



## Paparore School Smoke-Free Policy

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### Rational:

Providing a safe physical environment for students, staff and visitors is a key objective of Paparore School. The Board of Trustees accepts its obligations to provide a healthy smoke-free environment.

To meet the requirements of National Administration Guidelines #5 and Government legislation, the Board of Trustees will ensure that there are procedures and practices in place to protect the well-being of anyone within the school environment, including EOTC activities.

### Guidelines:

- ☐ No smoking will be permitted in any part of the school buildings and grounds. This includes the playing field, during the week and weekend. This is in the interests of pupil health and is consistent with the health syllabus we uphold. There are areas which are out-of-sight, close to the school which can be used if needed.
- ☐ Staff, parents and adults are requested not to smoke about pupils in outdoor situations (eg. field trips and camps). This is an affirmative action aimed to prevent passive smoking. It will also set a good example for children in a learning environment.
- ☐ All new employees will be advised of the school smoke-free policy and will be required to agree to its full implementation.
- ☐ Signs will be displayed about the school advising of the 'No Smoking' status of the school.

### Procedures for Making Complaints:

- ☐ Advise the Principal in writing
- ☐ Principal will address the complaint by speaking to the person/s concerned
- ☐ If necessary, Principal will advise the Board of Trustees
- ☐ Principal will advise the complainant of action taken

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


Date: 20/8/2012



## Paparo School Health & Safety Policy

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The school will identify, minimise, isolate or remove all hazards to the health and safety of individuals associated with the school.

The Trustees and management of Paparo School are committed to maintaining a safe and healthy environment for all their pupils, employees, volunteers and others.

The achievement of this policy requires commitment and active participation by all. Safety is everyone's responsibility and all are expected to act safely at all times for their own welfare and with consideration for the safety of others.

**The Trustees will:**

- ☐ Provide a safe workplace, safe equipment and property materials
- ☐ Establish and insist upon safe methods and safe practices at all times
- ☐ Comply with all legislative requirements

Our objective is to ensure nil accidents become a reality and Trustees and staff members are expected to treat this as a personal challenge.

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

Date: 26-01-2010



# Paparore School

## SunSmart Policy

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### Rationale:

This policy is adopted from 9<sup>th</sup> November 2010 so that children attending Paparore School are protected from skin damage caused by harmful UV radiation of the sun, which can lead to skin cancer in later life. This policy is to be implemented in Terms 1 and 4.

As part of general SunSmart strategies, our school will:

### Behaviour:

- Require children to wear broad-brimmed, legionnaire or bucket hats (min 6cm brim, deep crown) when they are outside (eg. interval, lunch, sport, excursions and activities) during Terms 1 and 4. Hats will be provided by school.
- Provide extra hats for children to borrow.
- Implement a "No Hat, Play in the Shade" policy. Require children without hats to play in shade or indoors.
- Work with the wider school community to promote students' use of SPF 30+ broad-spectrum sunscreen.
- Encourage the daily application of sunscreen 15 minutes prior to the lunch break. (1)
- Encourage children to wear clothing that protects the skin from the sun (eg. sleeves and collars).
- Encourage staff to role model SunSmart behaviour, particularly the use of appropriate hats, within the school grounds and during outdoor school activities. All staff will be provided with school hats also.
- Regularly publicise and reinforce the SunSmart Policy, for example, through newsletters, parent meetings, student and teacher activities.
- Inform parents of the SunSmart Policy at enrolment, especially the use of appropriate hats, clothing, SPF 30+ sunscreen, and encourage parents to practise SunSmart behaviour themselves. This will be included in school prospectus.

### Curriculum

- Incorporate SunSmart education and activities at all levels every year when delivering the curriculum.

### Environment

- Work towards developing and improving existing shade, particularly in areas where students congregate. Shade can be both built and natural (eg. constructed shelter and trees).
- Whenever possible schedule outdoor activities and sports events before 11am.
- Organise outdoor activities to be held in areas with plenty of shade whenever possible.





# Paparore School

## Discipline of Pupils Policy

Our objective is to establish a safe, non-threatening positive learning environment based on self-discipline, responsibility, self-esteem, and acceptable behaviour. Paparore School will not tolerate defiance, destruction of property, rebellion, bullying, intimidation, any act of rudeness or harm - verbal or physical to people or property. Our aim is to change both the behaviour and thinking of the child without aggravating the situation by our own actions.

The principles of natural justice apply.

### Guidelines

#### General:

- Teachers are asked to be professional, calm and polite in deciding consequences for inappropriate behaviour.
- Each 'problem' is regarded as a school situation and we expect to resolve major issues as a team. Staff members are asked to take care that they **DO NOT ACT IN ISOLATION**. Teachers will be supported in their moves to maintain good order.
- No child is to be kept in alone after school as a punishment.
- Interviewing pupils should be in an open setting, preferably with other staff nearby.
- Pupils are not to be handled in an unreasonable physical manner that could be described as an assault, or in a manner likely to hurt or intimidate.
- Time for 'reflection', for staff and pupil, is to be allowed before action.
- The child(ren) shall be allowed to give their perspective.

#### Out of School Situations:

- Representatives: (e.g. sports teams, etc). Pupils are expected to behave appropriately at all times while involved in school-related activities. Any parent/coach/chaperone experiencing difficulties is to report the matter to the school at their earliest convenience, where the appropriate action will be taken.
- E.O.T.C.: (e.g. school camps, etc). All pupil misbehaviour should be referred directly to the teacher in charge. If the behaviour occurs while en route, the parent/chaperon should stop where it is safe and ask for the behaviour to stop ("Safety is paramount"); when order is established, carry on and report the incident to the teacher in charge, who will then take appropriate action.

- Pupils en route to and from School: (Before and after school). All misbehaviours observed while a pupil is en route to school, or to home, should be reported to the school where the appropriate action will be taken.

#### Options Not Available:

- Corporal punishment or violence is not to be used as a threat or a fact.
- Degrading of pupils by undue embarrassment before the class.
- Ridicule or sarcasm before the class or in private.
- Menacing interrogation or accusation.

#### In-class Misbehaviour:

- Child to receive a verbal warning.
- Child's name written up on the board or similar
- Child sent to 'Thinking area' in-class for 10-15 minutes. Discuss behaviour with teacher before returning to class
- Principal sent for to observe in-class. Discuss behaviour with Principal
- Principal sent for to withdraw child. Parent/caregiver notified

#### Suspension and Expulsion of Pupils:

- In all matters involving the above action, the Principal and the Board of Trustees shall refer to the Education Act 1989; Table of Sections; Part No.s 13,14,15,16,18, 18A and 19.

#### Steps for Playground Misbehaviours:

- A child may be sent to a time out place near the Staff room for unreasonable/inappropriate behaviour. Typically, this isolates the child/ren for a short period until the duty teacher has time to review the incident. Usually the child will be released without further consequence.
- The child/ren may be directed to complete some specific task which the duty teacher can supervise.
- The child/ren may be referred directly to the Principal, for behaviour which will inevitably require some significant consequence. It is possible that the child/ren will be escorted by another child or sent for to explain the incident. The duty teacher has responsibility for the duty and should not take time out from this prime task if it can be avoided.
- Pupils should be spoken to at a level where only those being addressed can hear.

## Expectations of Pupils

All pupils are expected to:

- Be courteous to adults and other children.
- Be considerate in word and action to other children.
- Use the name of a staff member when addressing him/her.
- Give way at doorways for adults.
- Obey their teachers.
- Work without disturbing others.
- Contribute to the orderliness of the class environment.
- Demonstrate good common sense and responsibility when the class teacher is not in the room, or in any unsupervised situation.

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



Date: 15-09-2011





## Paparore School Abuse Policy

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This policy affirms that the safety of the child is paramount. Adults are to be receptive and sensitive to children so that the children feel listened to and believed. CYFS advises not to talk to child before they do!

- ☐ Teachers will be provided with guidelines so that they can identify signs of abuse and neglect. Teachers are required to report each suspected case to the Principal.
- ☐ The school will provide guidelines for those working on cases within the school. The school will use the most appropriate agency for support/consultancy in each case (CYFS or Police). No one Staff member is to act in isolation and no outside agency, or activity, will take place without the knowledge of the Principal. First contact with any agency will not identify the child but clarify appropriate actions.
- ☐ The Principal will ensure the Board Chairperson is aware of any case under investigation without breaching confidentiality.
- ☐ Cases reported from a third party to the school will be referred to an outside agency where this is possible.
- ☐ "Keeping Ourselves Safe" and "Self-Esteem" units will be taught as part of the Health syllabus to increase pupil's self assertive skills in dealing with uncomfortable situations.
- ☐ Parents will be informed except where the student's welfare is threatened. The advice of agencies will be requested in such cases and it may be agreed that agencies other than the school will make contact with parents/caregivers.
- ☐ No interview will be held with a child without a suitable staff member being present.

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

Date: 14 Sept 2011



# Paparore School

## Food and Nutrition Policy

Through the development of this policy, a commitment has been made to several important aspects of the environment that contribute to creating a healthy school. These include:

- The integration of the school food service into classroom teaching
- An awareness of the range of cultures represented in the school and allowing for traditional food preferences
- Provision of food that is consistent with the 'Food and Nutrition for Healthy, Confident Kids Guidelines.'
- Recognition of the significance of settings and situations that convey food and nutrition messages that are in addition to classroom lessons and the food service – fundraising, camps, sports days etc
- Recognition of the positive influence that staff can have as role models for healthy eating

### Rational

It is important that all students possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, staff are encouraged to model healthy eating as a valuable part of daily life.

### Purpose

- To encourage children to be responsible for their own health.
- To integrate the school food service into classroom nutrition programmes.
- To ensure that students receive clear, consistent messages about the importance of healthy eating.
- To provide a food service that offers food choices that are consistent with the 'Food and Nutrition for Healthy, Confident Kids Guidelines.'
- To provide healthy foods that is value for money.
- To promote 'everyday' lunch selections to whanau and be sensitive to family and cultural issues.

### Strategies

- An increase and vary menu options and promote 'everyday' foods that are low in fat, sugar and salt.
- Staff is encouraged to model healthy eating habits.
- All food will be prepared and sold in a clean, smokefree environment.
- Food service staff shall be supported and encouraged to work closely with teachers responsible for the school health programme to achieve common goals.
- Where possible, foods available for school fundraising, at school camps, festivals and sports days will be consistent with this policy.

Date 20.5.10

Signature:

*Jeff Walker* BOST chair

Review Date May 2011





# Paparo School

## Education Outside the Classroom (EOTC)

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### Part One

- ❑ The prime objective is to ensure the children of this school are involved in a variety of suitable experiences outside the classroom to enhance their awareness of the world around them and to give them the opportunity to develop further their environmental social and physical skills.
- ❑ Educational activities off the school grounds may include short visits, day trips and overnight stays/camps.
- ❑ All activities will have an identified educational theme and be properly incorporated into the class curriculum. Every endeavour will be made to ensure that during a child's schooling at Paparo a wide variety of experiences has been available.
- ❑ Social interaction is an important dimension (component) of EOTC and should be considered in the teacher planning.
- ❑ Every experience outside the usual classroom is to take into account teacher strengths, the resources and skills of the children and their parents/caregivers.
- ❑ Year 0-6 pupils may expect at least one overnight/s activity per year. Generally Paparo School children should experience an "outdoor camp" at some stage of their year 4-6 education.

### Part Two

- ❑ Any activity involving an overnight stay, of one or more nights duration, by a class (or classes), in whatever venue, is regarded as camping.
- ❑ All activities are to be appropriately planned. EOTC must consider issues such as:
  - Adult-Pupil ratio
  - Transport
  - First Aid, Health & Safety Issues
  - Emergency procedures
  - Full programmes of study
  - All aspects of management

- Permission slips from parents are required in most activities outside of school grounds where the following are involved:

- Private transport
- Bus transport
- Admission charges
- Walking tour involving a meal away from the school
- Visiting any hazardous venue

This will also 'inform' parents of any EOTC activities

- Adult-Pupil Ratio. For camps, it is required that the ratio be at least 1:4
  - Supervision: Adult-Pupil ratios are expected to vary depending on the activity and mode of transport. In each case the ratio will be part of the application made subject to the approval of the Principal.
- Adults accompanying camps:
  - A specific number of adults (parents, teachers and other approved persons) will comprise the official adult team which will be led by the Teacher in Charge. None of these persons will be required to pay a camp fee.
  - The school exercises the right to limit such additional numbers at their discretion.
  - The organiser will make every endeavour to ensure that accompanying helpers are reliable and trustworthy.
- No smoking is permitted in any camp buildings and no child should be exposed to passive smoking or witness an adult smoking during their camp.
- Adults providing private cars must have vehicles properly registered, warranted and may only take passengers up to the number of seat belts available. Drivers must be licensed and be known to observe prudent, safe driving practices. Where petrol reimbursement is given this is to be included in costing.
- Each camp must indicate the provision for first aid treatment in terms of equipment and personnel skills.
  - For overnight stays the permission slip should allow for parents to state any objection to their child receiving Panadol, Disprin or Aspirin, administered by the teacher, should pain relief be required.
  - All medication taken to camp by a child should be known to the class teacher and is most likely to be held in the safe custody of the teacher.
  - All camps to have at least one vehicle available and nominated as the vehicle available to assist in an emergency.
- Non-Participation:
  - Pupils who are unwilling to fully co-operate may not be taken on camps at the discretion of the teacher. Pupils displaying particular discourtesy or misbehaviour on camp will be returned to school or their parent.

- Pupils not attending on the request of parents will be assigned to another classroom during the camp period. However, they will participate in pre-camp and post-camp studies within their class.
- Pupils who are unwilling to co-operate fully will not be permitted to participate in trips, camps or visits off campus. Pupils, in this context, must accept responsibility for their own actions and will not be permitted to reduce the pleasure and learning of other pupils engaged in EOTC activities.
- Staff members are to complete checklist and other necessary documentation found in the 'EOTC Plans and Procedures' booklet before any visits away.

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



Date: \_\_\_\_\_

Aug 2010





# Paparore School

## Pets in School Policy

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### Introduction:

Paparore School recognises its legal obligations to those species defined as 'animals' under the Animal Welfare Act 1999 and its moral responsibilities with regard to other invertebrate animals studied or kept in Paparore School.

### Goals

- To encourage, through example, the proper care of living things within Paparore School. (See *Science in the New Zealand Curriculum, Making Sense of the Living World*, achievement aims 3 and 4, page 52.)
- To provide opportunities for children/students to observe, handle, and care for a range of animals in humane ways.
- To ensure that, in any activity involving the keeping of an animal or its study on a field trip, the welfare of the animal is given high priority.
- To educate children/students by example and discussion about the importance of caring for animals and the responsibilities this involves.

### Guidelines

1. The day-to-day care of all vertebrates, and some invertebrates, in the care of people and/or used in experiments and teaching will be governed by the Animal Welfare Act 1999.
2. All living creatures at Paparore School will be treated with care and respect.
3. Responsibility for the welfare of animals in Paparore School rests with the teacher involved and, ultimately, with the principal and the board of trustees/ECE centre management.
4. Animals kept at Paparore School will be provided with their five basic needs (sometimes expressed as the five freedoms).
  - ⇒ Freedom from thirst, hunger, and malnutrition (including during weekends and holidays).
  - ⇒ Freedom from discomfort and lack of shelter (by being provided with appropriate cages or containers that are properly ventilated and hygienic and do not allow exposure to extremes of noise, draughts, and sunlight).
  - ⇒ Freedom from injury, disease, and parasite infestation (by prevention or rapid diagnosis and treatment). Diseased or injured animals will be treated promptly and will not be kept at Paparore School until they have recovered. If this is not feasible, they will be humanely destroyed.
  - ⇒ Freedom from distress (through proper care and handling).
  - ⇒ Freedom to display their normal patterns of behaviour.
5. If appropriate care and facilities cannot be provided, animals will not be kept at Paparore School.
6. Animals kept at Paparore School will be kept in accordance with the conditions, relevant to the particular species, outlined in Section 3 of *Caring for Animals*, 1999.
7. In the case of centre/classroom pets, prior arrangements about long-term care (including holiday care) will be made before any animals are kept at Paparore School. When the animal is no longer required or is no longer able to be kept, appropriate arrangements will be made to return it to its natural habitat (in the

case of a wild animal) or to find a suitable home for it. Non-native classroom pets will not be released into the wild under any circumstances. If appropriate arrangements cannot be made, the animal will be humanely destroyed by a veterinarian.

8. When animals are used for a specific study, the surviving animals will be returned to their natural habitat or home at the end of the study.
9. Animals captured on field trips will be returned to their habitat before children/students leave the area unless their proper care in Paparore School has been prearranged.
10. Native animals will not be kept at Paparore School.

Signed: E. Sheppard Position: Chairperson

Date: 17/10/07 Review date: \_\_\_\_\_

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



# Paparore School Cybersafety Policy

## **Important terms used in this document:**

- (a) The abbreviation 'ICT' in this document refers to the term 'Information and Communication Technologies.
- (b) 'Cybersafety' refers to the safe and responsible use of the Internet and ICT equipment/devices, including mobile phones
- (c) 'School ICT' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined in (d) below
- (d) The term 'ICT equipment/devices' used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, video and audio players/receivers (such as portable CD and DVD players), Gaming Consoles, and any other, similar, technologies as they come into use.

## **Rationale**

Paparore School has a statutory obligation to maintain a safe physical and emotional environment, and a responsibility to consult with the community. In addition Paparore School Board of Trustees has a responsibility to be a good employer.

These three responsibilities are increasingly being linked to the use of the Internet and Information Communication Technologies (ICT), and a number of related cybersafety issues. The Internet and ICT devices/equipment bring great benefits to the teaching and learning programmes, and to the effective operation of the school.

The Board of Paparore School places a high priority on providing the school with Internet facilities and ICT devices / equipment which will benefit student learning outcomes, and the effective operation of the school.

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

The Board thus acknowledges the need to have in place rigorous and effective school cybersafety practices which are directed and guided by this cybersafety policy.

## **Policy**

Paparore School will develop and maintain rigorous and effective cybersafety practices which aim to maximise the benefits of the Internet and ICT devices/equipment to student learning and to the effective operation of the school, while minimising and managing any risks.

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

## **Policy guidelines**

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

To develop a cybersafe school environment, the board will delegate to the principal the responsibility to achieve this goal by developing and implementing the appropriate management procedures, practices, electronic systems, and educational programmes. These will be based on the latest version of the NetSafe® programme for schools, endorsed by the New Zealand Ministry of Education. *The NetSafe® Kit for Schools*, including its templates for policies and use agreements, will play a central role in this process.

A process for reporting back to the board by the principal will be agreed upon and established. Frequency and content of reporting will be included.

In recognition of its guardianship and governance role in the cybersafety of the school, the board will also develop a policy relating to board trustee use of ICT devices / equipment. This will cover all use of school-owned/leased and privately owned/leased ICT devices/equipment containing school data/information on or off the school site.



### Guidelines for Paparore School cybersafety practices:

1. The school's cybersafety practices are to be based on information contained in the latest version of the *NetSafe® Kit for Schools*, which is endorsed by the New Zealand Ministry of Education as best practice for New Zealand schools.
2. No individual may use the school Internet facilities and school-owned/leased ICT devices/equipment in any circumstances unless the appropriate use agreement has been signed and returned to the school. Use agreements also apply to the use of privately-owned/leased ICT devices/equipment on the school site, or at/for any school-related activity, regardless of its location. This includes off-site access to the school network from school or privately-owned/leased equipment.
3. Paparore School use agreements will cover all board employees, all students (including adult and community), and any other individuals authorised to make use of the school Internet facilities and ICT devices/equipment, such as teacher trainees, external tutors and providers, contractors, and other special visitors to the school.
4. The use agreements are also an educative tool and should be used as a resource for the professional development of staff.
5. Use of the Internet and the ICT devices/equipment by staff, students and other approved users at Paparore School is to be limited to educational, professional development, and personal usage appropriate in the school environment, as defined in individual use agreements.
6. Signed use agreements will be filed in a secure place, and an appropriate system devised which facilitates confirmation that particular individuals are authorised to make use of the Internet and ICT devices/equipment.
7. The school has the right to monitor, access and review all use. This includes personal emails sent and received on the schools computer/s and/or network facilities at all times.
8. The school has the right to audit at anytime any material on equipment that is owned or leased by the school. The school may also request permission to audit privately owned ICT devices/equipment used on the school site or at any school related activity.
9. Issues relating to confidentiality, such as sighting student or staff information, reasons for collecting data and the secure storage of personal details and information (including images) will be subject to the provisions of the Privacy Act 1993.
10. The safety of children is of paramount concern. Any apparent breach of cybersafety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the school's cybersafety practices. In serious incidents, advice will be sought from an appropriate source, such as NetSafe, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.

Date policy adopted by the Board: 13 October 2009.

Chairperson: 

Date for review: \_\_\_\_\_