

5.1 Education Outside the Classroom

Outdoor education is an effective means of undertaking teaching and learning within authentic contexts that are meaningful to our children. Often Outdoor education represents higher than usual levels of risk, which will be managed with the following guidelines.

Guidelines

- All EOTC experiences are planned, quality educational experiences within authentic contexts outside of the classroom and/or school that provide challenging opportunities for personal development of key competencies
- EOTC experiences provide opportunities for interaction with children from other schools and other communities
- EOTC experiences should connect students with their wider environment through fostering an appreciation and respect for our natural environment
- Each year children in Years 4-6 will have the opportunity to attend an annual camp
- All children eligible to attend will have the opportunity to participate in visits and camps
- Costs will be reasonable and kept to a minimum.
- The participation of parents, children and community members in the planning of events will be encouraged
- Juniors may experience overnight stays in the local area. Year 4-6 students will have the opportunity to experience 3-5 days away from the home area.
- Seven year olds and below will be accompanied by a parent or caregiver on camps.
- A ratio of at least 1 adult to 7 children will be observed. However, a ratio of 1 person, (attested as having necessary experience), to 4 participants will be required for higher risk activities
- All overnight visits, or experiences that represent a 'higher than usual' risk must be approved by the Board of Trustees.
- Parents will be notified of all excursions beforehand and a consent form returned to school prior to the trip. Medical information will accompany the consent when required.
- To ensure safe transport, drivers must be licensed. All children must wear seat belts. All vehicles must be registered and have a current W.O.F.
- At all times, the safety of the children is paramount.
- Financial assistance will be offered in cases of genuine hardship.
- Teachers will be reimbursed their expenses per the Teachers Collective Employment Contract.
- Outside Provider Agreements will be used when contracting outside services in experiences that represent higher than usual risk
- An EOTC Coordinator will be appointed for Mimi School.
- All EOTC experiences will follow 'best practise guidelines' to be kept in an EOTC Folder maintained by the EOTC coordinator.

5.2 Food and Nutrition

The board supports and encourages a healthy eating environment and culture in our school by following these guidelines:

Guidelines

- All food service personnel, teachers, coaches and other school staff will support and promote healthy eating practices.
- Healthy options will be offered at social events will provide our young people with opportunities to enjoy sharing and eating healthy food and beverages.
- Water will be the preferred beverage
- Young people will be encouraged to wash their hands before eating and also to eat sitting down
- We will participate only in food-related events and initiatives that support healthy eating practices, for example, the Fruit in School's programme, Health Promoting Schools, 5+ A Day and the Heart Foundation's Healthy Heart Award and its School Food Programme
- We will use only those sponsored resources that promote healthy food and beverage options, that is, those in the "every day" and "sometimes" categories of the Ministry of Health's Food and Beverage Classification System.
- Only those foods and beverages that fit within the "every day" and "sometimes" sections of the Ministry of Health's Food and Beverage Classification System will be provided or sold on site.
- All food and beverages served or sold at events, for example, at fairs, for fund-raising, or at sports events, will fit within the "everyday" and "sometimes" sections of the Food and Beverage Classification System.
- Food and beverages will not be given as a reward. Instead, children can experience other positive rewards, for example, being allowed to read outdoors, having unstructured time with physical activity equipment, having extra art time, listening to music with a headset while working, or having "free choice" time at the end of the day.
- Children will be able to identify, and take action to address, food nutrition issues in the school.

5.3 Communicable Diseases

Mimi School will provide a supportive environment for, and prevent unfair treatment of persons affected by any communicable disease. We will seek expert advice and ensure that adequate measures are taken to reduce the chance of virus transmission in the school setting. This commitment will be enhanced by appropriate health education within the school.

- It is recognized that people with communicable disease are often healthy and are able to work and study
- Staff or pupils at any stage of infection do not pose a significant health risk to others in a school setting where adequate procedures are maintained. Therefore enrolment or employment will not be affected by any communicable disease infection.
- Confidentiality of any communicable disease of any member of the school community will be maintained at all times. For HIV: there is no basis for needing to be informed of the HIV status of any person. HIV testing is not required. Disclosure of HIV status, where known, is entirely voluntary. Rumors of HIV/AIDS in the school will be neither confirmed nor denied. Hepatitis status needs only to be revealed within the terms of noticeable disease regulation.
- Hepatitis B immunization of staff and pupils is encouraged.
- Standard safety and hygiene procedures are in place for infection control. These are more than adequate to prevent communicable disease transmission on the school setting.
- Education, including discussion and answering questions, will be covered in an appropriate manner within the Health programme.
- In the case of pandemic outbreak, the *Mimi School Pandemic Emergency Plan* will be followed, a copy of which is kept in the Emergency Folder kept under the fax machine in the administrator's office as well as being contained in the *BoT Handbook*

5.3 Emergency Procedures

The first priority in an emergency is the protection of life and the prevention of injury. The second priority is the protection of property. The purpose of our emergency procedures is to protect all those on the site during an emergency. Students must be aware of the procedures to be followed. Teachers are responsible for ensuring that students are familiar with the procedures. Therefore, regular drills are to be practiced once a term. Evacuation notices are displayed in all buildings. The emergency plan is kept under the fax machine in the Administrators office.

Fire

- The signal is the bell being rung continuously or the oral command of the teacher
- Children will be ordered to file out the nearest door in an orderly manner to the mid-field assembly area.
- Each teacher collects their class attendance register, shuts doors and windows if possible.
- The office administrator checks toilets and staffroom are clear before assembling on the field.
- All students and adults assemble mid-field and teachers check attendance registers.
- Return to classes once the all clear is given or if unable to return to buildings parents or care-givers will be notified and children collected.
- Head warden will be the Principal or if principal is out of school grounds it will be the teacher of Room One. (senior class) The head warden will collect the first aid kit and telephone, and ring 111 and give details. If there is a confirmed fire the BOT Chairperson must be informed as soon as possible.
- The Room Two teacher, after ensuring the children are safe will check the children's toilets and special needs block.

Earthquake

- On command, children shelter under desks. After shaking has ceased, exit on command through the door furthest from the fireplace and assemble mid-field.
- The procedure for outside buildings is to assemble mid-field and stay clear of buildings, trees and over head power lines. Teachers will check buildings.

Bus Emergency

In the case of bus emergency, instructions will be given by the driver.

Extreme emergency

The pamphlet "Emergency Procedures" is to be kept in an accessible place.

A plan of the school will indicate the location of:

- Hazardous substances
- Water mains
- Sewer pipes
- Overhead and underground power lines
- Telephone lines
- Main switches for electricity
- Static water supply (water tank, swimming pool)

- Fire hose reel
- Fire extinguisher
- Exit ways and escape routes
- Vehicle parking
- Access ways for emergency services and vehicles
- Assemble area
- School keys
- Telephones
- First aid cabinet
- Emergency kit
- Rescue equipment
- Battery powered torches
- Portable radios
- Nearest emergency accommodation
- Requested for permission for school staff to use school-provided sunscreen on their children
- Encouraged to practice sun protective behaviors themselves

5.4 Hazard identification

The reduction of hazards around the school is a priority. Reports of school injuries will identify some hazards. The school community also is encouraged to report hazardous environments and activities so that modifications can be made to reduce injuries. The Board of Trustees must regularly inspect the grounds and buildings and brings faults immediately to the attention and those concerned using the following guidelines.

Guidelines

- Each term a site hazard check will be conducted and documented on the Mimi School Site Check List. This check will ideally be conducted by two people, one person delegated by the BoT Property Sub-Committee, and a second person more unfamiliar with the site, ie Community Corrections supervisor, or a parent.
- Any potential hazards are recorded with suggested actions to address the problem.
- Site Check Forms are filed with the principal/Property Sub Committee for auctioning.
- Site Forms are presented at the next monthly Board meeting by the Property Sub-Committee including actions undertaken, or required to address hazards.
- A record of site checks can be found in the principal's report, with a copy of the document being filed in the *School Building Systems and Features Manual* in the Principals Office.

5.5 Water Management

As a public supplier of water, Mimi School is required to meet Ministry of Health *Drinking Water Standards for New Zealand (2008)* guidelines. In order to meet these requirements, we have compiled our own *Water Management Public Health Risk Management Plan* specific to our situation which outlines procedures for maintaining and monitoring our drinking water to the highest standard. A copy of this plan is filed in the *School Building Systems and Features Manual* in the Principals Office.

5.6 Plant Operation and Hazardous Substances

Plant at Mimi School is limited to the school filtration system in the Pool Filter Shed and the water pump situated in the Pump Shed on Mokau Road. Access to these buildings is limited to the pool operator and their back-up, as well as the principal. Keys for these buildings are kept by the pool operator with a second set being kept in the school office. Specific guidelines for operation of these plants can be found in the Mimi School *Water Management Public Health Risk Management Plan*, (see above)

The only hazardous substances stored at the school are limited to cleaning materials and pool chemicals. Cleaning materials are stored in the cleaners storeroom with access only by the cleaner and the principal. Pool chemicals are stored in the Storage Shed beside the Filter Shed in the pool enclosure. Access to this shed is limited to the pool operator and their back-up, and the principal.

5.7 Internet Safety

The internet provides a wealth of opportunities for learning through provision of information and networking with other children from around the world.

Detailed guidelines are contained in our Mimi School Cybersafety @ Mimi School agreement signed and kept by all families upon enrolment at Mimi School. (see appendix 7)

Non-Custodial Parents

Children are not permitted to leave the school grounds with anyone other than their legal guardians unless the staff is instructed by the legal guardians otherwise. If anyone other than a legal guardian attempts to take a child without permission, the staff will take steps to ensure the child does not leave the grounds until permission has been gained. If non-custodial parents wish to visit children on the school site this must be pre-arranged with the school and the custodial parent/s.

In cases where a court order exists denying a parent access to their children...

5.8 Physical and Emotional Health of Students

Any concerns about the physical or emotional health of a student should be discussed with the Principal in the first instance and then if deemed necessary, the parent/caregiver will be contacted. All reasonable steps will be taken to ensure the school meets the needs of the students while they are at school.

In situations where counseling is felt necessary, families will be referred to trained child counselor Carol Prichard at Waitara East School for more support and guidance.

5.9 Treatment of Injuries or Illness

Injuries should be recorded in the Accident register kept on the shelf in the staffroom, this should include a brief description of the accident as well as treatment administered and follow up action.

When dealing with illness or injury, all staff should adhere to the following;

Guidelines

Cut or broken skin

- Avoid contact with blood, if there is blood present use disposable gloves and wash your hands and lower arms and any other bodily parts in contact with blood thoroughly with soap and water.
- Place any cotton wool, gauze etc that has been in contact with blood, in a plastic bag and seal for disposal or incineration.
- Wipe down benches or any bloodied area with cold or tepid water and then with household bleach, freshly diluted 1 to 10 with water.
- Wash carpeted area with soap and water.
- Wash scissors or any other instruments thoroughly in cold tap water to remove any blood, and then soak them for 30 minutes in bleach diluted as above.

Severe Bleeding

In the event of an injury resulting in severe bleeding a local pressure dressing such as a towel should be applied. Medical assistance should be sought immediately and the caregivers informed.

Fractures

If a fracture has occurred, or is suspected the limb should be immobilized by ensuring the injured limb is supported by using a pillow or blanket. If the fracture is to one of the larger bones, avoid moving the person, unless there is further danger. Contact should be made with the emergency services to transport the injured person to medical attention. The caregivers should be informed.

Head Injuries

With any impact incident, the possibility of a head injury should always be considered. Keep the injured person under close and constant observation of a responsible adult.

Inform the caregivers of your concerns

Refer the injured person to medical care if any of the following are observed

- Any change in conscious state, including drowsiness
- Headache
- Visual disturbance, unequal pupils of the eye
- Unsteadiness
- Vomiting

If the person is unconscious summon emergency assistance immediately. While waiting continue to observe the injured person and note any changes in their state following the above lost. Ensure the environment is warm and quiet. Place them in the recovery position, ensure the airway is maintained.

Illness

Any child who becomes ill while at school must be made as comfortable as possible until caregivers can be informed and collect them. If the illness is infectious all reasonable steps will be taken to avoid other children coming into contact.

For further information refer to the First Aid Manual – located in one of the first aid kits. Record all first aid treatment in the injury register. (staff room) Report any concerns to the Principal and when possible to the caregiver. Whenever possible ensure you are not alone with a sick or injured child.

5.9a Transportation to Health Provider in Non-Emergency Situations

In some instances, the situation may arise when a child requires medical attention but does not necessitate an ambulance being called, ie minor cuts requiring stitches, adult teeth being knocked out, etc. In these cases, the following guidelines will be used:

Guidelines

Parents and emergency contacts will be phoned and informed of the nature of the injury/need for medical attention. If unavailable, messages will be left informing parents of the need to transport child to doctor. A time will be given which allows parents/emergency contacts to phone the school or collect the child before the child is transported to the doctor by a staff member or one of three pre-arranged and agreed-to parents. In all instances, the child will be transported to Accident and Emergency at Taranaki Base Hospital for treatment.

5.10 Emergency contacts

A list of school contact people, including staff and Board of Trustee members, together with their after-hours phone numbers, will be displayed in the Principals office and the staffroom and be contained in the emergency plan.

- **Maintenance**
 - There will be annual checks on all emergency equipment, e.g. fire extinguishers, first aid kit.
- Chimneys will be cleaned annually
- Swimming pool chemicals will be kept in a clean, dry, well ventilated store, away from other chemicals, direct sunlight and direct heat sources.
- The Principal is responsible for deciding whether the buildings are safe to occupy prior to or after an emergency such as a landslip, earthquake or fire, and for decisions about the evacuation of school premises, and about whether or not to send students home.

Emergency Recovery Procedure.

Follow procedures outlined in “Emergency Procedures, Guidelines To Schools” N.Z.E.I Service and Support Manual.

5.11 Shady School

Children attending our school must be protected from skin damage by the harmful ultra-violet (UV) rays of the sun, which may lead to the serious skin cancer condition of melanoma in later life. This procedure is to be followed during daylight saving months.

As part of general protection strategies, the school will:

- Ensure that shade is provided at sporting and other outdoor events
 - Attach sun shades to pool and sandpit
 - Ensure there are enough shelters and trees providing shade in the school grounds
 - Provide hats to all children and staff – to be kept at school.
 - Incorporate programme on melanoma prevention into the curriculum
 - Encourage children to play in the shade
 - Timetable sport and outdoor activities with high risk times of the day as a consideration
 - Encourage staff to act as role models by
1. Wearing appropriate hats and clothing for all summer outdoor activities
 2. Using a SPF15+ broad spectrum, water resistant sunscreen for skin protection

3. Seeking shade whenever possible
 - Regularly reinforce the Shady School message in a positive way through newsletters, parent meetings, student and teacher activities
 - **When enrolling their children parents will be**
 - Informed of the Shady School rules
 - Encouraged to supply sunscreen
 - Asked if their child had any allergic reactions. The reduction of hazards around the school is a priority to sunscreens.

5.12 Head-lice

Mimi school aims to provide a healthy environment for all our pupils. In an effort to eliminate or decrease the spread of head-lice we will follow the procedures set out below.

- The procedures will be circulated to all parents/caregivers at least once per year so they are aware of them.
- Any child who is found to have live head-lice will have their parents informed at the first possible opportunity. A phone call will be made to the parent to collect the child from school if necessary. The child can return to school once treatment has been given and there are no live head-lice and any eggs evident have been removed from the hair.
- Parents/caregivers who are unsure of treatments available can contact the Public Health Nurse, family Doctor or Chemist.
- To Prevent re-infestation the instructions of the treatment purchased must be followed and weekly checks of the hair carried out.
- Other parents/caregivers will be informed of out breaks by way of the weekly school newsletters and they will be encouraged to be particularly careful to check their children's hair during these times.
- Any severe or re-occurring infestations will be referred to the Public Health Nurse based at the Urenui Health Group for follow up with families.

5.13 Administering Emergency/ Long-Term Medication

- Relevant information to be collated on enrolment form or from "Pupil Information Sheet" at enrolment.

- Any requests by parents for children to be administered short term prescription medication such as antibiotics will be recorded on the forms endorsed by our local health authorities, to include:
- Consent and instructions for administration of medication must be written and signed by parent/caregiver.
- Medication should always be stored safely and according to instructions.
- Medication should always be given as per instruction. Double check with a colleague administering, where practical.
- Parents will be notified if emergency medication has been administered.
- Parents/caregivers will be expected to ensure there is an adequate supply of required medicines available for their child at school.
- In most cases, the classroom teacher will be responsible for administering medication to their students.
- In cases of long-term medication, a doctor will provide paperwork to record doses at school. In the case of Ritalin, medication will be kept secured at school.
- Prior to any school trips, parents will be asked to detail any medication that their children are taking, as well as asking what medication may be given for pain and allergic reaction should it be required.

5.14 Visitors to the school.

All visitors to the school will be directed to report to the school office on arrival and explain their reason for being on site as well as sign in using the visitors book. If a staff member invites a visitor to the school the Principal should be informed prior to the visit. In the case of a visit of a known non-custodial parent taking place the Principal should be called to deal with the situation.

5.15 Mimi School 'Road Safety' Guidelines

Given our rural location, the school bus and private car are the most common modes of transport to and from school. Transport is also frequently required for participation in a variety of educational experiences otherwise not requiring transport in urban schools. Our school is also located on a busy road with an open road speed limit, bringing its own hazards requiring identification and management. In regard to transportation, and road safety, the following guidelines are to be followed in areas within the BoT's control.

Guidelines

Bus

- Staff will be designated bus duty before school whereby they will meet the bus at the gate, cross the road to meet children and accompany them back over the road to ensure their safety. As a general rule, children will be encouraged to wait until the bus passes the Waitoitoi Hall before crossing the road to allow them to see any oncoming traffic from that direction.
- At the end of the day, staff will be designated bus duty where they will call a roll daily for bus pupils before children enter bus.
- Children to line up in an orderly manner inside school gates until bus has come to a complete stand still at which time they walk to the bus, enter and are seated.
- Children are regularly reminded of acceptable bus behavior, rules and expectation and emergency procedures.
- Bus drivers to contact school if unacceptable behavior occurs.
- High visibility bus vests will be worn by bus children to and from school
- Buses hired for school trips must have current certificates of fitness and all adequate seating for number of children being carried.
- On school outing at least one teacher per bus will accompany children and ensure all children are following bus rules.

Walking

- Children must walk on right of road where possible to be facing approaching traffic
- Children must use designated safe crossing where available. For Mimi Stock Route, this is at the Hall car park.
- Junior children do not leave school grounds unless accompanied by an older child or adult.
- Children will learn the correct and safe way to cross a road when there is no designated crossing.
- Walking to and from the hall is frequently necessary and should be done so as a class in single file accompanied by an adult.

Cyclists

- All children are to wear a cycle helmet correctly fitted and fastened and legally required
- The school recommends that no child is to ride to school under the age of 10years unless accompanied by an adult.

Motor Vehicle Transport

See Education Outside the Classroom Policy and procedures as well as Mimi School EOTC Handbook.

Roadside parking outside the school

With limited parking available, staff are encouraged to park their vehicles toward the main vehicle gate on the field to leave parking free for parents to drop off and collect children.

When parents/guardians are dropping children off or picking up children from the school they should ensure that they angle park on the school side of the road, as close to the gate as possible.

Through the newsletter, people will be encouraged to park their cars leaving enough space in front for children to pass as they move into school. Children walking around the rear of cars poses a hazard not only from reversing cars, but also from cars passing the school.

Parking will be made available for the library bus by placing cones along the car park outside the school gate which allow parents to drop their children, but discourages them from parking there for long periods. This allows the bus to park close to the gate and therefore reduce the risk to children from the main road.

During times of loading and unloading a quantity of gear from vehicles involving children, this should be done from within the school grounds by access at the field gate.

5.16 Bullying

All children have a right to walk through the school gate into a safe environment. The Board of Trustees and staff recognise that Mimi School, like all schools has instances of bullying from time to time in one of three forms, physical, verbal, and social bullying. Bullying is repeated victimisation of an individual, or group of individuals and can take many obvious and subversive forms. All staff should take any and all instances of bullying seriously and work to ensure that all children feel safe from all forms of bullying through the following:

Guidelines

- As a first preventative method, a proactive approach will be taken to bullying through participation in externally offered programmes offered by Life Education Trust, New Zealand Police, Halogen Foundation, etc, are followed up in class

and school to maintain a positive school culture and therefore reduce instances of bullying and empower victims to deal with it in positive ways.

- Children are encouraged to foster an environment that encourages respect through all staff and BoT demonstrating them through all interactions with each children and each other.
- Staff develop an environment where children feel able to talk about any problems they have with other children in the classroom, in the playground, on the sports field, and on the bus.
- Staff will develop and maintain a means of anonymous disclosure of bullying in its different forms that allows any problems to be identified and acted on.
- In dealing with reports of bullying, staff will act in a way that keeps the victim safe from further bullying, while at the same time respecting the rights of the 'bully'.
- In all instances, when a staff member has been made aware of an incident of bullying, parents of the victim will be informed as soon as possible in order that information is accurate as well as informing the victim's family that the incident is being followed up.
- Not all cases of bullying require extensive follow-up, but in most cases, it is expected that the parents of the victim be contacted again following the incident to check that bullying has stopped.
- Instances of 'social bullying' through exclusion or social victimisation will be followed up by staff by working with victim to actively solve their problems, as well as working with the whole group of children to explore positive ways of dealing with social problems.
- The school will do its part to encourage families to ensure their children are responsible digital citizens, and remain informed of their child's activities on the internet.
- In situations where instances of physical bullying puts children at risk, staff will work with the family of any violent child to reduce risk to others.
- While there must always be a consequence for negative behaviour, it is recognised that the classroom is a very organic environment and consequences for one child will look different to another depending on what any individual child is most responsive to.
- The rights of a child displaying 'bullying' behaviour will be respected, recognising that incidents may be one-off situations that represent no ill will, or victimisation.

5.17 Sexual Harassment of Students

The Board of Trustees and staff believe that sexual harassment of children by children would usually follow the same patterns as bullying outlined above, ie name calling. In these cases the above guidelines would be followed to deal with the situation. In situations where a child is found to be seriously sexually harassing another child,

outside agencies may need to be involved. The school would start with the local North Taranaki RTLB service at Waitara Central School for guidance.

5.18 Sexual Physical, and Emotional Abuse

All children are to be treated with dignity and respect and have the right to have their needs met in a safe environment.

To keep our children safe from physical, emotional, and sexual abuse our teachers will be provided with guidelines to identify signs of abuse or neglect and act on them in an appropriate way that keeps the safety of our children paramount, while also recognising the need for discretion, and reliable information.

Guidelines

- Adults will be receptive and sensitive to children so that the child feels listened to and believed.
- The school will use the most appropriate agency for the specific type of abuse.
- In the case of a report from a third party to the school, the first course of action will be that the Principal/Board will direct the third party to a help agency without becoming involved. The school may be involved at a later date.
- Learning resources such as 'Keeping Ourselves Safe', Kia Kaha, and Life Education units will be delivered as part of the curriculum to help increase children's skills in dealing with uncomfortable situations, and to help raise teachers' consciousness of the issues.
- Parents will be informed except where the child's welfare is likely to be threatened. The agencies involved in a particular case will be responsible for informing parents as they have the skills to handle such situations in the most appropriate manner.
- Members of the Health team and the Principal will be the resource people. Any person with concerns may discuss them with these people. No outside agency will be involved without the prior knowledge of the Principal.

If abuse or neglect is suspected, the following guidelines will be followed

- Teachers will use the checklists attached to help identify children possibly at risk.
- Individual profiles are already kept on students. These will include observations on social development.
- The child's welfare is paramount. Parents may be consulted about changes in behaviour to try and identify a reason. It may be caused by a change in home circumstances.
- All information and discussions will be confidential to the staff involved. Data will be stored in one place known to the Principal. This data will be kept for the duration of the child's stay at school. It will be forwarded at the discretion of the principal.

- Where a teacher is concerned about a child, he/she may discuss it with the Principal. If further investigation is warranted, the Principal will be informed.
- Where further investigation is necessary, the Principal will contact the appropriate agency without identifying the child and seek advice on the appropriate action.
- Once an agency has been involved, that agency, and where appropriate, the Police, will investigate. The school will act on the advice from those agencies.
- When an interview is held with a child, an adult on the staff in whom the child has confidence must be present. The welfare of the child has first priority and wherever that is compromised the interview must be terminated. Any staff member attending such an interview must have the ability to make this judgement.
- Support for the staff and the child concerned will be sought from the agency involved.

Complaints against staff involving forms of abuse.

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

- The Principal will inform the Chair of the Board of trustees.
- Both will then inform the staff member who will be advised to seek legal and/or union representation.
- The school will inform the union.
- The staff member will be suspended on full pay once an investigation has begun, in line with Section 2.21g of the Teachers' Collective Contract. At this stage the rest of the staff will be informed. Counsellors can be made available to staff.

Conclusion

- Parents and staff will be aware of the procedures the school will take to protect children from any kind of abuse.
- Staff will have firm guidelines to follow in any case of suspected abuse.
- Each person who works in the school will have access to the code of conduct and will know what behaviours are and are not acceptable when working with our children.

5.19 Sexual Harassment

Sexual harassment of any form is not acceptable at Mimi School. The Principal and/or the Board of trustees must consider complaints of sexual harassment sympathetically and seriously, and ensure that the person making the complaint is not subjected to victimisation.

Sexual harassment 'takes away from the employee equal employment opportunities, by creating a working environment in which that employee's ability to perform is impaired'. (Section 15 of the Human Rights Commission Act.) In the event of sexual harassment of any kind against a staff member, the following guidelines will be followed;

1. In the event of sexual harassment, the complainant may approach

The Board of Trustees Personnel Officer
An N.Z.E.I. counsellor or Field Officer.

2. The case should be documented by the complainant with the assistance of the supporting person(s)
3. The person responsible for the harassment should be confronted and informed that the behaviour is unacceptable and must stop. Assurances should be sought that the behaviour will stop and that an apology will be made.
4. If it is decided that further action should be taken, the harasser will be informed and a decision made to lay a complaint through one of the following:
 - a. The principal and/or the Board of Trustees (Teachers collective Employment Contracts)
 - b. Personal grievance through an industrial Advocate or an N.Z.E.I. Field Officer (Award 9.1, 9.3)
 - c. Human Rights Commission through an N.Z.E.I. Field Officer.

Definitions

A school staff member has been abused in the school if a Board of trustees member, or another staff member:

1. Makes a request of the staff member for sexual intercourse, sexual contact, or another form of sexual activity which
 - Implies, or overtly promises preferential treatment in the school, or
 - Implies, or overtly promises detrimental treatment in the school, or
 - Implies, or overtly threatens the presence or future status of the staff member, or
2. By
 - The written or spoken word of a sexual nature, or
 - Physical behaviour of a sexual nature.

Conclusion

Staff must have support if they are subjected to offensive or unwelcome behaviour of a sexual nature which is of such significance that it detrimentally affects their employment, job performance, or job satisfaction.