

## HEALTH AND SAFETY

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**School**  
**Dunedin Rudolf Steiner**  
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## **Health and Safety Policy**

The Board of Trustees is accountable for ensuring that students, staff and all visitors to the school shall have a safe physical and emotional environment. This policy should be read in conjunction with the Health and Safety at Work Act 2015.

### **Purpose**

The board of trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

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

- making health and safety a key part of our role
- working with our workers to improve the health and safety system at our school
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- providing appropriate induction, training and supervision for all new and existing workers
- helping workers who were injured or ill return to work safely
- making sure contractors and sub-contractors working at the school operate in a safe manner.

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- being involved in improving health and safety systems at work
- following all instructions, rules, procedures and safe ways of working
- reporting any pain or discomfort as soon as possible
- reporting all injuries, incidents and near misses
- helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- reporting any health and safety concerns or issues through the reporting system
- keeping the work place tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards.

Others in the workplace

All others in the workplace including students and visitors are encouraged to:

- follow all instructions, rules and procedures while in the school grounds
- report all injuries, incidents and near misses to their teacher or other staff members
- wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

Health and safety is everyone's responsibility.

All staff, members of the Board and the school community are informed of this policy and consulted with prior to any changes.

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Signed: \_\_\_\_\_ (Board Chair)

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





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## Administering Medicine procedure

1. The medication forms are used to record medication given to children. Forms are available from the office. When they are completed they are kept by the child's teacher if there is an ongoing course of medication, or by the office of it for administration in emergency situations. The medication forms record:

- name of the *child*
- name of the *medication*
- *dosage* required and *time* at which medication should be administered
- *signature of the parent* giving permission for medication to be administered
- *signature of staff member* who administered medication

2. Medication may not be given without written parental consent.
3. Parents may provide written long term consent in cases where a child requires regular long-term medication. This information is documented in the medication forms.
4. In case of emergency, medication may be administered by a medically qualified doctor or an ambulance officer. In cases where parents have made specific requests – for example not to administer tetanus – then this information will be passed on to the medical profession
5. The School and Kindergarten use some homoeopathic remedies. Parents are informed of this on enrolling their child and are asked for consent during that process.
6. The School and Kindergarten has an emergency asthma inhaler for use when a child or member of staff is having an asthma attack. This will normally only be administered to a child after obtaining consent from their parent or caregiver. The inhaler is stored in the first aid box in the office.

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Signed: \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



# DUNEDIN RUDOLF STEINER SCHOOL & KINDERGARTEN

## Permission for administration of medications #HS25

Child's name: ..... Date of Birth:.....

Contact details of family :

Phone no: .....

Alternative contact:.....

Designated staff member: .....Alternative staff member.....

Name of medication	Dose (eg 5ml)	Frequency of dose	Purpose	Time to be given

Any other information, e.g. storage other than locked cupboard, drug given before/after food

I will deliver my child's medication to the staff member responsible for giving the drugs

I will let the staff member know of any changes to the above information

I give permission for the staff member responsible for giving my child's medication to contact the

prescribing Doctor (.....) or General Practitioner (.....)

Parent/caregiver/whanau

Signature .....

Date

Person responsible for administering medication

Signature .....

Date

Principal/Licensee

Signature .....

Date

See over for record of administration:

# DUNEDIN RUDOLF STEINER SCHOOL & KINDERGARTEN

## Medication Administration Record HS29

**Name of Child:** \_\_\_\_\_ (see attached permission slip)

Name of Medication	Dose	Time given	Signature (Staff member)	Date

**This box to be filled in if medication NOT given for some reason**

Date: \_\_\_\_\_ Name of Student: \_\_\_\_\_

Did not have her/his medication today.

Reason:

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## **Policy on Alcohol, Smoking, Vaping and other Drugs on School Premises and at School Activities**

### **Purpose**

To ensure that adults and children are not under the influence of alcohol or illicit drugs when at the School or Kindergarten, or supervising children on school activities, such as camps and excursions. The policy also addresses the requirement to protect all people on the premises or at School and Kindergarten activities from exposure to tobacco smoke, and its harmful effects and to provide positive non-smoking role models to children.

### **Guidelines**

The School is required to have a written policy on smoking for the workplace, under the Smoke-free Environments Act 1990.

The consumption of alcohol, smoking, vaping or the taking of illicit drugs is prohibited on the School and Kindergarten premises and on any School and Kindergarten outdoor experience and any activity involving overnight stays.

At school social functions attended by children it is unacceptable for alcohol to be available and smoking or vaping is not permitted.

### **Responsibilities**

The Board of Trustees is accountable for upholding this policy and the Management Team is responsible for enforcing it.

All staff, members of the Board and the school community are informed of this policy and consulted with prior to any changes. In accordance with the Smoke-free Environments Act 1990, section 5, this policy needs to be reviewed at least annually with all staff.

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Signed: \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





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## **ANIMAL WELFARE PROCEDURE**

### **PURPOSE**

To encourage the proper care of living things by:

- Educating students through example and discussion on the importance of animal care, welfare and the responsibilities involved,
- Providing experiences for students to observe, handle and care for a range of animals in a humane way,
- Ensuring that the school's legal and moral responsibilities are met.

### **SCOPE**

This procedure is to be applied in all situations where animals are held at school, or where they are used by the school for teaching or research purposes. Outcomes I & 2 also apply to other living creatures such as insects, spiders etc similarly held or used by the school.

### **DEFINITIONS**

An ANIMAL is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish, reptiles and amphibians.

### **RESPONSIBILITY**

The responsibility for the welfare of animals rests with the teacher involved, and ultimately with the Principal. The member of staff takes responsibility for any animals they introduce and holds a care plan for those animals, including a clear plan for weekends and holidays.

## OUTCOMES

1. Living creatures kept at the school must be housed and fed properly. Provision must be made for care over weekends and holidays.
2. Where living creatures have been captured for observation they must be returned to their natural habitat on completion of the study.
3. Animals must be fed a balanced diet that maintains health and bodyweight, and is appropriate to the type of animal and its experience.
4. Animals must have continuous access to adequate amounts of clean water.
5. Animals must have cages/containers of an appropriate size, designed and maintained to: provide ventilation, shelter from the weather and be able to be adequately cleaned and to permit the animal to express most normal behaviours.
6. Animals must be free from injury or disease. If diseased or injured, animals must be removed from the school or kindergarten and treatment sought without delay.
7. Animals must be kept and handled in such a way that they are not subject to distress or fear.
8. If the appropriate care cannot be provided, the animal will not be kept at the school or kindergarten.

All staff, members of the Board and the school community are informed of this policy and consulted with prior to any changes.

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Signed: \_\_\_\_\_ Principal

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





School

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## BEHAVIOUR MANAGEMENT POLICY

The Dunedin Rudolf Steiner School Board of Trustees is accountable for providing an emotionally and physically safe environment in order to foster the children's wellbeing and development. The Principal is responsible for ensuring this is in place.

To facilitate successful learning and appropriate behaviour in the school clear rhythms and routines are established in the classroom and outdoors. Teachers strive to create a supportive and affirmative environment for all children. At the school:

- every child is given respect and dignity
- every child is given positive guidance promoting appropriate behaviour, with regard to the child's stage of development
- blame, harsh language, and belittling or degrading responses will not be used with our children
- any bullying behaviour will be identified and addressed
- children are given guidance and clear boundaries.
- no child is subjected to any form of physical punishment (*refer to Corporal Punishment – Education Act 139A*) or ill-treatment or solitary confinement, immobilization, or deprivation of food, drink, warmth, shelter, or protection.

Behaviour Management Policy should be read in conjunction with:

The Behaviour Management Procedures

NAG 5 part 1

School Procedures

School Curriculum

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Signed: \_\_\_\_\_

Print Name \_\_\_\_\_  
Board of Trustees Chairperson

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## BEHAVIOUR MANAGEMENT PROCEDURE

### Contents

1. Preamble
2. Bullying
3. Disruptive behaviour
4. Extreme behaviour

### **1. Preamble**

In the Primary School, rhythm, form, boundaries and teacher authority, unite to provide a meaningful structure within which the children are held and nurtured. Well prepared lessons, employing a suitable range of teaching strategies, foster a mood of positive discipline. When students are inspired and encouraged to develop specific skills and capacities, while working at a suitable pace and level, conditions are present in which good discipline can flourish. The teacher's quest for self-development and professional excellence provides an important role model for students.

Under the authoritative guidance of the teacher, conditions are laid down for the development of self-discipline in later years. When artistically presenting lesson material or setting tasks and assignments, the teacher has the responsibility to create and inspire structure in classroom management and classroom life. In consciously providing the space the teacher offers freedom so that there is room in this creative environment for dynamic interplay between absorption and assimilation, guidance and discovery, teaching and learning.

School staff need to be aware of the behaviour and of the personal relationships among the children. (This awareness will be fostered by a regular review of past incident reports).

Signs of a 'behavioural problem' may include:

- acts of violence
- constant disturbance of other children
- a withdrawn stance ... remaining uninvolved
- verbal, physical, emotional abuse

- **Bullying behaviour** – defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms: from teasing, spreading rumours, excluding individuals, subtle gestures, to pushing someone around and causing physical harm. It often happens in front of other people. In the case of the older students it may include some level of online exchange which can be an illicit form of bullying.

## 2. Bullying

### **What is bullying?**

Bullying is deliberate – there is an intention to cause physical and / or psychological pain or discomfort to another person.

Bullying involves a power imbalance – there is an actual or perceived unequal relationship between the target and the initiator that may be based on physical size, age, gender, race, social status or digital capability etc.

Bullying has an element of repetition – bullying behaviour is usually not one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety. Repeated acts of bullying may involve single acts with different targets, as well as multiple acts with the same target.

Bullying is harmful – there is short or long-term physical or psychological harm to the target (eg, as a result of coercion or intimidation).

Bullying behaviour often involves three parties: initiators (those doing the bullying), targets (those being bullied), and bystanders (those who witness the bullying).

### **Procedure**

Our first responsibility is to the physical and emotional safety of every student at our school. After we have identified the presence and practice of bullying in the class or school, we will endeavour to engage in therapeutic education for the initiator of this practice – educating them to a healthier sense of self where they no longer feel the need to act in such ways.

The particulars of each class culture will be investigated to ensure that the class supports the targeted pupil. If the class enables the initiator, then definite steps will be taken to address this issue. College will engage with this process.

### **First Response Procedure**

- 1 Ensure that the hurt party is safe and not “harmed”
- 2 If necessary, send for another adult. If on duty use the ‘duty red card’
- 3 Remove the initiator
- 4 Make a decision about the level of harm

**Level 1** - Normal teacher’s discretionary in class behaviour management strategies. Pre-emptive in class approaches.

If a teacher deems it necessary to send the initiator for time out in another class then a record is kept and the initiator is told that if it happens 3 times in succession a letter will be sent home

**Level 2** -Mild physical or verbal bullying: the initiator will be removed from contact with the targeted pupil. They will miss all free times for the rest of that day. If targeted pupil is in the same class then the initiator will be removed from class for the rest of the lesson block (90 minutes). If there is less than 20min left, or if the incident occurs during playtime this will roll over and they will be removed for the next block—in this case a roll over does not need to occur the following day

An incident report will be filled out using the template and sent home with the student and filed in the office.

The incident report that goes home to the parents of both the initiator and targeted pupil will only name the child who takes the note home.

**Level 3** - If the initiator again bullies using mild physical or verbal abuse within 7 days (a repeat incident of level 2 behaviour), or an incident of moderate physical or verbal abuse of a bullying nature occurs for the first time, the following will take place:

1 full day (24h) removal from contact with targeted pupil (again if targeted pupil is in the same class then the initiator will be removed from class). They will miss all free times for the removal period.

Parents will be informed by the principal that the student must be collected from the school office at the end of the school day and a meeting will be set up as soon as possible. The principal will initiate a discussion with the Parents, involved teacher and student (if appropriate). A joint strategy to support appropriate behaviour will be established, documented, and signed by all participants. A full incident report will be completed.

A full written report describing the incident will go home to the parents of the targeted pupil, without naming the initiator.

**Level 4** - If the initiator again bullies within 7 days of the previous incident at level 3, or if an incident of serious physical or verbal abuse occurs for the first time then level 4 is enacted. This is the level just below a Stand Down: this is where students end up if they proceed through our Extreme Behaviour Procedure but are not Stood Down.

- a. Three full days removal from contact with targeted pupil (again if targeted pupil is in the same class then the initiator will be removed to another class). They will miss all free times for the removal period.
- b. Parents will be informed immediately by the Principal and a conversation will take place to discuss ways to work for a better result with cessation of bullying practice by the initiator).

During this time the teacher(s) will work with students to establish a culture of support for both initiator and targeted pupil. The importance of the responsibility of the bystander will be explored.

The teachers will make an in depth study of the KiVa method of dealing with Bullying over the year 2019 to establish some positive transformative process to deal with patterns of bullying.

A full written report describing the incident will go home to the parents of the targeted pupil, without naming the initiator.

Should another occurrence of level 4 bullying behaviour occur after these measures have been followed, then the Extreme Behaviour procedure will be put in place.

### **3. Disruptive behaviour in class : Procedure**

**Level 0** -Normal teacher's discretionary in class behaviour management strategies. Pre-emptive in class approaches (See appendix).

**Level 1** – Misbehaviour continues in spite of warning so a final formal warning is given to the student by the teacher.

**Level 2** – If the final warning is not heeded or mild verbal or physical abuse occurs, the student is removed to another class immediately. They will stay in that class for 1 lesson block and 1 free time. If there is less than 20 minutes left in the block when they are removed they will stay on for the next block as well. This applies at the end of the school days as well.

This gives the student a chance to cool off and reflect on what has occurred.

An incident report will be filled out using the template and sent home with the student and a copy filed in the office.

On return to their own class the student is warned that a level 3 response will happen if the student's behaviour occurs within 7 days.

**Level 3** - If the inappropriate behaviour occurs again within 7 days or an incident of moderate verbal or physical abuse occurs, the student will be immediately removed to another class until the end of the corresponding block the next day. All free times during this time will be forfeited.

Parents will be informed by the Principal that the student must be collected from the school office at the end of the school day. The Principal will initiate a discussion with the Parents, involved teacher and student if age appropriate, that day (if possible). A joint strategy to support appropriate behaviour will be established, documented, and signed by all participants.

The student will be warned that any repeat of the behaviour within 7 days will result in a level 4 response.

**Level 4** -If the behaviour happens again within 7 days or an incident of serious physical or verbal abuse occurs then the student will be immediately removed to another class for a period of 3 days. Break and Lunchtimes will also be forfeited. The pupil will be sent to the Principal's office to sit out the Breaks.

If the Principal is on duty then the child will sit in the office in view of the Office staff.

Parents will be informed by the Principal immediately and a meeting will take place to establish how we can work together to ensure full commitment to finding a solution to the pattern/nature of behaviour

A full report will be made and shared with the parents and explained to the pupil.

### **Disruptive behaviour in the playground**

All minor misbehaviour in the playground will be dealt with in an appropriate way by one of the duty teachers (*refer to Playground Supervision procedure*).

Where misbehaviour at a level 2 or 3 occurs and pupils are at risk, the duty teacher will send a reliable child to the other duty teacher.

All children in close proximity will be told to stay a safe distance away from the misbehaving pupil.

The duty teacher will talk with the pupil to quieten the situation. The pupil will be denied playtime activity for 1 to 3 days according to the degree of severity. During these playtimes the pupil will be detained in the Principal's Office.

A report of the incident will be written out using the Incident report form and a note written in the duty notebook. Copies of the incident will be sent home following our reporting procedure at level 2 or 3.

The class teacher and all other teachers will be told.

When an incident occurs at a level 4 the pupil will be escorted to the office by the duty teacher and the Principal will contact the parents immediately. The situation will be dealt with according to our level 4 procedure.

### **AFTER SCHOOL PROCEDURE**

A teacher will be on Duty until 3.20.

All misbehaviour in this time will be treated in accordance with Behaviour management Procedure.

At 3.20 children and parents will be asked to leave the property.

Children who have not been collected at 3.20 will be asked to wait at the Office.

Organised sport practice will be exempt as it is a supervised activity.

## **4 Extreme Behaviour Procedure**

Extreme behaviour describes behaviour where the pupil or others are in danger and there is no response by the initiator to stop.

1. **If the behaviour occurs in the classroom** a responsible child in the class will be sent to the Principal while the class teacher remains with class. **The pupil is then removed** from the class by the Principal. If this is not possible then the class will be removed and the misbehaving child will stay.
2. If the behaviour occurs in the playground, the duty teacher will send a responsible student to the other duty teacher and the Principal will be called. The child will be left alone and all pupils removed to a safe distance if necessary. As above, the called staff member will stay with the pupil.
3. If a pupil, after doing something serious at extreme or level 4 severity, refuses to stay, runs away or goes out of bounds after being asked to stay where

he/she is:

One duty teacher will keep an eye on the pupil;

If the pupil runs on the road we cannot restrain them unless they constitute a danger to themselves, but a teacher must keep an eye on that pupil.

If the pupil manifests threatening behaviour towards the duty teacher or other adults the teacher needs to maintain a safe distance.

In all such events the Duty teacher must make a full report to the Principal who will make the decision as below.

### **Principal's Decision**

- The witnessing teacher and the Principal will engage in a private discussion of the incident away from any students.
  - The Principal will make the decision around whether the violent action warrants a formal 'Stand Down'.
  - If so then the Principal will call the Parents immediately etc...
  - If not, then the student is immediately placed into level 4 of the school's Behaviour Management Procedure.
  - An incident report will be filled out using the template and sent home with the student and filed in the office.
4. **On the child's return** to school they will spend at least 3 days in another classroom and will engage in a restorative justice process before step 5 can take place. If there is another pupil involved then the parents of that pupil and their parents will be informed of the steps being taken to support the re integration.
5. **The cooperation of the class will be requested to help the transition**
6. **Child reintegrated into class**

Parents of both the child meting out violence and the targeted pupil will be fully informed and an incident report produced and provided to the Principal.

## **Appendix 1 Pre-emptive in class approaches**

### **Guidelines:**

The problem and those involved are identified.

Teachers will listen to each individual's point of view and interpretation of the issue.

The teacher will encourage the children to only speak about what they DID.

Actions taken by the teacher may include:

- provide closer contact as appropriate
- provide reassurance
- divert the child into positive activities
- look for positive, caring ways of relating
- initiate turns or sharing if the children cannot come to an agreement without help



- remove child from conflict area if necessary for children's welfare
- enlist the engagement of a pupil support group to help both targeted pupil and initiator
- to avoid bullying developing, the teacher ensures the children's self respect is high, thereby reducing the likelihood of them becoming targeted pupils. The teacher maintains a strong relationship with the children in their class who know they can approach the teacher on any issue without apportioning blame.
- close supervision in the playground ensures that inappropriate behaviour is noted and acted on.

The teacher will address any ongoing problem in the Primary School Teachers Meeting (weekly) or with the Principal at an earlier opportunity if this is appropriate.

In working with behavior management issues the teachers will at all times adhere to the Registered Teacher Criteria which describe the criteria for quality teaching that are to be met by all fully registered teachers in Aotearoa New Zealand.

The teacher will talk with parents/whanau/caregivers to

- let them know of ongoing difficulties at school
- find out any relevant home-based factors that may be disturbing the child
- offer support to parent if behaviour is a problem at home (eg. importance of clear boundaries, consistency, warmth, objective stance, 'the behaviour' is not wanted; not 'the child' ...

#### **DEFINITION of STAND DOWN**

Stand down means the formal removal of a student for a specified period. Stand downs of a particular student can total no more than 5 school days in a term or 10 school days in a year.

See policy and procedure on stand downs, suspension and expulsion under **Legislation - A Ministry of Education Guidelines document 2009**

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Signed: \_\_\_\_\_

Print Name \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





School

**Dunedin Rudolf Steiner**

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### **Building Warrant of Fitness Procedure**

The Dunedin City Council issues a Warrant of Fitness each year for the school buildings. AEC security completes an annual inspection to check that the buildings are compliant and report to the Dunedin City Council. AEC also completes monthly checks and records these in a folder kept in the school office.

The Building Warrant of Fitness Certificate is kept in a folder of public documents on the front desk of the office reception.

It is the responsibility of the Management Team to ensure that there is always a current Warrant of Fitness.

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Signed .....

Date .....

Print name.....

Review date.....





**Education**  
**Dunedin Rudolf Steiner**  
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## Changes to working spaces- procedure

**Rationale :** to ensure that any changes made are effectively planned with staff consultation

**Use :** for any changes to classroom spaces, outside areas, shared areas, office spaces

### **Procedure**

If a staff member wishes to make a permanent change to their room, the grounds or other shared area, they are asked to follow these steps :

1. Consult with the staff directly affected (eg for the kindergarten room, they would consult with Kindergarten teachers, for a school room with the school teachers, for the entrance way, the whole College of Teachers etc)
2. Make a formal written request to the Management Team to notify them of the request, how it would be financed, who has been party to the consultation and if necessary a drawing of the proposal.
3. If the matter makes a significant permanent change to the land and buildings then the Proprietors' Trust would be consulted via the Management Team or the Board would be consulted if it required Board funding.

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Signed: \_\_\_\_\_

Designation \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date:

\_\_\_\_/\_\_\_\_/\_\_\_\_





School

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## Child Protection Policy

This policy outlines the Board of Trustees' commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the Board's expectations when child abuse is reported or suspected by us.

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. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children's Act, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived, must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the board, the board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the Principal will:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
2. Comply with relevant legislative requirements and responsibilities. The requirements of the Children's Act 2014 are to be followed.
3. Make this policy available on the school's internet site or available on request.
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required.
5. Ensure the interests and protection of the child are paramount in all circumstances.
6. Recognise the rights of family/whanau to participate in the decision-making about their children.
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response.
8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented.
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person

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

**Review schedule:** Within 3 years

All staff, members of the Board and the school community are informed of this policy and consulted with prior to any changes.

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Signed: \_\_\_\_\_ Print Name \_\_\_\_\_  
(Board Chair)

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



## Child Protection Procedures:

### The Reporting of Abuse or Inappropriate Behaviour (ref the Children's Act 2014)

1. Allegations, disclosures and suspicions of abuse or inappropriate behaviour will be taken seriously and responded to promptly.
2. All relevant observations and communications clearly documented and checked and signed by the person who has expressed the concern.
3. Refer to Appendix A: *Safe Handling*, from *Let's Stop Child Abuse Together – (Oranga Tamariki)* and to the Protocol for reporting of suspected or actual child abuse agreed between the Ministry of Education, the New Zealand School Trustees Association and Oranga Tamariki (as attached).
4. Any person, in good faith, may directly report suspected abuse to an outside agency.
5. Suspected abuse should usually be reported by the Principal to the appropriate outside agency.
6. Where a teacher suspects abuse or inappropriate behaviour (including neglect) they will discuss their concerns in the first instance with the Principal.
7. In the case of a report from a third party to the school, the first course of action will be to direct that party to a helping agency without becoming involved. The school may however, become involved subsequently.
8. In the case of a child disclosing abuse or inappropriate behaviour, the information will be passed promptly to the Principal who will refer the issue directly to the most appropriate agency and act on the advice of that agency. No promise of confidentiality can be made to the child.
9. If an allegation is made against an employee of the school, the Chair of the Board of Trustees will be informed promptly and involved in any follow-up action in consultation with the New Zealand Police and Oranga Tamariki. The Principal and Board Chair have a dual responsibility in respect of both the child or young person and the employee in such an instance. They will ensure the child is not exposed to unnecessary risk as well as uphold the board's role as employer through actions that are consistent with relevant employment contracts.
10. Parents will be informed of the incident and the referral except where the child's welfare is likely to be threatened by this action. The agency contacted may take responsibility for informing parents. The

decision of when and who contacts the child's parents will be made in consultation with the outside agency.

11. All personnel involved with an instance of child abuse will refer to the Protocol of the Ministry of Education, the New Zealand School Trustees Association and Oranga Tamariki as attached.

### **Child Protection**

1. To protect children from abuse or inappropriate behaviour, and to protect staff members from false allegations, a staff member or other adult should not be with a child alone while not in the sight of others
2. When an adult touches a child it has to be in manner that is appropriate and that respects human dignity
3. Safety checking of staff and others who may be alone with children is carried out in line with the Children's Act 2014.

---

Signed: \_\_\_\_\_

Print Name \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_      Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Appendix A**

CHILD, YOUTH AND FAMILY LET'S STOP CHILD ABUSE TOGETHER

### ***Rules of safe handling***

- Don't panic.
- Listen to the child.
- Remember that the safety and well-being of the child come before the interests of any other person.
- Write down what the child says.
- Reassure them that they did the right thing.
- Tell them that they will get help.
- Tell your manager or supervisor as soon as possible.
- Refer to Child, Youth and Family or the Police.
- After making the referral to Child, Youth and Family or the Police, look after yourself. Discuss the matter with your manager, supervisor or relevant person.

### ***Guiding principles***

- *Always give priority to the safety and well-being of the child or young person*
- *Report early*
- *Do not interview*
- *Call Child, Youth and Family or the Police*

Abuse and neglect are signals that intervention is necessary. Ignoring the signals or failing to intervene will usually result in ongoing or further harm to the child or young person. Some children and young people die from physical abuse and neglect. Some are permanently disabled or disfigured. Children and young people may suffer long-lasting emotional and/or psychological harm as a result of any form of abuse and neglect.

**The severity of a sign does not necessarily equate with the severity of the abuse.** Severe, potentially fatal injuries are not always visible. Severe emotional and/or psychological impacts of abuse may appear only in the longer term. It is essential to see and, if age-appropriate, talk to the child or young person. Be aware of explanations that do not match the signs. Those you speak to will not necessarily be truthful with you.

**It is essential to seek competent specialist advice, either medical, psychological or cultural.** If a situation appears to justify removing a child or young person to safety, it also justifies urgent specialist assessment. Collective discussion about emergency action is preferable to individual response.

**Neglect is as potentially fatal as physical abuse.** It may also be a precursor to, or go along with, other forms of abuse. It must be treated seriously.

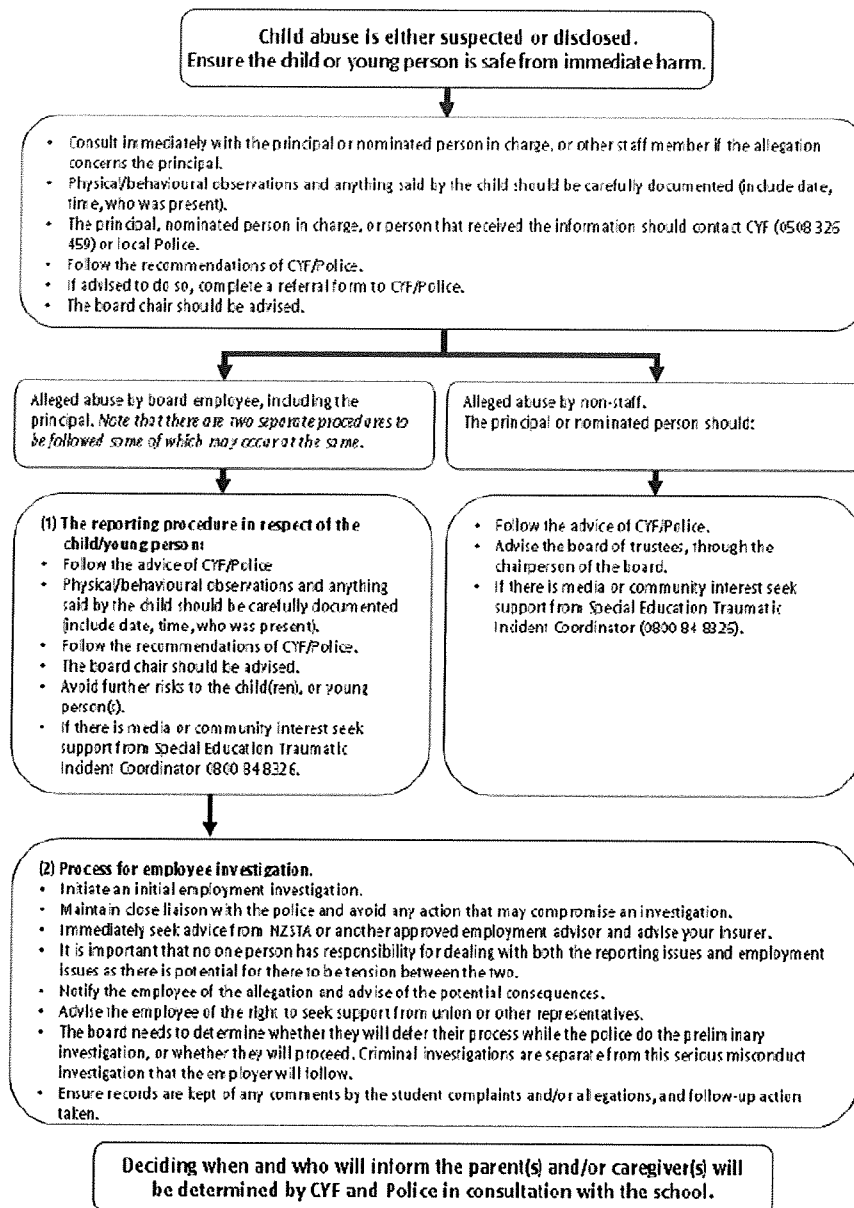
**Child abuse and neglect are not restricted to any socio-economic group, gender or culture.** Keep an open mind. All signs must be considered in the wider situational context of the child or young person and their family or whanau. Be sure you seek sound cultural advice. Culture is no excuse for abuse and neglect. The best people to challenge culturally unsound excuses for abuse are respected and authoritative members of that particular culture who have knowledge and skills in child protection.

**A child's or young person's behaviour is no excuse for abuse and neglect.** Children or young people may be described as difficult or hyperactive. However, abusive behaviour is the responsibility of the adult perpetrator regardless of the behaviour of the child or young person.

**A parent or caregiver's stress or deprivation is no excuse for abuse and neglect.** Such explanations may help to explain the context in which abuse and neglect occurred. However, abusive behaviour is the responsibility of the adult perpetrator. Beware of blaming, justification and rationalisation as excuses for abuse and neglect. Minimising is also a common dynamic.

**The aim of child protective services is to promote positive and enduring change in the lives of children, young people and their families.** All action taken with respect to children and young people must reflect the principles and objectives of the Children, Young Persons, and Their Families Act 1989 (CYP&F Act). Priority must be given to the safety and well-being of the child or young person.

## Reporting process for suspected or disclosed child abuse





School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## School Cleaning – procedures

1. The School is cleaned thoroughly once a week and the toilets are cleaned daily. School cleaners have a clear job descriptions (appendix A)
2. Cleaning supplies and equipment for the school are kept in the lower classroom. The equipment used for cleaning toilets is used only for the toilets and equipment used for floors is used only on floors.
3. School teachers and other staff are responsible for their cutlery and cups.
4. Rubbish is stored in covered bins that are inaccessible to children and animals and bagged up and put out to be collected by the D.C.C. by 8am every Tuesday along with the glass or yellow top recycle bin.
5. School classrooms are cleaned midweek by a parent volunteer roster that is set out in the newsletter

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Signed: \_\_\_\_\_ Principal

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Dunedin Rudolf Steiner School  
Job Description  
Cleaner

**Areas:**

- Main School Classrooms: Octagonal Classroom, Small Yurt, Lower Classroom, Forest Classroom and cloakroom area
- School toilets and cloakrooms
- The kindergarten and office are cleaned by the kindergarten cleaner.

3.5 hours per week – this is to be done outside school's normal operating hours at the end of the school week (plus ½ hour a day at the end of Monday - Thursday to ensure the toilets are cleaned – this is separate work). Total hours are 5.5 per week. In addition the cleaner will work an extra hour each month to focus on specific tasks such as cleaning skirting boards, wiping walls etc

1. Dust and wipe shelves and surfaces in the class rooms; monthly wipe walls and dust skirtings etc in an extra hour paid each month..
2. Empty all rubbish bins into DCC black bag which is put by letterbox before collection day. Put recycling into recycling bins as appropriate. Clean and disinfect the rubbish bins as necessary.
3. Empty ashes from fires into a lidded metal ash bucket, sweep and clean with a wet cloth around the fire
4. Clean all hand basins, taps and splashbacks with multipurpose spray cleaner and scrubbing sponge.
5. Clean drinking fountains.
6. Wearing gloves, clean all toilets with toilet paper and toilet cleaner, and with toilet brush and cleaner inside the toilet. Clean out urinal. If not using disposable gloves then disinfect gloves after use.
7. Toilet floors will be swept and sponge mopped with designated "toilet only" equipment, using hot water and cleaning fluid
8. Vacuum all floor areas in every classroom
9. Wet mop classrooms and cloakroom using hot water and floor cleaning liquid with designated "cloakroom and classroom only" cleaning equipment. This includes the concrete floors of the yurt. Soak mop in mild bleach solution in bucket to clean and disinfect while putting out rubbish. Leave mop clean and squeezed out.
10. Toilet floors will be cleaned with a separate cloth
11. Shut all doors and windows and leave school rooms locked with cleaning gear neatly packed away and lights off.

There is also a daily toilet clean at the school done each evening or before school

For payment of cleaners, the office provides each cleaner with a template for an invoice for work done. This needs to be completed every two weeks or on a monthly basis so that payment can be made.

**Location of cleaning equipment**

- Mop and bucket for school – Lower classroom
- Cleaning fluids in cleaning cupboard - Lower classroom
- Vacuum cleaner for the school – octagonal classroom





School

**Dunedin Rudolf Steiner**

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## **Non-custodial and Custodial Parent Procedure**

A number of students at the school may be in a situation where one parent is not living at the permanent address of the student. The school will endeavor to ensure that non custodial parents will feel welcome and included by the school. In addition the school will be mindful of any custody arrangements affecting any of its students.

### **1. On enrolment**

Custodial arrangement will be recorded,. These may include court orders on supervised access, orders on contact, and protection orders. Copies on relevant paperwork will be supplied to the school by the parent. Parents will be advised of the need to update these immediately should circumstances change. School reports and other relevant correspondence will be provided to both parents.

### **2. Six monthly update of information**

The school requests parents or caregivers to provide confirmation that details held about the student are still current. This includes any custody matters.

### **3. Protection Orders**

Staff are to be informed by parents of any restrictions to access. A photograph of the restricted person will be requested. The school will then work with the custodial parent or caregiver to ensure that the child is only released to the custodial parents, or someone authorized by the custodial parent to collect the child.

In the event of a non custodial parent arriving at the school, when there is a protection order or order for supervised contact in place, the custodial parent will be contacted by the office to establish whether access should still be denied.

- The non custodial parent will be asked to leave.
- If a child is removed by a non custodial parent the police and the custodial parent will be notified immediately

Records collected under this procedure will be kept for the time the students remains at the school.

### **4. Non custodial parent's access to student records and general notices**

In cases of shared custody all information about the child's learning and progress will be supplied to both parents. If specific information is requested by one parent, a copy of the same information will be supplied to the other parent.

Staff (teaching and support) will not engage in conversations with one parent about the other's care of and interactions with the child. In cases where staff are concerned about the child's health and well-being this will be brought to the attention of the Principal who will take appropriate action. This may include:-

- A meeting with both parents
- Contact with the health nurse
- Contact or referral to Oranga Tamariki
- Contact with the child court appointed counsel
- Contact police.

Staff will comply with requests from the child's court appointed lawyer regarding matters pertaining to the child. In cases where no lawyer has been appointed information supplied to parents will be about the child's progress, achievement and well being and will be given to all parties.

All information supplied to outside agencies will be sighted by the Principal.

Teacher meetings - non custodial parents have the same right as custodial parents to attend scheduled parent teacher meetings and school activities. Separate meetings for non custodial parents may be arranged on request.

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





**Education**

**Dunedin Rudolf Steiner**

**Learning with head, heart and hands**

## **Crisis management Procedure**

This plan has been designed to be put in place should an incident happen at school or on a school trip. In the event of an incident which happens out of school the plan may be put in place from the post impact stage. The Procedure should be read in conjunction with the School's Lockdown Procedure.

Copies of the plan will be stored in the school in the policies and procedures folder and a copy will be provided to all staff for them to keep at home. Staff need to be aware of where this is kept.

### **The Plan:-**

#### **Impact phase**

- Students and staff are taken to the safest immediate place, accounted for and emergency services contacted. This may have to take place at a neighbour's phone or from a cell phone. The line is kept open to pass on the new information or answer questions.
- Neighbours may be informed that there has been an incident and that emergency services will be attending.
- The children are informed of the situation and what is likely to happen in the immediate future.
- An adult will contact parents, using a prepared message, to inform the parents that there has been an incident at the school and that they are to be at the school or a safe close location at a certain time to be briefed and to collect their children.
- The Student Management System will be used to account for each student and a record will be kept as to where they have been taken.
- Parents are briefed by the Principal, or other Management Team member, and the students are taken home or to neighbours and friends.
- Contact is made with local support agencies e.g. Public Health Nurse, Special Education Service, and Youth Wellness Trust.

#### **Post Impact stage**

- Principal staff will liaise with families to clarify information and to determine what information is to be passed on to staff, students and parents. The Principal may delegate this work.
- Principal, or other Management Team member, and Board of Trustees chairperson make arrangements for the subsequent day(s) at school.
- Staff and parents are informed of trauma plans for the day by telephone.
- Staff and students are reminded that the Principal, or other Management Team member, or Board Chairperson are the only people to give information to the media. Staff and students need to note that in any such events the Principal, or other Management Team member, or delegated person is the only contact with media. If the School and kindergarten continue, the program remains as normal as possible to provide security for students.

- The Management Team retains overall management and considerations may include:
  - i. students are “in class” unless released for counselling
  - ii. decisions, regarding what takes place and who carries out each responsibility are made by the management team rather than by people invited to help
  - iii. the affected class(es) receive more intensive support from the most appropriate outside professionals
  - iv. Counsellors are given private spaces to work with individuals and groups.
  - v. Staff and students are kept informed of the situation so that all involved parties are kept updated.
  - vi. Parents and staff are informed of warning signs to watch for in children and where they can get help.
  - vii. A parent meeting may be called to inform parents of future plans and how best to help their children.
  - viii. Students are given the opportunity to send messages to the family with the consent of the family.
  - ix. Funeral arrangements are explained to the students and staff.
  - x. Students are given the opportunity to attend the funeral and participate with the family’s consent.
  - xi. Grieving families are supported towards a return to school.
  - xii. Parents are supported so they can support their children.
  - xiii. A debrief is held for the key people to improve planning for trauma incidents.
  - xiv. The School is aware that grieving can take a considerable time and that some students or families may need support for some considerable time after the trauma.
  - xv. The Ministry of Education is informed if the school has been closed and a request made for an exemption to shorten the school year as a result of an emergency closure.

**Phone Numbers:**

Police ambulance fire	111
Ministry of Education	471-5200

Principal and other staff numbers, and the Public Health Nurse numbers are all on the phone lists which are updated and circulated each term.

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Signed: \_\_\_\_\_ Designation: \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



School

**Dunedin Rudolf Steiner**

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## EDUCATION OUTSIDE THE CLASSROOM PROCEDURE

### SCOPE

For the purposes of this procedure Education Outside the Classroom (EOTC) refers to any activity which occurs outside the school grounds.

### RATIONALE AND PURPOSE

Dunedin Rudolf Steiner School recognises that activities such as walks, games, class trips and camps enrich the classroom programme. These activities enhance the teaching of the curriculum, especially in areas such as home surrounding & local geography and botany. The activities also provide opportunities for the children to have contact with the wider community. As every occasion of leaving the school grounds may present some risk to the children's safety, procedures must be in place to mitigate these risks. The Board of Trustees is accountable for ensuring this procedure is followed and delegates responsibility to the Management Team.

### GUIDELINES

1. EOTC programmes take into account:
  - i. The needs of the children
  - ii. Relevance to the curriculum
  - iii. The environment and the suitability of available facilities and activities
  - iv. Safety and well-being of the children
  - v. Risk management
  - vi. Skills and experience of staff
  - vii. Financial considerations
2. Definite written educational objectives relating to the curriculum and to school and class programmes must be established in the lesson plan.
3. Outdoor activities should be appropriate to all children, with special consideration to any children with special needs.
4. A minimum adult/pupil ratio (1 to 6) for trips outside of the local environment (the local suburb of Maia), or to activities involving a higher degree of risk (e.g. water sports). Where a parent help is used then that person will be briefed by the teacher in charge about the trip and their specific responsibilities, and will have specific children allocated to them for their supervision. A copy of the Risk Analysis and Management Form will be provided to all parent helps and after the event they will be invited for a debrief on any aspect of the event.
5. Safety checks (including police vets) must be carried out for all adult helpers on excursions.

### TIMELINE

6. Event proposal submitted to Principal. This outlines the event and provides an assessment of the level of risk associated with the activity. Primary Teaching colleagues are informed of plans at the weekly teacher meeting.

7. When the proposal is approved by the Principal she will list on the signed proposal form which documents will be required in the Education Outside the Classroom application
8. Once this initial approval is provided then the teacher in charge must prepare a Risk Analysis and Management Plan (RAMs form) and supporting forms prior to the trip outside the local environment. A template is kept on the server – under school forms.
9. If the event is classed as low or medium risk the Risk Analysis form must be submitted to the Principal for review at least two weeks before the planned activity. This will show how any possible risks will be managed. Details of organisation and supervision must also be approved by the Principal who has overall responsibility for all class trips.
10. If the event is classed as higher risk – e.g. a camp or high risk activity then more time is required for a review of the activity and the Board of Trustees is involved. Normally such activities will be discussed by the teacher with the Principal at the start of each school year. For event which may be classed as higher risk then the teacher in charge submits an event proposal to the Principal for review at least 11 weeks prior to the planned event. The Principal will review the proposal and outline which sections of the EOTC pack the teacher needs to complete. The teacher then returns the completed pack to the Principal at least 4 weeks prior to the next Board meeting that is at least 4 weeks prior to the event (this pack must include all signed permission slips, volunteer forms etc). The Principal reviews the pack prior to it going to the Board for review.
11. Teachers should familiarise themselves with the document “EOTC Event Procedures which outlines the planning, preparation, implementation and review guidelines for such events (See EOTC folder in office).
12. A first aid box, cell phone, emergency contact list and list of allergies or medical conditions will be taken on outside trips.
13. Written permission slips will be obtained for all trips outside the local environment and at least a week’s notice of the trip will be provided through the newsletter or in a direct letter to parents, which is also copied to the school office. Permission slips will detail the equipment and clothing that a child will need to bring for the activity or trip.
14. Permission slips will be filed with the relevant Risk Assessment form/ EOTC packs in the office.
15. A copy of the Risk Analysis and Management pack will be provided to all parent helps or other adult participants in the activity. All helpers at the activity will be briefed prior to and during the event.
16. Parents and teachers transporting children on school trips will provide three point seat belts for each passenger, use any car seats specified by the parents and by legislation, and will confirm that they have a current Warrant of Fitness and full driving license (refer to the School’s Road Safety Procedures).
17. When buses or taxis are used all children must obey safety procedures, as explained by accompanying adults.
18. After the trip, any events that occurred which are pertinent to the safety of future trips will be noted on the back by the teacher in charge and give to the Principal for review.
19. The Health and Safety portfolio holder on the Board will also do a retrospective review of all RAMs forms on a termly basis.

## **CAMPS AND OVERNIGHT EXCURSIONS**

1. All students have the opportunity and are encouraged to attend school camps. Written parental consent is prerequisite to attendance.
2. Parents are invited to volunteer their services as camp staff with the organising teacher having the responsibility for selecting parents, ensuring that where there are boys attending, there is at least one adult male and where girls are attending, there is at least one adult female.

3. Staff should be suitably experienced to conduct a class camp and the person responsible should hold a current first aid certificate.

4. The Principal, the Management Team and the Board of Trustees must approve all camps and overnight excursions. Approval from the Board will also be sought for daytime excursions deemed to present a higher risk such as water sports. In these cases the Risk Analysis Management form must still be submitted to the Principal in the time specified in points 6 and 7 above.
- 

Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### **Time line of events for high risk EOTC activities, camps etc**

	Weeks before event
Event proposal submitted to Principal Note – all events should be discussed with Principal at start of school year	11
All documents requested submitted to Principal	8
Principal passes reviewed EOTC application to Board meeting	4
Event takes place	0

### **Education outside the Classroom flowchart of process**

(templates used from the MoE pack). Clearly if at any stage a proposal or RAMs form is rejected then the process goes back a step.

#### **For lower risk activities – local venues etc**

1. The teacher provides an event proposal to the Principal which shows the assessment of the activity as high medium or low risk. Principal reviews and shows what planning is required and whether BoT approval needed. Event agreed as low or medium risk.
2. Principal approves event
3. Risk Analysis Management form completed and submitted to Principal at least 2 weeks prior to event
4. Principal approves Risk Analysis Management
5. A review of the event is done.

#### **For Camps and other higher risk activities that come for Board approval**

Camps would normally be discussed with the Principal at a College of Teachers meeting in the teachers' work days at the start of each year.

1. The teacher provides an event proposal to the Principal at least 11 weeks prior to the event which shows the assessment of the activity as high medium or low risk. Principal reviews and shows what planning is required and whether BoT approval needed. Event is agreed as high risk.
1. Principal approves event
2. EOTC application completed and provided to Principal at least 4 weeks prior to the next Board meeting that is at least four weeks prior to the event
3. Principal approves EOTC application
4. Approved EOTC application goes to the Board

Principal may consult with the Health and Safety Policy holder on the Board or a teacher who may take on the EOTC portfolio.

Update EOTC folder with this flowchart





### **Education outside the Classroom flowchart of process**

(templates used from the MoE pack). Clearly if at any stage a proposal or RAMs form is rejected then the process goes back a step.

#### **For lower risk activities – local venues etc**

1. The teacher provides an event proposal to the Principal which shows the assessment of the activity as high medium or low risk. Principal reviews and shows what planning is required and whether BoT approval needed. Event agreed as low or medium risk.
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1. Principal approves event
2. EOTC application completed and provided to Principal at least 4 weeks prior to the next Board meeting that is at least four weeks prior to the event
3. Principal approves EOTC application
4. Approved EOTC application goes to the Board

Principal may consult with the Health and Safety Policy holder on the Board or a teacher who may take on the EOTC portfolio.





School

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## **EARTHQUAKE AND TSUNAMI RESPONSE**

### **EARTHQUAKE PROCEDURE**

1. When a tremor is felt teacher commands: 'Duck, cover and hold'.  
In a closed space: Children shelter under tables close to walls or doorways and clasp hands over neck, turning away from windows. If they shelter under a desk then the diagonally opposite legs of the desk should be held.  
  
In an open space: crouch, keep knees together, head low between arms and hands, eyes closed. If possible move children away from buildings, power lines, banks and trees.
2. If the earthquake is severe enough to damage buildings then the emergency evacuation procedure will be followed. If the school is then closed, children will stay on site until collected by parents or caregivers.

### **TSUNAMI PROCEDURES**

3. If the school receives a tsunami warning through Civil Defence channels or the radio, advising a complete evacuation of the buildings then the normal emergency evacuation procedure will be pursued, and Civil Defence advice will be followed. Parents and caregivers will be kept informed where possible by cell phone/ phone.

Each term the class teacher will conduct a trial earthquake drill and report to the Management Team. At least every six months the whole school will do an earthquake drill followed by a trial evacuation which is reported to the Board of Trustees.

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Signed: \_\_\_\_\_ Designation: \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





## EMERGENCY EVACUATION PROCEDURE FOR FIRE, EARTHQUAKE OR TSUNAMI

Displayed at each exit in the School is the **evacuation plan** as attached:

1. All fire exits are clearly marked
2. A trial fire evacuation as outlined in the 'Emergency Evacuation Plan' will be carried out at least every six months and reported to the next Board of Trustees meeting. The evacuation notification is sent to the fire service and a copy filed in the Emergency Plan folder
3. Trial evacuations following an earthquake drill will also be carried out at least every six months
4. The persons responsible for ensuring the evacuations work smoothly are the class teachers who are the Fire Wardens for their classrooms. The overall building Warden is the office staff member who times the trial evacuation and reports to the fire service. Any delays or matters requiring improvement are noted by the office staff, discussed at the next staff meeting where a plan for improvement will be made.
5. The class teachers are responsible for taking their class's attendance information out at the time of the evacuation and for ensuring that their classes evacuate promptly. The office staff take the daybook and the visitors book so that they ensure all visitors are accounted for. All children will be confirmed as being present by their teacher. The teacher then reports to the office staff member who is the Building Warden. The building warden takes the armband so that if the Fire Service attends, they know who to see.
6. The kindergarten head teacher checks the kindergarten rooms, staff room and toilets are clear, the Principal checks the Octagonal classroom, forest classroom and yurt are clear and the office staff check the office and lower classroom toilets are clear
7. In the event of a real fire it is the Building warden who calls 111
8. All staff will be advised of the evacuation process as part of their induction process
9. Egress : All classroom doors stay unlocked during opening hours and teachers check the exits are clear each day.

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Signed: \_\_\_\_\_ Print Name: \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





# DUNEDIN RUDOLF STEINER SCHOOL AND KINDERGARTEN

## Emergency Closure Procedure

### **Snow days or adverse weather:**

Dunedin Rudolf Steiner School and Kindergarten may either open late or stay closed for a whole day if there are adverse weather conditions. A group of staff from strategic points around the city will make the decision. If the other Schools in the West Harbour area are closed then we would follow their lead.

The group making the decision include:-

Pene Johnstone	– Mornington
Jane Plant	- Highcliff
Clare Ridout	- Wakari

Assessment of the roads and weather takes place from 6.30 – 7am and a decision for a delayed start is made by 7.30 am. This decision is based on whether staff are able to arrive at school. By 8.15 am a decision would have been made as to whether to close for the whole day.

### **Local radio announcement, facebook and answer phone**

The Kindergarten Head Teacher will put a notice on local radio. (Before 7am she calls 477 1305 and after 7am to Mediaworks 951 3600 which puts the notice on several stations and the Dunedin Cancellations Facebook page. The Executive Officer will leave a message on the school answer phone so that callers know that school is shut. The school's facebook page will also be updated with a snow closure message. It is the parents' responsibility to check the school phone message or the facebook page.

### **Contacting Staff**

The Principal will call the school teachers and teacher aide(s). The Kindergarten Head Teacher will call Kindergarten Teachers. The Executive Officer will call the other administrative staff and the caretaker.

If the School and Kindergarten need to close for any other reason, parents will be contacted by the school as soon as possible.

Parents are advised to check the Hits or the Dunedin Cancellations facebook page or listen to the local radio stations (98.2 Breeze, More FM 89.4 FM, Dunedin Radio 99.8 or Classic 97.4 FM). Parents are also advised to call the school number to hear any message. Parents should also be aware that our school may be closed while others are open, due to the wide area that staff and students come in from.

If the school is closed for a half day or more (ie 2 hours or more then the Ministry of Education must be informed, and a request should be made for an exemption to shorten the school year as a result of an emergency closure.

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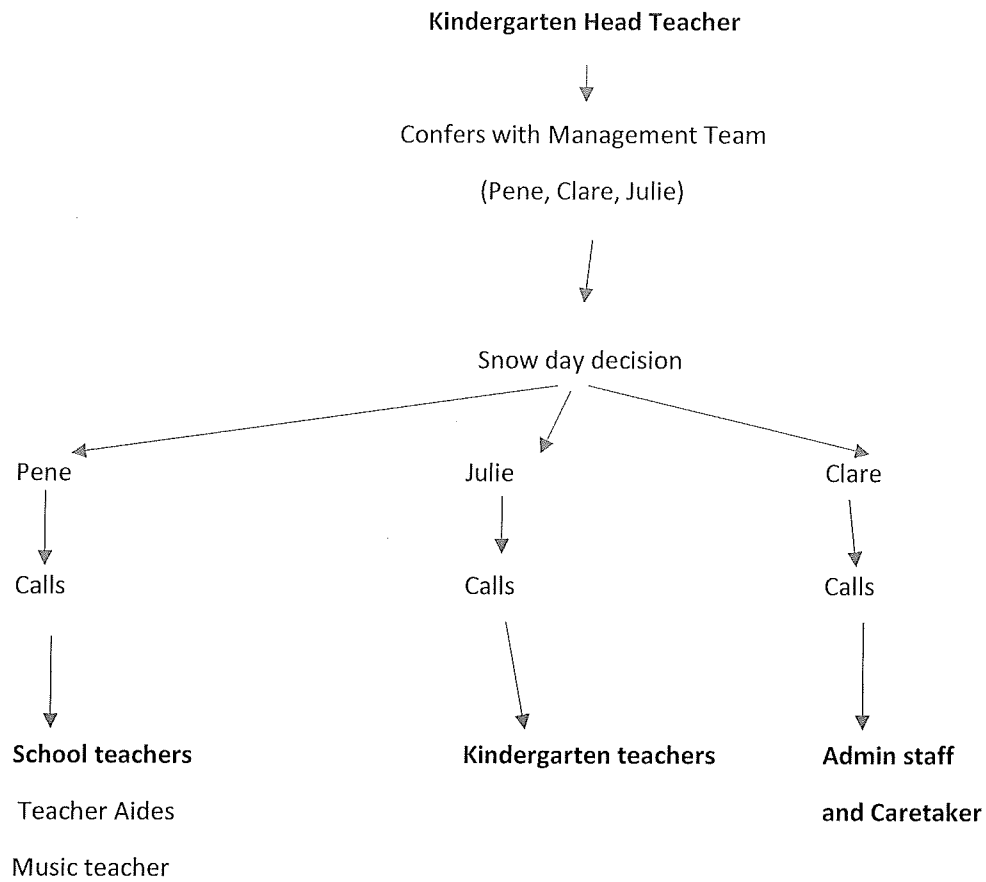
Signed: \_\_\_\_\_ Designation: \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





## Emergency closure routine



Clare leaves message on school answer phone message to announce closure. Contact Roberta to update Facebook

Julie phones radio to announce we are closed





Education

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## Emergency Evacuation Plan

### **Signal**

Continuous ringing of the fire alarm bell. Whistle or smoke alarm signal will be used to alert the upper classrooms or if the fire alarm bell doesn't work.

### **Exit**

Walk in a quiet orderly manner, in single file. Exit out the fire exit door. If any obstructions occur use alternative door. Teachers take attendance register (or phone to access on-line app) for the class. Office staff take the day sheet.

### **Toilets / final check of areas**

The kindergarten head teacher checks the kindergarten rooms, staff room and toilets are clear,

The Principal checks the Octagonal classroom, forest classroom and yurt are clear

The office staff check the office and lower classroom toilets are clear

### **Assembly Points**

**HARD COURT for kindergarten and lower classroom**

**TOP FIELD for upper classrooms and office**

### **Roll Check**

Teacher is to check that all children are present, using either phone or attendance list. If a child is missing this should be reported to the Principal or Kindergarten Head Teacher. The Playgroup facilitator will bring Playgroup register if playgroup operates that day. Office staff to bring visitor book.

### **Other Points**

- 1. SAFETY OF CHILDREN IS PRIORITY**
- 2. EVACUATION TIME SHOULD BE 1-2 MINUTES**

**In the event of an EARTHQUAKE, all persons are encouraged to take shelter under the nearest strong structure, e.g. desks, tables, doorways. When the earthquake ceases, staff will be responsible for then following the above evacuation procedure.**

### **FIRE OUTSIDE CLASS HOURS, WHEN SOME OR ALL CHILDREN ARE IN PLAYGROUND, CLOAKROOMS ETC**

The children are to make their way to the assembly point.

Each teacher is to check his/her classroom, toilet area to ensure it has been evacuated.

The Principal will check the office area.

People are to avoid buildings as they head to the evacuation assembly point.





# Dunedin Rudolf Steiner

## Learning with head, heart and hands

## Building Assistance Register

The following are the most likely locations of regular users of the building who may require additional assistance in an emergency

[illegible]





Education

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

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### **Emergency Provisions – procedure**

The school and kindergarten will hold sufficient emergency provisions for use in the event of a natural disaster or other event that may prevent students and staff from leaving the school grounds for an extended period.

The location of emergency provisions will be known by staff and the provisions will be checked once a term to ensure that they are up to date and sufficient.

### **Contents of provisions**

Adequate food for 70 students and 12 staff for 24 hours

Blankets for 82 in case of an overnight stay

2 torches

Candles

Matches

Radios – including car radios

Toilet paper for 24 hours

Plastic bags and buckets for emergency toilets

First aid kit

Drinking water for 24 hours

Emergency contacts for all staff and students

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Signed: ..... Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Emergency provision check list

What	Quantity	Location	Date last checked
Blankets	10 double 8 single	Emergency wheelie bin in kindy cloakroom	
	Emergency blankets x 10	Emergency wheelie bin in kindy cloakroom	
Food	10kg rice	Emergency wheelie bin in kindy cloakroom	
	5kg lentils	Emergency wheelie bin in kindy cloakroom	
	5 packs biscuits	Emergency wheelie bin in kindy cloakroom	
	500g raisins	Emergency wheelie bin in kindy cloakroom	
	Baked beans for 30	Emergency wheelie bin in kindy cloakroom	
	16kg oats	Emergency wheelie bin in kindy cloakroom	
Radios	Between 1-6	In staff cars on site	
	Solar powered wind up torch radio	Emergency wheelie bin in kindy cloakroom	
Torches	3	1 in wheelie bin, one in office	
Candles and matches	many	Emergency wheelie bin in kindy cloakroom	
Water	400 litres	Tanks outside Octagonal classroom	
Water purification tablets	Enough for 100 litres	Emergency wheelie bin in kindy cloakroom	
Phone lists		Office	
Emergency contact details	1	Office	
Plastic bags	15 rubbish sacks	In Kindergarten cleaning cupboard	
Buckets	6	In container	





**Education**

**Dunedin Rudolf Steiner**

**Learning with head, heart and hands**

## **FIRST AID AND ACCIDENT PROCEDURE**

### **First Aid Cabinet Use - procedure**

1. The first aid boxes for the School and Kindergarten are kept in each classroom. There are cold packs in the kindergarten freezers, and a main first aid kit in the office which contains an emergency asthma inhaler. When children go on a trip from the school a first aid kit will be taken, together with a contact list for all the children with medical information included.
2. The first aid supplies must be kept *locked* or *inaccessible to children* at all times except when in use
3. The contents of the first aid cabinet is to be *checked termly* as advised by St Johns or First Aid solutions, and restocked as necessary. The classroom boxes will just contain sticking plasters, disposable gloves, a resuscitation shield, and two wound wipes.

### **Accident and illness procedure**

1. At all times while children are attending school or kindergarten there will be at least one *staff member who holds a current first-aid certificate*. The school or kindergarten meets the cost of obtaining the certificates
2. In the case of serious illness or accident the injured person must not be moved.
3. Emergency services (111) are contacted immediately followed by contact with parent/caregiver/next of kin.
4. The Principal and kindergarten teachers will be aware of medical issues children and other staff may have. These are recorded on

enrolment forms for the children and updates for staff and children are kept in the emergency contact folder or in the kindergarten enrolment folder. Medical issues relating to school children are also recorded on the Student Management System.

5. Emergency contact details for each child and staff member are kept and available to staff (on phone list beside the office telephone and in the emergency contacts folder for school children and staff and in the kindergarten enrolments folder).
6. Duty teachers are responsible for recording any injuries in the accident book (kept in the First Aid box in the office), for all actions taken and for notifying the Principal or Kindergarten staff, parents and class teacher. A copy of the form is sent home to the parent and they are asked to return the copy signed as evidence that they have read the report. The signed copy is then stapled to the original in the accident book.
7. Class teachers notify the office staff, if a child needs to be taken home by parents or caregivers due to illness or injury. A parent will be asked to collect the child. If no immediate contact can be made, the child will remain under the care of the office staff, Principal or Kindergarten staff until home arrangements are made. The child may wait in the staff room or in the classroom as appropriate, under supervision of a teacher or other member of staff
8. Worksafe will be notified in cases where a member of staff suffers a notifiable incident at work causing serious injury, illness or death. This may be done through the Worksafe NZ online reporting tool or by phoning 0800 030 040.

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## Food Preparation and Consumption Procedure

### Purpose

To ensure that food and drink served in the School provides a variety, quantity, and quality as to meet the nutritional needs of the children and that the School complies with the Food Safety in Schools and Kura (Food Act) 2014.

We strongly encourage wholesome food, and discourage food colouring, additives and sugars which can affect children's behaviour, concentration and have a detrimental effect on their participation in lessons and in their learning generally. We endeavour to supply organic food where possible when food is supplied at school.

Good standards of hygiene will be maintained in the storage, preparation and consumption of food.

As part of our special character we aim to develop a sense of community at meal times.

### Guidelines

- The children bring their own lunches supplied by their parent or guardian.
- The school may also cook or prepare food together for special events
- On birthdays children may bring in a morning tea to share
- Teachers are aware of any food allergies or restrictions in their class. Parents provide the school with updates including allergies every six months.
- Parents are advised that all food brought to school is kept at room temperature and therefore they should avoid food that requires refrigeration
- All meals are eaten together at their desks or as a picnic with proper respect given to the food (grace said etc)
- Teachers ensure that everyone has washed their hands before the preparation or consumption of food and that any food is prepared in a hygienic manner
- At all times an ample supply of potable, filtered drinking water is available to the children.
- All food is clean when stored, prepared, and served

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## Harassment Procedure

### Goal and Rationale

The Board of Trustees will take all steps to ensure that all staff and students enjoy an environment free from harassment. Cross cultural awareness is fostered throughout the school.

The Board of Trustees acknowledges that harassment can adversely affect both staff and students. Harassment includes any words, activities, suggestions or attitudes directed towards a person when such an approach is unwelcome or offensive and/or implies some form of detriment or advantage to one of the parties. Harassment of any kind, including sexual or racial harassment, is never tolerated.

### Guidelines

- 1) The Principal will ensure that relevant education and training is provided for staff and students so as to enhance cross cultural awareness, and foster a non-discriminatory, culturally sensitive environment.
- 2) Complaints regarding harassment will be dealt with using the complaints procedure.
- 3) The College of Teachers will endeavour to ensure that all learning resources used in the school are free of bias or stereotyping.

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Signed by .....

Date:.....

Name .....

Review date .....







School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## Hazard Management Procedure

### Purpose

To determine what actions may be necessary to ensure safety at the school, hazard checks and safety audits will be carried out on a regular basis and remedial action taken.

**Person Responsible:** The Board of Trustees is responsible for ensuring that hazards are identified and dealt with and delegates responsibility to the Management Team for ensuring agreed procedures are followed.

### Procedure

Daily checks for access to fire exits are made by the teachers. Regular weekly checks of the grounds and buildings, and monthly, close inspections will be carried out. Any hazards found will be documented in the School Hazard Register and also brought to the immediate attention of the Executive Officer. After identifying hazards, steps will be taken to eliminate, minimise, or isolate the hazard.

The Health and Safety Portfolio holder on the Board will undertake a termly site inspection of the school and kindergarten. This visit will include a review of the Risk Analysis and Management forms, the accident books, earthquake fixing, emergency supplies and an annual playground check to standard SNZ5828.1:2006. The visit will also include a check on whether smoke alarms and fire extinguishers are on site and working.

Hazards include poisonous plants, indication of pests or vermin, sharp objects, inadequate bark chips or landing mats under play equipment, furniture that has not been fixed to walls in case of earthquakes etc.

The Hazard Register for the school is held in the office. This is reviewed by the Management Team each week.

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_







School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## Hazardous substances

### Introduction

The Dunedin Rudolf Steiner School ('the school') is responsible for ensuring that any hazardous substances are

- Kept safely so that only responsible adults have access
- Only used by people who are adequately trained and wearing appropriate safety equipment
- Any safety issues should be reported to a member of the Management Team.

### Procedure

Substance	Location	Notes
Petrol	In cupboard in shipping container	Only to be used by adults for weedeater. Maximum quantity held 10 litres
Paints – external paints	In cupboard in shipping container	Only to be used by adults
Medicines	First aid cupboard in office and minor kits in classrooms	Only to be used by adults

If other substances are used on site, the school will ensure that they are secure and not a fire risk, nor available to students.

If any other substances are found on site then school follows the Risk Analysis management procedures for them – eg asbestos fragments

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





**School**  
**Dunedin Rudolf Steiner**  
Learning with head, heart and hands

## **Health Programme – sexuality education**

The School wishes to ensure that its students are informed appropriately about physical changes during adolescence and are provided with relevant sexuality education.

The parents of all children in Class 5 onwards will be consulted each year on the nature of the education they would like their child to receive in this area. The class teacher will then consult with the school teachers and work to develop a programme that fits within the Steiner model and the parental wishes. The programme may be delivered to same sex groups of children where appropriate.

The Steiner curriculum in Class 7 then refreshes some of this work through the main lesson on nutrition and physiology.

It is noted that health education is the only part of the school's curriculum for which the law specifically requires the board of trustees to consult with the school's community. Section 60B of the Education Act 1989 (as amended in 2001) requires the board to consult with the school community at least once every two years on how the school will implement the health education component of the curriculum. The board is required to adopt a statement on the delivery of the health curriculum following this consultation.

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## Health – Student and staff - procedure

*To ensure children and staff who become unwell are cared for appropriately:*

1. Should a person become unwell while attending the School a staff member will isolate the person (in the office or a corner of the classroom), ensure they are comfortable and adequately cared for until an adult arrives to collect them.
2. The child's parent or the next of kin will be contacted and asked to collect the person/child.
3. If parents or next of kin are unavailable the emergency contact person (on the enrolment form) will be asked to come and collect the child

*To ensure that the spread of infectious diseases is kept to a minimum:*

1. When children are clearly unwell parents are asked to keep their children at home. Parents should ring the School and inform staff that their child will be absent and the reason why. When staff are clearly unwell they are asked to return home.
2. When a child has had diarrhoea, conjunctivitis, vomiting or other contagious illness parents are asked to ensure that their child does not return to the School for at least 48 hours after the symptoms have ceased. When a staff member has had diarrhoea, conjunctivitis, vomiting or other contagious illness they are asked to stay home for at least 48 hours after the symptoms have ceased.
3. A child or staff member suffering from any infectious or contagious disease or condition shall not attend school until such time as the contagious period is past. Refer to the Contagious diseases poster held in

the office. The Licensee, person responsible and the Principal have the discretion to exclude children with health conditions not noted above.

4. Children and staff, who are not immunised against measles, or have no immunity to measles, who have been in close contact with a measles case during the infectious stages must be excluded from school for 14 days from their last contact. (Refer to Health (Immunisations) procedure).
5. Gloves must be worn at all times when dealing with body fluid, cuts grazes etc. Contaminated waste must be discarded into the rubbish bins in a plastic bag. All linen and equipment used in delivering first aid must be cleaned with a bleach solution.
6. When a child is enrolled at the school, their parents are requested to provide to the office, either before or promptly after enrolment, a duly completed immunisation certificate in respect of that child. (Health (Immunisation) Regulations 1995).

*Please also refer to the Health (Immunisations) Regulations procedure*

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Signed: ..... Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## Health (Immunisations) Procedure

The Primary School keeps an immunisation register of children attending. Only information from the child's certificate can be recorded on the register, and exactly as shown on the certificate (as signed by the doctor or nurse). If parents or guardians have not provided a child's certificate, then this should be recorded on the register.

The Primary schools can ask a child's parents or guardians to contact their family doctor or nurse to have the child's immunisations brought up-to-date and/or a certificate completed.

### *School immunisation registers*

The School immunisation register is kept on the Student Management system and it provides information about the immunisation status (ie, what diseases a child has been immunised against) of each child enrolled at early childhood services or primary schools.

The school is responsible for:

- maintaining an up-to-date immunisation register
- ensuring that the parents or guardians of a child are asked to provide the Immunisation Certificate for each child
- recording the information from the Immunisation Certificate (or the fact that it was not shown) on the school immunisation register.

### *Outbreak control*

If a child in an early childhood service or primary school develops a vaccine-preventable disease (except tetanus), then all other children who have not been immunised against that disease are at risk. In case of an outbreak of one of these diseases, (eg, measles or whooping cough), early childhood services or primary school principals and the Medical Officer of Health have the authority to require that the child with the illness remain at home to prevent the spread of infection.

Unimmunised children exposed to measles, diphtheria and whooping cough under certain circumstances are required by regulation to be excluded from an early childhood service or school. When the Medical Officer of Health has identified those who should stay at home, it then becomes the responsibility of parents and the school Principal or early childhood service to comply.

### *Privacy*

Early childhood services and primary schools are required to maintain confidentiality of information recorded on the school immunisation register.

Parents or guardians have the right to view information on the register that relates only to their own children. The information must remain confidential to the parents or guardians of each child. Information for a particular child should be copied and given to the parent or guardians, or it can be shown while covering the information of other children, so that the other information remains confidential.

*Who is allowed to look at the school immunisation register?*

- Only the Medical Officer of Health, or an authorised representative, may view the information on the school immunisation register without parental consent.
- The Education Review Office (ERO) may check to ensure that the format of the school immunisation register complies with the regulations.
- Parents or guardians are allowed to view their own children's records only.

*Responsibilities*

There are no penalties imposed on parents or guardians who choose not to immunise their children. The regulations cannot be used to prevent a child being enrolled at an early childhood service or school. Non-compliance with the Health (Immunisation) Regulations 1995 may be recorded during the ERO accountability review.

List of Immunisations offered to children

- Rotavirus (for babies under 8 months of age)
- Diphtheria, pertussis (whooping cough)
- Tetanus
- Hepatitis B
- Hib (*Haemophilus influenzae* type b, which was the most common cause of meningitis before the Hib vaccine became available)
- Polio
- Pneumococcal
- Measles
- Mumps
- Rubella
- Human papillomavirus (HPV)
- Chickenpox (varicella).

The early childhood immunisations are given at 6 weeks, 3 months, 5 months, 15 months and 4 years of age, before the child starts school. Other immunisations are given to children in school years 7 and 8 either at the school, or at their general practice.

*Please also refer to the Illness procedure*

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## **Internet access and on-line safety procedure**

### **RATIONALE**

The School aims to provide a safe environment for staff and students. Internet safety is protected and access to the internet is for legitimate school activities only.

As part of the School's special character, there is no access to the internet by students.

### **The following approaches are taken**

1. Through this procedure staff and volunteers at the Dunedin Rudolf Steiner School are made aware that the computers and access to the internet is provided for legitimate school activities including education, school, administration and professional development.
2. Computers are not used by students in the classrooms except to meet specific individual learning needs, and in these cases the internet is not available.
3. Students are not allowed to use mobile phones or other devices on the school property.
4. The school main lesson on Health and Hygiene (class 6 or 7) addresses internet safety and cyber bullying.
5. The school uses Network for Learning's filtering system for internet access.
6. Staff and volunteers must not use Internet access or any School or Kindergarten equipment to download, distribute or display material that is obscene, violent, racist or generally offensive. If equipment is misused in this way the user may be referred to the Police and / or face disciplinary action

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Signed: ..... Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





# Education Dunedin Rudolf Steiner

Learning with head, heart and hands

## Lockdown Procedure

### RATIONALE AND PURPOSE

The Dunedin Rudolf Steiner School and Kindergarten is implementing this procedure to ensure that in the event that students, staff and visitors are faced with hazards in the school grounds or outside the school, that they may be locked inside the building for their own safety. This may occur in situations where there are trespassers and violent intruders (on Police advice), natural threats, (such as a swarm of bees, wasps, chemical spill), or a police incident in the community etc.

The aim is to provide a safe and secure environment for students, staff and other people at the school. All visitors to the school must first register at the school office unless they are just picking up or dropping off a child.

### IMPLEMENTATION

The lockdown procedure applies when students, staff and visitors need to be locked within buildings for their own safety. This will usually occur if there is a dangerous intruder on school grounds, but may also occur in the event of a hazardous situation such as a chemical spill or fire, which makes it dangerous for students, staff and visitors to be outside. Copies of this procedure will be disseminated via staff handbooks and is available to parents on request.

**Authorized person's role:** On recognising the situation calls for lockdown, the Principal or Authorised Person locks the office (closes the blinds), rings the school hooter<sup>1</sup> constantly for 1 minute, rings police and texts all staff (111) alert them as to the nature of the emergency. The Principal or Authorized Person then assumes a lockdown position themselves in the office, while maintaining phone contact with police. Remaining in contact allows the police to be constantly updated on the situation. When police arrive, they will make contact with the Principal or Authorised Person when the threat has been averted. When this occurs, the "all clear" is announced through an adult messenger. The school will endeavour to inform parents as soon as possible.

1. In the event of a building lockdown, it is mandatory that all students and adults remain in classrooms. Students and adults, who are outside but near buildings, are to move into the closest classroom. The teacher in this classroom will communicate via text message with the class teacher of the students.

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<sup>1</sup> Consider the nature of the signal to staff that a lockdown has been initiated. Remember, in some cases it may not be appropriate to sound an audible alarm (violent intruder). If an audible alarm is used consider whether the signal can be heard clearly from all locations in the school, including non-classroom spaces. If the signal cannot be heard, for example, for classes that take place on outside playing fields, then you will need to think of alternative ways and options to communicate with staff.

2. Staff members, who are not teaching at the start of a lockdown, should lock the Staffroom or if in the grounds, go to the nearest classroom. In doing so, Staff should check outside areas for students and direct them to the nearest classroom, and invite in known visitors. If children, a class or an adult is caught outside the classroom when the alarm is sounded, they must immediately get in to the closest room or building before that room is locked down, and join whoever is in that room. If people are on the playground or court, they need to approach the nearest building, immediately as they hear the hooter.

#### Procedure in the room

- As soon as possible lock the door, close the curtains or blinds in the room if they are available. Position students on the floor against the wall adjacent to the door or window or in the most non-visible positions. This procedure must be tailored for the individual rooms being used.
- Any people with phones are required to turn them to silent.
- Insist that students and adults remain quiet.
- No one is to answer the door under any circumstances.
- Remain in this position until “all clear” is announced by the adult messenger and teachers will be texted.

#### Procedure after the all clear

After the “all clear” is given, the Principal can authorise the contacting of parents, if appropriate.

#### For parents:

- Information about the school’s lockdown procedure will be disseminated to all parents by email and will be available on the school website. On the very rare occasion a lockdown is called, the School will endeavour to carry out the procedure as set. If lockdown occurs, parents will be notified as soon as it is practical to do so. However, parents are requested not to come to the school, as students will not be released to parents during lockdown. Parents are also asked not to call the school, as this may tie up emergency lines that must remain open. Lock-down situation requires silence in order not to alert an intruder to the presence of students and Staff in classrooms. If your child’s stay at school is to be extended beyond the regular time you will receive information about the time and place that you can pick up your child via the text or phone call. Please be assured in the event of a lockdown that the overriding consideration for the school is the safety and well-being of your child and school personnel.

#### Intruder procedures:

All visitors to school must first register at the School Office. Any visitors without having signed in are intruders and can be asked to leave the school premises and property immediately. From time to time, Staff may be confronted by an intruder in the school grounds, or may need to confront somebody who does not appear to have any legitimate reason for being on site.

In such a case, they should use the following procedure:

- When alerted to the presence of a possible hostile intruder, take another Staff member with you to help deal with them.
- Ask a third Staff member who is not involved to call the Office.
- Attempt to direct the intruder to the car park. Use casual conversation and/or body language to calmly direct the situation.

- If the intruder refuses to cooperate, do not escalate the situation. Leave and contact the office to call the police.
- If the intruder shows a weapon, assure him/her that it is not necessary for him/her to consider using the weapon. At this point back away slowly and leave the area and as soon as is safe to do so report the situation to the office, to have the police called immediately.

**Evaluation and Review**

This procedure will be reviewed as part of the school's review cycle, and at times when our Health and Safety procedures are under review.

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





## Pandemic Planning - Emergency Plan for an influenza pandemic

This document sets out an emergency plan to protect staff and students in pandemic (global event e.g. influenza) or epidemic (local event e.g. hepatitis, tuberculosis, norovirus, seasonal flu etc) events.

The emergency plan is structured according to the stages in the Ministry of Health Strategy for Pandemic Management:

Table 1 New Zealand Ministry of Health Strategy for Pandemic Management

STAGE	NEW ZEALAND STRATEGY	MoH / DHB <sup>1</sup> ALERT CODE
1	Plan for it (Current stage)	WHITE (Information / advisory)
		YELLOW (Standby)
2	Keep it out (Border Management)	RED (Activation)
3	Stamp it out (Cluster Control)	
4	Manage it (Pandemic Management)	
5	Recover from it (Recovery)	GREEN (Stand down)

Important contact details are on the next page

<sup>1</sup> DHB = District Health Board.



**Table 2: Important contact information**

Pandemic Manager	Pene Johnstone (Principal)	021-395-977
Deputy Manager	Clare Ridout (Executive Officer)	476 3250
District Health Board contacts		(474-0999)
Civil Defence Emergency Management (CDEM) Group	Dunedin City Council	03- 477-4000
Public Health Nurse	See current phone list	03-476 9851 027 223 3461
Oranga Tamariki Dunedin		0508 326 459
New Zealand School Trustees Association	Helpdesk	0800-782-435
Board of Trustees	See current phone list	
Parents	See current phone list	



## Stage 1(a): Plan for it - alert code white (information)

To do:

	Task	By whom	By When	Done?
1a.3	Set up Rata Room as an isolation room			
1a.4	Community phone list regularly revised	Office staff	ongoing	Y
1a.5	Include phone numbers for the District Health Board and Oranga Tamariki on the Community phone list	Office staff	ongoing	Y
1a.6	Collect from parents and staff at least two local emergency contacts per person	Office staff	ongoing	Y
1a.7	BoT kept up-to-date and informed immediately about any developments /warnings/instructions given by health officials or Ministry of Education	Office staff	ongoing	
1a.8	BoT to keep staff and parents informed	BoT via office	ongoing	
1a.9	Inform community about (i) our pandemic plan; (ii) good hygiene practices; (iii) keeping sick children at home; (iv) next steps (see proposed letter in Ministry of Education booklet "Influenza Pandemic Planning Guide for Schools August 2006")	As need arises		
1a.10	Teach children effective hand hygiene practices	Teachers	Ongoing	Y
1a.11	Keep instructional hand hygiene posters in toilets	Executive Officer	Ongoing	Y
1a.12	Review emergency supplies kit	Executive Officer	Six monthly	
1a.13	Review cleaning practices	Six monthly	Six monthly	
1a.14	Review cleaning supplies	Six monthly	Six monthly	
1a.15	Add review of this pandemic plan to Health & Safety self-review	Executive Officer		

## Stage 1(b): Plan for it - alert code yellow (standby)

To do:

	Task	By whom	By When	Done?
1b.1	Subscribe to email pandemic alerts on the Ministry of Health Website	Executive Officer	Immediately	
1b.2	BoT kept up-to-date and informed immediately about any developments/ warnings/ instructions given by health officials or Ministry of Education	Principal		
1b.3	BoT to keep staff and parents informed	BoT → Principal	ongoing	
1b.4	Circulate to community a document on the importance of (i) staying at home when sick; (ii) good hygiene practices; and on (iii) the difference between the symptoms of the common cold and influenza) (see Ministry of Education booklet "Influenza Pandemic Planning Guide for Schools August 2006")	office	Immediately	
1b.5	Monitor planned/recent domestic and international travel of staff, students and parents	Executive Officer	ongoing	
1b.6	Make sure that Rata Room room is ready for use as an isolation room	Executive Officer		
1b.7	Make sure community phone list is up-to-date	Executive Officer		
1b.8	Confirm phone numbers for the District Health Board and Child Youth and Family on the Community phone list	Executive Officer		
1b.9	Make sure at least two local emergency contacts per staff member & child are on file	Executive Officer		
1b.10	Revise effective hand hygiene practices with children	Principal → Public Health nurse		
1b.11	Make sure instructional hand hygiene posters are in toilets	Executive Officer		
1b.12	Review emergency supplies kit	Executive Officer		
1b.13	Review cleaning practices			
1b.14	Review cleaning supplies			
1b.15	College of Teachers to prepare lessons for children to do at home in the event of a pandemic (if considered appropriate)	CoT		

## Stage 2: Keep it out (border control) - alert code red (activation)

The Ministry of Education assumes that:

- Schools and Centres will remain open for as long as safely practicable
- Schools and Centres will open/close only after receiving instructions from the Ministry of Health or local health authorities

Therefore, the Board of Trustees should only close the School after taking advice from the Ministry of Health or local health authorities

### To do:

	Task	By whom	By When	Done?
2.2	Send contact details for the Principal and Board Chair to the Ministry of Education	Executive Officer	Immediately	
2.3	BoT kept up-to-date and informed immediately about any developments/ warnings/ instructions given by health officials or Ministry of Education	Principal	ongoing	
2.4	BoT to keep staff and parents informed	BoT to Principal	ongoing	
2.5	Update and circulate the community contact list	Executive Officer	Immediately	
2.6	Make sure the Sleep room is set up as an isolation area			
2.7	Use information on the influenza to prepare decision-making tree on when to send staff/students home should border control fail and case occur at School or Kindy			



### Stage 3: Stamp it out (cluster control) - alert code red (activation)

&

### Stage 4: Manage it (pandemic management) - alert code red (activation)

The Ministry of Education assumes that:

- Schools and Centres will remain open for as long as safely practicable
- Schools and Centres will open/close only after receiving instructions from the Ministry of Health or local health authorities

Therefore, the Board of Trustees should only close the School after taking advice from the Ministry of Health or local health authorities

#### To do:

	Task	By whom	By When	Done?
34.1	Subscribe to email pandemic alers on the Ministry of Health Website	Executive Officer	Immediately	
34.2	BoT kept up-to-date and informed immediately about any developments/ warnings/ instructions given by health officials or Ministry of Education	Principal	ongoing	
34.3	BoT to keep staff and parents informed	BoT → Principal	ongoing	
34.4	Prepare staff and student contact lists in case normal care cannot be guaranteed for a child and they need to be referred to child Youth and Family	Executive Officer	Immediately	
34.5	Cancel all work-related travel plans (domestic and international)	All Staff	Immediately	
34.6	Make preparations for possible School closure	Principal		
34.7	Make preparations for securing the School premises	Principal		
34.8	Put up in prominent place the page listing differences	Executive Officer		

	between influenza and the common cold (see Ministry of Education booklet "Influenza Pandemic Planning Guide for Schools August 2006")			
34.9	Prepare pandemic "contact" lists (see Ministry of Education booklet "Influenza Pandemic Planning Guide for Schools August 2006")	Principal		
34.10	Notify health officials of any cases	Principal		
34.11	If School and Kindy closed negotiate with staff about working at school/home; and explain that may be asked if prepared as state sector employees to voluntarily re-deploy to alternative duties such as health and welfare roles in the wider community	BoT Chair in consultation with NZSTA		
34.12	If Staff working at School or Kindy make sure they maintain social distancing (at least 1 metre) and employ rigorous personal hygiene and cleaning regimes			
34.13	If School and Kindy closed then post notices of closure on entry points and main buildings (see Ministry of Education booklet "Influenza Pandemic Planning Guide for Schools August 2006")	Principal		
34.14	If School closed then make sure essential arrangements made - e.g. staff pay, power, phone	Executive Officer		
34.15	If requested, make School available for local response efforts			

## Stage 5: Recover from it (recovery) - alert code green (stand down)

To do:

5.1	Contact relevant Ministries and traumatic incident co-ordinators to arrange counselling	Principal		
5.2	Support and monitor wellbeing of staff and children	Principal		
5.3	BoT and Props kept up-to-date and informed immediately about any developments/ instructions given by health officials or Ministry of Education	Principal	ongoing	
5.4	BoT to keep staff and parents informed	BoT → Principal	ongoing	
5.5	Cleaning and disinfecting procedures to be followed rigorously			
5.6	The success of the Emergency Plan will be evaluated and discussed for further improvements			
5.7	Review and restock emergency supplies kit			

\*\*\*\*\*

Version 4 – Sept 2019

Based on:

- Version 1 - March 2006
- “Pandemic Action Plan for Schools” documents 1, 2 & 3 (July 2007) ([www.minedu.govt.nz/index.cfm?layout=index&indexid=10898](http://www.minedu.govt.nz/index.cfm?layout=index&indexid=10898))
- “Influenza pandemic: Planning guide for Schols Aug 2006” ([www.minedu.govt.nz/index.cfm?layout=index&indexid=10898](http://www.minedu.govt.nz/index.cfm?layout=index&indexid=10898))

Signed .....

Date .....

Name .....

Review date .....



School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## Plant and Machinery Safety Procedure

### Introduction

The Dunedin Rudolf Steiner School is responsible for ensuring that any plant and machinery at the school is:

- Adequately maintained and serviced to ensure it is in safe working order (including electrical testing annually)
- Only used by people who are adequately trained and wearing appropriate safety equipment
- Any safety issues should be reported to a member of the Management Team.

### Process

Equipment owned by school	Safety wear	Notes
Weedeater – stored in locked shipping container	Goggles, gloves, ear muffs and strong footwear	Only to be used by adults
Lawn mower - stored in locked shipping container	Gloves and strong footwear	Only to be used by adults

If other plant and machinery is used on site (for example at working bees), the school will ensure that those using the machinery have appropriate experience and that adequate safety measures are taken around their use (for example chain saws are used by experienced adults in protective clothing in an area that cannot be accessed by children)

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_







**School**  
**Dunedin Rudolf Steiner**  
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## **Playground Supervision procedure**

Two teachers or teacher plus teacher aide are on duty at break and lunch times. The duty roster is posted in the office, staffroom and also in each classroom, so that all children know who is on duty. Children will also be informed of this on their way out to play.

Both members of staff on duty will circulate around the whole playground regularly – from the classrooms on the top field, around through the forest, lower playground, courts, school toilets and back up the hill.

Any incidents or developments in the playground will be noted in the playground duty notebook which each teacher will carry around when they are on duty. Any serious accidents or incidents will be reported in the Accident or Incident book in the staff kitchen.

The member of staff on duty will be prompt to start duty. All children shall go outside in break times. If there is any question about whether the weather is unsuitable for outside play, the duty teacher will confirm with the other class teachers whether they are on outside duty or not. A teacher may always decide to stay inside with their class if they consider it appropriate.

If a child is on a Behaviour Management Plan consequence for the playtime their class teacher will pass them on to the duty teacher.

If the member of staff on duty notices any child infringing the basic rules of good behaviour at a mild level then the child(ren) will walk the rounds with the member of staff on duty. If the behaviour is more serious eg hitting, taunting, vandalism, inappropriate play or failing to heed the warnings or instructions of the member of staff on duty then the Behaviour Management Procedure should be followed. Such incidents will be recorded in the incidents file.

If a child is hurt during play time then one member of staff on duty will stay with the child and send someone down to fetch another staff member to take on the duty session while the injury is attended to. Any accidents will be reported in the school accident book and parents will be advised and given a copy of the accident report.

*Related Policies/ Procedures – Behaviour Management Procedure, Supervision of Children, First Aid*

Signed: ..... Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





School

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## ROAD SAFETY PROCEDURE FOR SCHOOL EXCURSIONS

### RATIONALE AND PURPOSE

1. To ensure the safety of the children as they cross roads (particularly SH88) on organised school trips,
2. To encourage children to take responsibility for their own personal safety while on the road,
3. To ensure that there are rules and guidelines for all methods of transport that children may be using while in our care at school.

### Walking

1. Students must walk on a footpath where one is available. Where not available, students are encouraged to walk facing on-coming traffic, shortest to the front and tallest at the back.
2. Students must use pedestrian crossings or crossing points where available (*N.B. SH88 at Maia only has a crossing point and advice from MWH Ltd (on behalf of NZTA) is to cross in groups of 5 with teacher when it is safe to do so. This allows for stopping on the refuge island half way if traffic does appear. Depending on group numbers this could require 3 adults – one crossing and 2 to supervise on each side). Groups should not attempt to stop traffic on SH88.*
3. All children are regularly instructed in safe walking, both in rural and urban settings.
4. Children are provided with safe supervision within the school context i.e. teachers instruct them to cross the road in a group when it is safe to do so.
5. Walking to and from school – The walking track has been promoted as a safe option for walking from SH88 to school to avoid the tricky crossing at the top of Jessie St.
6. High visibility vests should be recommended for those walking to and from school and for use on school excursions.

### Walking while on school outings, in addition to the above

1. At uncontrolled intersections, children must wait for the teacher to signal to cross.
2. Teachers must watch for traffic at uncontrolled intersections, signalling to children to cross in small groups when roads are clear.
3. On roads where no footpaths are available, children will walk in single file (shortest to tallest) towards oncoming traffic (right hand side of the road) well off the road edge.
4. School set of high visibility vests should be used for all children.

### **Safe Cycling and Scootering**

1. In accordance with the recommendations of the New Zealand Police, Bike Wise and the NZTA, we recommend that children under 10 shall always be accompanied by a responsible older person when cycling on the road. Many children over that age still require supervision.
2. Children who cycle to school are expected to abide by all road rules and act in a responsible manner.
3. All cycles must comply with the legal safety standards.
4. Students cycling to school must wear a helmet certified to the NZ/Australian standard. Helmets should be securely fastened and properly adjusted.
5. Children who scooter should also wear helmets and suitable footwear.
6. Children are not to ride their bikes in the school grounds, unless on a designated day.
7. Children who cycle are to exit from the main gate.

### **Bus Safety**

1. Children are given regular instruction on general bus rules, emergency procedures and conduct when boarding and leaving the school bus.
2. All buses hired for transportation purposes will be hired from a chartered bus company.
3. Buses hired for school trips must have adequate seating for the number of children being carried (NZTA guidelines).
4. The duty teacher has the responsibility to ensure that all children are seated and reinforce the schools behaviour expectations and bus regulation guidelines (LTSA).
5. When travelling by bus one teacher must accompany the group on the bus and must ensure all children are accounted for.
6. Any bus that is deemed, by the teachers, to endanger the safety of children is to be reported to the Principal, who will discuss this with the bus company.

### **Motor Vehicle Transport**

Where private motor vehicles are used for school trips each driver must have:

1. A current registration and warrant of fitness for the vehicle,
2. A current full driver's licence,
3. A seatbelt for each passenger in the car (three pointed shoulder and lap belt),
4. Child restraints (Booster seats) for all children under seven years old are compulsory. These are also recommended for all children until they are 148cm tall or 11 years of age. (Please refer to the Appendix on NZ legislation on Child Restraints)

5. A written declaration will be signed by each driver in relation to the above and any paperwork required as a volunteer assistant in an Education Outside the Classroom event..
6. A passenger inventory will be issued to the driver prior to the excursion, a copy of which will be retained at the school office for the duration of the trip.
7. Children are regularly instructed in correct procedures when travelling in a vehicle.
8. Any child travelling in a front seat should have the seat pushed back to avoid too much contact with the air bag.

### **School parking, drop off/pick up & vehicles visiting school**

1. Regular newsletter reminders are required to ensure that care-givers are aware of the parking policies at the school. Parking around the school is limited. Staff park on the gravel road (Manapouri Street extension) and in two designated spaces by the lower classroom. Parents should park on the school side of Fern Road, and turn their vehicles well away from the school entrance gates – ideally at the bottom of Fern Road, before it turns in to the new sub-division. Use of the walking track from the Maia bus stop is encouraged.

School entrance ways must be kept clear at all times to allow access by emergency vehicles.

The school's vehicle entrances are to be kept clear at all times. This is to ensure access for emergency vehicles is not hindered.

2. Service vehicles are permitted in school grounds, only with the permission/ knowledge of the Management Team during school hours and must take all care when moving around the property.

3. Parents should not use the upper gravel road when dropping or picking children up from school.

### **RAMS forms**

The above guidelines should be incorporated into RAMS forms where applicable.

### **Conclusion**

The priorities given to road safety for students of the school reflect the needs of the local community and legal requirements.

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Appendix to Road Safety Procedure – NZ legislation on the use of Child restraints

Under New Zealand law, all children under seven years of age must use an approved child restraint appropriate for their age and size. Children aged seven must be secured in a restraint if one is available in the vehicle.

### Requirements for child restraints

Age of child	The law says you must:
Until their 7th birthday	Correctly secure your child in an approved child restraint
From their 7th to their 8th birthday	Correctly secure your child in an approved child restraint if one is available in the vehicle (and if not, in any child restraint or safety belt that is available)
From 8th birthday to 14 years old	Must use safety belts if available. If not available, they must travel in the back seat.
Over 14 years old	Must use safety belts where they are available.

International best practice recommends the use of an appropriate child restraint (or booster seat) until your child reaches 148 cm tall or is 11 years old. Child restraint and medical professionals recommend that you keep your baby in a rear-facing restraint until as old as practicable, at least until they are 2 years of age.

For more information:

- download the [Child restraints save lives information brochure](#)
- download the [My booster comes with me brochure](#)
- [find a certified child restraint technician](#)

### What are child restraints?

Approved child restraints include:

- infant restraints for young babies (often called baby capsules)
- restraints for older babies, toddlers and preschool children (often called car seats)
- booster seats for preschool and school-aged children
- child safety harnesses (used with or without a booster seat) for preschool and school-aged children.

### Child restraints protect children from crash forces

Children must be correctly seated in child restraints that are correctly secured into the car to keep them safe from crash forces.



## It's a driver's responsibility

When you are the driver, children in your car must be protected in the event of a crash.

As the driver, you are responsible for ensuring that any child travelling in your vehicle is correctly using an appropriate child restraint. [Find out the legal requirements \[PDF, 243 KB\]](#).

## How to tell if a child restraint can be legally used in New Zealand

All child restraints must meet an approved standard. This ensures a restraint's design and construction are laboratory tested under crash conditions and provide the best protection when used according to manufacturer's instructions.

All approved child restraints display standard markings to show they are approved.

Look for a child restraint that shows:

- a tick mark (indicates the restraint meets the joint New Zealand/Australian Standard AS/NZ 1754)



- an 'E' mark (indicates the restraint meets the European Standard ECE 44 or ECE 129)
  - the number on the circle will vary depending on the country of certification.







**School**  
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## Sun safety - procedure

During the summer months (October to March), we ensure that children are protected from the sun as follows:

1. Sunhats must be worn outside in terms 1 and 4.
2. School children are supervised while they put on their own sunscreen before going outside.
3. There are regular newsletter reminders for parents to ensure children come to School with protective clothing including hats.
3. The School grounds have shady areas for staff, children, parents and visitors.
4. Where children are allergic to standard sunscreens the School staff must be notified by the parents and an alternative named sunscreen provided by the parent or an indication that a hat must be worn at all times whilst outside.
5. School children will reapply sunscreen before going outside in the afternoons as in 2. above after lunch.

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



## Supervision of Children - procedure

School children are supervised from 8.45am until 3.20pm although the school day runs from 9 until 3pm.

At the start of the school day the teacher is responsible for their own class children and will monitor them from 8.45am.

Any child who has not been collected by 3.20pm should be brought to the office and the parents should be contacted.

All teachers should ensure that their class is out by 3pm and on its way home by 3.20pm. Children should wait for parents either at the climbing tree at the top of the lower classroom stairs or on the top field within site.

A roster for playground duty is kept for the school teachers and a separate procedure on Playground supervision should be read.

The last teacher on site will ensure all children are gone, and that the premises is safely locked.

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Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





School

**Dunedin Rudolf Steiner**

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## **SURRENDER AND RETENTION OF PROPERTY AND SEARCHES POLICY**

### **Rationale**

This Procedure is intended to assist the Dunedin Rudolf Steiner Board of Trustees and their staff when the surrender and retention of property from students is contemplated. Further information is available on the Ministry of Education's website and in their guidelines.

### **Purpose**

To enhance the health and safety of Dunedin Rudolf Steiner School for staff and students and to ensure students are not subjected to unreasonable search and seizure processes in the school.

### **Fundamental Principles**

Dunedin Rudolf Steiner School is required to provide a safe physical and emotional environment for students and staff (NAG5).

Parents, students and the public have a legitimate expectation that the school will be free from drugs, weapons, alcohol and cyber-bullying. The Board of Trustees and management of the school have developed this procedure on surrender and retention to advise them accordingly.

In relation to searches and the surrender and retention of student property the school will act reasonably, in good faith and in the least intrusive manner to achieve a safe environment.

Students are protected under Section 21 of the New Zealand Bill of Rights Act 1990, which states "Everyone has the right to be secure against unreasonable search or seizure, whether of the person, property or correspondence or otherwise". This section does not prohibit searches or seizure of student property but this policy and procedures will enable the school to justify their actions as reasonable and necessary to maintain a safe environment.

A student may be asked to remove outer clothing, but cannot have the clothes they are wearing or their body searched. If there is concern that a serious offence is to be committed or drugs or weapons are involved then the police should be called.

NOTE: The Schools's usual disciplinary or behaviour management practices apply at any time. Police involvement applies at any time. An action taken under the legislation may or may not involve the Police.

### **Key Features**

The following procedures sets out the practice to be followed by the school in respect of three key types of items covering things that are:

1. Likely to endanger the safety of others
2. Likely to have a negative or disruptive affect on the school's learning environment
3. Harmful (poses an immediate threat to the physical or emotional safety of any person)

All three points above allow a staff member to **require** students to produce, reveal, or surrender items in their possession, only a belief that a student has something that is **harmful** allows a staff member to conduct a search. When searching students the authorised staff member must act in the least intrusive manner to achieve a safe environment.

### **Interpretations**

**Device** means a computer or other electronic device that is not, in itself, an item but on which an item is stored.

**Item** means an item that can be considered harmful or can be used harmfully.

### **Information to be made Available**

The board will ensure the following documents are available for inspection at the school:

- (a) The guidelines issued by the Secretary of education under section 139AA1 of the Education Act 1989;  
and
- (b) The names and positions of authorised staff members i.e. the Principal

### **Authorisation of Staff Members**

1. Every authorisation given by a board to a staff member must be in writing.
2. The authorisation must specify whether the staff member is authorised to exercise the powers;
  - (a) under section 139AAA of the Act; or
  - (b) under section 139AAB of the Act; or
  - (c) under both sections 139AAA and 139AAB of the Act.
3. The board must give the staff member a copy of the authorisation.
4. As soon as practicable after the staff member receives the authorisation, the member must give the board a written acknowledgment of its receipt.
5. The board may, by written notice to the staff member, revoke any authorisation at any time.

### **Considerations**

To be taken into account in dealing with items or devices taken under Act

1. A person must take into account the considerations specified in subclause (2) when the person decides, under the Act or these rules, whether;
  - (a) an item or a device taken under the Act is to be retained, returned to a student, passed to another person, or passed to another agency; or
  - (b) an item taken under the Act is to be disposed of.

2. The considerations are;
  - (a) the health and safety of people:
  - (b) the apparent value of the item or device concerned:
  - (c) the person believed to be entitled to the possession of the item or device concerned.

### **Retention and Storage of Items or Devices taken under the Act**

1. This rule applies to any item or device that has been taken under the Act and is to be retained.
2. Every teacher and every authorised staff member who is in possession of the item or device must take all reasonable care of the item or device while it is in his or her possession or under his or her control.
3. The teacher or authorised staff member who takes the item or device may;
  - (a) keep the item or device in his or her possession; or
  - (b) give the item or device to another teacher or to another authorised staff member; or
  - (c) arrange for the item or device to be placed in secure storage.
4. A teacher or other staff member of a school who is in possession of an item or a device that is to be retained overnight or for a longer period must ensure that the item or device is placed in secure storage.

### **Returning items or devices to Students or passing them to other Persons or Agencies.**

1. If a teacher, an authorised staff member, or the board determines that, in light of the considerations specified in rule 6(2), an item or a device taken under the Act can be appropriately returned to the student from whom it was taken, the item or device must be made available to the student as soon as practicable after determination.
2. A teacher, an authorised staff member, or the board may, if satisfied that it is appropriate to do so in light of the considerations specified in rule 6(2), pass the item or device to –
  - (a) another person, such as a parent or caregiver or the person believed to be entitled to the possession of the item or device; or
  - (b) an agency, such as the New Zealand Police or the New Zealand Customs Service.

### **Disposal of Items**

1. An item taken under the Act may be disposed of if a teacher or an authorised staff member considers that it is appropriate to do so in light of the considerations specified in rule 6(2).
2. No item taken under the Act may be disposed of by selling the item.

### **Record of Retentions**

1. Each board must ensure that a record is made and kept of every item or device taken under the Act that is retained;
  - (a) for 2 nights, each of which follows a day on which the school is open for instruction; or

- (b) for a longer period.
2. Every record must contain the particulars that the board prescribes from time to time, which must include the following:
- (a) the date on which the item or device was taken:
  - (b) the name of the student from whom the item or device was taken:
  - (c) the name of the teacher or authorised staff member who took the item or device.

### **Record of Searches**

1. The board of each school must ensure that a record is made and kept of every search that is carried out, under section 139AAB of the Act, of a student's clothing, bags, or other containers.
2. Every record must contain the particulars that the board prescribes from time to time, which must include the following:
- (a) the date on which the search was conducted:
  - (b) the name of the student whose belongings were searched:
  - (c) the name of the teacher or authorised staff member who conducted the search:
  - (d) where applicable, why it was not practicable to comply with the relevant requirements stated in section 139AAC(2) and (3) of the Act in any case where the search –
    - (i) was not carried out by a teacher or an authorised staff member of the same sex as the student:
    - (ii) was not carried out in the presence of another teacher or authorised staff member of the same sex as the student:
    - (iii) was carried out in the view of any person other than the teacher or authorised staff member carrying out the search, the student, and another teacher or authorised staff member.
3. Any record must be kept for a minimum period of 7 years after it is made.

### **Explanatory Note**

These procedures set out the practice to be followed by schools in respect of things that are dealt with by schools because they are items that endanger the safety of persons or detrimentally affect the learning environment (items) or because they are computers or electronic devices (devices) on which items are stored. The procedures also require records to be made and kept of searches undertaken to locate items that are believed to pose an immediate threat to the physical or emotional safety of persons. The powers to deal with items and devices and to undertake searches are conferred on schools by sections 139AAA and 139AAB of the Education Act 1989 (the Act), which also come into force on January 2014.

---

Signed: \_\_\_\_\_

Print Name \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



Record of Search

Date and time of search:.....

Name of student searched .....

Name of authorised teacher who conducted the search.....

Where applicable, why it was not practicable to comply with the relevant requirements stated in section 139AAC(2) and (3) of the Act in any case where the search –

- (iv) was not carried out by a teacher or an authorised staff member of the same sex as the student:
- (v) was not carried out in the presence of another teacher or authorised staff member of the same sex as the student:
- (vi) was carried out in the view of any person other than the teacher or authorised staff member carrying out the search, the student, and another teacher or authorised staff member.

.....

.....

.....

.....

Details of any item removed from pupil.....

.....

Person responsible for keeping item .....

Date for any return of item .....

Signature of parent to confirm return .....



School  
**Dunedin Rudolf Steiner**  
Learning with head, heart and hands

Name and Address  
Of authorised person

Date

Dear .....

The Board of Trustees hereby authorises you to exercise powers in relation to the school's procedure on Surrender and Retention of Property and Searches.

You are authorised

- under section 139AAA of the Act to require a student to surrender an item; or
- under section 139AAB of the Act; to search a student's bags, outer clothes or other containers, or
- under both sections 139AAA and 139AAB of the Act.

(Board to delete any section that is not relevant)

This procedure would be carried out in instances where you have reasonable grounds to believe that an item is:

1. Likely to endanger the safety of others
2. Likely to have a negative or disruptive affect on the school's learning environment
3. Harmful (poses an immediate threat to the physical or emotional safety of any person)

All three points above allow a staff member to **require** students to produce, reveal, or surrender items in their possession, only a belief that a student has something that is **harmful** allows a staff member to conduct a search. When searching students the authorised staff member must act in the least intrusive manner to achieve a safe environment.

Please confirm that you will follow the school's procedure on Surrender and retention of Property and Searches, and that you have also read the Ministry Guidelines on this matter.

Please return one signed copy of this letter.

Yours sincerely

Helen Thomlinson  
**Board Chair**

I confirm that I will act in accordance with the relevant guidelines

Staff member name..... Signed.....



School

**Dunedin Rudolf Steiner**

Learning with head, heart and hands

## Use of Physical Restraint and Seclusion Procedure

### Rationale

Serious situations can arise in schools where a student or students risk harm to themselves or others. School staff require safe ways to potentially manage dangerous situations. Teachers are the only staff permitted to use physical restraint.

### Purpose

1. To protect the well-being of staff and students.
2. To provide guidelines for the use of physical restraint when it is seen as a last resort.
3. To provide staff with guidelines and ideas for de-escalating serious situations.
4. To record any incidents of physical restraint and provide for debriefing of these incidents.
5. To provide a clear pathway for complaints.
6. To monitor the emotional impact of such an event on staff and students.

### Guidelines

#### *Preventative Techniques:*

This is about relationship building, and is particularly important for students who regularly present with high risk behaviours:

- Attempt to understand the student and try to learn the signs of stress or unhappiness.
- Respect the student by: demonstrating that you are there to help; being reasonable; providing choices and compromise while maintaining authority.
- Preserve the student's dignity. This may mean dealing with things in private. Do not mock or treat the matter lightly.

#### *De-escalation Techniques:*

- Create space and time: remove the audience; provide physical space; name the emotion calmly (e.g. "I can see that you are very frustrated"; wait.
- Communicate calmly and quietly (even when the student is loud).
- Monitor your own body language and provide opportunity for the student to move out of the situation with dignity.
- When appropriate, give the student clear choices and/or directions, to help them feel more secure and regain control.
- If escalation occurs move further away, have an exit plan and send for help if necessary.

#### *What may escalate the behaviour?*

- Threatening the student.

- Arguing or interrupting.
- Contradicting what the student says – even if they are wrong.
- Challenging the student.
- Trying to shame the student.
- Escalating the situation by reacting rather than staying calm.

### ***Physical Restraint:***

#### ***Use physical restraint only when:***

- There is ‘imminent danger of physical injury.’ This can be to the student themselves or others.
- Preventative and de-escalation techniques have not reduced the risk of injury.
- Situations where it may be appropriate include:
  - Breaking up a fight
  - Stopping a student from moving in with a weapon
  - Stopping a student who is throwing furniture close to others who could be injured
  - Preventing a student from running onto a road

#### ***Match the physical restraint to the situation:***

- Use only where justifiable.
- Use the minimum force necessary.
- Use only for as long as is necessary.

#### ***Examples of “imminent danger”:***

- A student moving in with a weapon or something being used as a weapon with a clear intent to harm another person.
- A student physically attacking another person, or about to.
- A student throwing furniture (for example), throwing equipment, breaking glass close to others.
- A student putting themselves in danger e.g. running on the road, or trying to harm themselves.

#### ***Examples which DO NOT represent “imminent danger”:***

- Refusal behaviours.
- Disruptive behavior that does not put another person in danger of being hurt.
- Verbal threats.
- Defiant behavior.
- A student wanting to leave without permission.
- A student damaging property, unless this could cause injury.

#### ***Guidance if you have to use physical restraint:***

- Ideally, physical restraint should only be used by **staff trained in its safe use**, and trained in emergency first aid.
- If there is no one with training nearby, and you feel you can use physical restraint safely – both for yourself and the student – use your judgement and intervene.
- If you do not have the skills or confidence, remove the other students and call for help.
- Call the police when a student cannot be managed safely and the imminent danger to students, staff or themselves remains after all alternatives have been explored.

***Do not use these restraints:***

- Any restraint that inhibits breathing.
- Any restraint that inhibits speaking or the main method of communication e.g. sign language if this is the student's main method to communicate.
- Prone (face-down) physical restraint.
- Pressure points and pain holds.
- Tackling, sitting, lying or kneeling on a student.
- Pressure on the chest or neck.
- Hyperextension (bending back) of joints.
- Headlocks.
- Using force to take/drag a student, who is resisting, to another location.
- Restraint when moving a student from one place to another – trying to get them into a van or taxi, for example – when they are in an escalated state, as this may escalate them further.

***Monitoring:***

- Monitor continuously while applying the restraint, and stop as soon as the danger has passed.
- Monitor the staff member and student for the rest of the school day. Watch for shock, unnoticed injuries and delayed effects, physical or psychological.

***Contact Parents:***

- Contact parents or caregivers on the same day, as soon as possible after the incident, so they can monitor their child's wellbeing at home. The management team will do this (see below).

***On the same day:***

- Fill out a Physical Restraint Incident Report (Appendix A), discuss this with one of the Management Team, and file a copy with the Principal.
- The Principal (or their proxy) is to contact the parents.
- The Principal is to inform the Board of Trustees.

***Within two school days of the incident:***

- Hold a formal staff debriefing of the incident. (Appendix B). Involve any MoE or RTLB practitioners if they are part of the student's team. Involve the Police if they were called to the incident.
- Hold a formal debriefing with the Parents (or caregivers) and the student. (Appendix C)
- The Principal is to decide if the MoE need to be advised and asked for support and assistance

***Individual Behaviour Plan:***

- If the student is on an Individual Behaviour Plan, or it is felt that one is required, then arrange a meeting with all stakeholders to attend to this, as soon as possible.

***Complaint:***

- If any student, parent or caregiver is dissatisfied with the way an incident has been handled, they are encouraged to follow the school's complaints procedure.
- This is available upon enquiry at the office and on the school's website.

***Note on Seclusion and Timeout:***

- Seclusion is when a student is involuntarily placed alone in a room, at any time or for any duration, from which they cannot freely exit. Even if the door is not locked or blocked, there may be a level of authority or coercion which leads the student to believe that they cannot exit the room. Seclusion is not used at the school.
  - ***Seclusion is not the same as the use of timeout.***
  - **Timeout** can be when a student is asked to leave an activity or area because of their behavior and go to another specified area where they must stay until told they can return. Follow behaviour management procedure.
  - Timeout can also be when a student voluntarily takes themselves to an agreed space.
  - With timeout, the room is not locked, and although the student may well understand that they should stay there, they also realise that they can leave the room at any time if they so choose. The point is that the student has a choice about whether to comply or not.
- 

Signed: \_\_\_\_\_ Print Name \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



**School**  
**Dunedin Rudolf Steiner**  
Learning with head, heart and hands

## **VISITORS TO THE SCHOOL PROCEDURE**

### **Rationale**

For the safety of visitors and the school's students and workers, the school must be able to identify who is on the school site. The principal must be informed of any interviews of students by visitors from outside agencies.

### **Purpose:**

1. To identify all visitors to the school.
2. To ensure the office is aware of who is in the school throughout the day for security and emergency purposes.
3. To provide clear guidelines on identifying visitors.

### **Roles and Responsibilities**

The Dunedin Rudolf Steiner School has specific health and safety responsibilities for the entire school community. These include responsibility to visitors when they are present with the consent of the Board (or someone on the Board's behalf). The school must:-

- Ensure they are not harmed by any hazard arising at the school
- Ensure they are warned about any significant hazard that arises at the school, which might not arise in the ordinary course of events - at the time they enter the school
- Ensure that visitors are not left unaccompanied with children at the school or kindergarten

### **Procedures**

Health and safety procedures and information needs to be provided to all visitors as appropriate.

For parents/guardians/whanau this information is provided:

- When their child enrolls at the school, in the parent handbook
- In school newsletters
- At parent information evenings

For other visitors, this can be achieved:

- Through school visitor induction process outlined below
- Through appropriate signs and displays



### **School visitor induction**

A sign at the top field entrance requests visitors to report to the school office. The office is clearly marked signposted.

All visitors to the school need to be inducted onto the site (except parents doing pick-ups and drop-offs at the beginning and end of the day).

All visitors should be directed initially to the office where they must complete the Visitors Book. They should also be signed out on departure

Information required from visitors in this book includes : name, title/role , who they're visiting and time in, and time out

The visitor will then be accompanied to the relevant teacher/ member of staff. This person will be responsible for ensuring that in the case of fire or other emergency the visitor follows proper safety procedures.

School workers are expected to challenge any visitors to ensure they have reported to the office, and that their presence is understood.

The principal must approve any non-workers attendance at school with the exception of parent helpers.

When there are no staff in the office other staff at the school should ensure that the person's visit is recorded and that they are appropriately supervised during their visit.

Discretion will be used for regular visitors dropping off or picking up goods from school e.g. couriers.

### **Out of hours visitors**

If the school is used by other groups – for example for an evening or weekend event , then the groups will be provided with school safety information which will include a map of

- Fire safety equipment locations
- Electricity and water cut off points
- Fire alarm
- Fire exits

This procedure is based on the Ministry of Education's Action Guide 8: Protection of Staff, Students, Visitors and Contractors.

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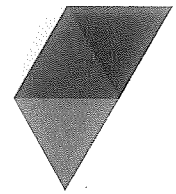
Signed: .....

Designation: .....

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





## Incident of Physical Restraint Form

### Information for the Ministry of Education and the Employer

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

Did the staff member who applied the restraint receive any training prior to the incident?

Yes / No (delete one)

If yes, what training?

### Why was the use of physical restraint considered necessary?

Serious and imminent risk to the safety of the student or any other person – describe

Any other comments

### Required Action

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

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