

TABLE OF CONTENTS

1. HEALTH & SAFETY POLICY	3
2. SAFE SCHOOL	5
3. SMOKE AND DRUG PROCEDURE	6
4. ALCOHOL PROCEDURE	7
5. SEARCHING STUDENTS PROCEDURE	8
6. CONFISCATING OF PUPILS' PROPERTY PROCEDURE	9
7. DEALING WITH NON-CUSTODIAL PARENTS/SEPARATED PARENTS	10
8. COMPLAINTS AND PROBLEM RESOLUTION POLICY & PROCEDURE.....	11
9. FORMAL COMPLAINTS PROCEDURE.....	15
10. SUN SENSE PROCEDURE.....	16
11. REPORTING OF PHYSICAL, EMOTIONAL AND SEXUAL ABUSE	17
12. SEXUAL HARASSMENT PROCEDURE.....	19
13. CODE OF PRACTICE FOR SCHOOL EXEMPT LABORATORIES	20
14. ACCESSING WST FARMLAND, WETLAND BAMBOO FOREST, SWING AND FLYING FOX.....	25
15. PANDEMIC PROCEDURE	26
16. LOCKDOWN PROCEDURE.....	27
17. FIRE EVACUATION PROCEDURE	29
18. CHILD PROTECTION POLICY	30
19. CYBER SAFETY PROCEDURE	41
20. STAND DOWN, SUSPENSION AND EXCLUSION PROCEDURE	43
21. PLAYGROUND MANAGEMENT PLAN	45
22. SCHOOL ATTENDANCE PROCEDURE.....	46
23. EARTHQUAKE	47
24. VETTING PROCEDURE	48

1. HEALTH & SAFETY POLICY

Statement

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. Tauranga Waldorf School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant Health and Safety legislation, standards and codes of practice.

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

The board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. 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

This is achieved by:

1. Developing appropriate procedures to meet the child safety requirements as required and appropriate to the school.
2. All staff have individual responsibility for health and safety and to ensure the interests and protection of the child are paramount in all circumstances.
3. All Staff
 - Being informed of their H&S responsibilities.
 - Understanding their H&S responsibilities and
 - Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors.
 - Being informed of any results of our monitoring of their work area.
 - Are expected to manage hazards that are within their control.
 - Where they cannot effectively manage the hazard they are expected to communicate this to someone who can (ie school management, contractors etc.)
4. Ensuring staff are consulted on and given the opportunity to participate in, health and safety management.
5. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
6. Ensuring union and other employee representatives are consulted regarding health and safety management.
7. Ensuring the school has an effective method for identifying hazards and the risk that they pose.
 - Significant hazards will then be controlled by using the Hierarchy of control, refer to figure 1, below.
 - Priority is to be given to Elimination of the hazard, than Minimisation:

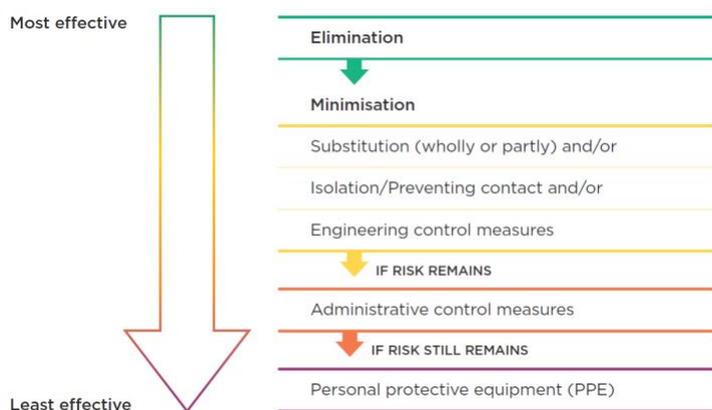


Figure 1. H&S Hierarchy of controls (courtesy of Worksafe website).

8. **Creating and maintaining a safe working environment.** This includes providing facilities and resources for staff health and safety at work.
9. **Having in place plans and procedures for all foreseeable emergencies** that may arise in the workplace. New plans and procedures will be required as new hazards that could cause an emergency are identified.
10. **Providing appropriate orientation, training and supervision for all new and existing staff.** This is to form part of the initial staff induction programme for each staff member.
11. **Having effective procedures for the hiring and monitoring of contractors.** Ensure that all contractors have appropriate H&S policies and procedures. That they are clear on their responsibilities and the lines of communication. The contractors must understand their accountability for managing H&S when working at the School for their own safety, the safety of students, staff, visitors and volunteers.
12. **Accurate recording, reporting and investigating of any injuries or near misses.**
13. **Board of Trustees commitment to continuous improvement in health and safety**
14. **Board of Trustees commitment to comply with all relevant health and safety legislation.**
15. **Supporting the safe and early return to work of injured employees or students.**
16. **Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy.** This policy is to be reviewed every three years or when any significant change is made to legislation or school activities.

Signed	Lisa Hikling (Chair)	Date	10/08/2021
		Review Date	10/08/2024

2. SAFE SCHOOL

Statement

The School is committed to ensuring that Students and Staff are safe at school, free from violence and threats of violence in all its forms. The School has a zero tolerance to violence:

The word "violence" refers to any of the four categories listed above

1. personal physical violence,
2. personal verbal violence,
3. violence against self, and
4. violence against property.

To achieve this:

1. Students and staff will be taught how to recognise violence in all its forms and the effect it has on others. Supported by KIVA programme
2. That students will be taught and have the opportunity to participate in activities in life-skills and health programmes, which provide opportunities for exploring non-violent means to resolve conflict and achieve goals.
3. Staff model non-violent methods of handling conflict and achieving their goals of effective student learning in well-managed classes.
4. The Health programmes include modules identifying for students the many forms of violence and its effects on others and the society as a whole.
5. The Health programmes include opportunities for participating in activities, which provide opportunities for exploring non-violent methods of handling conflict and achieving personal goals.
6. The school's disciplinary systems will treat instances of violence very seriously.
7. The school's policy for a violence-free school will be communicated to the community frequently and passionately

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

3. SMOKE AND DRUG PROCEDURE

Guidelines

During normal school hours and at times including field trips, sporting, cultural occasions and social events students, employees, volunteers will not:

1. Smoke tobacco, use vaping products, drink alcohol, or use prohibited drugs.
2. Inappropriately use prescription or other medicines,
3. Inappropriately use solvents/inhalants.
4. Have in their possession cigarettes, tobacco, alcohol, illegal drugs or drugs related objects. Students are prohibited from possessing, selling, exchanging or negotiating concerning any of the above.

Educational opportunities through the Health and Safety programme will be provided to encourage students to make responsible choices about the use of tobacco, alcohol and drugs. Information about the above will be provided to parents, on request.

Students will be informed that they remain accountable while on the way to and from school or on any activities associated with Tauranga Waldorf School.

Staff and Community members will be informed (signs/policy) that they remain accountable during school activities.

Procedure in the event of any students, employees or volunteers, using or having in their possession any of the above.

1. Teachers should inform the Principal/AP of anyone found smoking or behaving in a manner that causes concern regarding use/abuse of substances.
2. AP will investigate and interview students, employees or volunteers as appropriate.
3. Where any involvement with tobacco, alcohol or drugs can be considered to be more than a suspicion, the principal will be informed. Parents/Guardians of the students will be informed in all cases where it is established that students are involved with drugs, alcohol or cigarettes at school.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

4. ALCOHOL PROCEDURE

Statement

Tauranga Waldorf School forbids the consumption of alcohol by students, staff or accompanying adults on School premises and on Education Outside the Classroom (EOTC) excursions.

Students and Alcohol

1. Students should not under any circumstances drink alcoholic beverages or have them in their possession when the school is responsible for them. The school accepts responsibility for students:

- on normal school days from the time they leave home for school to when they arrive home or to some other dwelling or place of work as their parents have arranged or acknowledged.
- on any trip, excursion or sporting outing where the travel arrangements and/or accommodation have been organised in the name of Tauranga Waldorf School by the School, a teacher, sports coach or some other agent acting for the school from the time the group leave School to the time they return, or until they are delivered into the care of their parents/guardians or people designated by their parents/guardians.

2. Teachers and others accepting responsibility for the supervision of students on school trips are expected to be reasonably vigilant and to report to the Principal every instance of students breaching this procedure

Staff and Alcohol

1. The Boards of Trustees forbids that staff and other accompanying adults drink alcohol on school sporting or cultural trips.
2. The responsibility of teachers for the welfare of their students at all times is paramount
3. Teachers are role models in the school community and need to show discretion and sensitivity in the use of alcohol.
4. The Board of Trustees acknowledges the right of staff to run their own social activities, and in fact encourages them to do so.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

5. SEARCHING STUDENTS PROCEDURE

Statement

Tauranga Waldorf School is committed to actively discouraging the presence of illegal or banned material in the school and recovering stolen material, by retaining the right to search its students and their possessions.

Guidelines

1. A student's possessions or pockets will only be searched if there is a reasonable suspicion that they have stolen property, have illegal objects or have banned material in their possession.
2. Searches should minimise embarrassment and humiliation to those involved.
3. Searches may be carried out by any teacher, in the presence of another teacher. The Principal or DP needs to be notified.

Procedure:

1. The student is informed that it is necessary to search their possessions.
2. The student is asked to assist with the search.
3. If they agree, then the student empties their pockets or bag in the presence of a teacher who may handle or inspect items. The teacher will also check to ensure the bag is empty.
4. To reduce embarrassment. Wherever possible, the teacher and the student involved in the search should be of the same gender.
5. If a student refuses to assist with the search then the teacher will refer the matter to the Principal.
6. If a student refuses to co-operate with the search when requested by the Principal, parents/caregivers will be notified.
7. The Principal may also ask the Police to assist in searching a student in suspected cases of theft or possession of drugs or weapons. The Principal will notify parents/caregivers before police involvement.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

6. CONFISCATING OF PUPILS' PROPERTY PROCEDURE

Statement

Tauranga Waldorf School is actively preventing and discouraging the presence of dangerous or prohibited items in the school and reinforcing the school's safe school procedure by retaining the right to confiscate pupils' property.

Guidelines

1. Items that are a danger to the pupil or others are prohibited. These include dangerous jewellery (such as dangling earrings, neck chains other than taonga, etc. which can be accidentally hit or pulled), drugs, alcohol, knives (unless permitted by a teacher for a project), rubber bands, projectiles and offensive printed material.
2. Other Items that are prohibited include cigarettes, matches, electronic devices, matches, personal stereo, toys, items of clothing that do not meet the school dress code and cell phones.
3. Items that have been confiscated may be kept until the end of the period, a day, a week or a term. At the discretion of the teacher and school staff.
4. Dangerous or illegal items such as knives, or cigarettes should not be returned to students but may be given to parents.
5. If possible pupils with incorrect clothing items will be provided with the correct item of wear.

Procedure

1. Inform a student that it is necessary to confiscate the item and the reason for this.
2. Staff should name the confiscated items and ensure they are kept secure.
3. If a student refuses to comply they should be referred immediately to the AP, or the Principal
4. Failure to comply with a request for confiscation by AP, or the Principal is then treated as a serious breach of school rules. If a student refuses to co-operate with the search when requested by the Principal, parents/caregivers will be notified.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

7. DEALING WITH NON-CUSTODIAL PARENTS/SEPARATED PARENTS

Statement

The safety and well-being of a child or children is paramount. The privacy of both custodial and non-custodial families will be respected. Legislative guidelines will be followed. Staff are required to provide opportunities for parents/guardians and where appropriate, whānau to discuss their children formally and informally. This includes custodial and non-custodial parents.

Guidelines:

1. Any legal documents, such as a Protection Order, will be kept on file in the Principal's office. A photo of the non-custodial parent will be attached if at all possible.
2. Unless the court rules otherwise, both parents as guardians are entitled to:
 - a. view any official records about the child as are normally shown to parents / whānau
 - b. a copy of any written reports made about the child's development
 - c. discuss the development of their child with the staff in the same way as any other parent
 - d. contribute to educational decisions affecting the child
3. Where access orders have been granted, the non-custodial parent is welcome to attend the school as are all parents, however, as the child attends school primarily for care and education, staff have a duty to ensure the running of the session is not unnecessarily disrupted, nor the child's programme interrupted. A courtesy phone call, by the school, to the custodial parents should be made before non-custodial parent's visits are welcomed.
4. At enrolment, the custodial parent will be asked to inform the school of the rights of the non-custodial parent or any other relative/friends who may collect the child from school. They will also be asked what are the arrangements should the non-custodial parent wish to pick the child up.
5. NO information is given over the phone regarding any enrolled student, without verification of the status of the caller, including outside agencies.
6. Should any issue arise, the Principal of TWS will be informed immediately. Parents will be requested to attend a meeting to ensure the child's safety is protected and all parties are fully informed. In extreme cases the Police may need to be called.
7. The school will ask the custodial parent to advise the office and classroom teacher should the usual arrangements be changed. This includes any agencies.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

8. COMPLAINTS AND PROBLEM RESOLUTION POLICY & PROCEDURE

POLICY STATEMENT

1. Tauranga Waldorf School recognises that mutually respectful and productive relationships between parents/caregivers, staff, board members, students and the wider community are important for the continued success of the school. To that extent, the school is committed to working to resolve any complaints transparently, fairly, objectively and with full regard to natural justice.
2. Any complaints, concerns, misunderstandings and/or disagreements concerning the school or its staff are to be taken seriously, and every effort should be made to ensure that effective management and problem resolution procedures are implemented.

Scope

- This policy, and the procedures set by it, apply to all complaints concerning the school or its staff members. Complaints concerning the school may involve parents, students, staff, Board of Trustee members or the wider community; or school policies or operations; or an incident or event that has occurred.
- The procedures established by this policy detail how complaints are to be raised and ultimately resolved.
- This policy is to be read in conjunction with other related policies, procedures and legislation, including:
 - Harassment and Bullying Policy,
 - Equal Opportunity Policy,
 - Staff Individual Employment Agreements,
 - Health and Safety Policy,
 - the Education Act 2020,
 - the Employment Relations Act 2000,
 - the Official Information Act 1982 and
 - the Privacy Act 2020.
- If the complaint relates to a stand-down or suspension decision, the Education Act 2020 and the rules specify timeframes and procedural requirements that must be followed.

Policy Objectives/Guidelines

- To develop procedures that will ensure complaints are dealt with in a confidential, consistent, co-operative and courteous manner; and which will ensure complaints are properly investigated and resolved on the basis of sound evaluation.
- To ensure that any individuals involved in a complaints procedure are treated fairly and respectfully; and that they are provided with opportunities to express their full and frank concerns, with support as required. Individuals involved in complaints must be accorded natural justice: they must have the facts put to them; be given a full and fair opportunity to respond; and the decision-maker must take their response into account.
- To ensure that the school has appropriate tools to resolve concerns or complaints as close to their source as possible, and as expeditiously as possible, reducing the need for escalation and/or further action. All stages of investigating and resolving a complaint should be carried out in a timely manner and as expeditiously as possible.
- To assist with the identification of potential complaints and adopt management techniques that will advance the likelihood of potential complaints being resolved in a quick and effective manner, and help reduce the incidence of similar complaints recurring.
- All staff employed by the school are accountable to: the Board of Trustees as their employer; and to the New Zealand Teachers Council, who shall be responsible for investigating any teacher conduct, convictions or competence issues, and if necessary exercising disciplinary functions.

PROCEDURE FOR DEALING WITH COMPLAINTS

Making a Complaint

1. Informal complaints can be made to a staff member. That staff member should listen respectfully, seek clarification of the details of the complaint, investigate and resolve the complaint, if possible. The staff member must record the complaint and resolution in writing and provide a copy to the principal.
2. A formal complaint should be made to the principal. The principal is open to hear informal concerns; but the procedure set out below applies only when a formal written complaint is made.
3. If a formal complaint is first raised with a staff member, that staff member must promptly refer the complaint to the principal. The complainant should be advised that the complaint will be referred to the principal.
4. If a complaint is first made in writing to the Board of Trustees, and it is not about the principal or the Board of Trustees, the Board should refer the complaint to the principal to investigate and resolve in the first instance.

An investigation by the Principal

1. The principal must consider the nature of the complaint and determine the proper procedure for resolution. As a first step, the principal should speak to the complainant and any other parties involved. The principal should make contact with the complainant in a timely manner.
2. If the complaint relates to a student attending the school, the student's parent/caregiver and teacher must be informed of the complaint to ensure the student's safety and well-being.
3. If appropriate, the principal may convene a meeting between all parties involved in the complaint. All parties will be invited to bring a support person. At the meeting, all parties will have the opportunity to speak freely about any concerns so that attempts can be made to resolve the complaint. Somebody else, other than the principal should attend the meeting to take notes and record courses of action and/or agreed outcomes. A copy of these notes should be given to the parties at the end of the meeting and a copy retained by the school.
4. If an agreed resolution is reached, the principal must record the agreement in writing including any timeframes, and ask each party to sign the agreement confirming its accuracy. After the agreement has been signed by all parties, the complaint will be considered resolved in full. All discussions and agreed outcomes are to be kept confidential between the parties.
5. If a meeting between the parties does not result in an agreed resolution, the principal must further investigate the full circumstances of the complaint. A further investigation into a complaint may involve further meetings with the parties involved, interviews with any other parties, and/or investigations by external agents, and the seeking of professional, including legal, advice. If further meetings are held, all parties must be invited to have a support person, have the opportunity to speak freely; and a record should be taken, in line with the process set out in the preceding paragraphs.
6. A staff member who is the subject of a complaint should be advised of their right to seek union or legal assistance.
7. After any investigation is completed, the principal must consider the findings and make a decision on how to resolve the complaint. That decision must be made within five working days of the results of any and all investigations being received by the principal. The decision must be provided, in writing, to all parties involved. Any decision by the principal in regards to a resolution shall be strictly confidential between the parties involved.
8. If the complaint is about a staff member and it is found to be upheld, a copy of all documentation relating to the complaint will be kept, confidentially, on that staff members personnel file. Any disciplinary action taken will be in line with accepted employment practices and the Employment Relations Act 2000 and New Zealand Teachers Council procedures.

An investigation by the Board of Trustees

1. If a complainant is not satisfied with the procedure or decision of the principal a complainant may make their complaint to the Chairperson of the Board of Trustees. The complaint must be made in writing.
2. At any stage, the **[School Coordinator or Principal]** may refer a complaint to the Board to investigate and resolve because of its seriousness or for any other reason.
3. The Board must acknowledge any complaint in a timely manner; and set out the procedure they will use to investigate and resolve the complaint.
4. The Board shall investigate the complaint afresh, and is free to hear from the complainant or any other party again. Although the Board can determine its own procedure, it shall use its best endeavours to contact all the parties concerned at first instance, inviting them to explain what they consider to be relevant matters in relation to the complaint, and any concerns about the decision reached, before commencing its investigation into the complaint.
5. A staff member who is the subject of a complaint should be advised of their right to seek union or legal assistance.
6. The Board of Trustees may form a Complaints Committee to deal with the complaint. A Complaints Committee shall consist of at least two current Board members and the principal unless the principal is the subject of the complaint or subject to a conflict of interest.
7. Any Board member who has a child taught by a staff member that is the subject of the complaint must not be involved in investigating the complaint.
8. If the Board/Complaints Committee considers that a meeting would assist with the resolution of the complaint, the Board/Complaints Committee will invite all parties involved to a formal meeting to discuss the complaint. All parties will be entitled to bring support persons to a meeting with the Board/Complaints Committee. The Board/Complaints Committee may decide to appoint an independent mediator to attend or facilitate any such meeting.
9. After any meeting has taken place and the new investigation has been completed, the Board must consider the complaint, any new information obtained, the results of the investigation by the Board/Complaints Committee, any professional, including legal, advice received, and any recommendations made. The Board must then make a final decision on the complaint which shall be provided to all parties in writing. After the decision has been issued to the parties involved, the resolution will be considered final.
10. A copy of the decision must be kept by the Board of Trustees and the principal. Any decision or corrective action taken will remain confidential to the parties, the Complaints Committee, the Board of Trustees, any support persons and any external agents involved in resolving the complaint.
11. The Board of Trustees may seek guidance from the New Zealand Schools Trustees Association at any time about a complaint.

Complaints about the Principal or Member of Board of trustees

- If a complaint concerns the principal the complaint may be made in writing to the principal who must promptly report the complaint to the Chairperson of the Board of Trustees; or made directly to the Chairperson of the Board of Trustees. The Board of Trustees will have responsibility for investigating and resolving the complaint, following the procedure set out above.
- If the complaint relates to a member of the Board of Trustees, the complaint should be made in writing to the Chairperson of the Board of Trustees. The Chairperson of the Board will be responsible for managing the resolution of the complaint, following the procedure set out above. If a complaint concerns the Chairperson of the Board, the complaint should be handled by a designated Board member, using the procedure set out above. Alternatively, and at the Board's discretion, the complaint may be referred by the Board to the Federation of Rudolf Steiner Waldorf Schools in New Zealand for resolution.



Further steps

- If a complainant remains dissatisfied with a decision of the Board of Trustees, he/she may request that the matter is referred to the Federation of Rudolf Steiner Waldorf Schools in New Zealand.
- A complainant may also complain to the Ombudsman about a decision of the Board of Trustees. The website of the Office of the Ombudsman is: www.ombudsman.parliament.nz
- If the complaint concerns a staff member and all the above options have been exhausted, the complainant may refer the matter to the New Zealand Teachers Council. The form for making a complaint to the New Zealand Teachers Council is available online at www.teacherscouncil.govt.nz/content/conduct-competence/making-complaints-and-reports

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

9. FORMAL COMPLAINTS PROCEDURE

Statement

Tauranga Waldorf School acknowledges that from time to time complaints about the actions of an employee will arise from a parent/caregiver, other employee or from the school's management. The following procedure will be applied irrespective of the source of the complaint

Guidelines

In such circumstances, the school will make all reasonable steps to ensure:

- The complaint is directed to the appropriate person
- That the complaint is resolved co-operatively if possible
- That all parties concerned, including school managers, are protected.
- That employees are not unfairly harassed or unreasonably impeded from carrying out their allotted tasks
- That complaints are properly investigated and decisions made on the basis of sound evidence and proper evaluation.

Procedure

1. A formal complaint is always received in writing and is directed to the Principal except where the Principal is the subject of the complaint in which case the Board of Trustees will receive it. Receipt of the complaint will be acknowledged immediately in writing with the process that will be applied made clear to the complainant.
2. The employee in question will be informed of the complaint immediately and the process that will be applied explained to them. All parties will be informed of their responsibility to uphold confidentiality while the complaint is being processed.
3. Where possible the first step towards resolution will be that the parties meet with support if necessary, to try to achieve understanding and mutually agreed outcomes. The school will provide appropriate facilitation services. Outcomes will be documented by the principal or senior management staff signalling the end of the matter. Copies of the outcome report will be received by all parties concerned.
4. If this step is not possible or fails to reach a positive conclusion, the principal or BOT Chairperson if appropriate will investigate the matter. Advice may be sought from outside agencies and careful consideration will be given to both legal requirements as well as to the principles of Natural Justice, in designing this process and reporting its outcomes. In such a case the Principal or Chair's decisions will be final.
5. If a complainant is dissatisfied with the outcomes of a Principals investigation, they will be made aware of further avenues available to them.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

10. SUN SENSE PROCEDURE

Statement

Tauranga Waldorf School acknowledges the importance to keep pupils and staff safe from potential harm caused by UV radiation, due to excess sun exposure and the importance to raise awareness about the dangers of harmful UV rays and procedures to limit potential harm.

Procedure

1. TWS Require students to wear the yellow school hats when the students are outside, during Terms 1 and 4 during intervals, lunch, outside sport, excursions and activities. It is encouraged that pupils wear a Beanie during the winter months (teachers to use discretion).
2. Teachers are to encourage students to wear hats whenever it is sunny. Sun block must be worn when students are doing activities outside and hats are restraining such an activity, e.g. gymnastics
3. TWS has a "no hat, play in the shade" policy. In general, children will be guided to shaded areas or maybe sent into class.
4. Throughout the wider community the school community promotes the use of a suitable sunscreen such as SPF 30+ (minimum). "Weleda" product or similar chosen by the caregiver. The school has sunscreen supplies available to classrooms for excursions.
5. Teachers are to encourage children to wear clothing that protects the skin from the sun (sleeves, collar).
6. TWS encourages staff to model sun sense behaviour including the wearing of hats and suitable clothing, especially within the school grounds and excursions.
7. TWS will publicise and reinforce these guidelines (enrolment, Wednesday Window, Parent meetings, class newsletters, assemblies, and prior to outdoor activities).
8. Whenever possible, schedule outdoor activities before 11am in Terms 1 & 4, or arrange outdoor activities in areas with adequate shade protection.
9. TWS and WST will work towards developing and improving existing shade areas where students congregate. This can be either constructed or planted.
10. TWS shall maintain ongoing assessment of Sun Sense Behaviour, information and provision of shade areas.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

11. REPORTING OF PHYSICAL, EMOTIONAL AND SEXUAL ABUSE

Statement

Legislative responsibilities require the provision of a safe physical and emotional environment. Tauranga Waldorf School's Board of Trustees acknowledges that such an environment ensures that all children are treated with dignity and respect with wellbeing and welfare of paramount concern.

Guidelines

1. All allegations, disclosures or suspicions of physical, emotional or sexual abuse will be taken seriously and responded to promptly by the school management through the implementation of the Tauranga Waldorf School's Child Abuse Reporting Procedures.
2. In the use of these procedures the Tauranga Waldorf School will comply with any current legislation and follow the advice and guidance of appropriate agencies such as the Police Service and Oranga Tamariki Services to ensure the safety of the students and employees.
3. Tauranga Waldorf School mandates the Health and Safety management holder to operate as a Child Safety advocate in the case of disclosure or suspicion of child abuse.
4. Training will be regularly facilitated for staff to help them identify suspected abuse and or neglect and to ensure that they are able to respond appropriately. The staff Manual will contain regularly updated guidelines for staff.
5. Where an allegation of abuse concerns the conduct of a member of Staff, the school management will follow the school's complaints procedure and or employment contract requirements and the Chairperson of the BOT will be informed.

Procedure

1. Staff members who are concerned about a child's safety should, in all instances. Should report this to the Principal/AP at the first possible opportunity. The Principal/AP has the ultimate responsibility to ensure that appropriate authorities are notified. The severity of the abuse is not up to the staff or managers to be determined.
2. **All staff** have a responsibility to discuss any child protection or wellbeing concerns with their manager.
3. **Managers** have 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/whānau, is shared in full with the appropriate authority, to determine the most appropriate response (see section below on confidentiality and information sharing). Local Directors of Education must also be informed.
4. Where a **third party** has advised of the abuse, the manager should be encouraged to report the information to Oranga Tamariki. In the spirit of full ownership and collective responsibility for child protection.
5. 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.
6. The Principal / AP or staff member in consultation with the line managers should respond to suspected abuse in the following way:
 - a) **Contact the Police** immediately if a child is in immediate danger. The primary response must be to ensure the safety of the child.
 - b) **Contact Oranga Tamariki (0508 326 459)** to discuss appropriate steps where:
 - i. A child has disclosed abuse or neglect (see table below)
 - ii. Abuse or neglect of a child has been disclosed by the person responsible



- iii. A staff member has observed abuse or neglect, or suspects abuse or neglect based on their own observations.
- iv. A third party has told a staff member of known child abuse or neglect, or their suspicions of possible child abuse or neglect.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

12. SEXUAL HARASSMENT PROCEDURE

Statement

Tauranga Waldorf School acknowledges the importance to keep pupils and staff safe from potential harm caused by sexual harassment. Sexual harassment will not be tolerated in the School and such complaints will be considered as extremely serious.

Procedure

1. Complaints are to be made to the Principal, who deal with the matter and inform the BOT with the exception if the complaint is against the Principal – in this instance the complaint should be directed to the chairperson of the BOT.
2. Complaints are to be in writing and detail specific incidents.
3. Where the complaint is against a pupil, the parents/caregivers will be provided with a copy of the complaint and given a reasonable time to respond, then the child and their parents/caregivers will meet with the principal and/or BOT.
4. Discussions are to be held to identify /clarify the behaviour deemed to be inappropriate and to set out measures that will ensure the behaviour will stop.
5. Where the complaint is against a staff member, the procedures set out in the Collective Employment Agreement are to be followed. If necessary disciplinary procedures as outlined in the Collective Employment Agreement are to be followed.
6. If resolution cannot be reached then mediation should be sought.
7. If resolution cannot be reached after mediation the complainant may choose to take their complaint to higher authorities e.g. Police

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

13. CODE OF PRACTICE FOR SCHOOL EXEMPT LABORATORIES

Statement

The Hazardous Substances and New Organisms (HSNO) Act controls the use, transportation storage and disposal of all hazardous substances in New Zealand. 533 of the Act provides that small scale use of hazardous substances for research and teaching is exempt from the provisions of the Act, provided the use occurs in a laboratory that meets the prescribed requirements. The Ministry of Education clearly states¹: "This exemption applies to school laboratories. Such laboratories, however, must comply with the "Hazardous Substances (Exempt Laboratories) Regulations 2001."

1 This Code of Practice does NOT apply:

To the storage and use of fuels or agricultural chemicals for grounds maintenance or schools operational purposes other than teaching.

To any hazardous substance produced for sale, or used to produce any substance for sale.

To any new substance created as part of original research within the school laboratory.

If the use creates or involves a hazardous substance for which any application for approval has been declined for approval by the Environmental Risk Management Authority (ERMA).

If the hazardous substance is being evaluated in field trials. Field trials are considered to be research in containment and are subject to section 31 of the HSNO Act.

If the use of the substance creates or involves a persistent organic pollutant (as defined by the Hazardous Substances and New Organisms (Stockholm Convention) Amendment Act 2003).

The definition of a laboratory (S1.3) is given a very broad meaning by the inclusion of the word "structure". Any structure that:

- a) Can meet the design requirements for a laboratory.
- b) Is used for teaching.
- c) Uses hazardous substances.
- d) Can be managed as an exempt laboratory.

Therefore schools can use this code to organise the management of hazardous substances in art or technology rooms, horticulture classes, farm pens or wherever else teaching uses small quantities of hazardous substances.

2 Security & Access

- a) The Laboratory Manager (or person in charge) of a laboratory **shall** ensure that hazardous substances in the laboratory are secured at all times when the laboratory is not directly supervised by a laboratory manager or person in charge (section 2.2(e) above) by:
 - i. locking access to the room or area being used as a laboratory or containing hazardous substances; or
 - ii. securing hazardous substances within a sub-area (e.g. prep room) or secure cabinet (e.g. lockable flammable liquids or corrosives cabinet.)^[SEP]

Note: This requires that hazardous substances, for example concentrated acids, shall not be left out in an unsecured area.

In general, laboratories should be secured when not under direct supervision of a person in charge or authorised person.

- b) Persons (such as visitors, cleaners, maintenance workers) **may** enter the laboratory without direct supervision provided:

- i. all such persons are made aware of the hazards associated with the hazardous substances that are in the area where they are to carry out their functions; and
 - ii. they have been instructed in and understand the emergency procedures to follow; and
 - iii. they are given written approval and instructions on the actions allowable within the laboratory.
For example, the written instruction to the cleaners may state that they should empty waste paper bins and clean the floor in one room, but are forbidden from cleaning the prep room.
 - iv. arrangements have been made to isolate such persons from the hazardous substances at the area.
For example, by locking hazardous substances in the flammable liquids, corrosives cabinet or prep room.
- c) Students **shall** not be present in a laboratory containing hazardous substances unless under direct supervision of a person in charge.

3 Use of hazardous substances in teaching

For any teaching that requires the use of any substance, the teacher in charge **shall** take all practicable steps to establish the hazardous properties (if any) and classification of the substance. There are two general cases:

- 3.1 Substances that are listed as MOE-allowable or MOE-forbidden in this code (Section 4.1 below).
- 3.2 Substances that are not listed as MOE-allowable or MOE-forbidden in this code (Section 4.2 below).

4 Operational Requirements Basic Safety Rules

4.1 Students

- A. Students **shall** be supervised at all times in any area where hazardous substances are available for use.
 - B. Students **shall** be dressed appropriately for hazardous substances being handled.
 - C. Non-slip footwear, appropriate to the risk, **shall** be worn where hazardous substances are handled. Footwear **should** prevent any part of the foot from contacting the floor during sudden or unusual movement. Open sandals **shall** not be permitted for any procedure that requires students to handle Class 8.2A or 8.2B substances. 
- Notes:*
- Sandals **shall not** be permitted in laboratories.
 - Class 8.2A and 8.3A are skin and eye corrosives with a pH of less than 2 or greater than 11.5. This includes most concentrated acids.
- D. Students **shall not** bring food or drink (including sipper bottles) into laboratories where hazardous substances are handled.
 - E. Students **shall** wear safety glasses at all times when handling hazardous substances.
 - F. Schools **may** include a requirement that students wear lab coats or aprons.

4.2 Teaching Staff

- A. Appropriate protective clothing and equipment **shall** be worn when handling hazardous substances of the following hazard classifications. However, it is recommended that eye protection and a laboratory coat, overalls or similar protection **should** be worn at all times when working in the laboratory.
- B. Staff **shall** wear closed footwear when handling any Class 8.2A or 8.2B hazardous substance.
- C. Protective clothing **should** only be worn in any area where hazardous substances are handled.

- D. Laboratory coats **shall** be removed when exiting a laboratory area.

4.3 General Safety Rules

- A. Food intended for human consumption **shall not** be consumed or stored where hazardous substances are handled.
- B. Food or drink for human consumption **shall not** be stored in a refrigerator used to store laboratory materials.
- C. Skin that has come into contact with hazardous substances (irrespective of the concentration) **shall** be washed.
- D. Hands **should** be washed after handling hazardous substances and before leaving the area where the hazardous substances were handled or used.

4.4 Protective Clothing Equipment

- A. Appropriate protective clothing and equipment **shall** be worn when handling hazardous substances
- B. The following items **should** be available in the laboratory:
- Disposable Gloves** of material able to provide protection for the substances being used.
Note: A glove chart should be filed in the laboratory folder.
 - Eye Protection.**
Note:
 - A safety visor **should** be worn when decanting or handling more than 1 Litre Class 8.3A.
 - Safety Goggles **should** be worn when decanting or handling less than 1 litre of Class 8.3A substances.
 - Safety glasses with eye shields **should** be worn when decanting or handling any quantity of 6.4A hazardous substance.
 - Lab Coats** of fire-resistant material.
Note: Synthetic material such as acrylic may burn fiercely if soaked in flammable liquids.
 - Disposable Dust Masks.** [1] [SEP]
Note: Dust masks shall be stored in a sealed bag or container and only be used once.
 - A **Cartridge Half-Mask Respirator** **shall** be stored in any laboratory that uses a Class 6 substance which has an inhalation hazard.
For example, a half-mask respirator equipped with acid gas cartridges shall be available in any laboratory that uses formalin. Respirators should be stored in sealed boxes, labelled with the user's name, and the cartridges should be dated on opening and replaced six months after opening.
- C. The Laboratory Manager **shall** ensure that adequate instruction on the use of protective clothing and equipment is provided to all laboratory personnel handling hazardous substances
- D. The Laboratory Manager **shall** ensure that information on the use of protective clothing is kept in the laboratory folder.
Note: This information requirement can be met by providing this information in Laboratory Manuals or in the Safe Method of Use.

5 Inventory, information, labelling and containers

- a) A laboratory folder or file **shall** be kept in any area where hazardous substances are used. The folder **shall** keep information on the hazardous properties of the substances being used, safe methods of use, emergency information, and equipment required to handle the hazardous substance.
- b) The folder **shall** be stored so that any person in the laboratory is able to access the information within three minutes.
- c) The Laboratory Manager **shall** ensure that an accurate inventory is kept for of the location and quantity of all hazardous substances used in the laboratory.
An acceptable method is to keep a classified inventory, which is updated annually, for each location where hazardous substances are stored. A copy of any orders for hazardous substances should be kept with the inventory or laboratory folder.
- d) A copy of this information **should** be held at a second suitable location outside of the laboratory.
- e) Secondary containers of hazardous substances **shall** be labelled with:
 - the identity of the substance,
 - the concentration of the hazardous substance,
 - and an icon indicating the hazardous properties of a substance (see Appendix 5 for guidance),
 - and, if possible, an indication of the precautions required when handling the substance.
- f) Avoid excessive labelling, follow the rules in ERMA NZ 2006: Labelling of Hazardous substances: Hazard and precautionary Information². Although either Transport of Dangerous Goods or GHS Pictograms may be used, GHS pictograms are preferred.
- g) All containers of hazardous substance **shall**:
 - be able to contain the hazardous substance under normal operational conditions.
 - be resistant to the hazardous substance.
 - prevent entry by any organism capable of transporting the substance out of the laboratory.

6. Emergency Information

Health Hazards

Eyes	Skin	Ingestion	Inhalation
<p>Wash with water for 15 minutes.</p> <p>Get checked by doctor as soon as possible.</p>	<p>Wash with copious quantities of tepid water.</p> <p>Wash with soapy water, rinse well.</p>	<p>Do not induce vomiting.</p> <p>It may be feasible to neutralise with suitable compound e.g. sodium bicarbonate, milk.</p> <p>In all cases Obtain IMMEDIATE medical assistance.</p> <p>Contact the National Poisons Centre on 0800 764 766.</p>	<p>Go to well-ventilated area away from fumes.</p> <p>Visit a doctor as soon as possible if respiratory problems occur.</p>



Spills or reactivity

For any inadvertent mixing producing fumes, evacuate area and call fire brigade.

Minor Spill (less than 250 mL)	Major Spill (greater than 250 mL)
Depending on chemical knowledge of personnel and reactivity of chemicals, minor spills may be neutralised in house.	Call fire brigade.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

14. ACCESSING WST FARMLAND, WETLAND BAMBOO FOREST, SWING AND FLYING FOX

Statement

This procedure is to provide clear guidelines for managing students visiting the areas of the school which are not covered by the the general health and Safety procedures for the school and which upholds the school's legal responsibilities and safeguards the Trust.

Guidelines

The procedure to follow for visiting the Wetlands, Bamboo forest, Farmland or any part of the immediate local environment:

- Ensure that communication can be maintained with the office via two-way radio or cell phone.
- Quick access to a basic first aid kit is vital – teaching staff to take a first aid kit or identify where the nearest first aid kit is located, ie the farm shed.
- Prepare children with safety reminders and allocate buddies.
- Set clear boundaries and monitor these.

WETLANDS

- No child enters the water without permission AND adult presence/supervision

FARMLANDS

- No child enters the farm area without permission.
- Children can only enter the farm area with adult supervision.
- Students delivering scraps to the pigs, need to stay on school grounds.

BAMBOO FOREST

- An adult monitors entry into the bamboo forest and regularly ascertains all children are safe and accounted for.

SWING

- Pupils take turns in an orderly fashion.
- Children stay clear from the moving swing
- Adults must ensure that children use the swing safely and correctly – secure foothold and firm grip.
- The swing must be locked after use.

FLYING FOX

- All students must wear a harness when using the flying fox and the harness is to be tethered to the flying fox top D-shackle.
- Minimum of two adults is needed to operate the Flying Fox – release point and stop end
- Pupils take turns in an orderly fashion.
- Children stay clear of the area where the flying fox will be operating (the flight zone)
- Adults must ensure that children use the swing safely and correctly – secure foothold and firm grip.
- The swing must be locked after use.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

15. PANDEMIC PROCEDURE

Response Procedure

1. In the event of a pandemic alert the Principal needs to contact DHB representative 07 579 8068 for instructions concerning possible school closure. The Principal is then to act on and to inform the school staff of the DHB and MOE instructions.
2. The school shall arrange to alert the school parent community via email, text alert, radio and newsletter and notices at each classroom regarding the situation. The alert status will determine the level of action
 - The anticipated duration of a school closure
 - pupils who are unwell to stay home
3. Pupils and staff at school who are unwell will need medical care on site (IF lockdown is required) and will be held in isolation until a suitable pickup is arranged.
4. Attending adults will take all due care to avoid infection. Use masks, gloves, and regular hand washing will be mandatory.
5. Where pupils are excluded from school for an extended period of time, remote learning programmes will be offered.
6. Updates of the situation will be made available to the school community at regular intervals and as new information is available.

CONTACTS

DHB 07 579 8068

Lakes DHB Emergency Planner 07 343 7749

Civil defence 07 571 8008

Accommodation 07 571 8008

MOE Rotorua 07 349 7399

Principal 027 616 1758 (Mary Tait-Jamieson)

Associate Principal 021 402 572 (Michael Rall)

Public health Nurse 07 577 3341

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

16. LOCKDOWN PROCEDURE

Statement

A lock-down would be used anytime students need to be contained and protected inside school buildings e.g. a chemical spill or a violent intruder.

Response Procedure summary

A lockdown siren will be activated by the principal or designated staff member. All students are to:

- Return to or their classroom immediately if safe to do so. Or
- Remain in their classroom if they are already inside. Or
- Remain in the nearest safe building (ie farm building, Wharenui).

The Teachers to go to their classrooms listen and look for a sign of imminent danger. If it's safe to do so, they pull in any students from the decks or nearby toilets, then close and lock the door.

Communication:

1. In the event of a critical incident requiring 'Lockdown' the person witnessing the incident must try to notify the school office to raise the alarm either in person or by mobile phone to 027 513 3304. The office staff member receiving the incident call will notify the Principal or Associate Principal in absence of the Principal. The Principal will immediately contact emergency services if necessary and provide as much information as possible.
2. The Principal or the person in charge at the time of the incident will determine the need for a 'Lockdown' and inform staff.
3. Fire evacuation alarms are NOT to be sounded (as these delivery an alarm advising people to evacuate the buildings).

Procedures when lockdown occurs:

1. If the 'Lockdown Alarm' is sounded before school, during morning tea or lunchtime students are to move directly to their classroom as long as it is safe to do so.
 - a. Teachers are to stay in, or move to their classroom.
 - b. Principal/Associate Principal to move promptly to the playground areas and direct students to their classrooms, if it is safe to do so.
 - c. The Principal moves to the office area to direct operations and to facilitate communication.
2. If outside, children should proceed to the nearest classroom. All staff needs to be mindful that children from other classrooms may seek sanctuary in their room.
3. Lock classroom and other doors.
4. Close and lock windows. Close curtains and blinds.
5. Turn off lights and computer monitors (not the teacher's laptop). Turn off any equipment emitting noise
6. Each person should stay away from windows and doors, and remain low to the ground.
7. Everyone is to remain quiet. Turn phones on vibrate.
8. Communication will mainly be via teachers' mobile phones, phones in the classrooms and by email to the teachers' laptops.
9. No one is to answer the door under any circumstance.
10. A staff member will immediately take a head count and obtain the name of each individual in the room. Send WhatsApp to the office with the number of students in class, names of adults and names of students from another class. Inform the office via WhatsApp or email of any children that are missing. When practical, email the list of children and staff in the room to the office reception@waldorftga.nz.
11. Should the fire alarm sound, do not evacuate the building unless:
 - a. you have first-hand knowledge that there is a fire in the building, or
 - b. you have been advised by the Principal to evacuate the building.



12. Remain in position until all clear and notified by Law enforcement, fire emergency manager, Principal or person in charge.
 - a. The 'ALL CLEAR' announcement will be communicated by the Principal or person in charge.
 - b. The 'ALL CLEAR' announcement will state the following:
 - "The LOCKDOWN has now ended"
 - IF INSTRUCTED TO DO SO - Everyone is to move in an orderly manner to the emergency assembly area.

NOTE: Maintenance of Evacuation and Safety Scheme

The Health and Safety officer will regularly check exits and egress doors to ensure the school complies with fire regulations. All teachers are expected to comply with fire regulations when setting up their classroom furniture and are responsible for ensuring egress passage is not impeded in any way.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

17. FIRE EVACUATION PROCEDURE

Statement

Tauranga Waldorf School acknowledges the importance to keep pupils and staff safe from potential harm caused by fire. Fire safety is considered as extremely important and therefore all drills are executed with the expected seriousness of potential and real threats.

Procedure

In the event of a fire in the School or Rose Ring Kindergartens:

1. The school staff or responsible adult is to use a **FIRE EXTINGUISHER** if safe to do so.
2. All Students, Staff and other people on site are to **FOLLOW** the fire drill procedure. When the fire alarm system instructs "EVACUATE THE BUILDING" the following actions are required:
 - A. staff in the **Office** are to place a sign in the middle of the driveway "EVACUATION UNDERWAY"
 - B. staff in the **Office** will notify Emergency Services and the Alarm Company:
 - **WATCHDOG SECURITY**: 07 578 0070 or 07 349 2111
 - If the school is practising a **DRILL**– the Office is to contact 111 and **WATCHDOG** 30 minutes before the drill. Warden will turn the alarm on and off after 3 minutes. "DRILL" switch.
 - **FIRE** – once the location has been established immediately contact 111 and **WATCHDOG**.
 - **FALSE ALARM** – the Office or school principal is to call 111 and **WATCHDOG** immediately once the false alarm has been established.
 - C. The staff in the **Office** will take the visitor's book to the assembly point as well as the office emergency mobile phone.
 - The **Class 7 Teacher**, is to wear a "WARDEN" sign or jacket, the **Class 7 Teacher** must arrange to send Class 7 to the assembly point unsupervised.
 - At the assembly point, the **Class 6 teacher** is to monitor the Class 7 students. If there is a Reliever in Class 7 on the day, the role of the Warden is to be undertaken by the Class 6 teacher.
 - D. The **Class 7 teacher** is to go to the office area then start sweeping all classes including the Chalet and Yurt. Including checking that windows and doors are shut, nobody is inside those classes and to Report to the H&S officer.
 - E. The staff from the **PLAY GROUP** and **CRAFT GROUP** are to take their own register to the assembly area.
3. **NOTIFY** principal of fire location.
4. **TEACHERS and OTHER STAFF** must close doors and turn lights off when leaving.
5. Teachers ensure that identified students (diabetics, epi-pen holders etc.) take their own **EMERGENCY MEDICATION** with them.
6. **ASSEMBLE**: All assemble at the "Assemble Area" (back field) – Teachers are to take Roll and to stay with the class.
7. The **H&S officer** will gather information on any missing students and the number of students present. **Class 7 Teacher** to use the megaphone to give instructions.
8. Classes in the **BUSH OR FARM** must contact the office and pass on required information via cell phone. Do not come to the assembly point unless instructed to do so. If any staff or children from the Kindergarten that are at the **BUSH OR FARM** are also advice the H&S officer of the number of children and staff at the **BUSH OR FARM**.
9. **AWAIT** further instructions from the H&S officer. **REOCCUPY** only when the "All clear!" is given by the H&S Officer.
10. H&S Officer must appoint a **WARDEN/RESPONSIBLE PERSON** if all key personnel are off site, before being away. Notify all TWS staff and Rose Ring Kindergartens staff by email or text.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

18. CHILD PROTECTION POLICY FOR THE MINISTRY OF EDUCATION: PROCEDURE

Child Protection Policy for the Ministry of Education: Procedure

1. Purpose

The Ministry of Education is committed to child protection and its responsibilities under the Vulnerable Children Act 2014.

Tauranga Waldorf School has the 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.

The purpose of this CPP is to imbed a culture of child protection that consistently safeguards and promotes the well-being of children.

2. Scope

The Ministry of Education Child Protection Policy applies to **all staff employed, contracted to, or people volunteering with**, the Ministry of Education's national and regional offices.

Staff employed, contracted to, or people volunteering with, the Ministry of Education have varying levels of contact with children, depending on their role. Staff may have:

- i. Regular, unsupervised access to children
- ii. Contact with children where other adults are present
- iii. Little or no contact with children

3. Responsibilities

Managers, Principal and AP, 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.

4. Key Principles

4.1 Principles of Child Protection

These principles apply to every staff member.

Our child protection principles are:

- i. Making the safety and wellbeing of children our primary concern, with the child at the centre of all decision-making when responding to suspected abuse or neglect
- ii. Promoting a culture where staff feel confident to constructively challenge poor practice and raise issues of concern
- iii. It is important that family/whānau have the right to participate in decision-making about their children unless this would result in an escalation of risk to the child

- iv. All staff know they can report suspected child abuse and neglect to Child, Youth and Family (CYF) or the Police.

Our commitments are:

- i. A commitment to work together to produce the best possible outcomes for the child and to work towards continuous improvement in child protection practices, and all policies and initiatives are designed to promote (be inclusive of) a child protection culture
- ii. 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. whakamānawa, whakapapa, te reo Māori, tikanga, kaitiakitanga, wairuatanga) are integrated, as appropriate, into practice
- iii. A commitment to open and transparent relationships with clients/service users, including being willing to share concerns about child safety issues with the family/whānau unless this would result in an escalation of risk
- iv. An organisational commitment to support all staff to work in accordance with the policy, to work with partner agencies and community organisations to ensure child protection policies are consistent and of high quality and to always comply with relevant legislative responsibilities
- v. A commitment to share information in a timely way and to discuss any concerns about an individual child with colleagues, the manager/supervisor or the designated person for child protection
- vi. A commitment to meet all existing statutory and contractual obligations, including matters relating to employment

Part 2 of the Vulnerable Children Act requires that child protection policies (CPP) be adopted and reported on by prescribed State Services (of which the Ministry is one) as soon as practicable. This policy must:

- Contain, at a minimum, provisions on the identification and reporting of child abuse and neglect
- be published on the Ministry's website
- be reviewed every three years

we must report on its implementation in our Annual Report

4.2 Definitions

The following definitions apply:

Abuse – the harming (whether physically, emotionally or sexually), ill-treatment, neglect or deprivation of any child

Neglect – the persistent failure to meet a child's basic physical or psychological needs, leading to adverse or impaired physical or emotional functioning or development

Child – any child or young person aged under 17 years, and who is not married or in a civil union

Child protection – activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or the risk of abuse or neglect

Designated person for child protection – the manager/supervisor or designated person responsible for providing advice and support to staff where they have a concern about an individual child or who want advice about the child protection policy

Disclosure – information given to a staff member by the child, parent or caregiver or third party in relation to abuse or neglect

Child, Youth and Family – the agency responsible for investigating and responding to suspected abuse and neglect and for providing a statutory response to children found to be in need of care and protection

New Zealand Police – the agency responsible for responding to situations where a child is in immediate danger and for working with Child, Youth and Family in child protection work, including investigating cases of abuse or neglect where an offence may have occurred

Children's services – any organisation that provides services to children or to adults where contact with children may be part of the service. These organisations should have child protection policies. Organisations that provide services to adults who may be caring for or parenting children should also consider developing a policy, e.g., adult mental health and addiction services

Safer recruitment – following good practice processes for pre-employment checking which help manage the risk of unsuitable persons entering the children's workforce

Standard safety checking – the process of safer recruitment that will be mandatory for organisations covered by the Vulnerable Children Act 2014

Workforce restriction – a restriction on the employment or engagement of people with certain specified convictions under the Vulnerable Children Act 2014

Children's workforce/children's workers – people who work with children, or who have regular contact with children, as part of their roles

Physical abuse – any acts that may result in the physical harm of a child or young person. It can be, but is not limited to: bruising, cutting, hitting, beating, biting, burning, causing abrasions, strangulation, suffocation, drowning, poisoning and fabricated or induced illness.

Sexual abuse – any acts that involve forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. Sexual abuse can be, but is not limited to:

- Contact abuse: touching breasts, genital/anal fondling, masturbation, oral sex, penetrative or non-penetrative contact with the anus or genitals, encouraging the child to perform such acts on the perpetrator or another, involvement of the child in activities for the purposes of pornography or prostitution

- **Non-contact abuse:** exhibitionism, voyeurism, exposure to pornographic or sexual imagery, inappropriate photography or depictions of sexual or suggestive behaviours or comments.

Emotional abuse – any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development. This can include:

- Patterns of isolation, degradation, constant criticism or negative comparison to others. Isolating, corrupting, exploiting or terrorising a child can also be emotional abuse.
- Exposure to family/whānau or intimate partner violence.

Neglect – neglect is the most common form of abuse, and although the effects may not be as obvious as physical abuse, it is just as serious. Neglect can be:

- Physical (not providing the necessities of life, like a warm place, food and clothing).
- Emotional (not providing comfort, attention and love).
- Neglectful supervision (leaving children without someone safe looking after them).
- Medical neglect (not taking care of health needs).
- Educational neglect (allowing chronic truancy, failure to enrol in education or inattention to education needs).

5. 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.

5.1 Reporting and Responding to suspected abuse or neglect

- I. Staff members who are concerned about a child's safety should, in all instances. Should report this to the Principal/AP. At the first possible opportunity.
- II. The Principal/AP has the ultimate responsibility to ensure that appropriate authorities are notified. Severity of the abuse is not up to the staff or managers to be determined.
- III. **All staff** have a responsibility to discuss any child protection or wellbeing concerns with their manager.

- IV. **Managers** have 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/whānau, is shared in full with the appropriate authority, to determine the most appropriate response (see section below on confidentiality and information sharing). Local Directors of Education must also be informed
- V. Where a **third party** has advised of the abuse, the manager should be encouraged to report the information to CYF. 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 CYF. The staff member should ensure that this is done by following up with CYF..
- VI. Principal / AP or staff member in consultation with the line managers should respond to suspected abuse in the following way:
- **Contact the Police** immediately if a child is in immediate danger. The primary response must be to ensure the safety of the child.
 - **Contact Child, Youth and Family 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
 - **Contact local family/whānau social service providers** (such as Whānau Ora or Strengthening Families) where the concern is more of a general, wellbeing related concern and not specifically about abuse or neglect. Each Ministry of Education office will have a readily accessible and up to date list of contact details of local social service providers.

5.2 Responding to a child when the child discloses abuse

LISTEN TO THE CHILD

- Disclosure is often subtle
- be aware of the child's culture

REASSURE THE CHILD

- The child is not in trouble
- You do not agree "not to tell anyone"

ASK OPEN ENDED PROMPTS "What happened next?"

- Do not interview the child
- Only open ended prompts

IF THE CHILD IS VISIBLY DISTRESSED

- Provide appropriate reassurance
- Until they are able to participate again

IF THE CHILD IS NOT IN IMMEDIATE DANGER

- Re-involve child in ordinary activities
- Explain what you are going to do next

AS SOON AS POSSIBLE RECORD THE DISCLOSURE

- Record word for word what the child said
- The date, time and who was present.

5.3 Recording and notifying Child, Youth and Family 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., any physical, behavioural or developmental concerns). • The action taken by your organisation. • 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 Child, Youth and Family promptly if there is a belief that a child has been, or is likely to be abused or neglected. A phone call to the National Contact Centre is the preferred initial contact with Child, Youth and Family (see below) as this enables both parties to discuss the nature of the concerns and appropriate response options.</p> <p>Phone: 0508 Family (0508 326 459)</p> <p>Email: cyfcallcentre@cyf.govt.nz</p>	<p>Child, Youth and Family will:</p> <ol style="list-style-type: none"> I. Make the decision to inform the parents or caregivers, in consultation with our organisation. II. Advise what, if any, immediate action may be appropriate, including referring the concern to the Police
Following the advice of Child,	Child, Youth and Family advice will include what, if any, immediate action may be	Child, Youth and Family is responsible for looking into the situation to find

Youth and Family	appropriate, including referring the concern to the Police	out what may be happening, whether our organisation needs to work with the family/whānau or put them in touch with people in their community who can help
Storing relevant information	Securely store: <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 your organisation 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). 	Records assist in identifying patterns

Indicators of Emotional Abuse

There may be **physical indicators** that a child is being emotionally abused. Some examples of this are:

- Bed-wetting or bed soiling that has no medical cause
- Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
- Prolonged vomiting or diarrhoea
- Has not attained significant developmental milestones
- Dressed differently from other children in the family
- Has deprived physical living conditions compared with other children in the family

There may also be **behavioural indicators** that child or young person is being emotionally abused. Some examples of this are:

- Suffers from severe developmental gaps
- Severe symptoms of depression, anxiety, withdrawal or aggression
- Severe symptoms of self-destructive behaviour – self-harming, suicide attempts, engaging in drug or alcohol abuse
- Overly compliant; too well-mannered; too neat and clean

- Displays attention seeking behaviours or displays extreme inhibition in play
- When at play, behaviour may model or copy negative behaviour and language used at home

There may be **indicators in adult behaviour** that could indicate emotional abuse. Some examples of this are:

- Constantly calls the child or young person names, labels the child or publicly humiliates the child
- Continually threatens the child or young person with physical harm or forces the child to witness physical harm inflicted on a loved one
- Has unrealistic expectations of the child or young person
- Involves the child or young person in "adult issues", such as separation or access issues
- Keeps the child or young person at home in a role of subservient or surrogate parent

Indicators of Neglect

There may be **physical indicators** that a child or young person is being neglected. Some examples of this are:

- Inappropriate dress for the weather
- Extremely dirty or unbathed
- Inadequately supervised or left alone for unacceptable periods of time
- Malnourished
- May have severe nappy rash or other persistent skin disorders or rashes resulting from improper care or lack of hygiene

There may also be **behavioural indicators** that child or young person is being neglected. Some examples of this are:

- Demonstrates severe lack of attachment to other adults
- Poor school attendance or school performance
- Poor social skills
- May steal food
- Is very demanding of affection or attention
- Has no understanding of basic hygiene

There may be **indicators in adult behaviour** that could indicate neglect. Some examples of this are:

- Fails to provide for the child or young person's basic needs, such as housing, nutrition, medical and psychological care
- Fails to enrol a child or young person in school or permits absenteeism
- Leaves the child home alone

- Is overwhelmed with own problems and puts own needs ahead of the child or young person's needs

Indicators of Physical Abuse

There may be **physical indicators** that a child or young person is being physically abused. Some examples of this are:

- Unexplained bruises, welts, cuts, abrasions
- Unexplained burns
- Unexplained fractures or disclosures

There may also be **behavioural indicators** that child or young person is being physically abused. Some examples of this are:

- Is wary of adults or of a particular individual
- Is violent to animals or other children or young people
- Is dressed inappropriately to hide bruises or other injuries
- May be extremely aggressive or extremely withdrawn
- Cannot recall how the injuries occurred or gives inconsistent explanations

There may be **indicators in adult behaviour** that could indicate physical abuse. Some examples of this are:

- May be vague about the details of the cause of injury and the account of the injury may change from time to time
- May blame the accident on a sibling, friend, relative or the injured child or young person
- Shakes an infant
- Threats or attempts to injure a child or young person
- Is aggressive towards a child in front of others
- May delay in seeking medical attention for a child or young person

Indicators of Sexual Abuse

There may be **physical indicators** that a child or young person is being sexually abused. Some examples of this are:

- Torn, stained or bloody underclothing
- Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
- Blood in urine or faeces
- Sexually transmitted disease
- Unusual or excessive itching or pain in the genital or anal area

There may also be **behavioural indicators** that child or young person is being sexually abused. Some examples of this are:

- Age-inappropriate sexual play with toys, self, others
- Bizarre, sophisticated or unusual sexual knowledge
- Comments such as "I've got a secret", or "I don't like uncle"
- Fire lighting by boys
- Fear of certain places e.g. bedroom or bathroom

Some examples of this in older children or young people are:

- Eating disorders
- Promiscuity or prostitution
- Uses younger children in sexual acts
- Tries to make self as unattractive as possible

There may be **indicators in adult behaviour** that could indicate sexual abuse. Some examples of this are:

- May be unusually over-protective of a child or young person
 - Is jealous of a child or young person's relationships with peers or other adults or is controlling of the child or young person
 - May favour the victim over other children
 - Demonstrates physical contact or affection to a child or young person which appears sexual in nature or has sexual overtones
-
- about abuse or neglect. Each Ministry of Education office will have a readily accessible and up to date list of contact details of local social service providers.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

19. CYBER SAFETY PROCEDURE

Statement

Tauranga Waldorf School needs to maintain a safe and responsible learning environment and to protect its investment in communication technologies. Use of the internet and other communication technologies must always be appropriate to the time and place.

Procedure

Communication technologies are available to staff and students in Class 7 to enhance learning and teaching. The School will provide professional development for staff using these technologies.

The BOT acknowledges that the presence in the learning environment of these technologies (some provided partly or wholly by the school and some privately owned by staff, students and other members of the school community) can also facilitate anti-social, inappropriate and even illegal material and activities. The school has the dual responsibility of maximise the benefits of these technologies, while at the same minimise and manage the risk.

The BOT acknowledges the need to have in place rigorous and effective school cyber safety practices which are directed and guided by this cyber safety policy.

Associated issues the school will address include:

- the need for on-going funding for cyber safety practices through inclusion in the annual budget
- the review of the school's annual budget
- the development of staff, professional development and training
- implications for the design and delivery of the curriculum
- the need for relevant education about cyber safety for the school community
- disciplinary responses appropriate to breaches of cyber safety
- the availability of appropriate pastoral support
- potential employment issues.

To develop a cyber safe school environment, the board will delegate to the principal the responsibility to achieve this goal by developing and implementing the appropriate management procedures practices, electronic systems and educational programmes. The Net Safe Kit for Schools, including its templates for policies and use agreements, will play a central role in this process.

Guidelines:

- The school's cyber safety practices are to be based on information contained in the latest version of The Net Safe Kit for Schools, which is endorsed by the New Zealand Ministry of Education as best practice for New Zealand Schools.
- Cyber Safety use agreement will be implemented for all staff and students.
- This Cyber Safety Policy applies to all employees of the Board (ie. teaching, support and ancillary staff) to all students. It also applies to teachers and other professional trainees assigned to the school from time to time e.g. relief teachers and ancillary staff.
- The use agreements are also an educative tool and should be used as a resource for the professional development of staff.
- Use of the internet and the ICT devices/equipment by staff, students and other approved users at Tauranga Waldorf School is to be limited to educational, professional development, and personal use agreements.
- Signed use agreements will be filed in a secure and appropriate system devised, which facilitates confirmation that particular individuals are authorised to make use of the internet and ICT devices/equipment.



- The school has the right to monitor, access and review all use. This includes personal emails sent and received on the schools computer/s and or/network facilities at all times.
- The school has the right to audit at any time any material or equipment that is owned or leased by the school. The school may also request permission to audit privately owned ICT devices/equipment used on the school site or at any related activity.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

20. STAND DOWN, SUSPENSION AND EXCLUSION PROCEDURE

Statement

Tauranga Waldorf School procedure will follow those outlined in the Ministry of Education publication "Guidelines for Principals and Boards on stand-downs, suspensions, exclusions and expulsions" 2009.

Guidelines

Procedures will follow the guidelines in the Behaviour Management Plan. In particular, the steps in the discipline plan will be undertaken. Confidentiality will be respected at all times. The ultimate goal is to safely return the child to his or her class situation.

Stand down.

- Only the Principal may make the decision to stand down or suspend.
- The Principal may stand down or suspend a student if satisfied on reasonable grounds
 - a) The student's gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school
 - b) Because of the student's behaviour, it is likely that the students at the school, will be seriously harmed if the student is not stood down or suspended.

Principal's obligations during a stand-down.

- A stand-down starts on the day after the decision is made. The Principal may decide to send the student home on the day the decision is made if it is reasonable to do so. If it is not advisable or possible to send the student home, they should be supervised at school until the end of the school day. Consider the age of the student and the circumstances of the parent/s when making this decision.
- A stand-down may be for one or more specific periods. The Principal must decide how long that will be. However, a stand-down may not exceed five school days per term. A student may only be stood down for a total of ten school days in a year. Do not count the day you stood the student down or any day the school is closed in the stand-down.
- You must tell the student's parent:
 - a) That the student has been stood-down.
 - b) The reasons for your decision to stand-down; and
 - c) How long the student is being stood-down for.
- Tell the Ministry of Education. The Principal must submit the "advice of stand-down" electronic form in ENROL.
- The Principal is to provide a stand-down pamphlet to the parents as soon as practicable. The Principal must also give the student and a parent the Ministry of Education pamphlet: "I've been stood-down".
- Guidance and counselling must be provided as soon as practicable. The Principal must take all reasonable steps to ensure that the student gets guidance and counselling that is:
 - a) Reasonable; and
 - b) Practicable in all the circumstances of the stand-down.
- **Stand-down meeting.** If a student or a parent asks the Principal for a stand-down meeting, The Principal must hold one as soon as is practicable for the student, a parent and The Principal. The Principal must make themselves available. The purpose of a stand-down meeting is to discuss the stand-down and share information about what led to it and how to resolve the situation. It may also be useful to discuss expectations on the student returning to school. The Principal may call a stand-down meeting, or the student or a parent may request one.

- A stand-down may be lifted at any time by the Principal.

Suspension.

Formal removal of a student from the school until the board of trustees decides the outcome at a suspension meeting.

- BOT must meet within seven days of the suspension, to decide the outcome of a suspension. Following the suspension the board may decide to:
 - a) lift the suspension without conditions
 - b) lift the suspension with reasonable conditions
 - c) extend the suspension with reasonable conditions for a reasonable period
 - d) exclude or expel the student.
- **Principal's obligations:** Tell a parent immediately.
 - a) that the student has been suspended and the reasons for your decision to suspend. The Principal may do this in any way that seems best. The Principal should also consider telephoning a parent.
 - b) Tell the board immediately. That the student has been suspended and the reasons for the decision to suspend.
 - c) Tell Ministry of Education. The Principal is to do this immediately. By submitting the "advice of suspension" electronic form in ENROL.
 - d) Provide suspension pamphlet. Do this as soon as practicable. You must give the student and a parent the Ministry of Education pamphlet: Information for Parents

When the student is excluded

Tell the parents immediately.

- You must tell the student's parent that the student has been excluded and the reasons for The Principals decision to exclude. The Principal to consider telephoning the parent.

Tell Ministry of Education immediately.

- The Principal must submit the "advice of exclusion" electronic form in ENROL.

Try to arrange for a new enrolment

- Do this as soon as possible. The Principal must try to arrange for the excluded student to be enrolled at another convenient school. The Principal is to arrange for a placement at another school and the student is 'out of zone', the Ministry can endorse the proposed enrolment and the student may then enrol.
- If the Principal is unable to arrange for the student to enrol in another school within ten school days you must tell the Ministry of this and the steps taken in trying to arrange a placement.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

21. PLAYGROUND MANAGEMENT PLAN

Procedure.

Where a child infringes any of the playground rules or is unable to uphold the Code of Conduct, teachers will implement the following three-step plan.

Step 1: Alert the child to the infringement and offer the opportunity to redress the situation.

Step 2: The student might be withdrawn from peers and isolated if necessary.

Step 3: After a cooling down period and upon identifying the motivational source of the acting out, a behaviour intervention will be developed and instigated.

Step 4: Pupil will take part in some agreed form of reparation

The KiVA anti-bullying procedure will be followed if the anti-social behaviour displayed by a student, is identified as bullying.

Rules for Play and Games:

1. Class 1 and 2 generally play on the sealed area in front of the Pentagon and Gully. All these areas are directed by their teachers.
2. Classes, 3-7 may use the backfield area and knoll.
3. Allocated days are wheels days Children must wear protective gear e.g. helmet.
4. Balls may not be kicked.
5. Electronic devices are not permitted at school. Necessary phone calls may be made from the office.
6. School equipment must be used safely and wisely.
7. Footwear must be worn outside unless or bare feet as directed by the teacher.
8. Students must be able to be seen by the duty teachers at all times. Permitted walk on the track must be in groups of three.
9. In case of emergency, the staff supervising is to stay with the injured and either another staff person or student is sent for help.

Playground Code of Conduct

1. Play fair. Allow others to join a game as it starts.
2. Use equipment safely
3. Be safe and help others to be safe
4. Abide by the decision of the Duty Teacher.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

22. SCHOOL ATTENDANCE PROCEDURE

Statement

Tauranga Waldorf School is committed to ensuring that all of our students get the most out of their education, and wants to support our students to maintain regular attendance. Students who attend school regularly learn more and achieve better results.

Procedure:

Parents/caregivers are to be informed of the school expectations (usually done at enrolment and regular communication via newsletters, emails etc.). The parents/caregivers have an important role in ensuring that their child attends school whenever it is open unless there is a good reason for his/her absence.

Acceptable reasons for absence include sickness or serious family circumstances, such as bereavement. Parents are to be advised that where there is a good reason for absence, they are expected to contact the school on (phone) 07 544 2452 or text 027 513 3304 to let the school know as soon as possible. A courtesy call or note to the classroom teacher is recommended. The school is obliged to record all absenteeism on the MOE electronic register, which demands accuracy and transparency.

If Parents/caregivers are considering taking their children out of school for some extended period e.g. overseas trip, the school requires notification of at least two weeks before the trip. The Parents/caregivers are to fill out an "Absentee Form – Parent to complete", Available from the office. Please note that the student's classroom teacher/s need to sign the form as well.

The Parents/caregivers role in ensuring your child's regular attendance is important. If a Parents/caregivers allow a child to miss school without a valid reason, they can be prosecuted under the Education Act 1989.

Children who arrive late for school and miss the roll call must report directly to the office on their arrival

While Tauranga Waldorf School does not want to prosecute any parent for their children's absence, we do take regular attendance seriously. We will be monitoring all unexplained absences and parents may face prosecution in cases where their child's unexplained absences are persistent.

If students frequently miss school without an explanation being provided, The school will contact Parents/caregivers to request a meeting and to work with the Parents/caregivers to encourage better attendance. If the unexplained absences persist, the school will send a formal warning letter, and may involve other agencies, such as the District Truancy Service, to follow up on the reason for the absence.

If an ongoing unexplained absence continues, a formal notice of prosecution and court action may follow.

The Parents/caregivers will be asked to work with the school to ensure that prosecutions can be avoided and to help support the child to attend school regularly during the year.

Attendance is important and every day counts.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

23. EARTHQUAKE

Statement

Tauranga Waldorf School and Rose Ring Kindergarten acknowledge the importance to keep pupils and staff safe from potential harm caused by an Earthquake. Safety during and after an earthquake is considered extremely important and therefore all drills are executed with the expected seriousness of potential and real threats.

Procedure

**Staff and students are to be reminded
REMEMBER – LONG AND STRONG, GET GONE**

In the event of an Earthquake in the School or Kindergarten:

1. During the Earthquake

If Indoors:

- Move no more than a few steps to a safe place and drop, cover and hold until the shaking stops. If possible, take cover under a table.
- 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 is safe to go outside the affected building. Move to the school's assembly area ASAP. Teacher to take the roll and ensure all students are accounted for.
- Only the H&S Officer / Principal will give the "All Clear" to return to the classroom.

If Outside:

- Find a clear spot and drop to the ground. Cover your head and neck.
- Students/children to stay in the school/early learning service grounds until their teachers or duty teacher escorts them to the school's assembly point.
- Stay clear from buildings and power lines.

2. When the shaking stops – Expect aftershocks

- Ensure your personal safety first.
- Check those around you and offer help if necessary.
- If anyone requires medical attention, apply first aid. Inform the office to call 111 or make the call if the situation requires it (office unavailable).
- Evacuate if required. Follow the directions of the H&S Officer
- Get staff and students away from dangerous areas
- Listen to the radio (computer)/or see text Alerts from Civil Defence. Internal communication from the office will be via mobile phone or email.

3. Ongoing operations following the earthquake

- The decision to continue school operations rests with the BOT, in consultation with the Principal
- The decision to continue early learning service operations rests with the service provider/ The Trust in consultation with management and the Principal.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------

24. VETTING PROCEDURE

Statement

- The Ministry of Education is committed to child protection and its responsibilities under the Vulnerable Children Act 2014.
- Tauranga Waldorf School has the 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.
- The purpose of this Vetting Procedure is to imbed a culture of child protection that consistently safeguards and promotes the well-being of children.

Procedure

This procedure applies to all staff employed, contracted to, or people volunteering with, the school.

Police vetting is part of the safety checking process that a school or kura Māori must carry out when employing or engaging staff. Police vets make an important contribution to keeping students safe. A police vet is a search of the information held by New Zealand police about an individual. It checks for any criminal history and may also provide other information about that person held by the police.

Who is vetted

All children's workers need to be police vetted. This includes staff employed and other children's workers engaged (whether they're contracted or not) at a school or kura Māori, whose work involves regular or overnight contact with children. All volunteers working with children will also be police vetted.

When a vet check needs to be done

Police vets must be obtained as part of the broader safety check required under the Children's Act 2014 before the person starts work. Police vets must be renewed every 3 years.

Allowing enough time for checks to be processed

It usually takes 20 days for a police vet to be processed, but at peak times it may take longer. The school must submit a vet via the registered school agency as soon as possible for new employees, contractors, and plan ahead for police vets expiring in the next few months.

General

1. The school must keep all police vets confidential and manage vetting information in accordance with the: privacy act.
2. The school will maintain a record of the dates on which every person has been police vetted.
3. The school won't share a police vet and won't accept police vetting information from other agencies to meet requirements.).
4. Volunteer vet request must be submitted to Police as a non-Children's Act 2014 vet (that is, one that isn't required by the Children's Act 2014 legislation).
5. Vetting Requesters (agencies seeking a vet) can make enquiries at queryme@police.govt.nz or by calling on (04) 474 9415. Vetting Applicants (those people who are the subject of Police vetting requests) should contact the Vetting Requester if you have any queries.

Date	10/09/2021	Review Date	10/09/2024
------	------------	-------------	------------