

Minutes of Waikite Valley School Board of Trustees Meeting

Wednesday 11th March, WVS Staffroom.

ADMINISTRATION

Present: Teresa Topp, Shelley Schnuriger, Sarah Price, Andrew La Grouw, Edwin Schweizer, Mike France & Mary Briggs.

Apologies:

In Attendance: Kelly Curtis (Secretary)

Meeting opened: 6.32pm

Teresa read the Karakia and opened the meeting.

6.40pm Lisa Dinning - Special Education Needs Coordinator shared her work to date with the Board. Please find details attached.

- The Board discussed "Special Needs" and what constitutes the range of "Special Needs", for our learners.

Confirmation of previous meeting minutes.

Matters arising

- Teresa shared her findings on Rotary Hoe Hire. The Board discussed this.
 - ACTION: Edwin will pick up large hoe for a day to repair (school to reimburse costs).
- The Board discussed the fencing of the bore.
 - ACTION: Edwin will source materials and do the fence while the majority of the school is at camp.
- The Board were to discuss the proposal presented by Programmed Property Services however they agreed to put it off as the second quote had not been received. Bay Decorators have been and measured up, we are waiting on their quote. The Board discussed whether other companies are available to do this type of work, but agreed Bay Decorators would give them a figure to compare Programmed Property Services quote with.
 - ACTION: Mike will make phone calls to find out what other companies are available to provide a similar service.
- Teresa still has not received the second quote for a steam sprayer. If she doesn't receive it shortly she will put the grant in with the one quote and explain she is unable to attain a second quote.
- Mary spoke about her findings regarding organic sprays.
 - ACTION: It was decided a certified organic commercial spray would be tried. Mary to organise.

Matters arising from Sub committee Meeting: Shelley motioned to "Exclude Public".

Matters arising from Special Meeting Minutes: Shelley motioned to "Exclude Public".

Correspondence: As per list circulated in meeting pack - Items available at the office or Board Meeting.

Matters arising: - OUTWARDS - Alana Mead - special committee meeting minutes and accompanying cover letter (to be written by Shelley - BOT Chair).

MONITORING

Principal's Report: Previously circulated.

Roll : 82.

Property: As stated in the report.

- Exterior painting as already discussed.
- The Special Bathroom is due to finish this Friday.
 - There is a hole in the cupboard floor where the small hot water cylinder was, which needs to be repaired. A light needs moving and power points for the washing Machine and dryer need installing.
 - **ACTION:** Teresa will confirm that these are being addressed with Mike (Riverwood Construction).
- The heat pump has been installed in Pod 2/Resource Room.
- Modifications to Block C & D have not been signed off.

School House Inspection: Edwin and Shelley shared their findings on the school house inspection carried out earlier that week.

Edwin felt little had been done to maintain the property and it was well below what he would accept or expect.

The Board discussed the need to spend money on the property immediately to fix the flaking ceiling, lino, fireplace and taps. Other repairs need to be carried out before the Property Manager takes over.

The lean to shed needs to be emptied so it can be demolished.

The deck needs to be replaced (in summer preferably).

- **ACTION:** Mike will ask Red Stag for a timber donation for the deck in summer.

It was asked if the Board were still looking at fencing the property?

- Yes, this is a high priority in terms of privacy for the tenant, visually pleasing for the community and fencing in dogs.
- Edwin suggested finding a LIM/PIM so that the fencing does not go over the boundary.
 - **ACTION:** Andrew said he would look into these.
 - **ACTION:** Edwin said he will provide Mary with a list of materials, for the fence, for Jeremy to get a price on.

The Board acknowledged there needs to be an informed hand over when the Property Manager is engaged.

The Tenant needs to be given a time frame to action any requests.

The Board will look at employing a Property Manager starting April.

ACTION: Shelley will catch up with the tenant to action things that need to be addressed.

ACTION: Edwin has taps and is happy to install

Edwin asked to be replaced in regards to the SchoolHouse affairs and stated he was more than happy to assist with other matters, but to add the "Property Portfolio" to the agenda next month so someone else could be responsible for overseeing it. Shelley added that once a property manager is engaged he shouldn't need to be involved moving forward

Boiler Room Conversion and School Frontage

- Edwin presented the Board with a quote for this work from Shane Atkinson including earth works by Watson Elliston.
 - this is a discounted rate for the digger, with no cartage and no labour.
 - He noted that the outer tennis court fence post is rusted through and will need repairing/replacing.
 - the Board discussed the coloured concrete - the tint takes the glare off.
 - the board discussed the job further noting the job would be well done with no mileage charge.
 - the Board asked if this was something you could get a grant for?
 - Teresa queried how these improvements would benefit children's learning? - which is generally the trigger for grant acceptance.
 - Pool repairs and upgrade would be worth trying to get a grant for.
 - Could we approach the MOE? Could we use the 57k property grant?
 - could we do a broad project - Front of School Upgrade or Exterior Grounds Upgrade (including the pool)?
- **ACTION:** Edwin will ask about the concrete colour. (5% in quote)
- **ACTION:** Teresa will speak to Roger from Opus and present the quote and project queries to start the process.
- **ACTION:** Edwin will let Shane know that we will be in touch with him in the near future.

Personnel - As stated in the Principal's report.

Health & Safety - As stated in the Principal's report

- New well to be fenced as discussed earlier.

Curriculum - As stated in the Principal's report.

Community Engagement - As stated in the Principal's report

- Camp preparations are going well.

Grants - As stated in the Principal's report.

Strategic Aim Discussion : Nothing to be reported

Governance Policies - None Reviewed.

Finance - Mary discussed her findings.

- 72% of the Cafetaker budget has been exhausted renovating the Resource room.
- The sundry code 4925 looks off because of a payment error.
 - **ACTION:** Kelly will arrange for Education Services to create an "errors" code and move the figure there.
- Shelley has asked to attend finance meetings.
- Andrew asked about the items of significance.
 - Mary explained her process and her use of the percentage usage as a gage. Mary goes through each month, makes notes, asks questions and has answers for future reference.

DISCUSSIONS/DECISIONS

1. Principal Performance Review

- Mike asked if Kelly & Sarah should leave the meeting during the discussion.
 - The Board discussed this and decided they would stay.
- Teresa excused herself from the meeting
- Andrew presented his appraisal.
 - Andrew explained the process he had adopted to appraise Teresa with regular meetings to discuss personal goals, chat professionally and offer perspective on different topics/issues.
- as per performance agreement circulated all professional criteria were met by the Principal for the 2019 school year.
- Mike asked if the community and Staff had been surveyed for the appraisal.
 - Andrew explained that the opportunity had eluded them due to time constraints and availability.
 - Shelley explained that normally Spencer Baty from Baty Education Consultants did meet with Staff, students and parents/members of the community.
- The Board discussed whether Andrew should do Teresa's appraisal in 2020 again or if they should engage the services of an external assessor.
 - Edwin felt that due to current issues it would be a good idea.
 - it would be preferred to alternate.
 - using Baty Educational Services has been a huge benefit to Teresa, the BOT and the school.
 - Shelley shared her recommendation for Baty Education Consultants.
- **ACTION:** The Board agreed to engage Baty Education Consultants to appraise Teresa.
- **ACTION:** Shelley and Andrew to sign.
- Mike asked if there was money in the budget to cover this?
 - Mary said yes, she would make sure there is.
- Teresa came back.
 - Teresa explained how valuable she had found working with Andrew and thanked him.

2. Reconsider Painting Proposal - as already discussed. See "matters arising from previous minutes".

3. Ratify Travel Policy

- It was noted Waikite Valley School will need one moving forward.
- Edwin asked about the CoronaVirus and its potential effect on the PESA conference in Sydney.
 - if the conference is cancelled all costs should be reimbursed.
 - Teresa receives a daily Bulletin from the MOE with recommendations and current information.
 - Something to keep an eye on/ monitor closely.
- The Board ratified the Travel Policy.

4. Ratify the Sensitive Expenditure Policy

- The Board ratified this policy

5. Ratify Crisis Policy

- Mike asked what defines a "Crisis"?
 - Teresa explained it is a trauma that impacts the school Community in an emotional or physical way. She explained there is a specialist team from the MOE that assists Schools with this.
- The Board ratified this policy.

6. Ratify Physical intervention and restraint Procedure

- Teresa explained she generally tries to deal with these situations as she has the appropriate training . This provides a layer of protection for staff.
- The Board asked how often these instances occurred?
 - usually a couple of times a week.
- **ACTION:** Secretary to replace "their" with "themselves".
- The Board Ratified this policy.

Meeting closed: 8.25pm

Next Meeting: Tuesday 31st March 6.30pm.

Agenda Items:

Reconsider Programmed Property Services proposal.

Governance Policy Review: 7 - 9

Maths Specialist Teacher (MST), Sheryl Pearson to report to the BOT.

Property Rep position on the Board.

Signed _____ Date _____

PRINCIPAL REPORT TO BOT March 2020

SECTION A: monitoring data for trends in areas that will impact significantly on school operation

Roll	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	TOT
12/02/2020	16	13	12	4	11	12	7	7	82
11/03/2020	14	11	11	9	11	12	7	7	82

G	B
41	41
41	41

Roll	NZ	Pacific	Asian	NZE	Other	TOT
12/02/2020	18	0	0	64	0	82
11/03/2020	18	0	0	64	0	82

Banking Staffing Report, (02055) Waikite Valley School
 Period: 202024, Pay Day: 25-FEB-20, As at Period Ending: 25-Feb-2020

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Generation Date: 25-Feb-2020, 09:41am

Summary FTTE Details

Pay Period No	23	24	YTD Total
Total staffing usage for period	5.84	5.8	11.64
Entitlement for period	5.47	5.47	10.94
Ministry adjustment for period			
Year End Automatic Adjustment for period			
Difference for period	(-.37)	(-.33)	(-.7)
Estimated \$ value of staffing (YTD)			
Required average staffing level to finish	\$0	\$0	
year with zero balance (FTTE)	5.47	5.47	

Property update

- o Exterior painting
- o Bathroom modification progress
- o Block C and Block E upgrades

2. Personnel/staff management

- o nothing to report

3. Health & Safety

- o New Well to be fenced

4. Curriculum

- o MST teaching underway
- o SENCO report (Dinning)

5. COMMUNITY ENGAGEMENT

- o Nothing to report

GRANTS -

NZCT - Application submitted for 2020 school camp **APPROVED \$5200**
 First Sovereign - After School Care application submitted for Term 2, 2020.
 INFINITY - Resolution to apply for Special Ed teacher in 2020 - 0.2 FTTE QRS & Tier 2 learners
 RECT - Outdoor classroom application or Special Ed Support?
 Four Winds - Outdoor classroom application or Special Ed Support?
 PUB CHARITY - STEAM WEED KILLER APPLICATION **DECLINED - INSUFFICIENT FUNDS**
 SOUTHERN TRUST - resolution to apply for 2020 National Young Leaders Day Trip - Yr 8 only
 Okataina Trust - Camp Whakamaru application - \$2000 approved
 REAP - Application submitted for Steps to Literacy Subscription and Teacher Aide hours
 contribution \$1450.00 \$400 **APPROVED**

SENCO – Special Educational Needs Co-ordinator

is the school teacher who is responsible for assessing, planning and monitoring the progress of children with special needs.

It's our job to identify barriers to learning and help to unpack those so that all children can learn to the very best of their ability.

Catering for children who are

- Well above
- Well below
- Health needs
- Behavioural needs

Currently have 20+ students on the register with 2 High Health need students (one more pending) and one Ors funded student. (Ongoing Resourcing Scheme provides support for students with the highest ongoing levels of need for specialist support to enable them to attend school, join in and learn alongside other students at school.)

Programmes we use in our school

- Reading recovery
- Reading Together
- Steps to literacy
- Maths Club
- SPELD – SPECific Learning Difficulties
- Irlens testing

Other agencies we work with

- Speech language therapists
- Social workers
- Psychologists
- ICAMHS – Infant, child, adolescents mental health services
- Councillors – Growing through grief
- RTLB – Resource teacher learning and behaviour
- Ministry of Education – Special Education
- Health nurses
- Empowered learning trust
- Police

Being a Decile 10 school can impede us as we attract less funding and accessibility to programmes such as Duffy books, Fruit in Schools MST (Mathematics Support Teacher) and ALL (Accelerating Learning in Literacy)

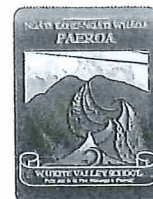
funding, we have only recently accessed Reading Together by badgering the Ministry of Education. We are very fortunate to have two full time experienced Teacher Aides.

The work environment can be very stressful for staff who are regularly dealing with.....

- Hitting
- Swearing
- Toileting
- Food issues
- Listening

All staff are here for the children and in essence we are their parents during school hours.

Travel policy



Waikite Valley School Travel Policy

Adopted by the Board of Trustees on 11 Feb 2020.

The board of trustees (The Board) of Waikite Valley School (the School) has consulted with staff in the formulation of this policy (the Policy). The Policy was approved and adopted by the Board at its meeting held on the above date and became effective from that date.

Introduction

1. The Board agrees that it has a responsibility to ensure that travel expenditure incurred by the school must clearly be linked to the business of the school. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of the this Policy to the principal.
2. The Board requires the principal as the chief executive , and the Board's most senior employee, to implement and manage this Policy. The principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this Policy.
3. This Policy must be read in conjunction with other Board Policies , and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and must not exceed an individual's established level of delegated authority.

Principles

4. The Board agrees to ensure that:
 - The Travel expenditure is on the Board's business , and the School obtains an acceptable benefit from the travel when considered against the cost.
 - expenses are reimbursed on an actual and reasonable basis, and
 - staff that are required to travel on business do not suffer any negative financial effect.

Process for making travel arrangements

5. Under no circumstances can any staff member approve their own travel.
6. All bookings for international and domestic travel are to be conducted through the School's normal purchase procedures. This includes the booking of accommodation, flights and rental cars.

Travel within New Zealand

- 7 The justification for travel in New Zealand must be documented. It is to be transparent and must relate to a school need. Travel within New Zealand is to be authorised in a one – up basis (for example, the principal should authorise any travel by the deputy principal, and the Board should authorise any travel by the principal).
- 8 All domestic air travel is to be economy class.

International Travel

9. Prior to international travel being undertaken, the traveller must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.
10. All international travel should be approved by the Board before it is commenced. A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the School, which will arise from the trip and an estimate of the costs of the trips. The Board will approve the travel in writing or as documented in minutes.
11. At the end of the trip overseas, the traveller must prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and the School of the trip.
12. Except where the flight time exceeds 10 hours, all international air travel is to be economy class.
13. Business class travel may be approved, where the Board considers it appropriate, for travel more than 10 continuous hours in duration.
14. If staff member has a travel time without a stop over in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

Accommodation

15. Staff should opt for good but not superior accommodation, for example Qualmark 2 – star accommodation, and must be prepared to justify expectations to this rule to the Board.
16. Staff who stay privately will be reimbursed on the production of receipts, for koha or for the cost of a gift given to the people they stayed with. Prior to travel the staff member should receive authorisation for the value of the intended Koha/gift.

Vehicles

17. When using rental cars, staff should opt for good but not superior model vehicles and should be prepared to justify any expectations to this rule to the Board.
18. Use of private cars is approved on the one – up basis and reimbursement will be at the rate specified by the Inland Revenue department. Currently 0.62 cents per kilometre.
19. If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement through petty cash or as part of an expense claim.

Reimbursement of expenses

20. The reimbursement of business related travel costs is on the basis of actual and responsible costs. Actual and responsible expenditure is defined as “the actual cost incurred in the particular circumstance, provided that it is reasonable minimum charge”.
21. For travel within New Zealand, actual and responsible expenses are those incurred above the normal day to day costs. For example , a staff member would normally incur personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than normally incurred.
22. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in – house movies, laundry and private phone call charges. These are to be paid separately by the travelling staff member.
23. All receipts must be retained and attached to the travel claim. The claim is to authorised on a one – up basis.
24. For expenditure in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to ensure the GST can be reclaimed by the School.

25. Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.

Discretionary travel benefits

26. Staff must travel by the most direct route unless scheduling dictates otherwise.
27. The school will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the school did not incur additional expenditure.

Approval

28. When the Board approved this policy, it agreed that no variations of this Policy or amendments to it can be made except with the approval of the Board.
29. As part of its approval, the Board requires the principal to circulate this Policy to staff, and for a copy to be included in the School policy manual, copies of which shall be available to all staff. The School policy manual shall also be available to students and parents at their request. The Board requires that the principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Signed

Board Chairperson

On behalf of, and with the authority of, the Board on _____

Signature section for international travellers

I have read and understood this policy and agree to abide by it.

Signed

Appendix C: Funding Overseas Travel to Support the Curriculum Using Crown Funding Checklist

After reviewing the Office of the Auditor General's 2016 Audit of Schools, we've updated our guidance on funding overseas travel to support the curriculum.

This checklist is to be completed by boards when considering whether to approve expenditure on overseas travel to support the curriculum using Crown funding. A completed and signed checklist for each proposed trip must be kept for audit purposes, as well as a copy of the board minutes of each decision.

While a board has discretion to make decisions on the expenditure of Crown funding there must be reasonable justification for how the proposed expenditure supports the board's primary objective – achievement of all students at the school/kura. All boards must act in a way that is financially responsible. The two main questions a board must ask when considering whether an overseas trip is appropriate are therefore:

1. How would the proposed trip support the curriculum?
2. How would the trip be paid for?

The checklist below provides boards with a framework to guide boards thinking. Considering the following questions will help to demonstrate reasonable justification for approving expenditure on overseas travel.

<p><u>Information about the proposed trip</u></p> <ul style="list-style-type: none">• Purpose?• Where to and for how long?• Who is attending? There should be no personal gain or perception of personal gain for individuals on the trip (e.g. the school funding private travel by an individual on the trip of other family members).• What is the budget? Make sure the budget includes all associated costs, including any staffing implications (e.g. reliever costs), and how the trip might affect the school's overall financial position.	
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Question one: How will the proposed trip support the curriculum?

<p><u>Guiding Questions</u></p> <p>How does the overseas travel for students and staff support the board's primary objective – student achievement?</p> <ul style="list-style-type: none">• how does the overseas travel for students and staff link to learning outcomes?• what curriculum outcomes is the experience likely to help students achieve?• how might the learning of this trip be shared with other students, staff, and community members?• how does the expenditure further the aims of the school as set out in its charter?	
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Question two: How will the proposed trip be paid for?

<p><u>Guiding Questions</u></p> <p>Is the overseas travel affordable in relation to other competing priorities?</p> <ul style="list-style-type: none">• why is this experience likely to be more effective than a local or virtual alternative?• why is this spending justified for a select number of students (where applicable)? <p>Other competing priorities should include but are not limited to:</p> <ul style="list-style-type: none">• curriculum expenses • asset replacement/maintenance• staff development• having sufficient working capital/available cash.	
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Accounting for expenditure

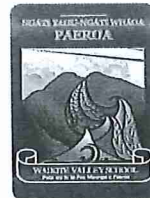
Overseas travel for students and staff using crown funding must be reported in the notes section of their annual audited accounts.

The trip for _____ to travel to _____ is

APPROVED/DECLINED

Signed:

Board Chairperson with the authority of the board on (date) _____



Waikite Valley School **Sensitive Expenditure Policy**

Adopted by the Board of Trustees on _____ 2020.

The Policy was approved and adopted by the Board at its meeting held on the above date and became effective from that date.

Introduction

1. The Board agrees that it has a responsibility to ensure that all expenditure of Board funds is clearly linked to the business of the School and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
2. The Board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
3. The Board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fundraising specific to that expenditure.
4. Particular reference should also be made to the Board's travel policy in considering expenditure which may benefit individuals or groups of individuals.
5. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the principal (as the chief executive and the Board's most senior employee).

Principles

6. The Board requires the principal, where expenditure may be beneficial to an individual or group of individuals, to take account of the following prior to authorising this expenditure:
 - i) Does the expenditure benefit student outcomes?
 - ii) Does the expenditure represent the best value for money?
 - iii) Is it in the budget?
 - iv) Could the board justify this expenditure to a taxpayer, parent or other interested party?
 - v) How would the public react if this expenditure was reported by the media?
 - vi) Would there be, or be perceived to be, any personal gain from this expenditure?
 - vii) Does this expenditure occur frequently?
7. Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised for the purpose. The funds will be raised with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (eg charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

Accounting for expenditure

8. All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the Board.

Approval

9. When the Board approved this Policy, it agreed that no variations of this Policy or amendments to it can be made except with the approval of the board.
10. As part of its approval, the Board requires the principal to circulate this Policy to all staff, and for a copy to be included in the School policy manual, copies of which shall be available to all staff. The School policy manual shall also be made available to students and parents at their request. The Board requires that the principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Signed

Board chairperson

with the authority of the board on _____

Signature section for fundraising

I have read and understand this Policy and agree to abide by it.

Signed _____

CRISIS PROCEDURE

If a crisis should occur the Senior staff members will meet (The crisis team).

PROCEDURES

1. Any report of a crisis event should be immediately notified to Principal or the person in charge if the Principal is absent.
2. The Principal will verify any such report before any action is taken.
3. The Crisis Team will convene and:
 - decide how information is to be conveyed to staff and students
 - plan a strategy for coping with the crisis
 - assess needs of staff and students
4. Needs of staff must be met in order to enable them to meet student needs. Cover will be arranged for any staff member who requires it.
5. The needs of victims and those most affected will be given priority.
6. The Crisis Team will decide if an outside Agency is needed to assist.
E.g. Contact numbers: Police -111.
MOE – 07 3497399 or (04) 4638000.
Victim Support - 07 3499471.
7. The Guidance Suite will be made available as a support area for staff, students and families.
8. Members of the Crisis Team will contact affected families as soon as possible and keep staff informed as necessary.
9. The Crisis Team will liaise regularly with office staff.
10. Any contact with the Media should be made only by the Principal or Chairperson of the Board of Trustees after consultation with the Crisis Team.
11. The Crisis Team will meet as necessary to plan ahead, review events and debrief.
12. At an appropriate time soon after each event, the Crisis Team will review the experience and make any recommendations which would assist or improve the management of any future crisis.

Appendix 14

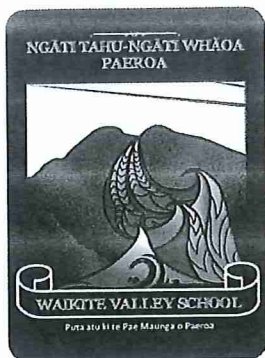
13. At an appropriate time soon after each event, the Crisis Team will consider whether a Consultant should be invited to the school to lead a de-briefing session; this is considered to be advisable in the case of a traumatic event.

14. The Principal is responsible for Professional Development in consultation with the Counselling Department will ensure that from time to time a background in grief and loss is given to staff through Professional Development sessions as a component of Pastoral Care training.

15. The Counselling Department will keep updated, a file containing any relevant material on crisis in schools.

REVIEW

1. In the first instance the Policy will be reviewed as soon as possible after implementation (see above).



Waikite Valley School

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www.waikitevalley.school.nz office@waikitevalley.school.nz

Physical Intervention and Restraint Policy

At Waikite Valley School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

1. The Legal Framework

Education Act 1989

Education (Physical Restraint) Rules 2017

Health and Safety at Work Act 2015

There may be situations that staff are faced with situations that cannot be easily resolved, and where they have to defend themselves or others from an aggressor or where they believe that serious injury is likely to occur if immediate action is not taken.

Use of Force

Staff should note:

- Force should never be used against students except in self-defence or in the defence of others
- Force should not be used against a student to conduct a search
- Staff are not obliged to put themselves at risk
- Any use of force must be reasonable under the circumstances. Any person using force that is excessive in relation to a particular circumstance could face prosecution for assault

Sections 41 and 48 of the crimes act 1961 continue to apply and are not affected by the legislation dealing with the surrender and retention of property and searches.

Section 48 (self-defence and defence of another) says that: *"Everyone is justified in using, in the defence of himself or another, such as force as, in the circumstances as he believes them to be, it is reasonable to use"*.

In general, the following should be considered:

- The potential risks of using force
- The consequences of not intervening
- The chances of achieving the desired result by other means

2. Our Approach

At Waikite Valley School we aim to avoid the need for physical intervention and regard this as a last resort. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations

which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. Teachers should seek to de-escalate using other means where possible. As a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below. In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The Principal should be informed of any incident as soon as possible. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and all those involved in the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from other services, for example Special Education (MOE), ICAMHS etc.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded immediately on the Pupil Restraint Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

5. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

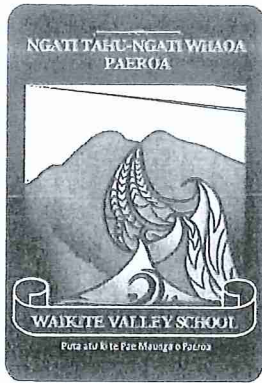
6. Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply. We will review this policy on a triennial basis.

Signed _____ (BOT Chairperson) Date: _____

Signed _____ (Principal) Date: _____



Waikite Valley School

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RECORD OF PHYSICAL INTERVENTION OR RESTRAINT

Date of incident:

Pupil Name:

Time of incident:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including method used):

Outcome of restraint:

Description of any injury sustained and any subsequent treatment:

Date/time/parent/carer informed of incident:

Informed by:

Outline of parent/caregiver response:

Signatures of staff completing report:

Signed.....

Name.....

Signed.....

Name.....

Signed.....

Name.....

Signature of Principal:

Signed.....

Name.....

Brief description of any subsequent inquiry/complaint or action: