



NATIONAL ADMINISTRATION GUIDELINES

5

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NATIONAL ADMINISTRATION GUIDELINE 5

Each Board of Trustees is also required to:

- (1) provide a safe physical and emotional environment for students;
- (2) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.



GRANT'S BRAES SCHOOL
POLICY STATEMENT: HEALTH AND SAFETY
No. 501

RATIONALE:

To be effective it is essential that the school has a working environment which is both safe and healthy for its pupils and employees. This policy comes under the school's overall property management policy and programme.

PURPOSES:

1. To develop a plan that meets the obligations of a suitable working environment as required by the School Charter, curriculum requirements, B.O.T. governance role, Teachers Award conditions, and State Services Commission guidelines.
2. The Health and Safety development programme will encompass safe practices in using school buildings, plant and operation, equipment operation and emergency procedures.
3. To develop systems of monitoring and reviewing the effectiveness of the programme.
4. To provide a report to the community concerning this aspect, as part of the total property management programme.
5. To consult with and involve the community with regard to the maintenance, improvement and development of buildings, playground and equipment.
6. Through the monitoring systems ensure that equity and the Treaty of Waitangi obligations are being met.

GUIDELINES:

- 1
 - (a) The Board of Trustees will play an active part with the Principal in the delivery of the Health and Safety programme for each year.
 - (b) The Board of Trustees Property Sub-Committee is responsible for the monitoring of Health and Safety.
 - (c) An appointed representative will liaise with Staff and Principal for this purpose.
2. Property Management information, as well as health and safety issues will be regularly reported to the Board of Trustees by the Principal and/or Representative responsible for this area.
3. The Principal is responsible for establishing checks on day-to-day operations and delegating authority to senior teachers and grounds staff to carry this out. Reports

should be given to the Principal at pre-determined times by those carrying out these checks.

4. The Health and Safety development programme will include the following components:
 - a) Emergency and evacuation routines including warning systems.
 - b) Playground equipment and conditions (maintenance/inspection)
 - c) Accident procedures (medical room/sick bay)
 - d) Civil Defence (Warden Post)
 - e) Machinery (lawnmowers etc.)
 - f) Heating and boiler operations
 - g) Safety practices within buildings
 - h) Road Safety (walking to school, trips)
 - i) Litter control (beautification of environment)
 - j) Furniture and general classroom equipment
 - k) Storage of petrol, chemicals etc.
5. The Programme is to be reviewed annually thereafter

CONCLUSION:

Safe practices are being carried out and experienced throughout the school organisation for all who participate in its daily operations.

REVIEWED:

Date 2015

Signed by B.O.T

IMPLEMENTATION PLAN

The Health and Safety In Employment Act 1992 imposes various obligations on employers in respect of places of work to ensure the health and safety of employees and other persons in the school.

The B.O.T. will take all practicable steps to ensure:

- a) all employees and other persons in the school are safe while there;
- b) all hazards are identified;
 - c) where hazards are identified, significant steps are taken to eliminate, isolate, or minimise the same;
 - d) where minimum standards prescribed in the code cannot be met, to promptly report the situation to the District Property Manager, Ministry of Education.

A. Health and welfare provisions and facilities

School management shall ensure that:

- 1) there is sufficient and suitable lighting;
- 2) school buildings are naturally ventilated;
- 3) in each of the rooms there is a sufficient means of heating;
- 4) the sanitary conveniences and washing facilities are maintained for the use of students and employees;
- 5) the place of work is kept clean and free from any nuisance and free from any smell or leakage;
- 6) sufficient fresh water is provided for washing and drinking and for all other school Purposes;
- 7) provision is made for the adequate storage facilities for clothing not worn during school hours for the use of employees;
- 8) facilities are available for indisposed, unwell, or injured people to rest;
- 9) a suitable and adequately sized room is provided where employees may comfortably take meals or morning and afternoon breaks;
- 10) provision and maintenance of appropriate first aid facilities are available;

B. General Safety Provisions

School management shall ensure that:

- 1) access to and egress from all areas in any place of work is provided and maintained;
- 2) any apparatus or equipment used for any physical education or playground activity is appropriately designed, manufactured, erected and installed and is provided with all appropriate safety features;
- 3) all floors, steps, stairs, landings, passages, gangways, and ladders are of sound

construction and property maintained.

- 4) overcrowding does not occur;
- 5) every container of dangerous substances is safely and securely stored and clearly labelled;
- 6) reasonable steps are taken to ensure that all goods, materials, substances and equipment are stacked, stored and secured so that they do not constitute a danger to persons in their vicinity;
- 7) all practicable steps are taken to ensure that noise arising from the activities carried on, in, or about the place is controlled;

NB. For detail see the Ministry of Education publication 'Health & Safety Code of Practice for State Primary, Composite and Secondary Schools'.



GRANT'S BRAES SCHOOL
POLICY STATEMENT: EVACUATION OF BUILDINGS
No.502

PURPOSES:

1. To provide a procedure for the safe and efficient evacuation of the school buildings in the event of an emergency.
2. To ensure all children/parents/whanau and staff are aware of the procedure to be followed in an emergency.

GUIDELINES:

1. Notices detailing the evacuation procedure will be displayed in all rooms.
2. The Principal will be responsible for ensuring that all teachers and children are familiar with the procedures to be followed in the event of an earthquake, fire or other emergency.
3. The Board of Trustees Health and Safety representative and the principal are responsible for the monitoring of these procedures each term
4. Evacuation drills will be carried out at least once per term.

REVIEWED:
Signed by B.O.T.

Date 2015

EMERGENCY RESPONSE DRILLS

A. EARTHQUAKE DRILL

Pupils will be taught the drop and cover drill. As pupils may not initially recognise an earthquake, the short, sharp prompt-word “DROP” will be used as a trigger to appropriate action. This prompt-word will also be used in practice drills.

The Office Administrator, in the event of a school-wide Earthquake Drill, will use the intercom to alert the school of the Earthquake Drill by saying “Earthquake, Earthquake, Earthquake”. Teachers will then follow the ‘drop and cover’ drill. After a minute the Office Administrator will alert the school, via the intercom, that the drill has ended by saying “Clear”. Children and staff will then removed themselves for the classroom to the specified evacuation area, as per Fire Drill procedures.

The response to a felt earthquake and/or the trigger word when indoors is:

- * Drop to the floor on hands and knees
- * Move away from windows if possible
- * Take cover under a desk or table and hold onto its legs
- * If no desk or table is near, crouch over and clasp hands firmly behind the head, protecting the face with bent arms
- * Stay under the table or in the cover position until told by the teacher to move.

The response to a felt earthquake and/or the trigger word when outdoors is:

- * Move away from buildings to an open area (preferably the fire assembly area)
- * If shaking is very strong, move on hands and feet to avoid being thrown off balance
- * Once at the safe area, sit down but keep alert for dangers
- * Remain in the safe area until told to move by a teacher.

B. FIRE DRILL

1. The evacuation signal will be the continuous ringing of the bell
2. All children should cease activities and remain quiet
3. When instructed, children will move by the quickest and safest escape route
4. Once clear of the building children will walk quickly and quietly to the Top Field and assemble in lines facing the school.
NB. Teachers will check toilets and take attendance rolls with them.
5. At the assembly point children will have their names checked against the attendance register.
6. A check will be made by the Principal or Secretary that all members of staff are present.
7. All children and staff will remain at the assembly point until dismissed by the Principal or his delegate.

Practicing the fire drill, specified in the fire plan, will ensure that, if evacuation is required for another event, the procedure is familiar and will be carried out effectively.

If evacuation is required for another event, the normal fire evacuation signal will be used to reinforce that the normal fire evacuation procedure is to be followed.

NB. Ring Fire Station Control Room 474 0709 and inform of pending Fire Drill 10 minutes before the actual drill. During the drill dial 111 and inform Fire Station personnel that the drill is taking place. Write to Fire Safety Department , P O Box 341, Dunedin, following drill to let them know how the drill went.

EMERGENCY RESPONSE PLAN

This plan defines the responsibilities for action in an emergency affecting Grants Braes School.

EARTHQUAKE

Initial Action

Each teacher will take responsibility for the pupils in their classrooms.

Pupils will carry out the duck and cover drill or follow instructions of the teacher.

Non-teaching staff will take responsibility for their own safety.

Pupils and staff who are outside will move away from buildings and will go to the evacuation assembly area as soon as possible.

Post Impact Action

The Principal or Caretaker (as appropriate) will turn off electricity and check the safety of the boiler.

Each teacher will check the safety of the pupils in their classroom and ensure that all pupils are accounted for. Toilet blocks etc. may need to be checked for missing pupils.

Each teacher will ensure the elimination of any incipient hazards (eg. fire from heaters etc.) in and immediately adjacent to their classrooms.

Unless there is an obvious hazard in remaining, teachers will keep pupils in the classroom. This is the safest place in the event of aftershocks.

If evacuation is essential, the same procedure as for fire evacuation will be used.

Non-teaching staff will check for incipient hazards in administration and service areas.

Recovery Action

The Principal will establish a control centre in the administration area and will take charge of all activities. As far as practically possible, the Principal should remain at the control centre.

The Principal will utilise the school communication system or non-teaching staff to check with each class teacher what their situation is. In the case of dual classrooms one teacher may report to the control centre while the other remains with the pupils.

The Principal will decide whether any full-scale evacuation is necessary.

If pupils require first aid treatment, the Principal will designate one room as a treatment area and assign staff with first aid capabilities to be responsible.

If the telephone is working it should not be used for purposes other than contacting emergency services where there is a life threatening situation.

The Principal will determine whether it is necessary to contact the emergency services for assistance.

The Principal will make a decision regarding a return to normal school activities or not.

If parents/guardians of pupils call and collect them, the roll will be marked accordingly.

No pupil will be released other than to a parent/guardian or other approved adult.
Teachers will remain at the school until their departure is approved by the Principal.

FIRE

A separate fire plan will be prepared in accordance with Fire Service guidelines.
To avoid confusion, the evacuation procedure and assembly centre for fire purposes will also be used if other events require evacuation.
The fire assembly point must therefore be clear of power lines, buildings or high walls, which may pose a hazard in other emergencies.

OTHER EMERGENCIES

In the imminence or occurrence of other emergency events, the Principal will establish a control centre in the administration area and will co-ordinate appropriate response actions from there.
The Principal will determine whether it is necessary to contact the emergency services for assistance.
If the school is to be closed, the Principal will ensure that parents/guardians are informed of the need to collect pupils.
As parents/guardians of pupils call and collect them, the roll will be marked accordingly and no pupils will be released other than to a parent/guardian or other approved adult.
If it becomes essential to move pupils from the school site, a large notice will be left indicating where staff and pupils have moved to.
Teachers will remain at the school until their departure is approved by the Principal.

WARNINGS

If a warning of an emergency is received at the school, the Principal will authenticate the warning message before any action is taken.
Following authentication, the Principal will institute appropriate action, given the nature of the warning.

BEST PRACTICE GUIDELINES

In addition to using the completed *Playground Safety Evaluation: Section B – The Equipment* as a reference during your weekly inspections, the following are some inspection points to consider.

- * Does all the equipment appear complete with no missing parts? Check hand rails, steps, rungs, planks and footrests.
- * Are all bolts, screws and fixing devices secure with none missing?
- * Is the equipment free from protruding nails or bolts?
- * Are all joints and connections tight?
- * Are all timber edges free from splinters?
- * Is all timber sound and free from decay or insect attack (eg. borer)?
- * Are the items secure against movement?
- * Are the items secure in their concrete footings?
- * Is there any evidence of corrosion of supports at ground level?
- * Are metal frames and components free from distortion?
- * Are metal items free from corrosion?
- * Are all metal surfaces smooth?
- * Are welded joints secure and free from rust?
- * Are all shackles and chain links in good condition (less than 10% wear on the metal surface)?
- * Are shackles, bearings and wire ropes well lubricated and operating smoothly?
- * Are all fibreglass surfaces in good condition?
- * Are guardrails and handrails secure?
- * Are the drainage holes in tyres free from debris?
- * Are rope nets sound and free from fraying, vandalism or signs of degradation (eg. rotting)? Pay attention to attachment and anchor points?
- * Is the sandpit checked daily for unwelcome deposits (eg. animal droppings) and raked regularly?
- * Is the sandpit covered when not in use?
- * Is the whole playground reasonably tidy in appearance, free from long grass and weeds or animal droppings?
- * Is the grass kept short and the edges trimmed?
- * Has all rubbish been removed?
- * Playground Centre – See Safety Management System
Carry out 6 monthly and annual inspections

IMPLEMENTATION PLAN

1. Parents/Guardians, or Emergency Contacts, will be contacted regarding injuries, dependant on the nature and severity of the injury. However the first priority of the school will always be to ensure that the student receives prompt and effective medical care.
2. An injury log will be completed by the staff member who attends the injured student. A fuller injury report form should be completed for injuries requiring outside medical attention.
4. The completed forms will become the responsibility of the school secretary who will file them. A summary of school injuries will be provided to the Board of Trustees at the monthly meeting.
5. A list of emergency numbers will be displayed alongside each telephone in the school.
6. Responsibility for the maintenance of first aid kits will rest with the school secretary.
7. Recommended hygiene procedures for dealing with blood which might be infected, for treating head injuries, fractures, severe bleeding, will be displayed in the medical room and all staff will be expected to follow these procedures in an emergency.
8. Hazardous environments and activities identified will be modified promptly to reduce injuries.
9. The school will enlist the assistance of appropriate specialist services to ensure that injured students are helped to maximise their educational potential.

NB Contactable injuries should include head injuries or any injury where the parents/caregivers may need to monitor/clean or be aware of the injury. For minor bumps, bruises or scratches, discretion is with the staff member concerned. If in doubt, contact will be made.

IMPLEMENTATION PLAN

As part of best practice, the school will:

- 1) Ensure that shade is provided at sporting and other outdoor events.
- 2) Ensure there are enough shelters and trees providing shade in the school grounds.
- 3) Incorporate programmes on melanoma prevention into its curriculum.
- 4) Require children to wear hats which protect the face, neck and ears when they are outside (eg. break, lunch, sport, carnivals, excursions and activities), during Terms 1 and 4.
- 5) Encourage children to play in the shade, particularly when they do not have their hats.
- 6) Schedule outdoor activities and sports events before 11 am. and after 4 pm. whenever possible.
- 7) Encourage staff to act as role models by:
 - * wearing appropriate hats and clothing for all summer activities
 - * using a SPF15+ broad spectrum water resistant sunscreen for skin protection,
 - * seeking shade whenever possible
- 8) Regularly reinforce the Shady School Policy in a positive way through newsletters, parent meetings, student and teacher activities.

1. Students are placed in classes Y1 to Y6 based on age according to Ministry of Education regulations. Within each syndicate students are placed in class teaching groups. In some cases it is necessary to form composite groups across two adjacent age groups for reasons of equity. A class teacher is assigned to each class group.
2. Senior members of staff are assigned overall responsibility for certain age groups viz. Junior Team Leader – Yr 0-1, Middle Team Leader – Year 2-3, Senior Team Leader Yr 4-6
3. The Principal exercises overall programme supervision.
4. Class teachers report to parents on student development at regular intervals. This reporting is in the nature of both interviews and written reports. Consultation may also be initiated at any time by either staff, students or parents, should the circumstances deem it necessary.
5. An excursion programme is organised on the basis of individual/syndicate classes and is the responsibility of the relevant senior staff. Final permission must be sought from the Principal. Costs associated are to be met by the students participating but a contingency will be available to assist individual students, should the circumstances require it.
6. Guidance and welfare support will be sought through the School Advisory and Support Services if/when deemed necessary.
7. Provision will be made when necessary for staff development in the counselling of students and parents with respect to the student's overall development.
8. The school will actively transition children from classes within the school and for children attending a new school. Some children may require a more structured transition due to their specific learning and emotional needs. Transition classes and other schools may involve specialised services (i.e. the RTLB service)

The following responses will be encouraged and taught for people involved in an act of bullying

- 1) If you are being bullied:
 - * don't feel guilty, it is not your fault
 - * tell a friend you trust about the incident
 - * tell a teacher or another adult
 - * ask for help
- 2) If you see bullying:
 - * speak up and tell the offender to stop
 - * encourage and support the victim
 - * seek help from a teacher or Yellow Shirt
- 3) If you are a friend:
 - * listen carefully and sympathetically to what you are being told
 - * treat the incident seriously
 - * encourage your friend to tell an adult
- 4) If you are an adult:
 - * listen carefully and sympathetically to what you are being told
 - * treat the incident seriously
 - * investigate thoroughly – collect evidence
 - * decide on the most appropriate form of action
- 5) Action may include:
 - * instigating an appropriate consequence
 - * contacting parents of the bullied and bully
 - * putting things right between the bully and the bullied person
eg. apologies, replacing or mending broken or torn items and/or
making up for the hurt caused.
 - * reporting to the Syndicate Leader or to the Principal
 - * contacting external agencies
- 6) All incidences will be documented into our student management system for ongoing tracking and monitoring purposes

NB. In the cases of repeated or constant acts of bullying, parents will be invited into school to discuss their son/daughter's future behaviour and be made aware of any further action the school might take, eg. contracts, withdrawal of privileges, temporary suspension, permanent exclusion.

1. Teachers will use the checklist attached to help identify children possibly at risk.
2. Individual profiles are already kept on children. These will include observations on social development. Comments must be factual and objective.
3. Keeping in mind children's welfare is paramount. Parents may be consulted about changes in behaviour to try to identify a reason. It may be caused by a change in the family's home circumstances.
4. All information/discussions will be confidential to the staff involved. Data will be stored in one place known to the senior staff. This data will be kept for the duration of the child's stay at the school. It will be forwarded at the discretion of the Health team.
5. Anyone can report a case of suspected abuse directly to a member of the police or to a social worker. It is recommended that they consult with senior staff and/or the principal first.
6. Where further action is necessary the Principal will contact the appropriate agency identifying the child and seek advice on the appropriate action.
7. Once an agency has been involved, that agency and where appropriate the Police will investigate and the school will act on the advice from those agencies.
8. Whenever an interview is held with a child, an adult on the staff whom the child has confidence in must be present. The welfare of the child must be first priority and whenever that is compromised the interview must be terminated. Any staff members attending such interviews would need to have the ability to make this judgement.
9. Support for staff and the child concerned will be sought from the agency involved.

PROCEDURES FOR DEALING WITH A DISCLOSURE FROM A STUDENT

1. If the child or young person is in danger or unsafe, act immediately to secure their safety
2. Listen to the child or young person and reassure them but do not make promises or commitments you cannot keep
3. Ensure any information or disclosures by the child or young person are written down and check that comments and events surrounding the concern have also been recorded
4. Do not formally interview the child or young person. Obtain only the necessary relevant facts if and when clarification is needed
5. Ensure that the child or young person has a responsible adult supporting them through this process and that the support role is clearly defined
6. Inform the principal
7. Read the school's Policies and procedures and agree on a course of action
8. The principal ensures notification to CYFs or the police – the person who received the disclosure will be encouraged to make the notification – await further contact before taking action

After making sure the referral has gone to CYFs or the police, get support for yourself from appropriate persons if needed

COMPLAINTS AGAINST STAFF INVOLVING SEXUAL ABUSE

Once a helping agency is involved, ie. Step 6, the following procedures will be followed and will be in line with those set out in 'Teachers Collective Contract re Complaints Against Teachers'.

1. The Principal will inform the Chair of the Board of Trustees
2. Both will then inform the staff member who will be advised to seek legal and/or union representation.
3. The school will inform the union.
4. The staff member will be suspended on full pay once an investigation has begun. In line with Section 2.21g of the Teachers Collective Contract. At this stage the rest of the staff will be informed.*

(* Councillors can be made available to any staff).

NB. Reference for further information read 'Sexual Abuse and the School'
Department of Education.

TYPES OF ABUSE

There are four main principle forms of child abuse – sexual, physical, emotional and failure to thrive.

Sexual Abuse

Sexual abuse involves dependent children in sexual activities that they do not fully comprehend, to which they are unable to give informed consent. While children usually display symptoms of sexual abuse, some display no symptoms and the problem comes to the surface at a later date.

Apart from the usual types of sexual abuse, it should also be considered when a child describes or mimics sexual activities inappropriate for their age. Young children viewing pornographic material may be classified as being abused.

Symptoms include: sexual provocativeness, promiscuity, and specific physical problems such as genital or urinary infections. They may abscond from home or may refuse, or be reluctant, to go home.

A child may have psychosomatic complaints, behavioural problems, be hostile, depressed, have poor concentration, and poor relationships. Self image may be low. Of course, a child may have some of these symptoms and not be a victim of abuse.

Physical Abuse

Physical abuse takes many forms. Symptoms may include bruises, black eyes, abrasions, burns, scalds, bits and fractures.

Emotional Abuse

Emotional abuse is also regarded as very damaging to a child and can, in the long term, be more handicapping to a person. Emotional abuse can be a passive, neglectful thing or involve rejection, denigration and verbal abuse.

Signs of emotional abuse include: disorders of infant/parent bonding, stunted growth, retarded development (especially speech or social interaction), apathy, listlessness, motor inhibition, behavioural problems, impaired school performance, low self-esteem, depression, sleep disturbances, anti-social behaviour.

Failure to Thrive

Failure to thrive is nearly always related to malnourishment. Half of the children who fail to thrive, in the absence of obvious physical troubles, are suffering from parental neglect.

Animals must have appropriate diet, including access to water. Provisions must be made for care at weekends and over holidays.

Animals must have cages/containers of an appropriate size, and be ventilated and hygienic. Animals must not be subjected to extremes of noise, draught or sunlight.

Animals must be free from injury or disease. Diseased or injured animals must be treated, and must not be kept at school. Animals must be handled/kept in such a way that they are not subjected to stress or fear.

Animals must be able to express normal behaviour.

Further information can be obtained from Animal Welfare and Environment section of MAF: (04) 474.4129 or by Fax (04) 474.4133



GRANTS BRAES SCHOOL
POLICY STATEMENT: CHILD HEALTH
No. 510

RATIONALE:

The School has a responsibility to ensure that all children are protected from any illness, ailment and/or condition that could adversely affect their health whilst attending the Grants Braes School.

PURPOSE:

To clearly define procedures for dealing with illness to ensure the needs of the child and other children are paramount.

GUIDELINES:

1. The Principal has the delegated authority to exclude any child from the school who they believe may constitute a risk to the health of others.
2. The Principal will inform the parent/caregiver of the exclusion decision, state the justification of such action and provide access to printed resource material and the time frame of the exclusion.
3. The School will be proactive in the prevention of illness through maintaining hygiene standards that minimise the spread of illness eg. Handwashing.

REVIEWED:

Date 2015

Signed by B.O.T.

IMPLEMENTATION PLAN

1. ___ If Staff suspect that a child has an infectious disease or a minor illness, this child should be immediately isolated from the other children by removal to the sick room and the parents/caregivers contacted.
2. This child will be supervised until he/she is collected by a parent/caregiver.
3. Should the child's condition deteriorate before being collected, staff will seek further medical advice and if deemed necessary, seek medical attention.
4. Medicine will only be administered to children if parents/guardians have signed their consent and only in dosages approved by them.
5. A medication log will be kept on medications administered.
6. The Guide to Infectious Illnesses of Children, 'What if it's catching' will be displayed in the sick room and discussed with parents/caregivers as/if required.



GRANT'S BRAES SCHOOL
POLICY STATEMENT: THE ADMINISTRATION OF PRESCRIBED MEDICATION
BY SCHOOL STAFF IN NON-EMERGENCY SITUATIONS
No. 511

PURPOSE:

1. To assist in meeting the ongoing health needs of students.

GUIDELINES:

1. Parents should be made aware of the School's Policy for Administering Medication.
2. Parents or guardians need to complete and sign an Administration of Medication form with detailed information on medications and procedures for administration.
3. For prescribed medications, a medical practitioner's instructions need to be present on medication.
4. Staff will receive appropriate information/training on administration of the medication to students.
5. All reasonable care with security will be taken when medications and drugs are held or administered on school premises.
6. Medications should be, whenever possible, administered through the office and recorded in the Medication Log.
7. Non-prescription medication, such as Panadol, can be administered in one-off situations with parent consent and should be recorded in the Medication Log.

REVIEWED: Date 2015

Signed by B.O.T.



**GRANTS BRAES SCHOOL
ADMINISTRATION OF MEDICATION**

The New Zealand Principals' Federation has alerted Principals of the need to clarify the terms under which members of a school staff administer medication to children when requested to do so by parents/caregivers. This statement is intended to clarify the matter.

Your child _____ requires medication which is
scheduled to be administered at _____ .

The staff of the School is willing to administer the medication to your child sub-ject to the following conditions:-

1. That the medication is provided to the School Office by the parent/ caregiver of the child;
2. That written instructions are provided to the School Office regarding how the medication is to be administered:
 - which medication?
 - in what quantity?
 - when it is to be administered?
3. That the staff of the School will take all reasonable steps to ensure that the medication is administered in accordance with the instructions, but that it cannot be held responsible for:
 - any side effects of the medication;
 - not administering the medication on any particular occasion;
 - not administering the medication in accordance with instructions;
 - monitoring the schedule for administration of the medication.

Please sign the statement below if you accept the above conditions.

Yours sincerely,

Gareth Taylor
PRINCIPAL.

.....
I accept the above conditions relating to the administering of medication to my child at School by School staff.

Child's Name: _____

Signed: _____ (Parent/Caregiver)

Date: _____

Medication and Dosage: _____ Frequency and Time: _____

Any other instructions: _____

IMPLEMENTATION PLAN

1. If Staff suspect that a child has an infectious disease or a minor illness, this child should be immediately isolated from the other children by removal to the sick room and the parents/caregivers contacted.
2. This child will be supervised until he/she is collected by a parent/caregiver.
3. Should the child's condition deteriorate before being collected, staff will seek further medical advice and if deemed necessary, seek medical attention.
4. Medicine will only be administered to children if parents/guardians have signed their consent and only in dosages approved by them.
5. A medication log will be kept on medications administered.
6. The Guide to Infectious Illnesses of Children, 'What if it's catching' will be displayed in the sick room and discussed with parents/caregivers as/if required.

GRANT'S BRAES SCHOOL
POLICY STATEMENT: ACCEPTABLE USE OF ICT

No. 512

Rationale:

The internet is an extremely powerful and useful resource within schools. At the same time however, it is also recognised that the internet can be accessed and used in ways that are inappropriate in an educational setting.

Guidelines:

Classroom computers will be placed so that their screens are visible to teachers.

- Internet access will always be managed by powerful and reputable filters. Network for Learning filters our network.
- Students will not access chat rooms or conversation networks.
- Inappropriate computer related behaviour by students (deleting of files, cyber-bullying, deliberate attempts to access inappropriate / harmful material etc) will result in loss of student access rights for a set period of time
- Staff may not use e-mail to forward or distribute inappropriate, defamatory or abusive messages, images or data
- Any inappropriate web site content or email messages (including attachments) should be reported to the principal or teacher responsible for ICT as soon as possible.
- Proficient and skilled use of ICT by staff is central to their work in the school, however clear limits and accountability apply as outlined in the following sections. Inappropriate use of ICT resources by staff may result in disciplinary action by the Board.

Online Learning– Procedures and Considerations

Before a teacher embarks on any developments in the Web 2.0 arena, it is important to consider some issues around the use of these useful learning tools.

The place of online tools within our school

- It is acknowledged that Web 2.0 offers significant learning opportunities for children.
- School leadership must be informed about the work teachers are undertaking in online spaces.
- Online work should be part of an intentional, well-designed school or learning team development that has considered ethical issues of online communities and the responsibilities of the various members of the learning community.
- Web 2.0 developments will be linked to the school's main website and be clearly identifiable within the life of the school.

The use of online tools

- Teachers will manage and support the online learning of students using educationally appropriate social networking apps. Applications such as Facebook that are hard to manage should be avoided.
- School related accounts will be held and controlled by teachers.
- When a school signs up/registers to use Google Apps for Education, Google expects students to use the apps. however it is the school that signs up and thus takes responsibility for all content and use thereafter.

Ownership

- The school retains the ownership of any school-related accounts and of any materials posted online. Clearly, access to any material is shared with the teacher who created it and should the teacher leave the school, although the online resource and content will remain with the school, the related content may be copied and used elsewhere by the teacher who created it.
- Online materials will be reviewed regularly and updated once relevance has been lost.
- If a student leaves the school, their work will be removed from class wikis / blogs
- When a teacher leaves the school any Web 2.0 work created will remain the property of the school though content may be copied in full for use by the teacher in the future.

Privacy v publicity, professional vs private

- Our schools has some responsibility in relation to the way students behave online when using / accessing school sites / wikis etc. Teachers are expected to set high expectations of children in relation to the way they behave in online spaces and networks.
- Parents also have a role in this area, especially in regard to the use of social network pages beyond the school's control..
- Students will use authentic persona when accessing / using school social networks / Web 2.0 interfaces.

Cybersafety

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices bring great benefits to the teaching and learning programmes at Grant's Braes School and to the effective operation of the school.

The overall goal of the school in this matter is to create and maintain a cybersafety culture which is in keeping with the values of the school, and legislative and professional obligations. In order to achieve this the school maintains a rigorous filtering system to restrict access to inappropriate sites and material. They also have the ability to monitor traffic and material sent and received using the school's ICT network.

1. Cybersafety and ICT Use
 - 1.1 This information applies to all staff *whether or not* they make use of the school's computer network, Internet access facilities, computers and other ICT equipment/devices in the school environment.
 - 1.2 The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. Staff may also use school ICT for professional development and personal use which is both reasonable and appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on *or* off the school site.
 - 1.3 Any staff member who allows another person to use the school ICT, is responsible for that use.
2. The use of any privately-owned/leased ICT equipment/devices on the school site, or at any school-related activity must be appropriate to the school environment. This includes any images or material present/stored on privately-owned/leased ICT equipment/devices brought onto the school site, or to any school-related activity. This also includes the use of mobile phones.
3. When using school ICT, or privately-owned ICT on the school site or at any school-related activity, users must not:
 - Initiate access to inappropriate or illegal material
 - Save or distribute such material by copying, storing, printing or showing to other people.

4. Users must not use any electronic communication (e.g. email, text, wikis, social networking sites) in a way that could cause offence to others or harass or harm them, put anyone at potential risk, or in any other way be inappropriate to the school environment.
5. Staff are reminded to be aware of professional and ethical obligations when communicating via ICT with students outside school hours.
6. Users should use professional judgment and consider carefully before downloading, installing or connecting any software or hardware onto school ICT equipment, Staff need to ensure that it is both educational and will not harm the school network system. If they are in any doubt they should consult with the school ICT manager or the principal.
7. All school ICT equipment/devices should be cared for in a responsible manner. Any damage, loss or theft must be reported immediately to the ICT manager/ Principal.
8. All users are expected to practise sensible use to limit wastage of computer resources or bandwidth. This includes avoiding unnecessary printing, unnecessary Internet access, uploads or downloads.
9. The users of school ICT equipment and devices must comply with the Copyright Act 1994 and any licensing agreements relating to original work. Users who infringe copyright may be personally liable under the provisions of the Copyright Act 1994.
10. Ideally, passwords associated with site access / personal documents etc should be strong and kept confidential. (A 'strong' password is recommended to have at least 8 characters combining uppercase, lowercase, symbols and or numbers.)
11. Users should not allow any other person access to any equipment/device logged in under their own user account, unless with special permission from senior management.
12. The principles of confidentiality and privacy extend to accessing, inadvertently viewing or disclosing information about staff, or students and their families, stored on the school network or any ICT device. The Ministry of Education guidelines (www.tki.org.nz/r/governance/curriculum/copyguide_e.php) should be followed regarding issues of privacy, safety and copyright associated with student material which staff may wish to publish or post on the school website.
13. Any incidents involving the unintentional or deliberate accessing of inappropriate material by staff or students, must be reported to the principal and then recorded in the cybersafety incident log

In the event of access of such material, users should:

1. Not show others
2. Close or minimise the window, and
3. Report the incident as soon as practicable to the principal.

14. Any electronic data or files created or modified on behalf of Grant's Braes School on any ICT, regardless of who owns the ICT, are the property of Grant's Braes School.
15. Monitoring by the school
 - 15.1 The school may monitor traffic and material sent and received using the school's ICT infrastructures.
 - 15.2 The school reserves the right to deploy filtering and/or monitoring software where appropriate to restrict access to certain sites and data, including email.

15.3 Users must not attempt to circumvent filtering or monitoring.

16. Breaches of the school's policy position

16.1 A breach of the use agreement may constitute a breach of discipline and may result in a finding of serious misconduct. A serious breach of discipline would include involvement with objectionable material, antisocial activities such as harassment or misuse of the school ICT in a manner that could be harmful to the safety of the school or call into question the user's suitability to be in a school environment.

16.2 If there is a suspected breach of the use agreement involving privately-owned ICT on the school site or at a school-related activity, the matter may be investigated by the school. The school may request permission to audit that equipment/device(s) as part of its investigation into the alleged incident.

16.3 Involvement with material which is deemed 'objectionable' under the Films, Videos and Publications Classification Act 1993 is serious, and in addition to any inquiry undertaken by the school, the applicable agency involved with investigating offences under the Act may be notified at the commencement, during or after the school's investigation.

17. The school reserves the right to conduct an internal audit of its computer network, Internet access facilities, computers and other school ICT equipment/devices, or commission an independent audit. If deemed necessary, this audit will include any stored content, and all aspects of its use, including email. An audit may include any laptops provided by or subsidised by/through the school or provided /subsidised by the Ministry of Education.

Please note that conducting an audit does **not** give any representative of Grant's Braes School the right to enter the home of school personnel, nor the right to seize or search any ICT equipment/devices belonging to that person, except to the extent permitted by law.

18. Queries or concerns

18.1 Staff should take any queries or concerns regarding technical matters to the Principal or teacher with responsibility for ICT

18.2 Queries or concerns regarding other cybersafety issues should be taken to the principal.

18.3 In the event of a serious incident which occurs when the principal is not available, the Deputy Principal or another member of senior management should be informed immediately.

Some Important Staff Requirements Regarding Student Cybersafety

1. Staff have the professional responsibility to ensure the safety and wellbeing of children using the school's computer network, Internet access facilities, computers and other school ICT equipment/ devices on the school site or at any school-related activity.
2. Staff should guide students in effective strategies for searching and using the Internet.
3. While students are accessing the Internet in a classroom situation, the supervising staff member should be an active presence. The principal will advise about cybersafety protocols regarding Internet access by students in other situations.
4. Staff should support students in following the schools cybersafety guidelines. This includes:
 - a. Endeavoring to check that all students in their care understand the requirements of the school guidelines.
 - b. Regularly reminding students of the contents of the school's guidelines and encouraging them to make positive use of ICT.

(If you have any queries about this policy position agreement, you are encouraged to discuss them with the principal.)

CYBERSAFETY AT GRANT'S BRAES SCHOOL

Please read this document carefully. If there are any points you would like to discuss with the school, let the school office know as soon as possible. We would also encourage you to discuss it with your child prior to signing and returning the agreement to school.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices bring great benefits to the teaching and learning programmes at Grant's Braes School and to the effective operation of the school.

The overall goal of the school in this matter is to create and maintain a cybersafety culture which is in keeping with the values of the school, and legislative and professional obligations. In order to achieve this the school maintains a rigorous filtering system to restrict access to inappropriate sites and material. They also have the ability to monitor traffic and material sent and received using the school's ICT network.

RULES TO HELP KEEP GRANT'S BRAES STUDENTS CYBERSAFE

1. *I cannot use school ICT equipment until my parent(s) and I have signed my use agreement form and the completed form has been returned to school.*
2. *I can only use the computers and other school ICT equipment for my schoolwork.*
3. *If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.*
4. *I can only go online or access the Internet at school when a teacher gives permission and an adult is present.*
5. *I understand that I must not, at any time, use the Internet, email, mobile phones or any ICT equipment to be mean, rude, offensive, or to bully, harass, or in any way harm anyone else connected to our school, or the school itself, even if it is meant as a 'joke'.*
6. *While at school, I will not:*
 - *Attempt to search for things online I know are not acceptable at our school. This could include anything that is rude or violent or uses unacceptable language such as swearing*
 - *Make any attempt to get around, or bypass, security, monitoring and filtering that is in place at our school*
7. *If I find anything mean or rude or things I know are not acceptable on any ICT, I will:*
 - **Not show others**
 - **Turn off the screen and**
 - **Get a teacher straight away.**

8. *I understand that I must not download or copy any files such as music, videos, games or programmes without the permission of a teacher. This is to ensure we are following copyright laws.*
9. *I must have permission from home and permission from school before I bring any ICT equipment/device from home. This includes things like mobile phones, iPods, games, cameras, and USB drives. These are my responsibility at all times.*
10. *I will not connect any device (such as a USB drive, camera or phone) to school ICT or run any software, without a teacher's permission. This includes all wireless technologies.*
11. *I will not put personal information about myself or others online.*

Personal Information includes: Full Name, Address, Email address and Phone numbers

12. *I will respect all school ICT and will treat all ICT equipment/devices with care and I will report any breakages / damage to a teacher immediately.*
13. *I understand that if I break these rules, I will lose ICT privileges and that the school may need to inform my parents. In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs.*

USE AGREEMENT FORM

To the parent/caregiver/legal guardian, please:

1. Read this document carefully
2. Discuss it with your child
3. Sign the appropriate section on this form
4. Detach and return this form to the school office
5. Keep page one of the document for future reference.

I understand that Grant's Braes School will:

- Do its best to enhance learning through the safe use of ICT.
- Work progressively with children and their families to encourage and develop an understanding of the importance of cybersafety
- Maintain systems that protect children in their use of ICT including filtering and monitoring of useage.
- Respond to any breaches in an appropriate manner
- Welcome enquiries from parents or students about cybersafety issues.

My responsibilities include:

- I will read this cybersafety use agreement document
- I will discuss the information with my child and explain why it is important
- I will return the signed agreement to the school
- I will support the school's cybersafety programme by encouraging my child to follow the cybersafety rules.
- I will contact the principal or classroom teacher to discuss any questions I might have about cybersafety and/or this use agreement.

Additional information on cyber safety can be found at www.netsafe.org.nz/ua

Please detach and return this section to school.

I have read this cybersafety use agreement and discussed it with my child. We are aware of the responsibilities of both the school and myself as a parent. My child has agreed to abide by these cybersafte rules and I support the school in the implementation of them.

Name of student: **Student's signature:**

Name of parent/caregiver/legal guardian:

Parent's signature: **Date:**

Please note: This agreement for your child will remain in force as long as he/she is enrolled at this school. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.



GRANT'S BRAES SCHOOL
POLICY STATEMENT : DOGS IN THE SCHOOL GROUNDS
No. 513

Purpose:

- 1) To ensure children are physically safe around dogs
- 2) To ensure environment is kept free from fesses and associated health risks.

Guidelines:

1. Dogs entering the school grounds must be on a leash and be under the direct control of their owner.
2. Dogs in the school grounds need to be under the control of an adult.
3. Any dog poo must be immediately removed from the school environment by the owner.
4. Dogs identified as dangerous or having a history of biting should not be brought into the school grounds
5. The school will consider dog education programmes as they see necessary.
6. Signs advising owners of the need to have their dog on a lead will be put on each of the school entrances
7. Owners who let their dogs run free in the school grounds will be asked to leave.
8. Dog control will be called to remove dogs that are loose in the school grounds without an owner.

REVIEWED:

Date 2015

Signed by B.O.T

IMPLEMENTATION PLAN

1. Parents must be contacted at the earliest possible opportunity if a problem is recurring. The problem must be clearly defined and parental support sought.
2. Parents are expected to help develop their child's responsibility for his/her behaviour and to be accountable for his/her actions.
3. Unless a situation threatens immediate safety and/or order, teachers should attempt to resolve behavioural issues themselves and then move up a hierarchical ladder for assistance if necessary. The steps are:
Classroom Teacher – Syndicate Leader – Deputy Principal – Principal
4. Outside agencies such as, but not limited to, the Children and Young Persons Service, the Special Education Service, Police Youth Aid, and the Guidance and Learning Unit may be requested to provide support. Such requests will be directed through the Principal.
5. When investigating an incident, the teacher must clearly establish (with reliable witnesses if possible) the facts. It is expected this will include:
 - * What happened
 - * Where and when the incident occurred
 - * Who witnessed the incident
 - * Who was involved
 - * What led up to it
 - * A detailed account of what occurred recorded in the school's student management system for tracking and monitoring purposes
6. At all times, attempts should be made to assist with reconciling the affected parties to an acceptable conclusion.
7. Accusations must be supported by evidence and not speculation.
8. Actions and punishments must not breach the rights of the child or be against the principles of natural justice nor may they be cruel or degrading. Punishments should be fair and reasonable – appropriate for the nature of the misdemeanor.
9. Some options to manage behavior may include –
 - * Written work
 - * Removal of Privileges
 - * Daily Reports/Contracts
 - * Community Work
 - * Time Out
11. Time out is designed to withdraw the student so both pupil(s) and teacher(s) have time to calm down and to reflect on the situation. Pupils sent to time out must be monitored and not pose a distractions for other staff or students.

12. A set of student 'Rights and Responsibilities' is attached to this policy. These rights and responsibilities form this School's Student Conduct Code.

Summary

The School Discipline Policy, Discipline Plan, Code of Conduct and School Rules will be reviewed with Staff, Children and Parents in Term 1 annually.

All new Staff, Children and Parents will be made familiar with the above documents when joining the school.



GRANT'S BRAES SCHOOL **SCHOOL CONDUCT CODE**

STUDENT'S RIGHTS

A 'right' is something which belongs to you and cannot be taken away by anyone. Your classmates and teachers have the same rights. Here are your important rights.

1. **You have the right to be an individual at school**
This means you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to get the right answer.
2. **You have the right to be respected and treated with kindness at school**
This means that others should not laugh at you, make fun of you, or hurt your feelings. No one is to embarrass you in front of the class.
3. **You have a right to express yourselves**
This means that you may talk freely about your ideas and feelings when appropriate.
4. **You have a right to a safe school**
This means that your school should provide safe classrooms, equipment and rules to ensure your safety at school.
5. **You have a right to tell your side of the story**
This means that you may tell your side of the story when accused of breaking a rule.

STUDENT'S RESPONSIBILITIES

Here are some things you should do without being told. Some of these things you do for others and some of these things you do for yourself. Here are your important responsibilities

1. **You have a responsibility to allow others to work without being bothered**
This means that you quietly make good use of your time and do not bother others.
2. **You have a responsibility to complete your classroom assignments**
This means that you do your best with your class assignments and homework, being sure to hand them in on time.
3. **You have a responsibility to help make school a good place to be**
This means being thoughtful, respectful and courteous to others
4. **You have a responsibility to take care of property**
This means that you take care of school property and respect the property of others
5. **You have a responsibility to come to school**
This means that you come to school every day, on time, unless you are sick or have a special reason to be absent.
6. **You have a responsibility to obey school rules**
This means observing all safety, playground and classroom rules
7. **You have a responsibility to take school messages home**
This means that it is important for you to take all school messages to your parents.
8. **You have a responsibility to practise good personal cleanliness**
This means that you come to school clean and practise good health habits at school.

SCHOOL RULES

1. Do what the teacher asks straight away.
2. Speak pleasantly to others.
3. Co-operate with each other and be friendly.
4. Try hard at your work.
5. Leave other people and their things alone.
6. At all times, use your common sense.

GRANTS BRAES SCHOOL

PROCEDURAL GUIDELINES FOR FOOD HANDLING

Staffroom Procedure

1. Food is always covered (if on benches) or in the fridge.
2. Hands are washed before food is served to anyone.
3. Student monitors are taught safe food handling before they are allowed to work in the staffroom.
4. All staff are responsible for cleaning their own dishes into the dishwasher.

Classroom Procedure

1. If food preparation and handling is to be part of a lesson, all students must learn safe food procedures before starting the lesson.
2. When food is prepared or shared in a classroom, all students and all staff members must wash their hands before touching food.
3. All food and all ingredients are to be stored correctly and covered.

GRANT'S BRAES SCHOOL

PROCEDURAL STATEMENT ON COMMUNICABLE DISEASES

"Information for Parents" pamphlets are stocked in the school office and are distributed to parents when they enrol their students at school.

The school will arrange with the Public Health Nurse to keep the school informed about communicable diseases.

Every staff member will be familiar with the procedures set out on the Infectious Diseases chart and follow these procedures.

Every staff member must notify the Principal in the first instance where a child's health is causing concern. The parent/caregiver is informed and if necessary, the Health Nurse, where a communicable disease is suspected.

Known health information pertaining to individual students is documented and subject to the Privacy Act requirements.

Staff members will always wear disposable gloves with dealing with any accident or emergency.



Guidelines for a Pandemic Emergency

NAG 5

Phase 1: Preventative & Preparedness (Business as Usual)

Phase 2: During an Influenza Pandemic

Phase 3: After an Influenza Pandemic

Grant's Braes School provides as full a service as possible for as long as is safe during a pandemic emergency (consistent with State Services Commission Guidelines);

Grant's Braes School will respond to the National Health Emergency Plan to prevent the influenza spreading;

In the event of a pandemic emergency, Grant's Braes School Board of Trustees will appoint a designated Influenza Manager who is likely to be the principal;

Grant's Braes School maintains an updated list of contact details for health professionals and useful agencies related to managing a pandemic emergency.

During a pandemic emergency, we will consider alternative means of delivering education to students, such as paper-based and electronic distance learning options;

While we may be closed to students during a pandemic, it will not necessarily be closed for quarantine. With the board's prior approval staff may still work at the school, work remotely, or carry out 'alternative duties' for their employer or another agency. Schools may also be used for alternative purposes such as Community Based Assessment Centres (CBAC)[1].

Grant's Braes School maintains an updated list of relief teachers at all times in recognition that a pandemic may come in several waves over a six to eight month period impacting on the availability of permanent staff. At the peak of the worst pandemic wave, up to 50% of the workforce may be sick, looking after sick dependents, or carrying out 'alternative duties' in priority areas for their employer or another agency (such as health or welfare roles);

Grant's Braes School employees will be paid their normal salary during a pandemic, provided, with the board's pre-approval, they:

- come to work in their usual workplace (with rigorous personal hygiene, social distancing and cleaning regimes in place) or
- work remotely (for example, from home) or
- carry out alternative duties for their board or another agency.

Grant's Braes School employees will be expected to use their leave entitlements (sick, domestic, annual or other, with ability to anticipate some sick leave) if they are sick or looking after sick dependents during a pandemic emergency. An employee who contracts pandemic influenza may be sick for up to two weeks. When sick leave entitlements and advances are exhausted, Ministry of Education may provide additional paid special leave during Stages 2 and 3 of a pandemic, but only where this will contribute to preventing the arrival or spread of a pandemic. For an approach to leave usage during a pandemic reference will be made to the [State Services Commission](#) website.

We will link with other local agencies during a pandemic to ensure that responses are suitable for the local situation;

We will be guided by advice from the:
District Health Board Emergency Planner
Medical Officer of Health

The priority of Grant's Braes School Board of Trustees and management team is to:
Protect staff, children and families from the effects of a pandemic influenza;
Prevent and minimise the effects of a pandemic;
Maintain essential activities such as curriculum programmes if possible

The BOT and management team recognize that health advice and planning needs are subject to new information;

Pandemic Emergency documentation is read in conjunction with other Health & Safety documentation including the school's Civil Defence Emergency Plan.

References:

www.moh.govt.nz/pandemicinfluenza
www.emadata.com
www.moh.govt.nz/nhep
www.mcdem.govt.nz
www.nzsta.org.nz
www.minedu.govt.nz/goto/pandemicplanning

[1] In a pandemic emergency people with influenza symptoms will be encouraged to stay away from hospitals and doctors' surgeries, and to seek assistance at a Community Based Assessment Centre (CBAC). Some District Health Boards may consult with boards of some schools about using some of their school's facilities for this purpose.

Pandemic Emergency Contact Information

Designated Influenza Manager: The Principal
Gareth Taylor
Contact details:
4544717 (Work)

4781296 (Home)
027 4448867

Deputy

Office Manager
Gaylene O'Brien
4544717 (Work)
4884900 (Home)
021 2228531

Health Advisor to Grants Braes School – Public Health Nurse

Julie Buxton
Contact: 476 9853
Cell: 027 3322784

Medical Officer of Health

Dr John Holmes
Public Health Service 474 1 700 ext 562

Marion Porre

Public Health Service 4741 700 ext 569

District Health Board Emergency Planner – John Lucas
4740 999

CYF Local Office

Phone: 0508 326 459 Fax: 474 5023

Welfare Advisory Group

OPPA

President 2015 – Elizabeth Cleverley
Ph 489 8577 (Silverstream School)

Ministry of Education

Ph: 471 5200

Note; The Medical Officer of Health has arranged to communicate instructions to schools to the OPPA (Otago Primary Principals' Association).

The OPPA has an established communication system which can be utilised during a pandemic.