



Policy: HS 1.0-1 Health & Safety

Policy

This policy sets out the health and safety commitment and purpose for Deanwell School. We believe the health and safety of our people and our students is important, and we are committed to keeping people safe and healthy.

Deanwell School will:

- Promote excellence in health and safety management, and monitor and improve our performance as required;
- Provide a safe and healthy work environment and ensure the necessary resources are provided to ensure we can all work safely;
- Identify our potential risks, control our hazards and be aware of the reporting process;
- Establish and maintain communication on health and safety, and encourage participation and engagement in health and safety;
- Identify our training needs and provide as necessary; and comply with legal and organisational obligations.

This will be achieved through:

- The Principal's support and commitment to health and safety along with the engagement and participation of all our people;
- Implementation of our Health & Safety Policy and Procedures and ensuring they are effective;
- The development and completion of an annual Health & Safety Plan that delivers clear objectives; and
- The education of our people and students on health and safety issues.

To achieve this, the following responsibilities apply:

- The Principal will ensure this policy is implemented. They are responsible and accountable for the health and safety of their people; and
- We will all take responsibility for our own health and safety and for supporting the health and safety of those around us.



Review

This policy will be reviewed every three years.

Date of Review: 21st March 2024

*Mā tātou anō tō mātou korowai e whatu.
We will weave our own korowai.*



Policy: Child Protection

Outcome Statement

Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

Scoping

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the Oranga Tamariki Act 1989, any person in our school/kura who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police.

Delegations

Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

Expectations and Limitations

The principal must:

- develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- comply with relevant legislative requirements and responsibilities
- make this policy available on the school's internet site or available on request
- ensure that every contract or funding arrangement that the school enters into requires the adoption of child protection policies where required
- ensure the interests and protection of the child are paramount in all circumstances
- recognise the rights of family/whānau to participate in the decision making about their children
- ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and deal with



- disclosures by children and allegations against staff members and are able to take appropriate action in response
- support all staff to work in accordance with this policy to work with partner agencies and organisations to ensure child protection procedures are understood and implemented
 - promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
 - consult, discuss and share relevant information with the board or designated person in line with our commitment to confidentiality and information-sharing protocols in a timely way regarding any concerns about an individual child
 - seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise
 - make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
 - ensure that this policy forms part of the initial staff induction programme for each staff member.

Procedures/Supporting Documentation

[Procedure: Child Protection](#)

Legislative Compliance

[Children's Act 2014](#)

[Oranga Tamariki Act 1989](#)

More Information

[Oranga Tamariki Ministry for Children](#) – further information and sample child protection templates

Review

This policy will be reviewed every three years.

Date of Review: 22nd June 2023

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Policy: Reducing Student Distress and Use of Physical Restraint

Outcome Statement

This board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity.

Except as authorised under this policy, no staff member may use any form of physical restraint on our students.

Our principal, teachers, and board-authorised staff members can only physically restrain a student as a last resort, where:

- the use of physical restraint is necessary to prevent imminent harm to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint is reasonable and proportionate to the circumstances.

Delegations

The board delegates to the principal responsibility for:

- developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the Education (Physical Restraint) Rules 2023 and its amendments (“the 2023 Rules”), and
- recommending eligible non-teaching staff to the board for authorisation to use physical restraint according to requirements of the 2023 Rules.
- Only the board can authorise non-teaching staff members to use physical restraint.

Expectations

All staff subject to this policy are trained to confidently apply prevention and de-escalation strategies, limiting the need to restrain a student physically according to the 2023 Rules and the relevant guidelines.

Board

The board requires:

- compliance with the 2023 Rules, and
- an evidence-based assurance from their principal that this policy is being followed.

Principal

The principal shall ensure:



- the implementation and compliance of this policy, including the completion of best practice training by all staff who are authorised to use physical restraint,
- operational compliance with the Education and Training Act 2020 and the 2023 Rules,
- all physical restraint incidents are immediately reported at the next board meeting,
- the board is informed of all relevant information (risks, trends, and impacts), and
- all non-teaching staff who may use physical restraint on a student have been authorised by the board.

Monitoring

The principal shall report to the board:

- on compliance, or the actions being taken to ensure compliance with this policy, the legislation, and the 2023 Rules on reducing student distress and use of physical restraint, and
- at every board meeting, all incidents, matters, or risks relating to this policy, ensuring that the non-identification and privacy of individual students is maintained.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at the governance level to support reducing such incidents.

Definitions	<p>As defined in the Education and Training Act 2020:</p> <p>Physical restraint is using physical force to prevent, restrict or subdue the movement of a student’s body or part of the student’s body against the student’s will.</p> <p>Harm means harm to the health, safety, or well-being of the student or another person, including any significant emotional distress suffered by the student or the other person.</p> <p>Authorised staff member means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.</p>
Legislation	<p>Education and Training Act 2020 (Sections 99-101)</p> <p>Education (Physical Restraint) Rules 2023</p> <p>Health and Safety at Work Act 2015</p>



<p>This policy is to be read in conjunction with the boards:</p>	<ul style="list-style-type: none"> ● Health and safety policy ● Child protection policy ● Privacy policy ● Emergency procedures ● Reporting and monitoring policy and procedures ● Concerns and complaints process
<p>Procedures/supporting documentation</p>	<p>The Ministry of Education's Physical Restraint Guidelines Appendix 1 of the Rules</p> <p>Suggested procedures/practices that cover:</p> <ul style="list-style-type: none"> · the authorisation process · reducing and de-escalating student distress · training and support for staff · notifying and reporting on instances of physical restraint · monitoring the use of physical restraint · [input your own as necessary]

Review

This policy will be reviewed every year.

Date of Review: 21st March 2024



Procedure: Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning.

Our government has set a national target of 80% of students attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

At Deanwell School, our school whakatauaāki: **Mā tātou āno tō mātou korowai e whatu / We will weave our own korowai**, and values - **Manaakitanga, Aumangea, Ngātahi, Ako** underpin our approach to attendance. Our Stepped Attendance Response (STAR) outlines our process for monitoring, supporting and improving attendance so every tamaiti can strive to be the best they can be.

Board responsibilities

As required by the Education and Training Act 202 (s35), all students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend school regularly, unless a specific exemption has been approved by the school and Ministry of Education. The board takes all reasonable steps to ensure all students enrolled attend when it is open for instruction (Education and Training Act 2020 s36).

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
- recording all absences, and responding accordingly
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
- publishing this attendance management plan on the school's website



Principal responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded too and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.
- provide a termly attendance report to the School Board showing the analysis of data, trends and narratives

Procedures/supporting documentation

Attendance Management Procedure - Stepped Attendance Response (STAR)- see below

Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive termly attendance reporting- including information provided by the Every Day Matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education \(School Attendance\) Regulations 2024](#)

Review

This policy/procedure will be reviewed every three years.

Date of Review: 26th February 2026

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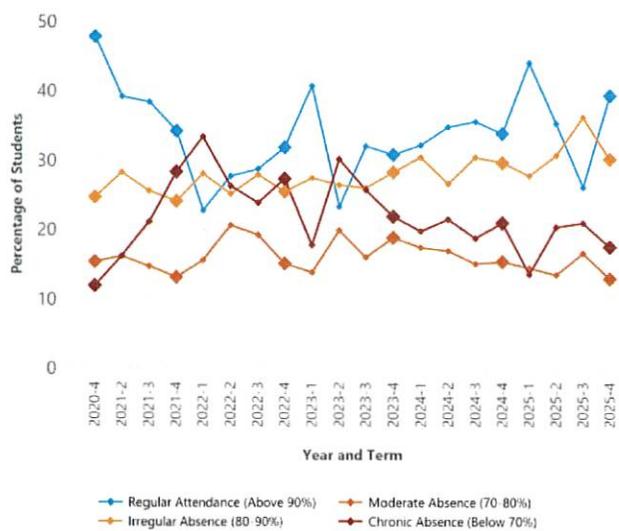
Strategic Plan Attendance Target

2026 Attendance Target

Students' regular attendance will increase by 10% from 2025 - 2026.

Baseline Data

How have your student attendance categories changed over time?



Year Term	Regular	Irregular	Moderate	Chronic
2020-4	48%	25%	15%	12%
2021-2	39%	28%	16%	16%
2021-3	38%	26%	15%	21%
2021-4	34%	24%	13%	28%
2022-1	23%	28%	16%	33%
2022-2	28%	25%	21%	26%
2022-3	29%	28%	19%	24%
2022-4	32%	26%	15%	27%
2023-1	41%	27%	14%	18%
2023-2	23%	26%	20%	30%
2023-3	32%	26%	16%	26%
2023-4	31%	28%	19%	22%
2024-1	32%	30%	17%	20%
2024-2	35%	27%	17%	22%
2024-3	36%	30%	15%	19%
2024-4	34%	30%	15%	21%
2025-1	44%	28%	14%	14%
2025-2	35%	31%	14%	20%
2025-3	26%	36%	17%	21%
2025-4	39%	30%	13%	18%

	Present 90% - 100%				
	Term 1	Term 2	Term 3	Term 4	YTD
2025 National Average	65.9%	58.4%	50.3%	57.3%	57.9%
2026					
2025	44%	35%	26%	39%	36%
2024	32%	35%	36%	34%	34%
2023	41%	23%	32%	31%	32%

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Attendance Management Procedure- Stepped Attendance Response

What would success look like?

Success would look like an increase to **Regular/Good Attendance (Less than 5 days absence in a term)**, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the **Worrying/Irregular Attendance (Up to 10 days absence in a term)** - reducing this category would have a positive impact on **Regular/Good Attendance**.

While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with **Worrying/Irregular Attendance**.

Parent/Whanau responsibilities

Whānau have legal obligations to ensure their tamariki attend school (Education and Training Act, s244). We expect whānau to:

- notify the kura as soon as possible if their tamaiti is going to be late or absent
- Arrange appointments or trips outside of kura hours or during school holidays where possible
- Work with us (kura) to manage attendance concerns

School responsibilities

Our School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with tamariki and whānau and staff are responsible for reminding our community of these expectations.

School Procedures

Tumuaki Responsibilities

The principal will appoint staff and delegate duties, so as to manage the recording of the electronic student attendance register and the follow-up procedures for non-attending students.

Classroom teachers and senior leaders are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed of attendance concerns. Principal/Deputy Principal and relevant personnel will be kept informed of serious student absence situations.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the classroom teacher/senior leaders termly to review outcomes and effectiveness of these interventions

Kaiako Responsibilities

1. Roll to be taken by the Akomanga Kaiako **AT** 9.00am using the Student Management System HERO.
2. Any tamaiti who arrives late to school is to report to the Tari to register that they are late on the Vistab system. (The vistab and HERO are linked).



3. Should a tamaiti arrive in class after the register has been taken, they should have a late 'ticket' to give to the Kaiako. If they haven't, they **MUST** report to the Tari.
4. Afternoon roll must be taken **At** 1.30pm.
5. There should be no need to send over paper absences to the Office, unless there is a reliever in the room or the internet is down.
6. If a parent has informed you that their child will be absent for a specific reason, ie: tangi, appointment, holiday, please add a note to their attendance.

Tari Responsibilities

1. The Office Administrators check messages from emails (HERO app, website, voice messages), take phone calls and face to face messages of absences in the morning. Office Administrators update the absence with the appropriate code and any notes.
2. The Office Administrators check all classes' attendance on HERO from 9.15 am.
3. Any unsubmitted rolls will be requested from the classroom teacher.
4. Any students marked with a ? (unexplained absence) are then followed up by the Office Administrators:
 - a. a text is sent out to all students who are marked with an ? (unexplained absence) by 9.30am
 - b. When replies are received, the Office Administrators update the absence with the appropriate code and any notes
 - c. If no reply is received by 11:30am the Office Administrators follow up whānau contacts with a phone call
 - d. If no reply or contact is received by the end of the day, the student is marked as Truant.
5. The Office Administrators will check the afternoon roll from 1.30pm.
6. Office Administrators will action attendance threshold notifications by notifying teachers so they can carry out an appropriate attendance response activity.
7. Office Administrators will manage student enrolments and transfers to another school on both ENROL and HERO.
 - a. Schools must withdraw a student from ENROL within 5 days of their last day of attendance when requested.
 - b. A student must be registered on ENROL within 5 days of their first day of attendance at a new school.
 - c. If a student does not enrol at a new school within 20 days the school will need to complete a Non Enrolment Notification for continuous absence through ENROL.

Attached is the Stepped Attendance Response Activities for our school. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in HERO.



School Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence.

Regular / Good Attendance	Irregular / Worrying Attendance	Moderate / Concerning Attendance	Chronic / Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> Ensure student attends every day they are able Reinforce good attendance habits Support other whānau to reinforce good attendance habits Follow school attendance management plan and procedures 	<ul style="list-style-type: none"> Return student to regular attendance Contact school to discuss reasons for absence and impact on learning Support student to catch up on missed learning Engage in supports offered 	<ul style="list-style-type: none"> Return student to regular attendance Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan Implement strategies at home 	<ul style="list-style-type: none"> Return student to regular attendance Engage in support plan Participate in regular meetings
Kura	Kura	Kura	Kura
<ul style="list-style-type: none"> Communicate with whānau about every absence Maintain contact details of all parents Provide students with regular updates on their own attendance Report regularly to whānau on attendance of the student. 	<ul style="list-style-type: none"> Contact parents to discuss reasons for absence and impact on learning Support student to catch up missed learning where required Use in-school resources as appropriate to remove barriers, eg: counsellor, 	<ul style="list-style-type: none"> Contact parents to escalate concerns Hold meeting to analyse reasons for absence and to collaborate on a support plan Develop and implement a support plan tailored to the reasons and circumstances 	<ul style="list-style-type: none"> Contact parents to inform of escalated response Request support from Attendance Service or other agencies as needed Participate in multi-agency response Maintain implementation