objectives/purpose of event, transport arrangements, staffing including relevant experience and qualifications, costs if any, clothing and equipment required, rules both school and event (for example, smoking, alcohol, and illegal drugs, and unsafe behavior policies, including what not to bring and cell phone use), incident management plans, procedures if anyone becomes ill, date by which to return consent form and health profiles, contact number of Principal and after hours number, other relevant information, signature of author.

3.2 Parental consent for most EOTC events will be obtained for each event that takes place if the event requires transport. If the EOTC event is in the local community then the consent form in the enrolment form will only be needed. **Appendix 5: Blanket Consent**

3.3 If a parent withholds consent, the student should not be taken on the EOTC event, instead the student will continue with their A.C.E program at school if staff are available.

3.4 Event-specific, season-specific, and course-specific parental consent is required as specified below:

Risk Levels in EOTC

Activity type	Description	Approval	Parental consent	Risk management planning
A. On site (in the school grounds)	(i) Lower risk environments For example: measuring for mathematics, sports day, horticulture, Adventure based learning activities, painting murals.	None required.	None required	Usual lesson planning Health information
	(ii) Higher risk environments For example climbing wall.	Principal or BOG	Separate consent form per event.	Generic SAP Health Information
B. Off site (short visits to local venues)	(i) Lower risk environments For example: museum, art gallery, sports and recreation events.	Principal or BOG	Blanket consent at enrolment	Intention form Specific SAP Contingency plans Health information Other appropriate forms in appendices
	(ii) Higher risk environments For example aquatic environments (river, beach but not swimming), cross country run training.	Principal or BOG	Separate consent or Blanket course consent (eg Outdoor Education Course consent)	Intention form Specific SAP Contingency plans Health Information Other appropriate forms in appendices
C. Off site (day trips – additional risk management required)	(i) Lower risk environments – lower technical skills required For example: farm visit, day orienteering in a local park, city visit, swimming in pools.	Principal or BOG	Separate Consent	Intention form Specific SAP Contingency plans Health Information Other appropriate forms in appendices
	(ii) Higher risk environments – higher technical skills required For example: skiing, sailing, waka ama, rock climbing, swimming in natural environments (beach, river),	BOG and Principal	Separate consent or Blanket course	

	factory visit, forestry or agricultural field trip involving chemicals or heavy machinery.		consent (eg Outdoor Education Course consent)	<p>Intention form</p> <p>Specific SAP</p> <p>Contingency plans</p> <p>Health Information</p> <p>Other appropriate forms in appendices</p>
D. Off site (residential overnight/s)	(i) Lower risk environments – lower technical skills required For example: trip to another city or region, sports tournaments and exchanges, field trips to urban environments, historical sites and “front” country (having well-formed tracks).	Principal or BOG	Separate consent	<p>Intention form</p> <p>Specific SAP</p> <p>Contingency plans</p> <p>Health Information</p> <p>Other appropriate forms in appendices</p>
	(ii) Higher risk environments – higher technical skills required For example: overseas trips, field trips (for example, social studies, biology, geography), into natural water, bush or alpine environments, or other hazardous environments (for example, where chemicals, heavy machinery, or other hazards are present) outdoor education camps, multi-day outdoor pursuits journeys in the back country (for example, biking, tramping, kayaking).	BOG and Principal	Separate consent	<p>Intention form</p> <p>Specific SAP</p> <p>Contingency plans</p> <p>Health information</p> <p>Other appropriate forms in appendices</p>

3.5 It is important that parental consent, including risk disclosure and medical consent, and health information are completed by all adult and student participants in the EOTC event, to meet school health and safety responsibilities.

See Appendix 6: Parental Consent, Emergency Contact and Risk Disclosure, Appendix 7: Parental Letter and Appendix 8: Health Profile and Medical Consent.

Organisation of Activities

LEVEL A (Immediate Local Area)		
Responsibility	Action	
Class Teacher	1.	Decide on an activity to tie in with the curriculum
	2.	Prepare and submit a notification form to the principal that outlines the activity. (<u>EOTC Event Proposal Form</u>)
	3.	Prepare a notification letter to parents , if required, and submit it to the principal. Parental consent is not required for a level A activity but you may wish to send a notification letter to parents if you require helpers or resources for the activity.
Principal	4.	Confirm the <u>risk level</u> of the activity. If you believe the risk level is higher than level A, request more information and/or <u>risk management documents</u> from the teacher.
Class Teacher	5.	Inform the office staff and other people potentially affected by the students' absence from the classroom.
	6.	Organise parent help (see "EOTC Parent Help") if required.
	7.	Prepare a class list that includes current health information.
	8.	Consider requirements for special needs students

LEVEL B (Offsite during school hours)		
Responsibility	Action	
Class Teacher	1.	Decide on an activity to tie in with the curriculum
	2.	Prepare and submit an event proposal form to the principal that outlines the activity, and a safety action plan , if necessary. (EOTC Approval Form – One form for the sporting year.)
	3.	Prepare a notification letter to parents, and submit it to the principal. Parental consent is not required for a level B activity but you are required to send a notification letter to parents. Also use it to request helpers, payment, or resources for the activity, as appropriate.
Principal	4.	Assess the proposal and approve or decline it, as appropriate. Request <u>risk management documents</u> from the teacher if you deem it necessary.
Class Teacher	5.	Make any necessary arrangements, such as booking bus transport.
	6.	Inform the office staff and other people potentially affected by the student's absence from the classroom.
	7.	Organise parent help (See "EOTC Parent Help") if required.
	8.	Prepare a class list that includes current health information.
	9.	Consider requirements for special needs students

LEVEL C (Off-site or on-site where activities have greater risk)		
Responsibility	Action	
Class Teacher	1.	Decide on an activity to tie in with the curriculum.
	2.	Discuss the goals and objectives with the principal. Complete the EOTC Event Proposal form and give it to the principal.
	3.	Make enquiries, tentative bookings, etc.
Principal	4.	<p>Assess the proposal and approve or decline it, as appropriate.</p> <p>If the proposed event involves hazardous activities such as kayaking or rock-climbing the principal will submit the Event Proposal form to board of governors for their approval. Other forms will need to be submitted with it, including a risk management plan, or a safety action plan. You may have to supply other forms or information as requested by the board, such as travel costs and the relevance of the experience to the A.C.E Curriculum.</p>
Class Teacher	5.	Obtain consent from parents.
	6.	Request and organise parent help (See “ EOTC Parent Help ”).
	7.	Prepare and send home health profile forms (see Risk Management) for each person involved in the event.
	8.	Prepare a class list to record consent from parents and student’s home and emergency phone numbers.
	9.	Consider requirements for special needs students.
	10.	Organise transport (see “ EOTC Transport ”)
	11.	Complete risk management .
	12.	Create a gear list and send it to parents.
	13.	Organise equipment and first aid kit.
	14.	Inform the office staff and other people potentially affected by the students’ absence from the classroom.

	15.	Complete the Event Report and Evaluation Form and submit it to the principal/or board.
	16.	Prepare follow-up activities, as required.

LEVEL D (Overnight Stay/School Camp)		
Responsibility	Action	
Class Teacher	1.	Decide on an activity to tie in with the curriculum.
	2.	Discuss the goals and objectives with the principal. Complete the EOTC Event Proposal form and give it to the principal. Because the proposed event involves an overnight stay, the principal will submit the Event Proposal form to the Board of Governors for their approval. Other forms will need to be submitted with it, including a risk management plan, or a safety action plan. You may have to supply other forms or information as requested by the board, such as travel costs, and the relevance of the experience to the A.C.E Curriculum.
	3.	Make enquiries, tentative bookings, etc.
Principal	4.	Assess the proposal and approve or decline it, as appropriate. Request more information if necessary.
Class Teacher	5.	Obtain consent from parents.
	6.	Request and organise parent help (See “ EOTC Parent Help ”).
	7.	Prepare and send home health profile forms (see Risk Management) for each person involved in the event.
	8.	Prepare a class list to record consent from parents and student’s home and emergency phone numbers.
	9.	Consider requirements for special needs students.
	10.	Organise transport (see “EOTC Transport”)

	11.	Complete risk management .
	12.	Create a gear list and send it to parents.
	13.	Organise equipment and first aid kit.
	14.	Inform the office staff and other people potentially affected by the students' absence from the classroom.
	15.	Inspect facilities and take an inventory.
	16.	Prepare a budget.
	17.	Organise evening meetings to brief adults involved in the trip.
	18.	Check students' gear.
	19.	Complete the Event Report and Evaluation Form and submit it to the principal/or board.
	20.	Prepare follow-up activities, as required.

When planning, refer to:

EOTC Guideline Book: <http://www.eotc.tki.org.nz/content/download/1344/5555/file/EOTC-guidelines.pdf>

TKI Website: <http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

SPARC Guidelines: <http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/Recreation/Outdoor-Activities-Guidelines-for-Leaders.pdf>

4. SUPERVISION

4.1 Competent staff lead all events including contractors. **Competency** is demonstrated to the principal or EOTC Coordinator. *See Appendix 9: Activity Leader Competence.*

4.2 Competency can be measured by qualifications and/or experience. In the case of the latter the use of 'attestation by an appropriately qualified colleague' is recommended.

4.3 Teachers, Support staff, volunteers, student leaders and contractors have the right to say no to leading and/or supervising an event and can cancel an event at any stage.

See Appendix 10a: Volunteer Assistant Agreement

4.4 The TIC (teacher in charge), in consultation with and with agreement from the Principal, has the right to not take a student that they deem will compromise safety.

4.5 Support staff and contractors are police vetted for their suitability to work with students.

See Appendix 11: Police Vetting Form

4.6 Checks are made that contractors, support staff, volunteers, student leaders have the necessary understanding and health to be involved in EOTC. ***See Appendix 12: Contracting Checklist/Also refer Appendices 9 and 10a: Volunteer Assistant Agreement and 8: Health Profile and Medical Consent.***

4.7 Teachers, Support staff, volunteers, student leaders and contractors are briefed by the Teacher in Charge (TIC) regarding the objectives of the trip, specific roles and responsibilities, risk management for all parties including self, and the school policies and procedures.

4.8 All staff are capable of implementing, the School Incident Management Plans.

4.9 All participants have access to a qualified and current First Aid provider at all times during an event, including in transit, travelling in convoy to and from the event.

4.10 Leaders of all events must be fully conversant with the requirements specified on the appropriate Safe Action Plan (SAP). ***See appendix 13: SAP***

4.11 Contracts must be written up and agreed upon by signature when individual contractors or providers are contracted into a supervisor and/or instructional role. A review document is required of contractors and providers. ***See Appendices 14A and 14B: Agreement between school and provider/outside provider; and 15: EOTC Event Report, Evaluation and Review Document.***

4.12 If there is a dispute between a contractor/provider and OCS staff regarding a decision before or during an event the more conservative option must be followed, this provides the highest standard of safety and care to students. If agreement can't be reached the activity must be stopped and the EOTC coordinator informed.

4.13 Where an outside contractor/ provider is employed the BOG are still responsible for student safety. This responsibility is delegated to the TIC.

4.14 The **supervision ratio** is established prior to the approval process.

The ratio is a decision of the TIC, and will be based on the following:

Competence of the staff, volunteers, student leaders and contractors, level of first aid cover, gender, age, behavior and ability of students, special needs of students (medical, behavioral and educational), duration and nature of activity – land based, water based, nature of site, site requirements (e.g. permits), incident management options, access to emergency services, season, weather forecast and remoteness of site.

Special note on Ratios:

“A ratio compares the number of skilled and experienced supervisors with the number of novices involved in an EOTC event (at times adults may be novices). It is important that the selected ratio ensures that both quality learning and safety are maximized. Ratios for EOTC are hard to prescribe, as they will vary according to the age and needs of the students, the activity, the location and the competence of the students and staff involved. Competence is central to setting ratios and putting an effective supervision plan in place for any EOTC activity. If in doubt, be conservative and/or seek professional advice when deciding on ratios and an appropriate supervision plan.”

See 5.14 for aquatic activities ratio.

4.15 The Event Proposal Form which will outline Intentions and E.O.T.C contacts and a list of all students attending the event need to be left at the school office. *See Appendix 16: Summary of Participants and Appendix 1: Event Proposal Form.*

4.16 On return to school the TIC needs to report to the principal or the school office. In situations where the students and staff return directly to home or after office hours, the TIC reports directly to the Principal.

4.17 The Principal/Office Secretary/Teacher on site will make contact with the group if they do not receive confirmation that the group has returned by the specified time.

4.18 Staff should ensure that students experience “challenge by choice” (that is, they are not forced to participate). *See Appendix 17: Student Contract*

4.19 No student is to transport themselves to events.

4.20 Activities requiring technical outdoor skills have approved technical advisors appointed to advise OCS on the running of these activities, including venues/sites, SAPs, professional development (PD) requirements for staff, annual review and any incident/near miss investigation (where appropriate).

4.21 Those staff leading an activity for the first time are supervised by a senior staff member who is competent to run the event or the technical advisor for the first event and until they are judged as competent to lead the event.

4.23 On overnight trips, a male and a female staff member or volunteer must be available at all times for overnight supervision if the event includes both male and female students. A minimum of two staff members or approved volunteers must be on site at all times.

4.24 No adults or students participating in an EOTC activity may consume alcohol, cigarettes, illegal drugs, or other harmful substances, or engage in other activities that may impair them, such as fasting.

5. RISK IDENTIFICATION, ANALYSIS AND MANAGEMENT

Risk Management and Safety Action plans help identify the possible risks and hazards involved in the event, and the steps taken to minimize them. They are important planning documents that ensure that appropriate safety strategies and supervision exist, and that the proposed activity is suitable for the intended participants. For Level 1 and many level B events, the Activity Notification to the Principal is all that is required. A **Safety Action Plan (SAP)** is suitable for simple day trips where some risk management is required. Hazardous or overnight events require a **Risk Analysis and Management System (RAMS) Risk Management Plan**. A RAMS provided by the venue can be used as long as it is reviewed and adjusted to meet student needs, environmental situation, etc.

5.1 For all levels of EOTC staff must consider the potential losses and their causes. In doing so they must assess the level of frequency and severity, and take action to eliminate, isolate or minimize them. All Teaching staff, and those supporting the teachers (support staff, volunteers, student leaders and contractors) are active ‘risk managers.’

5.2 Where a SAP does not exist for a particular event a Risk Analysis and Management system (RAMS) form is developed by the TIC in consultation with the school principal.

See Appendices 18 and 19: RAMS Forms

5.3 For all events, any special needs (Health, medical, supervision, educational, diet and other) of staff and students, and any site or activity specific hazards or other information is added to the SAP under “Event specific information”.

5.4 In constructing the SAPs from RAMS the following have been considered:

- Potential losses.
- Hazards (causal factors). These are the contributing factors to incidents (Hazards are the cause or source of harm, Health & Safety in Employment Act, 1992).
- The management strategies including the industry standards (current accepted/best practices) and any school developed strategies, which will mitigate against the losses.
- Incident management plans
- Equipment for emergency situations
- Equipment factors, including any hazards associated with its use.
- People factors, including any hazards associated with them.
- Environmental factors, including associated hazards.
- The potential severity and frequency.
- Where appropriate, student and staff swimming competency. ***Appendix 20: Aquatic Activity Consent.***

5.5 Appropriate equipment for emergency evacuation and first aid shall be available at all events and on route to events (cell phone or mountain radio, first aid kit).

5.6 Hazards identified that cannot be easily eliminated, isolated or minimized are reported in writing to the Health and Safety Officer and the EOTC coordinator, and added to the hazard inventory and reported to BOG for them to act upon appropriately.

See Appendix 19: Rams Hazard Assessment and Control.

5.7 Staff should be familiar with the environment and the area where the programme activities will take place. All activity leaders must have visited the site before using it with students or they must be accompanied by a staff member who has used the site before.

5.8 Staff will inform students of the hazards, the SAPs, Intention form with student and staff information attached, and the Incident management plans.

5.9 The TIC gives all staff a copy of the SAP/Risk Management Plans and this is taken with them into the field.

5.10 Any new hazards, incidents and near misses are reported immediately to the principal via the EOTC Review form and appropriate action is taken.

5.11 Diving into pools (other than supervised public swimming pools where a board is provided for that purpose) is prohibited. Jumping feet first into a pool which has been physically checked by a staff member immediately prior to the event is acceptable.

Note: in the case of swimming, river and beach activities where there are multiple groups there must be a person monitoring the whole event.

5.12 All staff are alerted to any hazard, near miss or incident via email.

5.13 Missing Student Protocol: Occasionally, a child may leave the EOTC venue or school without permission. If a child should disappear, the following steps are to be actioned immediately:

- . The school office is informed of the disappearance so a search can be coordinated. The principal is informed as early as possible.

- . All available staff are mobilized to search the EOTC or Camp Site for several minutes, and visual checks are made at each of the venue exits.

- . If appropriate, involve other adults in the search.

- . If the child is still missing, some staff will leave the EOTC venue and begin combing the local area, while the rest of the staff continue to search the school/venue. The child's parents are informed of the situation.

After ten minutes, the police are called to assist. Parents are always informed if the child leaves the school/venue property.

5.14 At swimming, river, and beach activities where there are multiple groups, there must be a person monitoring the whole event. An adult supervision ratio of 1 adult to 4 students must be maintained. Each adult must know which 4 students she or he will be supervising.

The teacher in charge of an event must make sure that:

- . adequate supervision is arranged

- . all staff have a copy of the risk management plan and take it with them

- . appropriate equipment for emergency evacuation and first aid is available at, and en route to all events. The equipment could include phone, cell phone, mountain radio, first aid kit, etc.

- . evacuation and safety procedures are established and addressed for each camp venue, and practiced, where possible.

6. TRANSPORT

6.1 The situation of a teacher driving a hired bus over 11 seats is subject to Ministry of Transport regulations and Principal approval.

6.2 A list of names of those on board must be carried on all vehicles transporting students from OCS.

6.3 A first aid kit is carried by all vehicles transporting students from OCS.

6.4 All students must be provided with an approved seat belt. A car with five seat belts can only transport five people.

6.5 Staff driving vehicles must have the appropriate full license under NZ law and be appropriately trained and competent to drive the vehicle in the intended traffic, road and weather conditions.

6.6 All vehicles used must have both a current Warrant of Fitness and Registration. (Appendix 10 C: Private Car Volunteer Form)

6.7 Mini buses can be driven by the holder of a car license, provided there is a maximum of 11 passengers.

6.9 For legal and insurance purposes teachers, support staff, volunteers, and contractors must have their license sighted and their license number and name recorded and left with the Principal or the Office Secretary.

6.11 The number of driving hours required for the journey and length of the driver's workday (including non driving hours) must comply with NZ Transport Authority regulations (maximum 13 hours on duty including driving time, 5.5 hours work time, 30 minute rest break, 10 hours between work days).

6.12 Drivers must have planned strategies to avoid driver fatigue (planned stops, more than one driver).

6.13 Public Transport or Chartered Transport: The operator's license determines the conditions of travel.

7. INCIDENTS involving teachers, support staff, volunteers, student leaders and contractors and/or students

7.1 OCS believes that all teaching staff, and those supporting the teachers (support staff, volunteers, student leaders and contractors) should openly discuss their experiences, capture the reflections, and review the procedures. This way effective practice is assured.

7.2 A near miss is an incident or observation with the potential for more serious consequences.

7.3 The National Incident Database (NID) incident reporting form, available in the Incident/Accident Register or from the school office. **Appendix 21: NID Report**, is filled out following any injury, incident or near miss by the TIC and the EOTC coordinator.

7.4 All staff are informed of any incident.

7.5 Incidents at level 6 and above on the Severity Scale, **Appendix 21: NID Report**, are deemed to be serious harm. Serious harm incidents must be reported to the Department of Labour (by fax or phone) before the scene is interfered with and the report sent to them within seven days of the incident by the Principal.

7.6 The Principal and TIC are informed where there has been a serious harm incident and the Crisis communication tree is followed. **See Appendix 22A: Crises Communication Tree and Appendix 22B: EOTC International Student Sickness and Emergency Policy.**

7.7 Where a serious harm incident or near miss has occurred the Principal is responsible for implementing an investigation, involving at least two appropriate members of the Board of Governors. In the case of serious harm an external review may be appropriate. **(Appendix 22 C: Accident Investigation Form)**

7.8 The Principal or delegated authority will enter information from the incident report form into the NID. (This is a no-blame data gathering and report producing database managed by the NZMSC for a collective of national outdoor groups who seek to inform practice in NZ). Where a provider is also using the NID an agreement must be reached as to who is reporting the incident.

7.9 Annual safety reviews are carried out by the Principal and reported to the BOG.

7.10 All procedures recorded in the OCS Health and Safety Policy and Procedures apply to EOTC.

8. EQUIPMENT

- 8.1 Activities and circumstances for which safety equipment should be used are identified by the TIC of the event.
- 8.2 Safety equipment and/or clothing is provided to all staff and students and is always used and/or worn.
- 8.3 Students are not taken on events when they do not have the requisite gear and the school is unable to provide it.
- 8.4 Staff and students are instructed in the safe use of all equipment including safety equipment.
- 8.5 Where staff and/or students provide their own safety equipment and/or clothing this is monitored by the TIC of the event and where appropriate checked and approved by the Principal.
- 8.6 All hired gear and/or clothing is checked before leaving the hire company.
- 8.7 Safety equipment must comply with NZ Standards and Codes of Practice.
- 8.8 Use and maintenance logs are kept for all safety equipment.
- 8.9 All equipment is stored appropriately.
- 8.10 Changing of fuel bottles for cookers is the sole responsibility of staff.
- 8.11 School first aid kits are carried for all events; their use is reported to the First Aid Officer who arranges for their re-supply and regular checking (per term) of their contents.
- 8.12 Contractors may choose to carry their own First aid kit but an OCS kit must be carried within the group.
- 8.13 All first aid treatments must be recorded in the First aid register (held on top of the First Aid Kit near the Stairwell). Treatments may first be recorded in the notebook in the first aid kit but must be added to the register on the return of the trip.
- 8.13 Where appropriate the TIC must establish protocols for food, water, waste, flora and fauna.
- 8.14 Facilities are checked prior to the event where appropriate. ***See Appendix 23: Venue Facility Safety.***

9. COMMUNICATIONS

- 9.1 The TIC of the event ensures there is a communication system in place for all events.
- 9.2 Student cell phones are banned from all EOTC events, except where the TIC deems them necessary for communication with students.
- 9.3 Media releases and comments to media are to be made only by the Principal. All other staff will reply with 'no comment.' In the case of an event in which media are involved at a community interest level then prior approval needs to be sort from the Principal and consent forms will be sent out to parents for students that are involved for approval of 'Media Release'.

10. REVIEW

10.1 Each event must be reviewed by the TIC and the result lodged with the Principal. ***See Appendix 15: Event Report, Evaluation and Review***

10.2 Annual reviews (including incident and near miss) will be carried out by the school principal and reported to the BOG. ***See Appendix 25: EOTC Management Self Audit Checklist.***

10.3 The EOTC procedures, SAPs and contingency plans will be reviewed annually against current accepted (best) practice by the School Principal.

10.4 Safety emails, hazard identification and incident reports inform practice both immediately and annually.

10.5 Annual review is used to help identify the training needs of staff. There is a dedicated whole staff meeting at the start of the year to address identified needs.

10.6 Any external review process shall be determined by the Principal or BOG Chairperson.

11. DEVELOPING A PROGRAMME

11.1 The following measures will be taken into account when Otamatea Christian School is determining whether to use a particular provider.

- a safety plan, externally audited and approved and available on request
- all activity leaders have relevant, current skills and qualifications, first aid certificates, and appropriate driving licences
- all activity leaders have relevant, logged, recent experience
- provide Referees' contact details
- quality assurance accreditation, such as: Outdoors Mark, or Qualmark
- they are an LEOTC provider contracted by the Ministry of Education.

11.2 The planning process includes the following factors:

- Identification of needs
- Identification of aims and objectives
- Identification of entry level
- Course content
- Expressed outcomes
- Teaching and assessment time allocation
- Resourcing
- Assessment and the resourcing requirements
- Internal & external moderation requirements
- Timeline for implementation
- Approvals
- Evaluation and review
- Consultation with iwi as required
- Sequencing of activities

Refer Event Planning Checklist Appendix 4

12. STAFF SELECTION

12.1 All school policies & procedures apply.

12.2 The BOG allocates staff to appropriate roles based on competency according to Appendix 3 & 9, and currency.

13. JOB DESCRIPTIONS

13.1 The school-wide procedures apply in constructing a job description.

13.2 Job descriptions are held on personal files.

14. INDUCTION

14.1 The school-wide procedures apply for all new and returning staff, including reading and understanding this document.

14.2 In the case of Beginning Teachers there is a nominated 'supervising teacher' and the processes associated with progressing towards Full Registration are followed.

See www.teacherscouncil.govt.nz

14.3 The Beginning Teacher is supervised for at least the first event. (See 4.21)

14.4. The School induction procedures are implemented for all new and returning staff.

15. APPRAISAL

15.1 School-wide procedures apply.

16. PROFESSIONAL DEVELOPMENT

16.1 School-wide procedures apply.

17. CONSULTATION PROCESS

17.1 Activity-specific technical advice is documented so that OCS is assured that their staff and practices are current.

18. STUDENT SUPPORT

18.1 Information about programmes/courses is accurate, timely and includes information on the outcomes, supervision, risk identification and management of risk; and is made available to students and their parents/caregivers.

18.2 Students aware of their right to limit their participation without prejudice in activities and assessment episodes when they feel there is a risk of harm.

19. SUSTAINABILITY

19.1 Sustainable practices with regard to the environment are implemented during all events.

19.2 All decisions relating to EOTC must be tested against the concept of sustainability, reducing travel distances, minimizing and recycling waste, reducing food packaging, following minimum impact codes, considering financial situations of students, cultural perspectives and including everyone.

20. TEACHER BEHAVIOUR

20.1 All staff including those on contract are required to adhere to the behavior and ethics expected of teaching staff in the A.C.E Procedures Manual.

20.2 It is the responsibility of staff to be aware of the procedures associated with any breach of the A.C.E Procedures Manual.

21. STUDENT BEHAVIOUR

21.1 Students are required to adhere to the OCS EOTC Student Contract in terms of behaviour expectation and any risk management requirements relayed to them by staff.

See Appendix 17: Student Contract.

21.2 It is expected that respect be shown for the environment, other people and property.

See www.doc.govt.nz.

21.3 Students and parents are informed of the procedures associated with any breach of these codes. This includes the option to send students home at the parent's expense.

22. ASSESSMENT

22.1 Teachers and those contracted must implement assessment when an event is a school camp or other EOTC event that is run to extend and grow the students. No student assessment will apply to Honor Roll as this is a reward for work done.

22.2 Students must be made aware that teachers use photographs, videos and other recording methods for assessment purposes. Students need to be regularly reminded of their rights and responsibilities. Parental consent forms are given and attached to the school enrolment form along with the blanket consent form for EOTC. *See Appendix 24: Parental consent form for Assessment and Appraisal.*

22.3 In regard to their rights and responsibilities and given the nature of EOTC students must be reminded of the need for themselves and staff to have regard for deteriorating weather and 'challenge by choice'.

23. SAFE OPERATION PLANS

23.2 Each SAP has event-specific and student-specific information added to it prior to being taken on the event.

23.3 When a new activity falls outside a current SAP, a Risk Analysis and Management System document (RAMS) must be constructed and approved by the EOTC coordinator.

23.4 When reviewing a SAP, a RAMS approach is used.

24. LIST OF APPENDICES

Appendix 1 OCS EOTC Event proposal

Appendix 2 OCS EOTC Event Approval

Appendix 3 OCS EOTC Inventory and Staff Competence

Appendix 4 OCS EOTC Event Planning Checklist

Appendix 5 OCS EOTC Blanket Consent (At time of Enrolment)

Appendix 6 OCS EOTC Parental Consent and Emergency Procedures and Risk Disclosure

Appendix 7 Parental Letter

Appendix 8 OCS EOTC Health Profile and Medical Consent

Appendix 9 OCS EOTC Activity Leader Competence

Appendix 10a OCS EOTC Volunteer Assistant Agreement

Appendix 10c OCS EOTC Private Car Volunteer Form

Appendix 11 OCS EOTC Police Vetting Form

Appendix 12 OCS EOTC Contracting Checklist

Appendix 13 OCS EOTC SAP (Safety Action Plan)

Appendix 14a OCS EOTC Agreement between School and Provider

Appendix 14b OCS EOTC Outside Providers Contract for Services

Appendix 15 OCS EOTC Event Report Evaluation and Review

Appendix 16 OCS EOTC Summary of Participants

Appendix 17 OCS EOTC Student Contract

Appendix 18 OCS EOTC RAMS

Appendix 19 OCS EOTC RAMS Hazard Assessment and Control

Appendix 20 OCS EOTC Aquatic Activity Consent

Appendix 21 National Incident Data Base Report

Appendix 22 A. OCS Crises Communication Tree

B. OCS International Student Accident Sickness and Emergency Policy

C. OCS Accident Investigation Form

Appendix 23 OCS EOTC Venue and Facility Checklist

Appendix 24 OCS EOTC Parental Consent Form for Assessment and Appraisal

(To be attached to Enrolment form.)

Appendix 25 OCS EOTC Management Self Audit Checklist

Document Approval Date 9/4/18 Board Chairperson Paul Chambers

Document Review Date 9/4/18 Reviewer School Board