



# WHANGANUI HIGH SCHOOL POLICY

## HEALTH and SAFETY

<b>INTRODUCTION</b>	1	The good health and safety of students, staff and visitors to the School is of paramount importance in terms of the daily operation of the various activities and functions which take place on the Whanganui High School site.
<b>OBJECTIVES</b>	1	Ensure that the School is safe and healthy for staff, students and visitors.
	2	Comply with the Health and Safety at Work Act 2015.
	2	Promote safety and health for both students and staff.
	3	Maintain correct procedures for the maintenance of equipment and materials to ensure that they are safe and properly handled.
	4	
	5	Establish safe work practices and to implement procedures to ensure that these practices are followed.
	6	Provide supervision and training relating to Health & Safety issues pertaining to the school including movement to and from School, on-site activities and off-site School-related activities.
	7	Ensure that all students and staff understand the concept of a safe and healthy lifestyle and workplace and that they work towards adopting such a lifestyle and maintaining such an environment.
	8	Ensure educational programmes are in place aimed at promoting a safe and healthy lifestyle.
	9	Accept the need to delegate responsibility for the promotion of a safe and healthy workplace to all involved at the School.
		Ensure systems are in place which monitor the School site and activities and functions from a Health & Safety point of view, and respond should concerns in this regard be identified.
<b>GUIDELINES</b>	1	The Principal will maintain a set of Health & Safety guidelines.
	2	Staff and students will be made aware of the School's health and safety requirements.
	3	The School will operate a Health & Safety Committee consisting of staff, and Principal.
	4	Staff and students will be encouraged to identify hazards and to bring forward issues concerning health and safety to the attention of the Principal and/or delegated staff responsible for the area of concern.
	5	Staff and students will be made aware of emergency procedures for fire, storm, earthquake, chemical spill, gas leak, explosion, structure collapse, equipment failure.
	6	Hazards will be identified to all staff, students and visitors where possible and remedied or removed where practicable.
	7	A record of on-site accidents will be maintained by the School and related notification to appropriate authorities will take place and be followed up on by the School as required.
	8	Training needs for staff will be available as required through the Professional Development Programme of the School.
	9	The School will continue to develop, monitor, evaluate and provide educational programmes for students relating to Health & Safety.

<b>EXPECTED OUTCOME</b>	That students, staff and visitors to the School are aware and kept safe in terms of the daily operation of the various activities and functions which take place on the Whanganui High School site.
<b>EVALUATION</b>	The Board, in association with the Principal, will review this policy annually in accordance with the School's quality management cycle.
<b>CONCLUSION</b>	<p>This policy is consistent with the goals of the School Charter and the need to maintain a safe and healthy environment.</p> <p><u>Note:</u></p> <p>1 There are various appendices to this policy covering -</p> <ul style="list-style-type: none"> <li>I Health &amp; Safety Requirements Relating to Outside Contractors</li> <li>II Food and Food Safety</li> <li>III Health Education</li> <li>IV Notification of and responding to Injury Accidents</li> <li>V Student Sickness and Administering of Medication</li> <li>VI Critical Incidents - <ul style="list-style-type: none"> <li>Sections A Guidelines for Critical Incident Team</li> <li>B Guidelines for Working with Students</li> <li>C MOE Physical Restraint Guidelines 2023</li> <li>D Maintaining the School Routine</li> <li>E Critical Incident Plan</li> <li>F Suicide Responsive Plan</li> <li>G People who may be Affected by Critical Incidents</li> <li>H Critical Incident Checklist</li> <li>I Advice for Teachers</li> <li>J Managing the Media</li> </ul> </li> <li>VII Sun-Shade</li> <li>VIII Photography Department</li> <li>IX Science Department</li> </ul> <p>Other policies/procedures relevant to this policy include -</p> <p>2</p> <ul style="list-style-type: none"> <li>4.4 Property Management</li> <li>5.2 Emergencies</li> <li>5.3 Post-Disaster Survival Plan</li> <li>5.4 Student Discipline</li> <li>5.5 Sexuality Education</li> <li>5.6 Drugs</li> <li>5.8 School-Related Transport</li> <li>5.9 Infectious Diseases</li> <li>5.10 Guidance</li> <li>5.11 Reporting Child Abuse and Neglect in Schools</li> <li>5.12 Dealing with Child Abuse Allegations</li> <li>5.13 H&amp;S Procedures for the School Science Department</li> <li>5.14 WHS Science Department H&amp;S Procedures Document (November 2017)</li> </ul>

Approved by the Board

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

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

18/9/2023

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

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

18/09/2023

**Note:** Appendix III - Health Education, Guideline 5, Consultation. (At least once every year, the Board will produce a written statement about how the School will implement Health Education + Legislation requirements listed.)

## HEALTH & SAFETY REQUIREMENTS FOR OUTSIDE CONTRACTORS

### ACCOUNTABILITIES

Contractors will be accountable to the Health & Safety Committee of Whanganui High School.

### GENERAL REQUIREMENTS

#### Management Commitment

- 1 The contractor will be committed to the Health & Safety of their staff, Whanganui High School staff and Whanganui High School pupils.
- 2 The contractor, in conjunction with the Whanganui High School Principal, will set Health & Safety goals for the specific site project.
- 3 The contractor will assign Health & Safety responsibilities to their staff on this site.
- 4 The contractor will do regular effectiveness audits of the Health & Safety management of this site.

#### Staff Management

- 1 The contractors will provide information with regards to hazards to which their staff, Whanganui High School staff and Whanganui High School pupils may be exposed on this site and ensure this information is understood.
- 2 The contractors will provide information for emergency responses specific to this contract.
- 3 The contractors will ensure that their staff have the necessary knowledge and experience to perform their required tasks.
- 4 The contractors will ensure supervision is provided for those staff who are not deemed to have the knowledge and skills required for their allotted tasks.
- 5 The contractor is responsible for the training and the use of all plant, equipment and protective clothing, relevant to this contract. Training records shall be available for inspection.

#### Hazard Identification and Control

- 1 The contractor will set up and make available to Whanganui High School Health & Safety Committee a Hazard Register pertaining to this contract.
- 2 The contractor will take all reasonable steps to eliminate or isolate all hazards on this Hazard Register.
- 3 The contractor will provide information for their staff, Whanganui High School staff and pupils for all hazards which cannot be eliminated nor isolated.

#### Accident Reporting, Recording and Investigation

The contractors will ensure all accidents on this site will be reported, recorded and investigated and will provide Whanganui High School Health & Safety Committee with a copy of their report within 12 hours of the accident.

## **Emergency Procedures**

The contractor will ensure that staff under their control are fully aware of the emergency procedures existent at Whanganui High School. Details of these procedures will be provided by the Whanganui High School Health & Safety Committee.

## **Specific Contract Requirements**

- 1 Before the commencement of the contract, there will be a site meeting between the contractor, the Whanganui High School Contract Manager and the Health & Safety Committee. During this site meeting, a specific list of Health & Safety requirements will be drawn up. One of these requirements will be that the work site will be fenced off from students in some form or another and general warning signs will be put up.
- 2 During this site meeting, the joint Whanganui High School staff and pupil management document will be drawn up.
- 3 Both these documents will be distributed to all staff, and students will be educated about their obligation by Whanganui High School Health & Safety Committee.

## **Contractor Site Meetings**

During the regular contractor site meetings there will be a standing agenda item of Health & Safety issues.



## FOOD & FOOD SAFETY GUIDELINES

### RATIONALE

Whanganui High School has a responsibility to promote quality standards in the choice, storage, handling, preparation and service of foods prepared on site for consumption by the school community.

Whanganui High School has a responsibility to ensure all food provided by off-site providers is done so in keeping with the guidelines provided in this policy.

### PURPOSE

- 1 To provide the school community with the knowledge to make wise nutritional choices for their health and well-being.
- 2 To be guided by the National Nutritional Guidelines in the choice of food available, from the Whanganui High School Canteen in particular
- 3 To develop amongst students and staff a sense of responsibility to themselves and their school community in relation to food choice and food safety.
- 4 To encourage hygienic, safe practices in the preparation, storage, handling and consumption of food.
- 5 To provide the School community with the information, training and supervision to ensure safe practices in food preparation.

### GUIDELINES

- 1 To ensure the choice of foods available for consumption by the school community is of good quality, and stored, prepared and served in accordance with Ministry of Health standards.
- 2 To make nutrition information available to the school community.
- 3 To minimise availability of foods prepared with added salt, fat and sugar.
- 4
  - a) To actively encourage the School community to develop a sense of responsibility for their own eating patterns.
  - b) To require the School community to wear protective clothing when preparing food for community consumption.
  - c) To ensure the School community uses appropriate clean utensils in the handling of food for community consumption.
- 5
  - a) Provide facilities to store food safely.
  - b) Develop an education programme for those sections of the School community involved in food preparation or handling.
- 6 To consult with the person in charge of the Canteen and complete in the mandatory checklist when groups are providing food on-site for consumption by members of the School community.

### CONCLUSION

The National Nutritional Guidelines are the basis for making appropriate food choice.

The Health and Safety at Work Act 2015 requires food to be stored and prepared in a hygienic, smoke-free, safe environment. This can best be achieved by education and positive examples.

## **CHECK LIST FOR PROVIDERS OF FOOD TO THE WHANGANUI HIGH SCHOOL COMMUNITY**

- 1 Food needs to be kept clean, safe and free from bacteria. Food can be easily contaminated and needs to be handled with care to prevent illness. Bacteria passed on to food from hands and nails are one of the major causes of food poisoning.
- 2 Food must be purchased from licensed food premises and/or distributors.
- 3 Food needs to be transported and delivered to school under correct conditions (i.e. perishables and frozen foods kept at the correct temperature).
- 4 Food preparation surfaces (i.e. tables and benches) and equipment must be clean. Tables must be wiped with a clean cloth, with detergent and hot water, and then covered with a clean tablecloth or covered with clean print-free newsprint.
- 5 Food must be kept free from contamination by dust, flies, insects etc. It should therefore be covered immediately after preparation by a clean throw-over; or bagged ready for sale and be stored at the appropriate temperature.
- 6 Personal hygiene is extremely important. Long hair should be tied back; hands washed before handling food, also after coughing, sneezing, blowing your nose, or touching your hair or face. Anyone with a cold or infection should not be handling food.
- 7 Disposable rubber gloves must be worn when handling food, also an apron or smock to cover clothes.
- 8 Tongs or slices should be used for handling unwrapped food, using different utensils for raw and cooked foods.
- 9 Persons handling food should not be handling money and other non-food items.

**Application to Sell Food at Whanganui High School**

Group selling food: \_\_\_\_\_

Description of food to be sold: \_\_\_\_\_

Date of food to be sold: \_\_\_\_\_

1 Reason for selling food. \_\_\_\_\_

\_\_\_\_\_

2 Number of people involved in selling food: \_\_\_\_\_

3 Name of food supplier(s). \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 How is food to be transported to school? \_\_\_\_\_

\_\_\_\_\_

5 Are food preparation areas - Yes No

Wiped with a clean cloth with detergent and hot water?

Covered with clean tablecloth?

6 Is food covered to protect it from flies, dust, etc.?

7 Is food to be sold bagged?

8 Personal hygiene:

Hands washed?

Long hair tied back?

Rubber gloves used?

Tongs or slices used?

No-one with a cold or infection working with food?

Person handling money not handling food?

9 Person responsible for ensuring hygiene requirements are met?

Signed: a) Representative of Group Selling Food: \_\_\_\_\_

b) Canteen Manager: \_\_\_\_\_

c) Administration Staff: \_\_\_\_\_

***(Please return this sheet to the Main School Office).***

## HEALTH EDUCATION

### RATIONALE

Health is important for personal well-being and achievement. It encompasses the physical, social, emotional, intellectual and spiritual dimensions of a person's growth. A healthy person will be active and have a balance in all of these dimensions.

The School community is an important setting for influencing the health of a significant number of people and it is in a position to promote positive attitudes and behaviour for its students, staff and community. This will involve education, positive role models, supportive systems and the development of a safe, physical and emotional environment.

### PURPOSE

- 1 To increase the knowledge and understanding of School staff, students, parents and the whole School community about a holistic approach to health.
- 2 To provide the opportunities for students to reach their full potential in health and physical education.
- 3 To develop a School environment that supports personal growth and development and self-worth.
- 4 To increase the positive interaction of pupils and staff with people in the School and community, increasing their understanding of values, beliefs and issues of others.
- 5 To increase awareness of and access to services and opportunities in the community that are designed to promote and support a healthy lifestyle.
- 6 To encourage understanding of the links between personal rights and social responsibilities.
- 7 To promote an understanding within the individual that we are all part of a healthy, global environment.

### GUIDELINES

- 1 The School will implement the current Health & Physical Education Curriculum.
- 2 The School will provide resources, both physical and human, to meet the needs of students and the requirements of the Health & Physical Education Curriculum.
- 3 Students will have access to guidance and counselling systems and community agencies, with regard to personal health and well-being.
- 4 Students and staff will carry out a Health & Safety review of their immediate working environment and the school environment as a whole.
- 5 The Board will, at least once every year, produce a written statement about how the School will implement Health Education. The legislation requires schools to:
  - a) Inform the School community about the content of the Health Education components to the curriculum; and
  - b) Consult with members of the School community regarding:
    - i the way in which the school should implement Health Education;
    - ii the sexuality component of the Health Education Programme.
  - c) Describe, in broad terms, the Health Education needs of the School's students.

### CONCLUSION

In keeping with the School philosophy and Strategic Plan and Implementation Plan, the Health & Physical Education New Zealand Curriculum, Whanganui High School is concerned with the education of the 'whole person'. We would like our students to leave Whanganui High School with a positive attitude to health, understand the benefits of a healthy lifestyle and be caring and supportive of others.

## NOTIFICATION OF AND RESPONDING TO INJURY ACCIDENTS

In the case of a near-miss incident or an injury-causing incident occurring on the School site or a School trip:

- a) the injured person should be treated appropriately,
- b) an incident report (located on Kamar at Teachers >> Health and Safety) should be completed. A copy of the accident report:
  - i should be given to the Health & Safety Committee. The Health & Safety Co-ordinator will then follow up as necessary.
  - ii should be sent to Worksafe New Zealand in the case of an accident causing serious harm (definition enclosed).

### Enclosures:

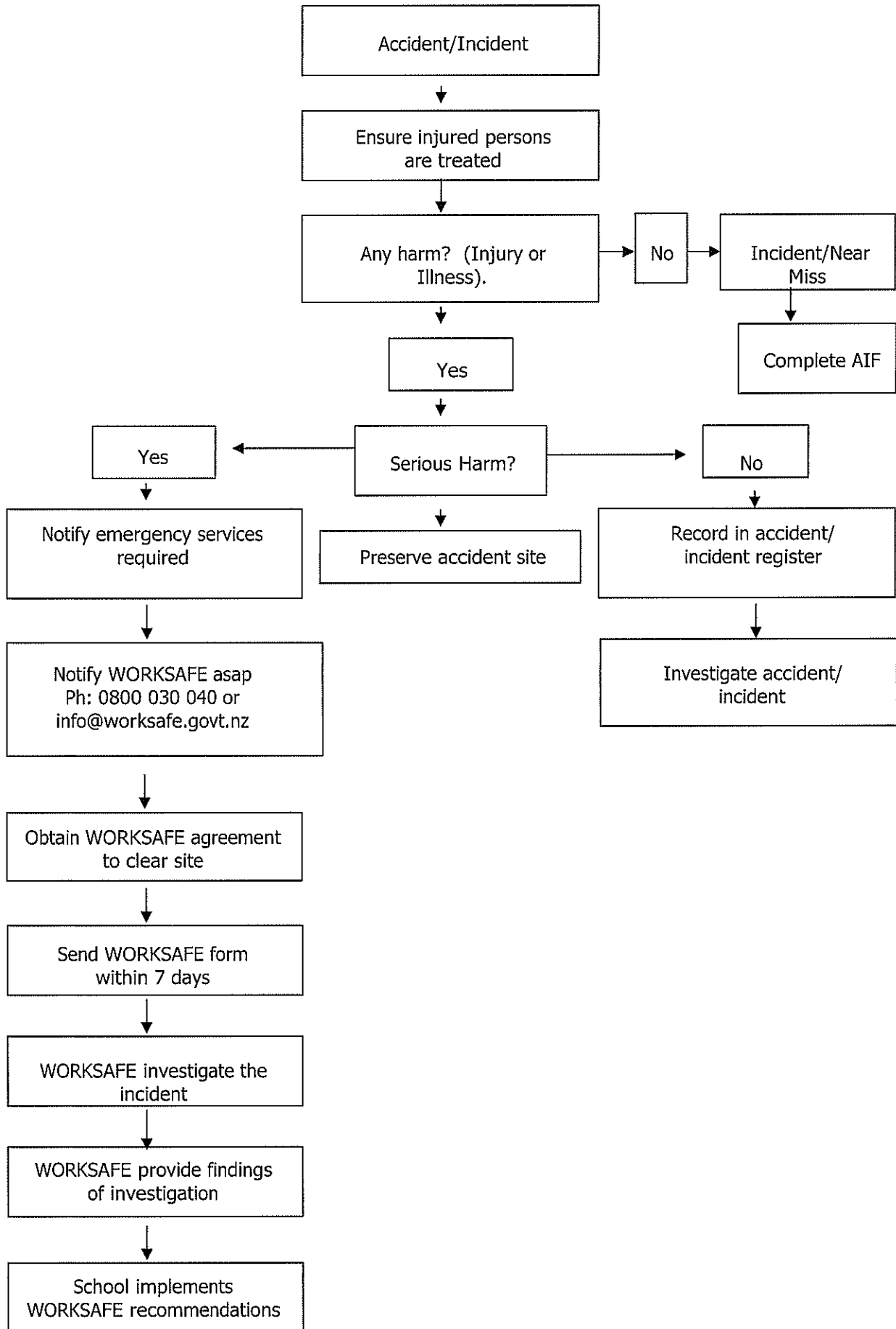
- Procedures when a student requires medical assistance.
- Injury Procedure.
- Definition of Serious Harm

## PROCEDURES WHEN A STUDENT REQUIRES MEDICAL ASSISTANCE

If a student requires medical assistance from outside the School, due to illness or injury:

- 1 The appropriate medical assistance should be called for.
- 2 Parents or caregivers should be contacted. If unable to contact a parent or caregiver the *emergency contact* should be contacted. If unable to contact either of these, a staff member should act in *loco parentis*.
- 3 A staff member should stay with the student until a parent or caregiver arrives.
- 4 A printout of the students' contact details should be given to the medical person attending the student.
- 5 The Senior Leadership Team, in charge of day-to-day management should be informed when any student requires medical assistance from outside the School.
6. It is the responsibility of the Senior Leadership Team to make a follow-up call to the family within two days of the incident.

# INJURY & INCIDENT PROCEDURE



## DEFINITION OF SERIOUS HARM

Serious harm is defined (Health & Safety in the Workplace Act 2015, hereinafter referred to as HSWA 2015) as:

- a) Any of the following conditions that amounts to, or results in permanent loss of bodily function, or temporary severe loss of function:
- Respiratory disease
  - Noise-induced hearing loss
  - Neurological disease
  - Cancer
  - Dermatological disease
  - Communicable disease
  - Musculoskeletal disease
  - Illness caused by exposure to infected material
  - Decompression sickness
  - Poisoning
  - Vision impairment
  - Chemical or hot metal burn of eye
  - Penetrating wound of eye
  - Bone fracture
  - Laceration
  - Crushing
- b) Amputation of a body part.
- c) Burns requiring referral to a specialist registered medical practitioner or specialist out-patient clinic.
- d) Loss of consciousness from lack of oxygen.
- e) Loss of consciousness, or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion, of any substance.
- f) Any harm that causes the person harmed to be hospitalised for a period of 48 hours or more, commencing within seven days of the harm's occurrence.
- g) Death.



**STUDENT SICKNESS AND ADMINISTERING OF MEDICATION**

- 1 Any student who is sick should be accompanied to the Student Centre where she/he will be attended to. Students will not be permitted to go home without first contacting a parent/caregiver and advising them. Students who are sick will be encouraged to go home if possible, but if this is not possible, they will be allowed to use the sick bay.
- 2 Prescription medication will only be administered by the School Nurses or Student Centre staff (registered First Aiders). The Nurses or Student Centre Staff will not administer prescription medication without written consent signed by the parent/caregiver on the appropriate form.
- 3 Only prescription medication should be brought into school. Non-prescriptions (such as Ibuprofen [*Brufen*] and over-the-counter hay fever medications) should not be brought into school or administered by Whanganui High School staff. An exception to this is if a parent/caregiver provides written permission to the School Nurses or Student Centre staff for them to be administered.
- 4 Medications must be provided in their original container with the medical practitioner's directions on the label. An exception to this is insulin, which can be brought into school inside an insulin injector pen or pump. The medication must be within its 'use by' date
- 5 A record of students' medication should be kept, including the date and time of each dose, how much was taken, and whether there were any side effects.
- 6 A student may self-medicate if the appropriate form has been signed by the parent/caregiver.
- 7 It is the parent/caregiver's responsibility to inform the school of any change in the student's medical circumstances.
- 8 All medications must be kept in a secure place such as a locked cabinet or a sealed box in a fridge. However, medications that a student may need to access quickly in an emergency should not be locked away (this includes asthma reliever inhalers). These storage requirements apply not just on school premises, but also on trips and residential visits.
- 9 Student Centre staff/Nurses will check medication monthly, and dispose of as necessary, or send home to the parent/caregiver after the specified time.
- 10 If a sharps box is required for the disposal of injectors, parents should obtain this on prescription and pass it on to the school.
- 11 Spare Ventolin asthma inhalers and adrenaline auto-injectors (EpiPens) are permitted to be kept in a secure location in the Student Centre.
- 12 Students are responsible for going to the Student Centre for their medication at the agreed time.
- 13 For severe medical needs, parents are required to provide an Action Plan. Training may be requested from the School Nurses for specialist support. Any Action Plans should be kept with the medications and advised to teachers/relievers, House Deputy Principal and House Deans, with a copy on the student's file.



## Appendix 2: Example health care plan form and attachments

Here is an example health care plan (with attachments) that readers might like to adapt and use. Enlarged versions of these forms can be found at [www.minedu.govt.nz/goto/healthguidelines](http://www.minedu.govt.nz/goto/healthguidelines)

Health care plan for [child's or student's name]  
at [early childhood education service or school]

Time period covered by this plan:  
from \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

**Personal/health condition details:**  
Name of child or young person: .....

Age at 01/01/\_\_\_: \_\_\_ yr \_\_\_ m  
Date of birth: \_\_\_/\_\_\_/\_\_\_  
Gender: \_\_\_\_\_

Health condition or diagnosis:  
.....  
.....  
.....

Child/student has the following symptoms or health needs:  
.....  
.....  
.....

What child/student must not do because of his or her health condition:  
.....  
.....  
.....

Daily care needs at early childhood education service/school: people, tasks, equipment:  
.....  
.....  
.....

**Family/whānau contact/s:**

Parent #1:

Name: .....

Address: .....

Home phone: ..... Work phone: .....

Mobile: .....

Parent #2:

Name: .....

Address: .....

Home phone: ..... Work phone: .....

Mobile: .....

Other caregiver/family/whānau contact:

Name: .....

Address: .....

Home phone: ..... Work phone: .....

Mobile: .....

**Health/medical contact/s:**

Keyworker: .....

GP: .....

Specialist/s: .....

Hospital: .....

**ECE service or school contact/s:**

Key staff members: .....

Classroom number/s and relevant timetable information: .....

.....

**Emergency procedures:**

An emergency is when: .....

.....

Emergency action (who does what): .....

.....

Emergency phone/contact: .....

Critical information for emergency services (event, location, name of caller, response required):

.....

.....

Follow up care required: .....

.....

Where copies of the emergencies procedures are kept (who has a copy):

.....

.....

**The following forms can be attached to the health care plan:**

See example attachment:

Required

(a) Contacting emergency services Yes  No

(b) Medicine administration and parent permission Yes  No

(c) Information sharing plan Yes  No

(d) Self-administration agreement Yes  No

(e) Staff training plan Yes  No

See notes about other attachments to develop:

Medication log Yes  No

Medical report Yes  No

Conflict/disagreement resolution plan Yes  No

Example attachment (a): contacting emergency services

**Request for an ambulance**

Remember to speak clearly and slowly and be ready to repeat information if asked. Put this information by the telephone. Dial 111, ask for ambulance and be ready with the following information:

1. Your telephone number: .....
2. Your location/RAPID no. (service/school address): .....
3. Your postcode/RAPID no: .....
4. Your exact location within the service or school: .....
5. Your name: .....
6. The name of the child or young person and a brief description of their symptoms:  
.....
7. A description of the best entrance for an ambulance and say the ambulance crew will be met and taken to the child or young person who needs their help:  
.....  
.....

Example attachment (b): parent and staff agreement for service/school to administer medication

**ECE service/school and child/young person information**

Name of ECE service or school: .....

Name of child or young person: .....

Child or young person's date of birth: ..... Group/class/form: .....

Health condition: .....

Medical information: .....

Medication name/type (as described on the container): .....

Date dispensed: ..... Expiry date: .....

Dosage and method: .....

Times to be given: .....

Special precautions: .....

Side effects: .....

Self-administration: Yes  No

Emergency procedures: .....

**GP/health professional information**

Name: .....

Daytime telephone: .....

**Parent/caregiver information**

Name: .....

Address: .....

Daytime telephone: .....

Work telephone: .....

Mobile: .....

Relationship to child: .....

**Signatures**

EITHER

I ..... (ECE service manager/principal) understand that a designated staff member must deliver the medication personally to ..... (name of child/young person).

It is agreed that ..... (name of child/young person) will receive ..... (quantity and name of medication) every day at ..... (time/frequency).

OR

..... (name of child/young person) will be supervised while he or she takes medication by ..... (name/s of staff member).

This arrangement will continue until ..... (either end date of course of medication or until instructed by parents/caregivers).

Signature (ECE service/principal): ..... Date: .....

I ..... (print name of parent/caregiver) understand that I must notify the ECE service/school of any changes in writing. I agree for the ECE service or school to administer medication.

Signed: ..... Date: .....

## CRITICAL INCIDENTS

### DEFINITION

A Critical Incident is a tragedy or trauma involving a severe emotional impact on the affected persons.

### PURPOSE

- 1 To facilitate healthy processes for people to work through grief and loss issues in their lives that result from events involving the school community.
- 2 To enable the School as an organisation to respond sensitively, compassionately and helpfully to members of its community during times of critical incidents.
- 3 To help provide direction and leadership in the school community in times of critical incidents.
- 4 To provide a plan on which actions can be based in response to a critical incident.

### GUIDELINES *(see Appendix for additional details)*

- 1 Communication is a vital aspect of dealing with a Critical Incident. Communication of initial information must be accurate, quick and sensitive to the needs of family and friends. The same information must be given to all students about the Critical Incident. Staff must be kept up-to-date with plans and developments.
- 2 Child, Adolescent and Families Mental Health Service have available a trained Critical Incident Team to assist in counselling students, staff and families
- 3 Staff are the key individuals in the School in terms of maintaining a consistent, stable environment and enabling the School to continue to maintain normal routines while, within it, individuals and groups may be experiencing deep emotional response. Therefore, staff themselves must be cared for. Time must be given for staff to express their feelings and to gain a sense of support from each other. Any teacher who is distressed will be given the opportunity to have their classes covered if possible.
- 4 Staff should be involved and informed in the decision-making process as much as possible.
- 5 Grief is experienced in different ways. Traumatic events can link an individual to previous experiences of grief or loss. Therefore, individuals can be strongly affected by a Critical Incident (e.g. Student's death) but have no obvious link to those involved in the Critical Incident.
- 6 Research shows that denial is a harmful option and may lead to more severe difficulties later on. Conversely, sensible actions taken following a trauma, have worthwhile outcomes in terms of preventing or limiting the ill effects of the experience. In the case of suicide, it is particularly important in order to limit the chance of imitation.
- 7 The effects of trauma can be long lasting and the School needs to be prepared to support students, staff and families over this time.
- 8 There is no perfect plan for responding to an emergency or critical incident. The Critical Incident Action Plan gives the Critical Incident team a structure that they can then apply with flexibility to any given situation.

### CONCLUSION

By discussing Death and Dying openly and sensitively, we remove some of the mystery and often gain a sense of support from others. Experience of death and the learning that it offers, can be a positive component of a person's total growth and education.



## CRITICAL INCIDENTS - Section A

### GUIDELINES FOR CRITICAL INCIDENT TEAM

- 1 Any person who is informed of the death of a student or staff member, or of an accident which will impact on students and/or staff, should advise the Principal and the Guidance Counsellor immediately.
- 2 A Critical Incident team will meet as soon as possible to evaluate the available information and plan strategies for coping with the critical incident.

The Critical Incident team would consist of:

- Principal
- Guidance Counsellor
- Senior management as required
- Deans, as required

Others could be added depending on circumstances (e.g. Sports coach, form teacher).

The role of the Critical Incident Team is to:

**Manage, co-ordinate, communicate and delegate** tasks within the Critical Incident Action Plan.

- 1 Verify that the information about the Critical Incident is accurate. Determine what information is to be shared with the school after consulting the families directly affected by the Critical Incident.
- 2 Inform staff as soon as possible.
- 3 Priority should be given to the needs of victims or those most affected. Staff needs must be met first to enable them to meet student needs.
- 4 The Principal will deal with all media requests and prepare a written media release if appropriate. No other staff member should respond to the media and students should be reminded that they do not have to speak to the media and should refer all enquiries to the Principal.
- 5 The Principal and/or designated member of the Critical Incident Team will initiate and maintain contact with affected families involving them in the school's decisions where appropriate.
- 6 In the event of the death of a student a designated staff member will follow the student's timetable for at least the first 2-3 days.
- 7 Office staff, ancillary and part-time staff need to be constantly kept up-to-date.
- 8 The Critical Incident Team will meet daily to debrief, review and plan for the next 24 hours.
- 9 At an appropriate time after the precipitating event an outside facilitator with experience in Post-Traumatic Stress would be invited to lead a debriefing session for all affected school personnel.
- 10 Staff working intensively with students (e.g. Counsellors, Deans, etc.) should be provided with support groups or individual counselling throughout the Critical Incident.

## CRITICAL INCIDENTS – Section B

### GUIDELINES FOR WORKING WITH STUDENTS

The main aim is to provide support for students during the grief process by providing a safe environment for them to explore their feelings.

- 1 The Critical Incident Team should meet as a group to decide how the students will be notified. Mass assemblies are not recommended. A statement could be prepared for teachers to read or discuss with their form class. This statement should include what support services will be available in the School and where they will be found. (See Appendix IV).
- 2 School activities should continue as normally as possible.
- 3 Best friends should be identified and counselled individually, almost immediately. Monitoring and support for them should be ongoing.
- 4 Designated areas of the School should be available throughout the day and possibly in the evening. Counsellors and staff members should be available in the room.
- 5 Extra staff should be assigned to grounds duty throughout the day. Students unable to go to class should be offered support and encouraged to see a counsellor or visit the Critical Incident rooms.
- 6 A staff member comfortable about talking about the event should follow the deceased's timetable. Students may want to decide what to do about the empty desk.
- 7 More intensive work should be done with the deceased's form class and/or groups in the school they were part of. Time is needed to talk about the person, ways of expressing their feelings and how they can support each other. Grief and grieving needs to be talked about. Students need to know that it is acceptable to feel angry, sad or guilty.
- 8 Students will have different ways of coping and expressing their grief. This needs to be highlighted in class discussions so that students do not feel guilty judging themselves or create difficulties for other students by judging them.
- 9 Consideration could be given to allowing young women to meet separately as this can facilitate a more open sharing of feelings. However, this is not always true and mixed groups of friends will benefit from supporting one another.
- 10 Students should be given the opportunity to attend the funeral or tangi if they wish. The wishes of the family must first be considered and they must be consulted. The School may wish to have formal permission from parents for students to attend the funeral. It is important that there are many adults at the funeral to support the students.
- 11 Students may be unfamiliar with funerals at churches, marae or funeral homes. A representative could be invited to explain to students the significance of different aspects of the service.
- 12 At a later date, in consultation with the students, a service of some sort could be held.
- 13 Students should be encouraged to send messages to the family. This can be done individually or as a class activity. Creativity should not be discouraged.

# Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint

AUGUST 2017

These guidelines are issued by the Secretary for Education under section 139AE of the Education Act 1989.

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# Foreword

**The *Guidelines for Registered Schools in New Zealand on the use of Physical Restraint* (the guidelines) are issued by the Secretary for Education under section 139AE of the Education Act 1989 (The Act). They supplement the legislation relating to limits on the use of physical restraint and the prohibition of seclusion. They explain the legislation (sections 139 AB to 139AE of the Education Act 1989) and the associated Education (Physical Restraint) Rules 2017 (the rules).**

Student and staff wellbeing is at the heart of these guidelines. Inclusive practices and a safe physical and emotional environment are of greatest importance for all students.

The guidelines have been issued under the legislation to help schools understand the legislation and follow it. They address the uncertainty staff experience when faced with a student exhibiting difficult behaviour that may escalate into a dangerous situation. The legislation requires all schools to have regard to these guidelines.

The guidelines aim to strengthen good practice and minimise the need to use physical restraint. They provide school staff with advice about safe ways to manage potentially dangerous situations when a student may need to be physically restrained. These include preventative or de-escalation techniques to avoid the need to physically restrain a student. Options for managing behaviour, if prevention or de-escalation does not work, are also provided.

Information is provided on how to incorporate physical restraint into an Individual Behaviour Plan if necessary, and who to involve in the decision-making process, including parents and caregivers.

The guidelines direct staff to training in techniques for managing potentially dangerous situations and applying physical restraint safely, and describe how to debrief and report a situation involving physical restraint.

The guidelines also make it clear that under the legislation seclusion is prohibited and must not be used in New Zealand schools.



## Developing the guidelines: expertise from throughout the sector

An advisory group from across the sector contributed to the development of the guidelines. The group included representatives from the Special Education Principals' Association of New Zealand, New Zealand Principals' Federation, New Zealand Educational Institute Te Riu Roa, New Zealand School Trustees Association, Secondary Principals' Association of New Zealand, New Zealand Post Primary Teachers Association, Ministry of Health, High and Complex Needs Unit and the Ministry of Education.

The guidelines take into account current international research and directions, and relevant legislation and international conventions including the New Zealand Bill of Rights Act 1990, Education Act 1989, United Nations Convention on the Rights of the Child, United Nations Convention on the Rights of Persons with Disabilities, Vulnerable Children Act 2014, Health and Safety at Work Act 2015, and the Crimes Act 1961.

### Guiding principles

These guidelines supplement the Act and rules and provide a resource to assist principals and boards, sponsors of partnership schools kura hourua, and managers of private schools understand their responsibilities under the legislation, and to support staff to safely manage potentially dangerous behaviour where the safety of students, staff, or any other person is threatened.

There are some fundamental principles on which the guidelines are built.

**Principle 1:** Physical restraint is a serious intervention. These guidelines aim to minimise the use of physical restraint.

**Principle 2:** If there is an alternative to physically restraining a student, use the alternative.

**Principle 3:** All schools are required to provide a safe physical and emotional environment for students and staff. Parents, students and the public have a legitimate expectation that the school environment will be a safe environment that supports learning.

**Principle 4:** The Education Act 1989 provides for the circumstances when teachers and authorised staff members may physically restrain a student. In exercising these powers, teachers and authorised staff members must act reasonably and proportionately in the circumstances to achieve a safe environment for students and staff.

**Principle 5:** Students' rights are protected under the Bill of Rights Act 1990.





# Legislation

## What is physical restraint?

The Act defines physical restraint as using physical force to prevent, restrict, or subdue the movement of a student's body or part of the student's body.

## Who can use physical restraint in schools?

Physical restraint can only be used by teachers or authorised staff members. Teachers are people employed in a teaching position at a school. This includes a person with a Limited Authority to Teach, and a relief teacher employed by the employer (e.g. board of trustees, sponsor or manager). All teachers are automatically authorised to act under the legislation.

Authorised staff members are employees of a school authorised by their employer to use physical restraint.

## When can physical restraint be used in schools?

The Act limits the use of physical restraint by teachers or authorised staff members in schools to situations where:

- » the teacher or staff member reasonably believes that the safety of the student or of any other person is at serious and imminent risk; and
- » the restraint used is reasonable and proportionate in the circumstances.

## How does the legal framework for physical restraint work?

Physical restraint is now regulated via a combination of the Act, the rules and statutory guidelines. It is a legal requirement for schools to:

- » comply with the Act and rules
- » have regard to the guidelines.

The legislation and rules set out what schools must do. The guidelines outline good practice in using physical restraint, and monitoring and reporting on the use of physical restraint.

By following the Act, the rules and the guidelines when using physical restraint, a teacher or authorised staff member will minimise their risk of injuring a student or being hurt themselves, and mitigate their risk of legal liability.

## What does the legislation say?

Section 139AC limits the use of physical restraint in schools.

## When does the legislation come into effect?

The legislation applies from 19 May 2017.

## Seclusion

The Act bans the use of seclusion in schools and early childhood services including ngā kōhanga reo.

More information about seclusion can be found on the Ministry of Education website:

<https://education.govt.nz/school/managing-and-supporting-students/student-behaviour-help-and-guidance/seclusion/>

# Responsibilities of Boards of Trustees, Sponsors of Partnership Schools Kura Hourua, Managers of Private Schools

## Authorising Staff Members

Boards, sponsors of partnership schools kura hourua and managers of private schools must follow the procedure for authorising staff members, who are not employed as teachers, to use restraint in accordance with Rule 5 of the rules.

## Administration

Boards, sponsors and managers should ensure that:

- » school practices are clear, follow the rules, are well-documented, explained to students in an age-appropriate way, and available to all
- » teachers and authorised staff who are designated to physically restrain students are suitably supported and trained for this task
- » systems are in place to support the smooth running of the school. These include keeping written records and following requirements to notify, monitor and report on the use of physical restraint.

## School policies on physical restraint

Each school should:

- » develop policies on physical restraint that follow these guidelines and make these policies available for all students, parents and caregivers
- » provide a clear complaints process for students, parents and caregivers
- » review the policy as part of the school's annual review cycle.

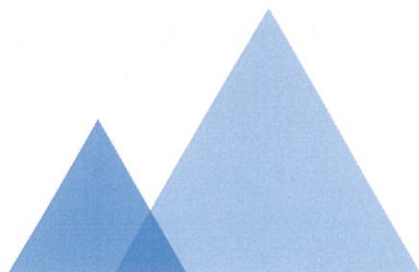
## Communicating with students and with the school community

It is the school's responsibility to ensure that parents, students, school staff and the community know about the school's plans and policies for managing challenging behaviour and using physical restraint.

This includes having processes in place to inform parents when physical restraint has been used.

## Review

The Education Review Office may review a school's use of physical restraint, as it would any other school operation or procedure.



## Good practice guidance

### Student and staff wellbeing come first

Physical restraint affects the wellbeing of both the student and the staff member who applies it. It is associated with injury and increased emotional trauma to them both.

These guidelines focus on staff and student safety and wellbeing. They provide staff with generic techniques for preventing and de-escalating potentially dangerous situations. For more information schools can request the Understanding Behaviour – Responding Safely training (see page 13).

## Identifying when you may need to apply physical restraint

### Use physical restraint only where safety is at a serious and imminent risk

Physical restraint is a serious intervention. The emotional and physical impact on the student being restrained and the person doing the restraining can be significant. There are legal and reputational risks if a student is harmed.

The first aim should be to avoid needing to use physical restraint. Use preventative and de-escalation techniques to reduce the risk of injury.

#### Use physical restraint only when:

The teacher or authorised staff member reasonably believes that the safety of the student or of any other person is at serious and imminent risk.

The physical restraint response must be reasonable and proportionate in the circumstances:

- » Use the minimum force necessary to respond to the serious and imminent risk to safety.
- » Use physical restraint only for as long as is needed to ensure the safety of everyone involved.

### What is serious and imminent risk to safety?

The physical restraint provisions are intended to deal with the upper end of the spectrum of situations where teachers and authorised staff members have physical contact with a student. It is clear that, in these situations, the restraint is in response to a serious and imminent risk to safety.

Teachers and authorised staff members will need to use their professional judgement to decide what constitutes “a serious and imminent risk to safety”. These situations are examples.

- » A student is moving in with a weapon, or something that could be used as a weapon, and is clearly intent on using violence towards another person.
- » A student is physically attacking another person, or is about to.
- » A student is throwing furniture, computers, or breaking glass close to others who would be injured if hit.
- » A student is putting themselves in danger, for example running onto a road or trying to harm themselves.

### These examples do not pose a serious and imminent risk to safety

Avoid using physical restraint to manage behaviour in these situations:



- » to respond to behaviour that is disrupting the classroom but not putting anyone in danger of being hurt
- » for refusal to comply with an adult's request
- » to respond to verbal threats
- » to stop a student who is trying to leave the classroom or school without permission
- » as coercion, discipline or punishment
- » to stop a student who is damaging or removing property, unless there is a risk to safety.

## Acceptable Physical Contact

Staff may need to physically support students. The following situations involving physical contact to support students happen in schools every day:

- » Temporary physical contact, such as an open hand on the arm, back or shoulders to remove a student from a situation to a safer place.
- » Supporting a student to move them to another location, or help them to get in a vehicle or use the stairs.
- » The practice of harness restraint, when keeping a student and others safe in a moving vehicle, or when recommended by a physiotherapist or occupational therapist for safety or body positioning.
- » Younger students, especially in their first year of school, sometimes need additional help. For example, you may "shepherd" a group of younger students from one place to another.
- » Staff may hold the hand of a young student who is happy to have their hand held for a short time.
- » Staff may pick a student up to comfort them.
- » Assisting a student with toileting, including changing a nappy.

# Use preventative and de-escalation techniques first

The first aim is to avoid needing to use physical restraint.

Use the following strategies to prevent or de-escalate potentially dangerous behaviour. These are general suggestions only.

## Preventative techniques

### Understand the student

- » Get to know the student and identify potentially difficult times or situations that may be stressful or difficult for them.
- » Identify the student's personal signs of stress or unhappiness and intervene early.
- » Monitor wider classroom/playground behaviour carefully for potential areas of conflict.

### Respect the student

- » Demonstrate a supportive approach: "I'm here to help."
- » Be flexible in your responses: adapt what you're doing to the demands of the situation.
- » Be reasonable: a reasonable action, request or expectation deserves a reasonable response.
- » Promote and accept compromise or negotiated solutions, while maintaining your authority.
- » Take the student seriously and address issues quickly.

### Preserve the student's dignity

- » Address private or sensitive issues in private.

- » Avoid the use of inappropriate humour such as sarcasm or mocking.

## De-escalation techniques

### Safety first – create space and time

- » Remove the audience – ask other students to take their work and move away.
- » Give the student physical space.
- » Name the emotion in a calm even voice: “You look really angry”, “I can see that you are very frustrated”...
- » Wait.

### Communicate calmly

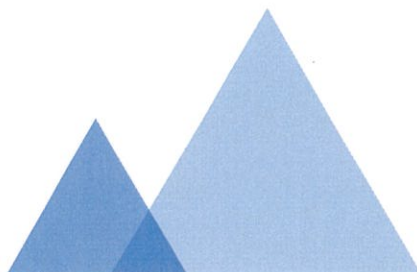
- » Talk quietly, even when the person is loud.
- » Try to remain calm and respectful.
- » Monitor your own body language and allow the student the opportunity to move out of the situation with dignity.
- » Focus on communicating respect and your desire to help.
- » Keep verbal interactions respectful.
- » When appropriate, give the student clear choices and/or directions to help them feel more secure and regain control.

### Think ahead in case the situation escalates

- » If escalation occurs, move further away.
- » Make sure you have an exit plan.
- » Constantly reassess the situation.
- » Send for help if necessary.

## What may escalate the behaviour

- » Threatening the student.
- » Arguing or interrupting.
- » Contradicting what the student says – even if they are wrong.
- » Challenging the student.
- » Trying to shame the student or showing your disrespect for the student.



# Guidance if you have to use physical restraint

## What to do if prevention and de-escalation do not work

- » Physical restraint should only be applied by teachers and authorised staff.
- » There may be situations when an unauthorised staff member intervenes and physically restrains a student, for example when there are no teachers or authorised staff nearby.
- » The Education Act 1989 will not cover the intervention of an unauthorised staff member who physically restrains a student. There may be other justifications for intervening available in legislation or common law that apply.
- » If teachers and authorised staff members do not have the skills or confidence to safely restrain a student, call for help.
- » Call the police when a student cannot be managed safely and the imminent danger to students, staff or themselves remains, after all alternatives have been explored.
- » All staff should be aware that physical restraint is a serious intervention to be used when no other, less severe, options are available.

## Do not use these restraints

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

## Monitor wellbeing throughout when applying physical restraint

- » The physical and psychological state of the student being restrained should be continuously monitored by the person performing the restraint and other people present.
- » Apply physical restraint only for the minimum time necessary and stop as soon as the danger has passed.
- » Monitor the physical and psychological wellbeing of both the student and the staff member who applied the restraint for the rest of the school day. Watch for shock, possible unnoticed injury and delayed effects.





## Good practice following an incident involving physical restraint

After an incident involving physical restraint, take these steps to ensure everyone involved stays safe, future incidents can be prevented if possible, the parents or caregivers know, and the incident is reported.

- » Check the staff member and the student regularly to ensure they are not in shock. Support them as necessary.
- » Tell the parents or caregivers the same day the incident occurred so they can monitor the student's wellbeing at home.
- » If the student attends a residential school, ensure the residential team manager is told, so the student's wellbeing can be monitored after school.

### Reflection

- » Reflect formally on why the incident occurred that resulted in the student being restrained. Consider what might have prevented it, and what might need to change to minimise the likelihood of it happening again.
- » Consider whether all preventative and de-escalation strategies were used according to the Individual Behaviour Plan, if there is one, and whether the restraint used was safe.
- » Review the Individual Behaviour Plan and make decisions as a team about what needs to be strengthened to minimise the likelihood of a similar incident.

### Debriefing the incident

#### Debriefing staff

- » Hold a debriefing session with involved staff, the Principal or Principal's delegate, and another member of staff not involved in the physical restraint incident. Hold it within two days of the incident.
- » In the debriefing, focus on the incident, the lead-up to it, the different interventions used that were unsuccessful in de-escalating the behaviour, and what could have been done differently.
- » If Ministry or RTLB practitioners are part of the student's team, involve them in the debriefing process.
- » If the police were involved in the incident, invite them to participate in the debriefing session.
- » Write notes on the debrief along with agreed next steps or actions.

#### Debriefing parents or caregivers

- » Offer the parents or caregivers a separate debriefing as soon as practically possible, preferably within two days of the incident.
- » At this meeting, give them the opportunity to discuss the incident. Invite them to become active partners in exploring alternatives to restraint. If appropriate, involve the student in this debriefing session.
- » Write notes from the debriefing along with next steps or actions.

#### Managing complaints from parents

- » It is understandable that some parents may feel upset if their child has been physically restrained. All schools will have a policy on responding to parent complaints.
- » The school should also contact the local Ministry office if the complaint cannot be easily resolved. If further investigation is required then the Ministry reserves the right to be a party to that process.



## Promote the minimisation of physical restraint

The Principal or Principal's delegate should be responsible for:

- » promoting the goal of minimising the use of physical restraint through a focus on alternative strategies
- » ensuring appropriate training is provided that aligns with the goal of minimising physical restraint in schools
- » monitoring the use of physical restraint in the school (to include gathering and analysing information, identifying trends, and checking that documentation about each incident is complete)
- » collating information about physical restraint in a report and sharing data on physical restraint regularly with the Board of Trustees via the Principal's report at Board meetings – do this in a public-excluded session
- » managing any complaints and feedback.

## Reporting and documenting the incident

- » Staff must complete an incident report. Use the form attached as appendix 1 to these guidelines, or other suitable template.
- » The staff members involved in the physical restraint should sign the incident report, as well as the Principal or Principal's delegate.
- » Put the completed forms on the student's file, and make them available to the student's teacher and parents or caregivers.
- » All incidents of physical restraint must be reported to the Ministry of Education and the employer. This reporting contributes to the self-review and monitoring process. Use the form attached as appendix 2 to these guidelines.



# Individual Behaviour Plan

A student who regularly presents with high-risk behavior should have an Individual Behaviour Plan. The student's support team may agree to include physical restraint in the Individual Behaviour Plan as an emergency strategy for keeping people safe. Making this part of their plan ensures an individualised approach that is tailored to the student's needs.

The Individual Behaviour Plan should outline the preventative and de-escalation strategies which, if successfully implemented, would prevent the need for physical restraint. It should clearly state that physical restraint is only to be used when the student's behaviour poses a serious and imminent risk to the safety of themselves or others.

The team supporting the student should ensure the type of physical restraint used is consistent with the student's individual needs and characteristics, including:

- » the student's age, size and gender
- » any impairments the student has, for example physical, intellectual, neurological, behavioural, sensory (visual or hearing) or communication impairments.
- » any mental health issues or psychological conditions the student has, particularly any history of trauma or abuse
- » any other medical conditions the student has
- » the student's potential response to preventative, de-escalation and physical restraint techniques.

Parents or caregivers should always be a member of the team developing the plan.

- » Give parents or caregivers the opportunity to help make decisions about their child and agree to the interventions that will be put in place to support them.
- » Inform parents or caregivers if physical restraint is identified in the student's Individual Behaviour Plan, including how it will be applied in accordance with these guidelines.
- » Provide all relevant professionals and parents or caregivers with a copy of the Individual Behaviour Plan. It should be signed off by the Principal (or Principal's delegate) and the student's parents or caregivers.

The use of physical restraint

- » The use of physical restraint should be regularly reviewed and monitored by the team supporting the student.
- » Parents/caregivers should be told as soon as possible on the same day about the incident and how it was managed in accordance with the guide.
- » If the student resides in a residential school or home, the residential team should be told so the student's wellbeing can be monitored after school.

## Adapting the Individual Behaviour Plan

- » Following an incident of physical restraint hold a meeting as soon as possible. Involve the team supporting the student, including the parents or caregivers, and the residential team manager if the student is enrolled in a residential school. Use the meeting to review the Individual Behaviour Plan and the physical restraint processes followed in the incident.
- » In the updated plan, identify ways to prevent the need to use physical restraint in the future.
- » Incorporate in the plan the suggestions of parents or caregivers and, if appropriate, the student.
- » If a behaviour specialist from the Ministry or an RTLB is supporting the team around the student, involve them in the review of the plan.
- » Put all relevant documentation in the student's file, and copy it to the student's teacher and parents or caregivers.

## Training in safe responses

### For the whole school

A training package, *Understanding Behaviour – Responding Safely (UBRS)*, has been developed for New Zealand schools. It includes a full-day workshop for all staff and ongoing support afterwards. The training can be delivered in modules rather than a full day if this is a better option for your school. The focus is on preventative and de-escalation techniques. Contact your local Ministry of Education office for information about this training.

School staff should be made aware of the following:

- » physical restraint should only be used in emergency situations, and only when less restrictive interventions have not ended the serious and imminent risk to the safety of the student or others.
- » the forms of physical restraint that may compromise health and safety, and the serious physical risks associated with some physical restraint techniques. These include the risk of asphyxia and sudden death.

### For the team supporting the student

- » When a Ministry Learning Support Practitioner is part of the team supporting the student the team will be taught how to safely restrain the student, in situations when preventative and de-escalation strategies have not been effective, and physical restraint is part of an Individual Behaviour Plan. Parents and caregivers who have to use physical restraint in the home environment may want to be part of this training.

## Reporting templates for physical restraint

### Instructions

1. Staff must complete a *Staff Physical Restraint Incident Report*<sup>1</sup>. Use the form attached to these guidelines, or other suitable template. The staff member who applied the physical restraint should sign the incident report, as well as the Principal or Principal's delegate.
2. Place a copy of the *Staff Physical Restraint Incident Report* and any other relevant forms, e.g. an injury form, in the student's file. Make the copied forms available to the student's teacher/s and the student's parents or caregivers.
3. Report all incidents of physical restraint to the Ministry of Education<sup>2</sup> and the employer (boards of trustees, sponsors of partnership schools kura hourua, and managers of private schools). Use the form: *Information for the Ministry of Education and the Employer* specified in Appendix 1 of the rules. A copy of the form is also included below.
4. The debriefing forms should be completed by the Principal or delegate.
5. Share information on physical restraint incidents with the Board of Trustees via the Principal's report. Only share this information in a session that excludes the public.



### Staff physical restraint incident report

- » This must be completed as soon as possible and always within 24 hours.
- » The incident report should be signed off by the staff involved, any staff who witnessed the incident, and the Principal or Principal's delegate.

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

(boards of trustees, sponsors of partnership schools kura hourua, and managers of private schools).

- » Complete the form and email it to [physical.restraint@education.govt.nz](mailto:physical.restraint@education.govt.nz). Provide a copy of the form to the employer.

**Note:** If the Principal applied the restraint, a delegated senior management team member should sign off the report.

### Staff reflection form

- » The staff member who applied the restraint should complete this as soon as possible and always within 24 hours.

### Physical restraint debriefing form (staff)

- » Within two days of the incident, a debriefing with the staff involved should be held by the Principal or Principal's delegate. Another member of staff who was not involved in the restraint should attend.
- » If a behaviour specialist from the Ministry or an RTLB is supporting the student's team, they should be part of the debriefing process.

**Notes:**

The Principal is responsible for facilitating the debriefing unless they are the person who applied the physical restraint.

If this is the case, a suitable senior leader in the school should take this role.

If police have been involved they should be invited to the staff debriefing too.

### Physical restraint debriefing

(parents or caregivers and, if appropriate, the student)

- » The parents or caregivers should be notified and involved in discussion about the incident with the Principal or Principal's delegate as soon as possible so they can monitor their child's physical and emotional wellbeing at home.
- » The parents or caregivers should be given the opportunity to discuss the incident and invited to become active partners in exploring alternatives to restraint.

**Note:** The staff member who applied the physical restraint should not be part of this meeting.

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<sup>1</sup>The reporting requirement is made in accordance with Rule 8<sup>(2)</sup> of the Education (Physical Restraint) Rules 2017.

<sup>2</sup>The reporting requirement is made in accordance with Rule 8<sup>(1)</sup> of the Education (Physical Restraint) Rules 2017.

# Appendix 1: Staff physical restraint incident report form

Report completed by:	Date of incident	Date of report
Name of student		
Date of birth	Gender	M    F
Ethnicity		
Time restraint started		
Time restraint ended		
Name/s of staff member/s administering restraint		
Trained in safe physical restraint?	Yes	No
Other staff /adults who witnessed		

### Place where restraint occurred

Classroom
Corridor
Assembly hall
Outdoor area
Toilet block
Administration area
Other (identify)

### Behaviour directed at

Staff member - name
Student - name
Self
Property - describe the serious and imminent risk to the safety of self or others

### Reason restraint was considered necessary

Serious and imminent risk to safety - describe
Actual injury - describe and attach injury form

### Signatures

Principal or Principal's delegate	Staff member involved	Other staff (witnesses)
-----------------------------------	-----------------------	-------------------------

Place a copy of this form on the student's file.

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



## Appendix 2: Information for the Ministry of Education and the employer – in accordance with Rule 8(1) of the Education (Physical Restraint) Rules 2017

If a teacher or staff member physically restrains a student the incident must be reported to the Ministry of Education and the employer (board of trustees, sponsor of a partnership school kura hourua, or manager of a private school). Complete the form below and email it to [physical.restraint@education.govt.nz](mailto:physical.restraint@education.govt.nz). Provide a copy of the form to the employer.

Why is the Ministry collecting this information?

The Ministry will use the information to provide appropriate support to schools and students when there are incidents of physical restraint on students.

The Ministry will also use this information to update the rules and guidelines to reflect evolving practice or address areas of concern.

What is physical restraint?

The Act defines physical restraint as using physical force to prevent, restrict, or subdue the movement of a student's body or part of the student's body. Physical restraint is a serious intervention. The legislation limits the use of physical restraint on students to teachers or authorised staff members.

The following situations involving physical contact happen in schools every day. They are not examples of physical restraint and do not have to be reported to the Ministry:

- » Temporary physical contact, such as a hand on the arm, back or shoulders to remove a student from a situation to a safer place.
- » Holding a student with a disability to move them to another location, or help them to get in a vehicle or use the stairs.
- » The practice of harness restraint, when keeping a student and others safe in a moving vehicle, or when recommended by a physiotherapist or occupational therapist for safety or body positioning.
- » Younger students, especially in their first year of school, sometimes need additional help. For example, you may "shepherd" a group of younger children from one place to another.
- » Staff may hold the hand of a young student who is happy to have their hand held for a short time.
- » Staff may pick a young student up to comfort them briefly.

# Information for the Ministry of Education and the employer form

Information for Ministry of Education and the Employer: completed by	Date of incident	dd/MM/yy	Date of report	dd/MM/yy
Name of School				
Student's National Student Number (no name)				
Date of birth	dd/MM/yy	Year level	yy	Gender M F
Ethnicity				
First time the student has been physically restrained?	Yes	No		
The student was physically restrained more than once during the day?	Yes	No	If yes, how many times?	
The student has an Individual Behaviour Plan?	Yes	No		
Physical restraint was a part of the plan?	Yes	No		
Were parents notified?	Yes	No		
Was anyone injured?	Yes	No	If yes describe	
Was the staff member who applied the restraint a teacher or authorised staff member?	Yes	No	If no, provide details	
Role of staff member who applied the restraint?	Teacher	Other	If other, describe role	
Did the staff member who applied the restraint receive any training prior to the incident?	Yes	No	If yes, what training?	
<b>Why was the use of physical restraint considered necessary?</b>				
Serious and imminent risk to the safety of the student or any other person - describe				
Any other comments				

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

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

## Appendix 3: Staff reflection form

### Events leading to the incident

---

Describe what was happening before the behaviour started to escalate. What was the student doing? What do you think might have triggered the behaviour? How were other students reacting to the student?

### Behaviour of the student

---

What did you notice about the student's behaviour that alerted you that they were struggling to cope? Think about the way they looked, for example facial expressions, physical signs, language.

### What did you try before the restraint?

---

Describe the alternative techniques and interventions tried to prevent the emergency, including a description of the de-escalation strategies you used. What was the response from the student?

### The restraint method used

---

Describe the nature of the physical restraint. Include the type of hold and number of people required.

### Monitoring

---

Describe how the student's physical and emotional distress was monitored while they were restrained.



### After the restraint ended

Describe the mood of the student following the restraint. What help and support were they offered?

### If there's a next time

What could be done differently in the future to prevent the need for restraint?

### How about you?

How are you feeling and what support do you need? How about others?

Signature of person who applied the restraint

Signature of any staff witnesses

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

## Appendix 4: Debriefing form for staff involved in physical restraint incident

Date of incident	dd/MM/yy	
Date of debriefing	dd/MM/yy	Time of debriefing
Names of the people at the debriefing		

Findings of debriefing

Next steps/actions

---

Principal or Principal's delegate signature

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

## Appendix 5: Physical restraint debriefing form – parents or caregivers, student

Date of incident		dd/MM/yy
Date of debriefing	dd/MM/yy	Time of debriefing
Names of the people at the debriefing		
Findings of debriefing		
Parent or caregiver – comments and suggestions		
Student – comments and suggestions		
Next steps/actions agreed		
<b>Signatures</b>		
Principal or Principal's delegate	Parents or caregivers	Student

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





**MINISTRY OF EDUCATION**  
TE TĀHUHU O TE MĀTAURANGA

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New Zealand Government

## CRITICAL INCIDENTS - Section D

### MAINTAINING THE SCHOOL ROUTINE

#### Management Team

Senior Administration Staff

#### Purpose

- 1 To maintain school activities as normally as possible to give students some form of security in a time of shock.
- 2 To maintain effective communication and co-ordination between the Critical Incident Team and the Management Team.

#### Responsibilities

- 1 To continue normal School routines.
- 2 To employ appropriate relief staff and assign extra staff to duties.
- 3 To free up necessary rooms.
- 4 To work closely with their House form teachers monitoring staff and student responses.
- 5 To facilitate internal communications - updates and information.
- 6 To organise other tasks as requested by the Critical Incident Team.
- 7 To set up House assemblies where necessary.

#### Form and Class Teacher's Role

There will be an expectation placed on staff to maintain normal routines while being supportive of students. To enable this to happen, staff will be:

- a) Kept informed of all updates in the situation
  - b) given time to express their own feelings and receive the support needed
  - c) given suggestions on how to facilitate discussion in their class
  - d) informed of areas of the school where students can go for support
  - e) provided with counselling support
- 1 Staff will need to know where students are at all times. Absent students should be noted and list sent to Students Centre.
  - 2 Distressed students need to be encouraged to go to support rooms and a classmate should act as an escort.
  - 3 Staff will need to be prepared to assist with extra duties in the grounds at interval and lunchtime monitoring students' reactions.
  - 4 A written statement prepared by the Critical Incident Team will be given to form teachers to read or form level assemblies may be used to communicate the same information.

## CRITICAL INCIDENTS – Section E

### CRITICAL INCIDENT PLAN

#### Immediate

- 1 Find out the facts - collect information about the incident.
- 2 Convene an urgent meeting of the Critical Incident Team.
- 3 Organise immediate counselling support for those who require it.

#### Purpose Critical Incident Team Meeting

- 1 To consider the *role* and *level* of involvement of school resources
- 2 Identify students/families most affected to immediately offer support and counselling
- 3 To allocate tasks to team members.
- 4 To decide whether a Critical Incident Centre (e.g. Library) is needed - space, privacy, phone, tea/coffee facilities etc. - organise personnel.
- 5 To plan communication to all staff (including ancillary), students (how and when), parents/caregivers and other school attended by siblings.

- Draft incident statement to be read to -
  - a) staff
  - b) students
- outline proposed action plan (e.g. staff meetings)
- draft media release if required.
- draft letter to parents covering:
  - a) the facts
  - b) what the school has done
  - c) the School's plans
  - d) how the children may react
  - e) how to get help

- 1 Contact CYFS and establish liaison with them.
- 2 Establish contact with other outside agencies that may have necessary skills (e.g. Kaumatua, GSE.)
- 3 Plan home visit to express condolences (2-3 team members), offer support and set up further communications.
- 4 Establish guidelines for working with the media.

Consideration needs to be given to:

- media access onto school property to staff and students
- clear factual information and judicious comments given only after next-of-kin informed
- avoid speculative comments
- the likelihood of future enquires (school, police, coroner)
- protecting students from media pressure
- monitoring rumour
- thoroughly briefing the office staff.



## CRITICAL INCIDENTS – Section F

### SUICIDE RESPONSE PLAN

#### Purpose

While suicide happens at a relatively low rate in the population at large, adolescent suicide has increased threefold over the last ten years and has become a major concern. Suicide is also a highly emotive topic and, if a suicide occurs, the reactions can be extreme and are often damaging. One such reaction of particular concern is the so called *copy-cat syndrome* or *suicide virus* or *cluster suicides* - suicides by other vulnerable individuals in the days following a suicide.

To minimise the negative consequences of a suicide, a planned response will be valuable.

#### Action

*the event of a student suicide, the School's Critical Incident Plan will be followed.* There are, however, some special considerations -

- 1 Avoidance of assembly situations.
- 2 Plan for meeting of all staff as soon as possible.
- 3 Attempted or completed suicides may follow a suicide of death by other means - *to be with their friend.*
- 4 Schools need to be alert to students displaying possible suicidal warning signs up to a year after a traumatic incident - staff made aware of common warning signs and guidelines. Referral made for evaluation of suicide risk.
- 5 Post suicide strategies focus heavily on -
  - the return to normality within the School;
  - providing opportunities for students and staff to begin the process of resolving their grief;
  - helping people come to terms with the event.
- 6 Provide guidelines to staff for handling classroom discussion. Avoid *romanticising* the victim or making them a *heroic* figure.
- 7 Family contact situation should -
  - provide support and assess the appropriate level of school involvement;
  - provide the opportunity for a 'psychological autopsy' to find out what precipitating factors existed and whether the school contributed to these;
  - deflect scapegoating of the School, but remain sympathetic;
  - assess the need for support from appropriate services.
- 8 More intensive work (talking about the person, ways of expressing their feelings and how they can support each other, a session on grief and grieving) should be encouraged, especially with the friendship group and classes.
- 9 Monitor or assess persisting behaviours which may indicate a need for specialist counselling.

## CRITICAL INCIDENTS - Section G

### PEOPLE WHO MAY BE AFFECTED BY CRITICAL INCIDENTS

Those involved in a critical incident will play various roles and encounter different experiences. A useful guide for identifying those who are most likely to need assistance follows:

#### ***People Directly Exposed to Incidents***

Those who suffer intense trauma, including injuries, e.g. students and staff.

#### ***Relatives and Friends***

Those who are grieving for the injured and affected, e.g. families, students, staff.

#### ***People with previous Trauma or Grief***

Those who are not directly affected by the incident but who may be affected because of a previous incident.

#### ***Helpers or Recovery Personnel***

Recovery personnel who are required to maintain functional efficiency during the incident and to cope with the psychological affects, e.g. staff school counsellors, administrators, emergency service personnel.

#### ***Community & People Indirectly Involved***

Those in the community affected but not directly involved, e.g. other parents, staff and students from neighbouring schools; those who could have been direct victims but were not because of chance or circumstances; those for whom stress is triggered as a result of the incident.



## CRITICAL INCIDENT – Section H

### CRITICAL INCIDENT CHECKLIST

#### IMMEDIATE TASKS

- Set up Critical Incident Team.
- Find out the facts,
- Establish specific plan.
- Inform next of kin if necessary.
- Inform all staff. Inform all students.
- Set up a recovery room in the School.
- Liaise with the media.

#### SHORT TERM TASKS (2 or 3 Days)

- Restore the School to regular routine.
- Encourage teachers to allow students opportunities in class to talk about the incident and about their reaction. Provide debriefing and counselling for students.
- Keep parents informed.
- Be alert for students (or teachers) showing persisting extreme reactions.
- Debrief staff. Monitor the welfare of those in caregiver roles.
- Liaise with the media.

#### TASKS TO ADDRESS DURING FIRST MONTH

- Private counselling for students.
- Provide opportunities, where a death has occurred, for those affected to be involved in a public expression of farewell to the deceased. In other circumstances, provide appropriate closure.
- Monitor the progress of any hospitalised students or staff and ensure they have counselling support. Remain in contact with families.
- Be alert for significant and persistent changes in the behaviour of those affected by the incident. Media reports may cause additional stress.
- In the case of a serious incident where a number of students are directly involved, call a meeting of parents of those students involved after three or four weeks.

#### LONG-TERM ISSUES

- Continue to monitor the emotional and physical welfare of both staff and students.
- Be alert for the potentially disturbing influences of inquests and legal proceedings and of special occasions such as Christmas, the birthdays of those killed and the anniversaries of the incident.

# CRITICAL INCIDENTS – Section I

## ADVICE FOR TEACHERS

- 1 When a critical incident occurs involving the whole school community, an already organised procedure will be followed.
- 2 Teachers will have the responsibility of informing their designated group of students about what has happened and what is being done about it.
- 3 Teachers will be the first line of contact with students who could collectively be frightened, grieving, confused, inquisitive or disinterested.
- 4 In this situation it is best to use certain responses and to avoid others. Here are some suggestions.

### Try to Avoid

You'll feel better about tomorrow.

Something like this happened to me once .....

Try not to be so emotional about it.

Forget it. It's nothing to do with you.

It is only a one in a million accident.

Leave me out of it. I can't cope.

Do something to take your mind off it.

Just try and get over it.

### Try to Use

It's OK to feel shocked and helpless now.

You must be finding it really hard to believe.

You will be more comfortable in another room.

We all feel the shock of something like this.

It did happen and this is the result.

I'll get someone else to take the group.

The thoughts will keep coming back at times.

If you want to talk, go to ..... or see .....

## CRITICAL INCIDENTS - Section J

### MANAGING THE MEDIA

Each critical incident is unique and the dynamics of each situation will have to be assessed when it occurs. It is important that a structured approach to media management is developed and is included in the management plan to ensure the most positive and supportive response from the media.

#### 1 **Take the media calls**

The Principal or nominated person should handle the initial media calls. Be sure to return media calls as soon as possible.

It is important that the people involved have an input in media coverage so that the story is balanced. Therefore, avoid answering questions with "no comment". Respond to questions accurately, however, it may be necessary to explain to the media that you are unable to answer their questions at this time because (i) of the sensitive nature of the issue, or (ii) you do not have the information available. It may be necessary to check with the police, ambulance or fire brigade etc., before making a statement.

#### 2 **Response time is important**

People likely to be contacted by the media need to be alerted *immediately* and kept informed as more details come to light.

#### 3 **Channel all media enquiries through one person**

The Principal will liaise directly with the media as more details are known (or as delegated to the media liaison person).

#### 4 **Relate to journalists in a positive and friendly way**

Enlist the support of the media to report accurate information and avoid being defensive. Journalists are professionals too. They have been assigned the job of reporting the story. They feel the public have a right to know and they will report the story with or without co-operation. In a major disaster, the media is an essential means to communicating information, e.g. providing hot-line phone numbers, etc.

Working with the media representatives as professionals and providing them with accurate information about the incident means staying in control. Co-operation can make the difference between inaccurate reporting resulting in a story that reflects negatively on the school and one which shows our caring role and our ability to respond effectively in a crisis.

Emphasis should be placed in media comment on the support available to students and staff.

#### 5 **Determine what the official response will be**

Consider other developments or broader issues that may need to be considered when framing the response.

6 **Express concern. Restrict answers to facts. Accentuate the Positive.**

It is appropriate, for example to:

State the facts about what has occurred and what is being done, e.g. when and where it occurred, how many people were involved or hurt, how much damage has been done, etc.

Describe the assistance being provided for students and staff who may have been traumatised.

Explain that the whole School has been deeply shocked, that all available resources and support services have been gathered and what steps are being taken to rectify the situation and get things back to normal as soon as possible.

It is imperative to avoid making comments which imply blame or fault for any part of the incident, as there could be significant legal implications. Official enquiries, e.g. the police – are likely to follow serious incidents. Media comments on the public record may have a bearing on proceedings at such inquiries.



## SUN – SHADE

### Rationale

Excessive exposure to ultraviolet radiation (UVR) from the sun causes sunburn, skin damage and increased the risk of skin cancer. New Zealand, along with Australia, has the highest melanoma rates in the world. One or more episodes of sunburn in childhood and adolescence have been shown to increase the risk of melanoma later in life.

Throughout New Zealand sun protection is required from October to March inclusive, especially between the hours of 11.00am and 4.00pm. Therefore, this policy applies only during Terms 1 and 4.

Note: There are also benefits from sun exposure, including Vitamin D absorption, which is important for the development of healthy bones, muscles and teeth. During the winter months, students should be encouraged to actively enjoy the sun.

This policy is adopted from 1<sup>st</sup> August, 2008, so that children attending Whanganui High School are protected from harmful UV radiation from the sun.

As part of general SunSmart strategies, during Terms 1 & 4, between 11.00am and 4.00pm our school will:

### Behaviour

- 1 Work with wider School community to promote students' use of SPF 30+ broad-spectrum sunscreen. <sup>1</sup>
- 2 Encourage children to wear clothing that protects the skin from the sun (eg. sleeves and collars).
- 3 Encourage staff to role-model SunSmart behaviour.
- 4 Regularly publicise and reinforce the SunSmart Policy, for example, through newsletters, parent meetings, student and teacher activities.

### Curriculum

- 1 Incorporate SunSmart education and activities when delivering the curriculum.

### Environment

- 1 Work towards developing and improving existing shade, particularly in areas where students congregate. Shade can be both built and natural (e.g. constructed shelter and trees).
- 2 Whenever possible, schedule outdoor activities and sports events before 11.00am.<sup>2</sup>
- 3 Organise outdoor activities to be held in areas with plenty of shade whenever possible.

### Reinforcement and Evaluation

- 1 Ensure ongoing assessment of SunSmart behaviour, shade provision and curriculum emphasis.
  - 2 Review of the SunSmart policy by the Board of Trustees and Principal at least every 3 years.
- 1 Sunscreen should not be the sole or primary form of protection.
  - 2 The Cancer Society recommends holding school excursions early in the day to cut down the exposure to UV radiation. Plan them for venues where adequate shade is available or alternatively provide your own shade by taking umbrellas or tents.

# WHANGANUI HIGH SCHOOL PHOTOGRAPHIC DEPARTMENT H&S PROCEDURES

## Contents

- 1 INTRODUCTION
- 2 DARK ROOM MANAGEMENT
- 3 DARK ROOM HEALTH AND SAFETY
- 4 CHEMICALS
- 5 DARK ROOM SAFETY PROCEDURES
- 6 DARK ROOM USER RULES
- 7 EMERGENCY PROCEDURES
- 8 RATIFICATION

## 1 Introduction

Safe practice is important in all areas of the Art Department however the Photographic darkroom presents its own specific challenges. While the majority of black and white chemicals are in the range of non-toxic to slightly toxic to most people, black and white developers and colour chemicals are in the range of slightly toxic to toxic, especially if these developers or colour chemicals are ingested, inhaled or come into contact with bare skin. To minimise these hazards we must rely on the competent and informed conduct of all users of the dark room facilities. Primarily, users of the darkroom will ensure all Whanganui High School Health and Safety Procedures are followed. In addition, the following document outlines the specific Photographic Department Health and Safety procedures.

## 2 Dark Room Management

Member of staff teaching Photography is responsible for the Dark Room management. This management includes the Health and Safety of all its users, furnishings, fittings, equipment and chemicals.

## 3 Dark Room Health and Safety

The Dark Room shall have a first aid kit, *[Refer appendix (i)]* personal protective equipment and spill kit. *[refer appendix (ii)]*. These items shall be checked twice yearly and restocked if necessary by photography teacher in charge. All students and teachers shall receive a Health and Safety lecture familiarising them with the potential hazards associated with photographic chemicals, the PPE (personal protective equipment), first aid and emergency procedures. This lecture must happen before they are cleared to work in this area and records of this kept on site. *[Refer appendix (iii)]*

## 4 Chemicals

- All chemicals should be dated and signed on arrival and note taken of expiry date.
- Disposal of chemicals shall be in line with recommendations in MSDS sheets
- Handling of chemicals shall occur in well ventilated room.
- Chemicals shall be stored in closed original containers in a dry place. Store under well ventilated conditions at a temperature below 25 degrees Celsius.
- Chemical stocks shall be stored as low to the ground as possible and in a secure cupboard.
- Access to the chemicals shall be limited by a locked door.
- Chemicals shall only be mixed by teacher in charge.
- An annual stocktake of chemicals shall be performed by photography teacher in charge. A copy of this stocktake will be supplied to the Laboratory Manager. This will be subsequently filed in the main office for quick access by emergency services if needed. *[Refer appendix (iv)]*

## 5 Dark Room Safety Procedures

- 1 Read and follow all instructions and safety recommendations provided by the manufacturer before undertaking any process. This includes mixing, handling, disposal and storage.
- 2 Be aware of all inherent dangers associated with any chemicals being used. Keep Emergency phone numbers in a prominent position.
- 3 Many chemicals can be flammable. Keep them away from any source of heat or open flame.
- 4 Work in a well-ventilated space.
- 5 Protect yourself. Wear disposable gloves, safety glasses and plastic apron when appropriate. Use a disposable mask or respirator when mixing chemicals.
- 6 Follow mixing instructions precisely.



- 7 Do not eat or drink in dark room.
- 8 Always add acids slowly to water, never the other way around.
- 9 Follow instructions for proper disposal of chemicals. This should be in accordance with the requirements of the Resource Management Act and Local Council Bylaws in addition to HNSO requirements.
- 10 People have varying sensitivities to chemicals. If you have any reaction to dark room chemicals seek medical advice and be extra diligent in following safe procedure.

## 6 Dark Room User Rules

- 1 You must wear gloves or use tongs when processing black and white paper. The only place you may use your bare hands is to remove prints from the water bath or to wash prints. Developers are toxic especially if absorbed through the skin over long periods of time.
- 2 When processing colour you must use gloves for both film and paper processing. Colour chemicals are very toxic. You may use bare hands to wash prints after they are out of the processor, but you should wear gloves to hang film. Stabilizer has formaldehyde in it.
- 3 Only teacher in charge may mix up chemicals.
- 4 Clean up any chemical spills immediately. Isolate the spill with kitty litter or sand and use absorbent pads to soak up bulk of liquid. Put all used material into plastic bag for disposal. Ensure area is completely clean and dry.
- 5 No eating or drinking in dark room.
- 6 Shoes must be worn in the darkroom to avoid any spilt chemical seeping in through the skin.
- 7 If you use gloves wash them before disposing of them. Whether you use gloves or tongs, wash your hands thoroughly with soap before leaving dark room.

## 7 Emergency Procedures

All significant accidents and incidents causing harm to student or staff must be reported using the ACC form in the student centre. All emergency procedures are outlined on a wall within the dark room. In the event of an emergency 1) Call for first aid (see emergency numbers by phone) and 2) carry out the following immediate remedial measures.

- 1 Inhalation of chemical: get the person to fresh air.
- 2 Ingestion of chemicals: Do Not induce vomiting. Call poison control and carry out advice given. Locate MSDS sheets for a complete breakdown of chemicals in a particular product.
- 3 Electrical shock: Press emergency power cut off button.
- 4 Chemicals splashed into eyes: Immediately flood eyes with cold water and continue to flood for fifteen minutes. Seek medical attention for all eye injuries.
- 5 Chemicals splashed on skin: Immediately flood skin with water until chemical is flushed away. If any change in skin condition occurs seek medical attention.

# SCIENCE DEPARTMENT H&S PROCEDURES

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## 1 INTRODUCTION

Laboratories are by their nature, potentially hazardous workplaces. It is essential that all those who work in them possess a sense of responsibility regarding dangers to themselves and others. It is difficult to monitor a busy laboratory and the Teacher must rely on the competent and informed conduct of all users. It is therefore the responsibility of each class teacher to ensure laboratory safety standards are maintained and are in accordance with the Whanganui High School Health and Safety Policy. The Whanganui High School Science Department will however require additional specific procedures to ensure the health and safety of staff and students at all times. It is within this document that these procedures are outlined. This document has been written with full consideration of compliance with the Hazardous Substances (Exempt Laboratories) Regulations 2001 and in line with the Code of Practice for School Exempt Laboratories and the Health and Safety at Work Act 2015.

## 2 LABORATORY MANAGEMENT

### 2.1 Responsibility for Labs

Each laboratory will be the responsibility of a specified member of staff, normally the person who teaches in that room for the greatest amount of time. Responsibility includes fittings, furnishings, equipment, display etc.

### 2.2 Health & Safety

Each laboratory has a Health and Safety Hub in place. The Health and Safety Hub contents are:

- Dry Powder Fire Extinguisher
- Fire Blanket
- Sand Bucket
- First Aid Kit
- Emergency Procedures Chart
- Chemical Spill Kit
- Hazardous Substances Symbols and Explanation
- No Food and Drink Sign
- Emergency Phone Numbers List
- Eye Bath
- Glass Bin
- Student Safety Data Sheets Folder
- Laboratory Rules

Teacher induction shall include familiarization with PPE (Personal Protection Equipment), fire equipment, first aid and emergency procedures and shall be required of all staff members in charge of a science class (including relievers).

## 2.3 Maintenance Procedures

A monthly check of the Laboratories will be conducted by the Science Technicians. Damage, need for replacement or fixing that is deemed a health and safety issue should be reported to the Property Manager immediately. If faults are not remedied in appropriate, reasonable time it may be necessary to carry out risk assessment to decide immediate course of action (check with HOF if unsure of this).

## 2.4 General Care

Students shall **never** be in laboratories unsupervised.

Any spillages, on benches or floors, must be cleaned up immediately,

Laboratory benches (including side benches) must be clear and free of obstruction. They must not be used as places to leave books, worksheets etc.

Students causing damage arising from negligent or willfully destructive behaviour must remedy such damage or they may be billed for the appropriate costs. See HOF for advice if you are not sure (Letter home / receipt of payment etc.)

Students should be explicitly told, in each relevant lesson to:

- Dispose of waste solids in bin, not the sinks.
- Dispose of organic solvents in the waste solvent containers provided.
- Clear, and wipe if necessary, all surfaces and floor before end of lesson.
- Rinse out all glassware, spatulas etc. and either return them to laboratory locations or leave in bowl by sink for dishwasher if necessary.
- Return all equipment to appropriate locations by end of lesson.

## 2.5 Laboratory Checks and Maintenance (Technician Staff)

### Monthly

Monthly Health and Safety Classroom checklist [*Refer Appendix (ii)*]

### Quarterly

Quarterly glassware, equipment and environment check [*Refer Appendix (iii)*]

## 3 GENERAL LABORATORY PROCEDURES

It is essential that good practice is followed, and demonstrated by members of staff at all times whilst in the laboratory. All students shall be made aware of the principles of safe laboratory practice, the type and range of hazards that may be present, and the procedures to be adopted in the event of an emergency.

Every student shall attend (or be given privately) a Health and Safety lecture outlining what behavior is expected in Laboratories and educated on the Health and Safety Hub in their classroom. Points 3.1 and 3.2 of this document must be included in this lecture. Documentation of attendance at this lecture shall be kept on file with Laboratory Manager.

It is important to take into consideration the varied abilities of students at WHS and be especially diligent about ensuring students understand their responsibilities within a science laboratory. NB. Especially students who do not have English as a first language.

### 3.1 Basic Rules

The following basic rules shall apply:

- No eating or drinking in any laboratory, teaching rooms etc., at any time.
- Bags and belongings should not be allowed to clutter the benches or adjacent floor areas, and should be located in the areas provided or under the desks.
- Students must not be allowed in a laboratory unsupervised. Laboratory doors must be locked when not in use.
- No unauthorized experiments (not risk assessed) shall be allowed, staff wishing to carry out new experiments should submit a written plan with a risk assessment to the Head of Science for prior approval.
- No materials or chemicals shall be removed from the laboratory without prior permission.
- Laboratory work areas will be kept clear and tidy at all times, and all chemicals and equipment shall be returned to the Laboratory Prep. rooms at end of period.
- Laboratories shall not be used as lunch rooms / wet weather rooms.

### 3.2 Student Safety Rules:

It is important that students make teachers aware of any medical conditions, whether physical, mental, or behavioural, allergies etc. which may affect their learning in the Laboratory environment.

The following rules must be made clear to students at the start of the year and re-enforced throughout the year. If necessary, give the rules to students to stick into their book.

- 1 You must not enter a laboratory unless instructed to do so by a teacher.
- 2 You must not do anything with equipment or materials unless told to do so by a teacher. You must follow instructions precisely.
- 3 You must wear eye protection when told to do so and keep it on until told to take it off when all practical work including clearing away is finished.
- 4 When instructed to use a Bunsen burner, make sure that hair is tied back, scarves and jackets are removed and school ties are tucked in to keep them well away from the flame. Hair ties are available.
- 5 When working with liquids, always stand up, never sit. Then you can move out of the way quickly if there is a spill.
- 6 Never taste anything or put anything in your mouth when in the laboratory unless special arrangements have been made. This includes pencils which might have picked up poisonous chemicals from the bench.
- 7 If any chemicals get on your hands or any other part of the body, wash them off.
- 8 Wash your hands after work with chemicals or with animal, vegetable or microbiological matter.
- 9 Put waste solids in the correct bin, never in the sink.
- 10 Report any accident to the teacher. This includes chemicals in the mouth, the eyes or on the skin. Also any burns or cuts.
- 11 Keep your bench clean and tidy, with bags pushed out of the way underneath.
- 12 Correct full cover footwear must be worn for all practical classes.
- 13 ABSOLUTELY NO EATING OR DRINKING IN CLASS.

## 4 ENVIRONMENT

Appropriate and adequate levels of lighting, heating and ventilation will be provided at all times within all Science areas.

All supplies of energy such as electricity, gas, water, etc. will be fitted with appropriate isolation controls and staff will be made aware of their position and know how to operate them in the event of an emergency.

## 5 RISK ASSESSMENT

A thorough risk assessment shall be carried out for each laboratory procedure, in order to identify any hazards and precautions necessary.

All teaching staff are directly responsible for health and safety matter in their work. This includes a legal requirement to ensure risk assessment procedures have been followed at all times. Science Technicians may advise on risk assessment if you are unsure, but this should be done well in advance of the activity, not at the last minute.

At WHS we comply with the legal requirements for risk assessment by diligently using the Risk Assess ordering system. All teachers will be made familiar with this system and how to best use it at their induction meeting with Laboratory Manager. All teachers once familiar shall adopt it for all practical components of their teaching. It is required section 4.2.2 of Code of Practice that risk assess documentation be available, on paper, to students at the time of a laboratory practical is taking place.

This requirement is met in two ways.

- a. by having a correctly produced Experiment Risk assess order attached to the tray or trolley which contains the experiment equipment or chemicals.
- b. by keeping an up to date folder of CLEAPS Student Safety Data sheets in each Health and Safety Hub drawer. Full MSDS Sheets covering all chemicals available in the school are kept in the each Technicians Prep room if they are needed.

## 6 USE OF CHEMICALS

### Storage and Handling

One of the principal hazards in any laboratory is the use of chemicals, therefore strict procedures will be followed at all times.

- Before ordering any chemicals the Laboratory Technician shall confirm that it is not on the MOE-forbidden list of specific substances or forbidden classes.
- On receiving chemicals the Laboratory Technician opening parcel shall date and sign each bottle, and delivery docket, before it is received into stock. Chemicals received prior to this document have been labelled "pre-policy change" to distinguish them from new stock.
- Quantities of hazardous substances should be kept to a minimum and shall not exceed the total quantities listed in Appendix 1 of Schools Exempt Laboratory Code of Practice.
- The Laboratory Manager shall ensure that chemicals are segregated so that incompatible chemicals are separated.
- Winchesters shall be stored as near to ground level as practicable and secondary containment shall be provided.
- Shelving and cabinets should be secured to prevent toppling during moderate earthquakes.
- Shelves should have lips or some other arrangement to prevent containers from falling off the shelves during an earthquake.
- All hazardous substances shall be stored on impervious surfaces.
- Safety carriers or trolleys shall be used for transporting containers of hazardous substances with a capacity of 2 litres or more.
- All chemicals shall be identified and, where appropriate, carry all relevant hazard warning labels, even when decanted into smaller amounts for bench use etc. Procedures for correct labelling by Technicians of secondary containers as specified in the Exempt Laboratories code of Practice shall be followed at all times.
- Full Chemical inventory shall be performed annually and a copy of this and their location, shall be kept in the School Office with the emergency plan.
- Copies of Safe Methods of Use (SMUs) documents shall be filed in Laboratory Technicians Safety Hub and also with the Emergency Inventory List in Main School Office.



- No chemicals shall be used unsupervised by students.
- Each laboratory shall be equipped with the necessary materials and equipment to deal with any spillage or leakage of any chemicals at the time of their use. All members of staff, and where appropriate, students, will be instructed in the correct methods of their use and disposal.

## 7 **PERSONAL PROTECTIVE EQUIPMENT (PPE)**

Personal protective equipment will be issued and worn whenever identified as necessary in any relevant risk assessment.

- WHS shall ensure that a sufficient supply of such protective equipment is made available and kept in good order.
- It shall be the responsibility of each member of staff to issue and check the returns of such equipment as appropriate.
- All loss, damage or defects should be reported to Lab Technicians and their repair or replacement will be actioned.
- The stock and suitability of all PPE shall be reviewed at the beginning of each year by Technicians and the general condition monitored following each issue and use.
- All PPE shall conform to the relevant standards and be of a type suitable to afford adequate protection against the risks identified.
- Teaching staff shall be responsible for instructing their students in the correct methods of use and care of PPE, and shall supervise and enforce its use as necessary.

## 8 **LABORATORY EQUIPMENT**

All laboratory equipment will be maintained in good working order at all times, and any defective or faulty items shall be removed for repair or replacement as appropriate.

Electrical apparatus shall be visually inspected on a regular basis and subjected to annual electrical testing by a qualified tradesperson. A record of such tests and inspections shall be maintained by the Property Manager.

All glassware will be inspected for chips and/or cracks once per term.

## 9 **FUME CUPBOARDS**

All fume cupboards will be properly maintained and subjected to a six-monthly thorough examination and smoke test. Records of such tests will be kept available for inspection by the Property Manager.

Fume cupboards shall only be used by students under close supervision and no chemical reactions shall be left unattended in any fume cupboard at any time.

Fume cupboards must be kept clean and free from obstructions at all times.

## 10 **BIOLOGICAL HAZARDS**

Any procedures involving the use of micro-organisms shall be subject to a thorough risk assessment. Incubation of possible cultures will not be higher than 25 degrees Celsius. No human sites will be sampled.

The utmost care shall be taken at all times to ensure sterile conditions, where appropriate, and all students will be instructed in the proper sterile techniques.

PPE shall be issued and worn as required, and no living organism shall be released or removed from the laboratory.

## 11 APPLICATION OF HEAT

Due to the frequent use of heat and naked flame in many laboratory procedures, special precautions are required as follows.

- Before any procedure involving the use of heat, flames, or exothermic reaction takes place, all potentially flammable materials and chemicals etc., not directly required, will be removed from the area.
- Suitable fire-safety equipment shall be obvious in every lab and readily accessible.
- Following each laboratory session involving the application of heat, and particularly where such a session immediately proceeds a period of non-occupancy (for example, lunch-time or end of day), then the member of staff supervising the session shall ensure that all equipment is switched off, or extinguished, and that no hot or smoldering articles remain.
- When using laboratory glassware to contain substances and preparations requiring the application of heat, extra care should be taken to check its suitability and condition to withstand the likely temperatures during the operation.

## 12 WASTE DISPOSAL

All laboratory waste will be disposed of in the approved manner in line with Code of Practice for School Exempt Laboratories Appendix 6. No chemicals etc. shall be allowed to enter the drains should they be of a hazardous nature unless they have been sufficiently diluted or made safe.

All sharp instruments shall be deposited in special sharps disposal containers and all broken glass deposited in Broken Glass containers provided.

The department will ensure that all waste produced will be disposed of in accordance with the requirements of the Resource Management Act and Local Council Bylaws in addition to HNSO requirements.

## 13 HYGIENE AND WELFARE FACILITIES

All work in a Science laboratory requires that the highest possible standards of personal hygiene are observed at all times, especially when the use of biological or chemical agents is involved.

Liquid hand soap, towels and suitable facilities will be provided in or within close proximity to all laboratories for the purposes of personal washing.

## 14 FIRST-AID FACILITIES

The Department First Aid policy will reflect and enhance that of the school First Aid policy.

Each laboratory shall be supplied with emergency first-aid equipment in the Health and Safety Hub.

The Lab Manager will ensure that at least one member of the Science Department will hold a current First Aid Certificate.

It shall be the responsibility of each member of staff and student to inform the HOF of any allergies or specific medical conditions which may affect their ability to perform any laboratory procedure or handle any chemical or biological agent necessary in the course of their work or study.

All accidents and incidents shall be reported and recorded in line with the WHS Health and Safety procedures.

Unsafe events must use the forms provided in the Laboratory Safety Hub and be handed to Laboratory Manager for filing.

## 15 EMERGENCY PROCEDURES

The department Emergency Procedures will reflect and enhance that of the school's Emergency Procedures policy (5.2). These procedures are clearly outlined in a poster presented in the Health and Safety Hub area.

All emergency routes and exits shall be kept clear and easily identifiable at all times.

## 15.1 In the event of an emergency

- 15.1 Call for first aid. (see Emergency numbers located next to phone)
- 15.2 Carry out the appropriate immediate remedial measure listed below.

## 15.2 Immediate Remedial Measures - What Science Staff should do while waiting for First Aid

All staff will wish to carry out remedial measures immediately while waiting for first aid or professional medical treatment. The following advice covers common laboratory accidents and is intended as a supplement to any local guidance on dealing with non-laboratory events, eg. epilepsy

**Chemical splashes in the eye:** Immediately wash the eye at eye station or tap for at least 10 minutes [or for much longer, if alkalis (unless very dilute) are involved]. The flow should be slow and eyelids should be held back. Afterwards, the casualty should be taken to hospital (and, for alkalis, irrigation continued during the journey). **Chemical splashes on the skin:** Wash the skin for 5 minutes or until all traces of the chemical have disappeared. Remove clothing as necessary. If the chemical adheres to the skin, wash gently with soap.

**Chemicals in the mouth, perhaps swallowed:** Do no more than wash out the casualty's mouth. After any treatment by the first aider, the casualty should be taken to hospital.

**Burns:** Cool under gently running water until first aid arrives.

**Toxic gas:** Sit the casualty down in the fresh air.

**Hair on fire:** Smother with a cloth.

**Clothing on fire:** Smother by pushing the casualty to the ground, flames on top. Spread a thick cloth or garment on top if necessary. A fire blanket is ideal but use only if very close by.

**Electric shock:** Locate and engage the emergency power cut off. If this does not shut power to the casualty break contact by switching off or pulling out plug. If it is necessary to move the casualty clear, use a broom handle or wooden window pole or wear rubber gloves. If casualty is unconscious, check that airways are clear and begin artificial ventilation if necessary.

**Bad cuts:** Apply pressure on or as close to the cut as possible, using fingers or a pad of cloth. Leave any embedded large bodies and press round them. Lower the casualty to the floor and raise the wound as high as possible. Protect yourself from contamination by blood. Wait for emergency help. Use blood spill cleanup procedure outlined in spill kit.

**Asthma attacks:** Ensure that the pupil has immediate access to his or her medication and permit him or her to carry out the appropriate steps in using it.

## 16 GENERAL FIRE SAFETY

The departmental code of practice is in line with the WHS school fire safety policy. Teachers must raise alarm and evacuate students.

## 17 INSPECTIONS AND AUDITS

The HOF and Laboratory Manager will ensure that all safe working practices and procedures are adhered to, and that all relevant statutory requirements are complied with, by making arrangements for regular inspections and audits of the laboratories, their equipment, chemicals and working practices to be carried out.

Any necessary remedial action highlighted by such audits and inspections, shall be documented and put into effect as a matter of course.

## 18 TRAINING

Section 2.4 of Code of Practice for School Exempt Laboratories outlines the skill and knowledge requirements for persons in charge of Laboratories and states that persons need to be authorized. To become such, all staff (including relievers) will undergo the Teacher Health and Safety Induction Procedure before their first class.

The Laboratory Manager will monitor staff performance with relation to the departmental safety policy and make recommendations as to any additional or ongoing training needs within the department to HOF.

He/she will ensure that all relevant staff receive suitable training with respect to any new equipment, machinery or procedures brought into the department and ensure that they are aware of current best practice and any official guidance or codes of practice etc., relevant to their work.

# Monthly Health and Safety Classroom Checklist

DATE.....

ROOM NUMBER.....

Technical Checklist	
	Doors – lockable but open from inside and Exits clear
	Fume cupboard clear and clean, solvent disposal jar present and empty
	Serviced fire extinguisher and fire blanket in class
	Eye bath system available and working
	First aid kit available and complete
	Sinks have running water and are clear of rubbish
	Sand bucket present and clean
	Set of 30 student safety glasses
	Spill kit available and complete
	Gas lines safe and emergency on/off control obvious
	Emergency water shut down labelled and obvious
	Hazard signs on entry door
	Emergency procedures sign obvious
	Hygiene – hand wash and paper towels available
	Unsafe Event report forms available
	Student Safety Sheets folder
	Rubbish bin and glass bin available and empty
	Laboratory Rules sign obvious
	Emergency phone numbers obvious
	Emergency power/gas off button labelled

1	
2	
3	
4	

Signature.....

# Quarterly Classroom Equipment Audit

Date : .....

Room Number:.....

Equipment List	
	Beakers : 100 ml x 15
	Beakers : 250 ml x 15
	Measuring cylinders : 10 ml x 15
	Measuring Cylinders : 50 ml x 15
	Measuring cylinders : 100 ml x 15
	Boiling tubes x 30
	Test tubes x 60
	Test tube racks x 15
	Test tube holders x 15
	Test tube brushes x 5
	Boss heads x 15
	Bunsen burners x 15
	Clamps x 15
	Retort stands x 15
	Conical flasks x 15
	Stirring rods x 15
	Metal spoons or spatulas x 15
	Filter funnels (plastic) x 15
	Gauze mats x 15
	Thermometers x 15
	Tongs x 15
	Tripods x 15
	Heat resistant mats x 15

Signature : .....



**Student Health and Safety Lecture is now recorded as a Google Doc in the link below**

[https://drive.google.com/drive/folders/1VkAksbTZPgVnQ0QWffclek2DD3xGQkSS?usp=drive\\_link](https://drive.google.com/drive/folders/1VkAksbTZPgVnQ0QWffclek2DD3xGQkSS?usp=drive_link)



# Spill Kit

## Contents :

### Personal Protective Equipment

1. Safety Glasses
2. Chemical resistant gloves
3. Dust Mask –single use

### Spill Equipment

1. Kitty litter – To help stop spreading and absorb some fluid
2. Vinegar – Used to neutralise alkali spills
3. Sodium Carbonate – Used to neutralise acids spills
4. Absorbent Pads or paper towels – Used to mop up flammable liquids
5. Dust pan and brush
6. Large strong plastic bag – to dispose of all items used to mop up spill
7. pH indicator paper – To test spill if in doubt of pH or to confirm neutralisation
8. Bleach – To use diluted for blood clean up

Instructions on spill clean up and specifically blood spill clean up are also in spill kit container.

**Unsafe Events now reported as Incidents on Kamar >> Teachers >> Health and Safety**



## Teacher Health and Safety Induction Record

Classroom Health and Safety	
	I have read the WHS Science Department Health and Safety Policy and procedures document.
	I understand my Health and Safety responsibilities under the new Health and Safety Work Act April 2016
	I am aware of, and know where to find, copies of the MOE Safety in Science and NZASE code of Practice for School Exempt Laboratories.
	I am fully familiar with my classroom's Health and Safety Hub and the equipment, PPE and information held there.
	I understand the reporting requirements for accidents, incidents and "events"
	I will always employ safe practice protocols ie <ul style="list-style-type: none"> <li>- Know the hazards of experiments before you do them</li> <li>- Inform students of all hazards</li> <li>- Demonstrate proper procedures</li> <li>- Wear PPE when appropriate</li> <li>- Require students wear appropriate safety equipment when appropriate</li> <li>- Ensure chemicals are used properly and are returned in the state they were given</li> <li>- Use fume cupboards for toxic and flammable chemicals and will leave fume cupboards in a clean and tidy state</li> </ul>
	I hold a current First Aid Certificate
Risk Assessment	
	I have been given training in the use of the Risk assess ordering system.
	I understand the legal requirement around risk assessment of practical science classes.
	I know where to find and how to use MSDS sheets
	All equipment and chemicals entering my classroom will be accompanied by a risk assessment order.
	All equipment and chemicals will be returned to Technicians Prep room after use
	I will endeavour to order chemicals and equipment 48 hours before they are required and understand that it is a first in first supplied system
	I realise I am sharing equipment and Technician time with several other teachers and will return equipment in a state in which the next teacher can use it.

Name: .....

Date: .....

Laboratory Manager/HOD: .....

Date: .....

