



Christchurch Adventist School
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Christchurch Adventist School

Policies

Safety of students and employees (NAG 5)

Under the fifth National Administration Guideline, each board is required to provide a safe physical and emotional environment for students, and comply with legislation to ensure the safety of students and employees.

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Policy On Day Trips

Rationale

The school believes that education takes place both inside and outside the classroom and as such believes that school trips are worthwhile and important learning experiences. The school also believes that student safety must be paramount and thus procedures and levels of responsibility and accountability need to be put in place to ensure this happens.

Procedures

1. Application for approval must be made to the Principal/Head of Primary prior to the trip.
2. The application is to be filled out on the "Trip Planner Sheet" which is attached to this policy.
3. Teacher to ensure that all parents are informed in writing of student Code of Behaviour, trip details - and return a consent form if required.
4. Adequate parent or Teacher supervision with each activity to be approved by the school administration.
5. All Staff and Adult helpers to be fully briefed in Trip organisation.
6. Transport reimbursement will be at 50% of Public Service mileage rates.
7. All trips must have a minimum of one adult with a current first aid certificate.
8. Upon Return : A Trip Evaluation is to be made to the Principal/Head of Primary (verbally or in writing).

Principal

Chairperson

Date

Policy on Emergency Preparedness.

Rationale

To ensure that the Board of Trustees maintains a safe environment which minimises the chances of injury to pupils and staff.

Covered in this procedure are:

- Fire and Earthquake response
- Civil Defence requirements
- Crisis Management Plan
- School closure
- Accidents
- First aid training

Guidelines

Responsibilities for action in an emergency:

- a) each teacher will take responsibility for the pupils in their classroom.
- b) non teaching staff will take responsibility for their own safety.

FIRE

- a) In the event of a fire the alarm system will be rung continuously.
- b) Children will evacuate the classrooms quickly and quietly and assemble on the main field. Teachers to check toilet blocks.
- c) Roll check to be taken by teachers.
- d) Teachers to report to relevant deputy who reports to Principal once all children have been accounted for.

EARTHQUAKE

- a) Pupils to be taught the drop and cover drill. The short, sharp prompt word 'DROP' will be used as a trigger for appropriate action.

RESPONSE (i) Drop to the floor on hands and knees (move away from windows).

- (ii) Take cover under desk or table and hold onto table legs.

If desk or table is unavailable crouch and clasp hands firmly behind head.

- (iii) Remain in this position until told to move.

When outdoors move away from buildings to open area.

Once in safe area sit down but be alert for dangers.

Practice drills are held once per term.

CIVIL DEFENCE REQUIREMENTS

School staff and trustees will work co-operatively with the local civil defence network while continuing to assume responsibility for the care of students on the premises until arrangements for the care of students have been made.

- a) Depending on the nature of the emergency the School has an obligation to continue its functions as a School.
- b) The School will encourage community preparedness for emergencies by providing appropriate education programmes for students.

Christchurch Adventist School Crisis Management Plan

- 1 Principal or Acting Principal will identify if the Crisis Management Plan is required.
- 2 The crisis management team meets as soon as possible. It consists of Principal, Assistant Principal, Deputy Principal and Class Teacher (depending on circumstances).
- 3 Determine who will be the staff liaison person for staff support and inform staff.
- 4 Designate a Safe Room (eg. Library) for children to go to and ensure their safety.
- 5 Make a list of those students who are thought to be “at risk” of depression or emotional difficulties.
- 6 In case of death, consultation with the family, determine the school’s involvement eg funeral arrangements, flowers, service, dress, cultural awareness.
- 7 Identify community people who may be of assistance if appropriate.
- 8 Plan procedures for the first day and first week. Maintain normal school routines if possible.
- 9 At the first staff briefing, teachers will be provided with an update of the situation with accurate information to give to students, signs to watch out for among students and what to do with a distressed student. SES may be the best team to help with this.

Initial Crisis Team Meeting (record decisions/information):

- Consider who else needs to be on the Crisis Management Team.
- Collate information KNOWN, who/what/when/where.
- Determine who needs to know, staff/Board of Trustees/Parents/Other Schools/Police/Special Education Services

SES Traumatic Incident Contact,

Canterbury SES, 03 379 5383,

After Hours

025 432 214 Murray Roberts, Area Manager;

025 223 8144 Sheila McBreen-Kerr, Service Leader Behaviour.

- Decide how they should be told, individually/small groups etc.
- Decide when the first contact will be made with the family and by whom.
- Decide if letter needs to be sent home.
- Assign one spokesperson to answer media and police enquiries if necessary. Any requests for information should be directed through this person. Inform staff of this.
- Brief the staff immediately.

If the crisis includes the death of a student or staff member by suicide then these additional procedures will be followed:

- 1 SES Traumatic Incident Team will be contacted at above phone numbers.
- 2 Written factual information will be provided for staff to use when telling students what has happened. All staff, including support staff will be informed. Parents and members of the Board of Trustees will be informed in writing.

The Chairperson of the Board of Trustees needs to be informed as early as possible.

- 3 Close friends of the person who committed suicide will be identified and given support. When these are students, parents will be contacted. The possibility of a suicide pact will be checked. Referrals to appropriate outside agencies will be made if necessary.
- 4 The following issues will be discussed with all students and staff – by whom, when and where to be decided.
 - Although suicide is a choice, it is not a good one.
 - Death is permanent.
 - Help is available.
- 5 No single staff member or small group of staff will be left with the full responsibility for managing the aftermath. Sufficient resources, including appropriate professional assistance, will be organised by the Crisis Management Team.
- 6 In the case of a suicide, it is not appropriate to hold a memorial service, to plant a tree, or mark the death with any other visible symbol which has the potential to act as a dangerous trigger for others.

Crisis Management Planning

Task Checklist

Immediate to within first 24 hours

- Gather information – verify that the information is correct.
- Decide on the level of response.
- Call together the school Crisis Management Team.
- Find out the facts from the police and when the school can release these.
- Decide when contact will be made with families of victim(s). Arrange two people to visit as soon as possible if appropriate.
- Prepare (ie script) or adapt information release for groups in the school community.
- Inform staff.
- Decide on means of information transfer to students.
- Ensure stressed staff are buddied and decide on support to be given to them.
- Give staff guidelines on the role they can play with students.
- Limit outgoing calls.
- How will the school handle enquiries? Who will do this?
- Prepare a statement for the receptionist to use for incoming calls.
- Identify who will deal with media enquiries.
- Start keeping a written record of events and decide who will do this.
- Decide if outside agencies need to be contacted.
- Establish a support room within the school and ensure it is staffed at all times.
- Identify siblings in this school or other schools and decide on support needed.
- Decide if other schools need to be informed.
- Decide if parental permission is required for information release.
- Decide what information needs to go to other parents.
- Organise for school personnel to have support.
- Decide if arrangements need to be made for parents who call at the school.
- Decide who will attend to victim's personal belongings.
- Decide who will attend the funeral. How will this be managed? (Permission notes from caregivers, transport etc). Remember that there may be deaths subsequent to the initial fatalities. Consider formal debriefing for the most critically involved school personnel.
- Decide what follow-up is planned for the next day.
- Arrange relief teaching.
- Arrange that the Crisis Management Team meet at the beginning and end of the day for the next few days.

- Make times for the Crisis Management Team to maintain regular contact/meetings after this time.

Medium Term

- ❑ Decide what follow-up is planned for the next week
- ❑ Continue to monitor reactions within the school community and provide support.
- ❑ Return the school as far as possible to regular routines.
- ❑ Update staff and students with new information and decide how this will be done.
- ❑ Keep parents informed.
- ❑ Consider preparation of school community for funeral and burial arrangements or other public follow-ups.
- ❑ Maintain contact and support to families of victims, and to their close friends and their families.
- ❑ Monitor those in caregiver/helping roles.
- ❑ Arrange relief teachers.

Long Term

- ❑ Organise debriefing for the critically involved school personnel. Consider individual, team and organisational debriefing.
- ❑ Organise follow-up for the most affected/at risk students once things quieten down.
- ❑ A coroner's inquest may take place some considerable time after the event. Students and staff may need time/education/training to understand the process. The inquest may cause some re-living of the events with consequent renewed distress. What support is required?
- ❑ Establish when the Crisis Management Team will reconvene to review the response made and make any necessary amendments to the Crisis Management Plan.
- ❑ Continue liaison with outside agencies.
- ❑ If liability is an issue, be prepared for legal proceedings. Maintain a careful and clear paper trail of incident reports and follow up actions.
- ❑ Remember that those who have had special roles to play, eg Crisis Management Team, the secretary dealing with all telephone enquiries also need attention to their well-being. It may also be helpful to privately or publicly acknowledge those who have taken on a task outside their normal responsibilities.
- ❑ Support is planned for those who have been involved. This may be from an outside team.

School Closure

In the case of 'crisis' situations such as flood, fire, heavy snow etc. the decision to close the school will be made between the Principal and BOT Chairperson. Should one of these people not be available the Deputy or Associate Principal will have input into the decision.

The MOE need to be advised as soon as possible and an application under Section 65E(2) of the 1990 Education Amendment Act will be made for a reduction in the number of half days the school must open for that year.

In all circumstances of school closure every attempt will be made to notify parents/guardians. The radio stations used will be 3ZB and 91ZM

Accidents

Where applicable teacher on duty will deal with injury.

In the event of serious injury, child will be referred to doctor.

Injury, date, etc. to be entered in injury register and parent notified.

First Aid Training

Staff should be encouraged to have first aid certificate standard and revalidation taken as required.

Conclusion

Christchurch Adventist School Board of Trustees recognises the key role the school site and premises could assume in the event of an emergency. We need to be mindful of the unexpected nature of emergencies and our response needs to be immediate but measured so that it helps resolve rather than adds to the trauma or issues to be dealt with.

Principal

Chairperson

Date

Policy On Education Outside The Classroom

Rationale

Education Outside the Classroom provides for a wider range of experience that leads to a better understanding of the world around us.

Purposes

1. To work towards achieving the local goals as described in the school's charter.
2. To make students more aware of the need to care for, conserve and protect their environment.
3. To add another dimension to classroom programmes.
4. To enjoy the social, academic and personal benefits of interaction with people away from the classroom setting.

Guidelines

1. Proposed EOTC activities must be discussed with the Head of Primary / Secondary.
2. Serious consideration must be given to the educational values of the trip/visit. Clear objectives must be stated.
3. A permission form must be completed and handed to the Principal.
4. The Principal must sign the permission slip before the trip can take place.
5. The following considerations must be given when deciding the appropriate student /adult ratio:
 - a) There must be sufficient adult supervision to ensure the activity is safe.
 - b) Teachers will adhere to any guidance given by trained instructors.
 - c) Adults supervising must be suitably qualified /fit for the activity and the risk involved.
 - d) Risk management forms must be completed for all EOTC activities.
 - e) Adequate first aid equipment must accompany all EOTC trips.
 - f) Parents must be informed as to how students will be transported.
 - g) Parents offering to transport students must sign a form stating they have sufficient seat belts for the number of students they are transporting and that the car has current registration and warrant of fitness, and the driver holds a current, valid New Zealand drivers license.
6. Parents' permission must be confirmed before a student attends an EOTC activity or trip.

Conclusion

All trips and activities will be safe, and a valuable learning experience for all who take part.

Principal

Chairperson

Date

Policy On Harassment

Rationale:

Harassment (sexual or otherwise) is a form of discrimination or intimidation which can adversely affect the learning and personal development of children. It can cause an unhappy work environment and impair the personal development and performance of staff. Children and staff should therefore be free from any form of harassment (sexual or otherwise) at school or in the school-related environment. It is of paramount importance that all those who are associated with Christchurch Adventist School are not subjected to harassment (sexual or otherwise) of any kind.

Purposes:

1. To fulfil the legal requirements under Section 33 of the Human Rights Act 1977 and to fulfil the requirements of National Administration Guidelines 2000.
2. To clarify the nature of harassment (sexual or otherwise).
3. To set up a procedure for complaints which is handled promptly, privately and in a procedurally fair manner, consistent with award requirements and the Employment Contracts Act 2001.

Guidelines

1. An education programme will be set up so that staff and students are aware of what constitutes harassment (sexual or otherwise).
2. Staff members will be trained to be initial contact people for receiving complaints from students.
3. The names of initial contact people will be published within the school community. They will be:
 - The elected EEO co-ordinator.
 - The Principal
 - The school chaplain.
 - The case should be documented by the complainant with the assistance of the supporting person or persons.
4. If the allegations are substantiated then disciplinary action should be taken.
5. If further action is required, the harasser should be informed and a decision made to lay a complaint through one of the following avenues:
 - The principal and or the Board of Trustees.
 - Human Rights Commission
 - Industrial Advocate
 - The Police.
6. Support, advice and guidance will be arranged through the appropriate bodies/organizations for all parties involved.

Principal

Chairperson

Date

Policy On Health & Safety

Rationale

The Christian lifestyle is one of care and concern for other people. In line with this, the Board of Trustees of the Adventist School, wishes to ensure that all hazards, on the site, in the school and the off-site learning centres, are identified, and that the educational environment is a safe and secure one for all students, staff and visitors, as well as meeting its requirements under the Health & Safety and Employment Act of 1992.

Purposes

9. 1. To ensure that the school is a safe place for students, staff and visitors.
10. 2. To maintain correct procedures for the maintenance of equipment and materials to ensure that they are safe and properly handled.
11. 3. To establish safe work practices and to implement procedures to ensure that these practices are followed.
12. 4. To provide training and supervision of staff and students where required.
13. 5. To ensure that all students, staff and contractors understand the concept of a safe and healthy workplace.
14. 6. To ensure that off site learning centres when used by the school are safe places for the activities planned.

Guidelines

15. 1. The Board will develop and regularly update a Health & Safety Manual for the school and its property.
16. 2. The Board will ensure that staff and students will be made aware of the school's health & safety rules as contained in the Health & Safety Manual.
17. 3. The Board will set up a Health & Safety sub-committee representing staff, students and Board of Trustees.
18. 4. Staff and students will be encouraged, through meetings, to identify hazards and to bring issues concerning health and safety to the Principal's attention for immediate action. The Principal will report these issues to the Health and Safety committee.
19. 5. Staff and students will be made aware of emergency and evacuation procedures for fire, earthquake, chemical spill, gas leak and explosion.
20. 6. Hazards will be notified to all staff, students and visitors wherever appropriate.
21. 7. On a continual basis, hazards will be identified and noted in the Manual to enable action to be taken.
8. Training needs for staff will be part of the professional development programme of the school.
9. The Health and Safety Audit Checklists will be completed on a 6 monthly basis. Further the Health & Safety committee will be responsible for ensuring that identified needs are rectified.
10. Fire etc drill should be conducted periodically, not less than once per term, and their outcome reported back to the Board of Trustees.

Principal

Chairperson

Date



Risk Analysis and Management System

Activity : _____ Date : _____ Teacher in charge : _____
 Class Level : _____ No of Staff : _____ No of Helpers : _____
 No of Children : _____ Location : _____ Approved By : _____
 Time of Departure : _____ Time of Return : _____ return to : _____

What Could Go Wrong?	What could cause it to go wrong?	How could we prevent it from going wrong?	Who is Responsible	When/where will it be done	Emergency Plan
People					
Equip. & Res.					
Environment					

<p>Group Members Requiring Special Consideration:</p>	<p>Health:</p>	<p>Behaviour:</p>	<p>Other:</p>	<table border="1"> <thead> <tr> <th data-bbox="1236 161 1284 1030">Pre Activity Checklist</th> <th data-bbox="1236 1030 1284 1467">On The Day</th> <th data-bbox="1236 1467 1284 1919">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1284 161 1316 1030">Off Site Venue Visited..... <input type="checkbox"/></td> <td data-bbox="1284 1030 1316 1467">Medication <input type="checkbox"/></td> <td data-bbox="1284 1467 1316 1919"></td> </tr> <tr> <td data-bbox="1316 161 1348 1030">Trip Application Approved <input type="checkbox"/></td> <td data-bbox="1316 1030 1348 1467">First Aid Kit..... <input type="checkbox"/></td> <td data-bbox="1316 1467 1348 1919"></td> </tr> <tr> <td data-bbox="1348 161 1380 1030">Permission Slips Returned..... <input type="checkbox"/></td> <td data-bbox="1348 1030 1380 1467">Mobile Phone..... <input type="checkbox"/></td> <td data-bbox="1348 1467 1380 1919"></td> </tr> <tr> <td data-bbox="1380 161 1412 1030">Medical Records Checked..... <input type="checkbox"/></td> <td data-bbox="1380 1030 1412 1467">Intentions Left At Office..... <input type="checkbox"/></td> <td data-bbox="1380 1467 1412 1919"></td> </tr> <tr> <td data-bbox="1412 161 1428 1030">RAM Form To All Teachers <input type="checkbox"/></td> <td data-bbox="1412 1030 1428 1467">Equipment Checked..... <input type="checkbox"/></td> <td data-bbox="1412 1467 1428 1919"></td> </tr> </tbody> </table>	Pre Activity Checklist	On The Day	Comments	Off Site Venue Visited..... <input type="checkbox"/>	Medication <input type="checkbox"/>		Trip Application Approved <input type="checkbox"/>	First Aid Kit..... <input type="checkbox"/>		Permission Slips Returned..... <input type="checkbox"/>	Mobile Phone..... <input type="checkbox"/>		Medical Records Checked..... <input type="checkbox"/>	Intentions Left At Office..... <input type="checkbox"/>		RAM Form To All Teachers <input type="checkbox"/>	Equipment Checked..... <input type="checkbox"/>	
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Sport Policy

Rationale

Sport is an integral part of the Christchurch Adventist School programme. Sport and exercise is a critical part of the wider development of a student's total wellbeing, and must be supported through appropriate time, equipment, facilities and coaching.

Objectives

- To provide educated adult leadership which is capable of inspiring social, emotional, intellectual, physical and spiritual growth
- To present sport to students in a way which maximises participation to ensure their fun and enjoyment, security and satisfaction
- To provide frequent opportunities for students to experience personal and group achievement and success in sport
- To encourage students to make informed decisions about their own involvement and development in sport
- To be aware of and promote the positive contribution sport can make to the lives and learning of students
- To provide appropriate facilities and resources for the safe and effective delivery of the sports programme
- To encourage students to respect and care for the environment, facilities and equipment
- To cater for the varied needs of students, from beginners to the most proficient, at whatever stage they are in their sporting development. Special provision may be required for children and young people who are disadvantaged or whose participation is limited for any reason
- To ensure that those who offer sport to children and young people are given the opportunity and the encouragement to keep up to date regarding the effective delivery of their sport
- To provide, by using modified sport activities, a sequential progression through junior sport towards adult sport
- To encourage students to accept responsibility for their own health and the health of others; to adopt healthy lifestyle behaviours; to reject practices which place health at risk; and to reject all forms of abuse
- To provide a sports programme which promotes Fairplay
- To enhance links with the community
- To support the Health, Physical Education and Outdoor Education programmes also run by Christchurch Adventist School

Principal

Chairperson

Date

Policy On Overnight Trips/Camps

Rationale

The school believes that education takes place both inside and outside the classroom and as such believes that school trips/camps are worthwhile and important learning experiences. The school also believes that student safety must be paramount and thus procedures and levels of responsibility and accountability need to be put in place to ensure this happens.

Approval

Application for approval must be made to the B.O.T. at its monthly meeting prior to the trip.

All the details on the application proforma (attached to this policy) must be completed.

Procedures

22. 1. Staff interested in being involved in the trip or camp meet to select Camp Leader(a staff member), determine enue and range of activities. Chosen leader to be approved by the Principal.
23. 2. Leader selects his/her camp staff. Final approval of the chosen staff to be given by Principal. Number of staff is important, plus skills and abilities, plus compatibility. Camp leader must feel comfortable with staff and parent help.
24. 3. Leader to ensure that all parents are informed in writing of student Code of Behaviour, trip rules etc and return a consent form.
25. 4. Adequate parent or Teacher supervision with each activity :
 - primary 1 adult to 6-8 students
 - secondary 1 adult to 8-10 students.
26. 5. All trips/camps must have a minimum of one adult of each sex for mixed gender trips.
27. 6. No student Fundraising to exceed the camp fee required.
28. 7. All staff and Adult helpers to be fully briefed and involved in Trip organisation.
29. 8. Leader advised to delegate responsibilities and fully involve participating staff.
30. 9. Leader to brief Principal regularly during camp preparation and to leave
 - Student names and phone numbers of all attending
 - Programme outline
 - Departure and Arrival times
 - Contact Phone Number.
31. 10. Trip/Camp to be self funding unless other arrangements are discussed and approved by Principal.
32. 11. Transport reimbursement will be at 50% of Public Service mileage rates. Daily allowances will apply as per employment contract.
33. 12. All trips/camps must have a minimum of one adult with a current first aid certificate.
34. 13. All staff and adults on any School activity remain responsible for the students throughout the day until the student curfew takes place for the night. After student curfew at night at least 1/2 the staff on the particular activity must remain responsible for the students throughout the

night. When students are billeted, the responsibility becomes that of the billeting family once the student has been collected by the family.

35. 14. Upon Return : A Trip Evaluation is to be made to the Principal(verbally or in writing) and Board of Trustees. The Camp Leader will debrief with the staff involved.

Principal

Chairperson

Date