



WHANGAPARĀOA COLLEGE

Together Believe Achieve Ngātahi Whakapono Tutuki

Whangaparāoa College

Policy on Health, Safety & Welfare

Published: September 2021

A. Overview

1. Whangaparāoa College ensures, as far as is reasonably practicable, that our teaching & learning environments are physically and emotionally safe for everyone, including staff, learners, visitors, contractors, parents and whānau.
2. In addition, Whangaparāoa College will create and support an inclusive culture where diversity is valued, and every individual has the opportunity to maximise their potential.
3. Everyone at the school shares responsibility for upholding these aims. All of us, including staff, learners and even non-learners (e.g. parents and whānau), are expected to comply with health & safety procedures and practices, and otherwise ensure their actions do not put others at risk of harm.
4. At the discretion of senior learning team, anyone who puts others at risk of harm, whether physically or emotionally, may be subject to advisement, correction, behaviour management, disciplinary action, or any other actions deemed necessary to limit the risk of harm. The senior learning team maintains such jurisdiction within school hours, via digital communications, and, at their discretion, outside school hours.
5. To ensure the school gives full effect to learner rights with regard to health, safety and personal welfare, it will provide a forum or otherwise enable learners to take an active role in voicing their concerns and shaping a safe and inclusive environment, so long as this is done in line with the values of the school.

B. Health & Safety Compliance

Whangaparāoa College exercises a duty of care to ensure the school meets its health and safety obligations, and endeavours to continuously improve our performance in this area. To uphold these aims, the school:

1. Complies with the Health & Safety at Work Act 2015.
2. Ensures compliance with all public health orders as directed by the Ministry of Education. For clarity, this includes any guidance or directive with respect to COVID and COVID vaccination.

3. Conduct a formal internal audit of health and safety compliance and practices at least annually and conduct an external audit by a qualified Health & Safety inspector no less than every 3 years and otherwise as required by its insurance policies.
4. Requires the senior learning team to implement a practice that ensures contractors know we expect them to comply with health & safety regulations as they pertain to their particular trade / expertise.
5. Provides assurance all staff are kept informed of reporting on health and safety, changes to health & safety legislation, and corresponding changes to internal procedures.
6. Expects all staff to take an active role in hazard identification and risk management, and to follow internal health and safety procedures in their daily work.
7. Ensures all planning for EOTC activities include risk management adherent to Ministry of Education regulations and guidelines, and legal requirements
8. Ensures the Kura Kai Café meets food safety requirements and offers / promotes healthy food and nutrition.

(See Section G: Monitoring and Evaluation for more information.)

C. Mental and Emotional Well-being

Whangaparāoa College endeavours to maximise the potential of all learners. Whangaparāoa College recognises the needs, abilities, talents, special circumstances, and other physical, emotional, cultural and health requirements of all learners, and complies with the guidelines/regulations of the Ministry of Education (MoE) for learners with extraordinary physical, emotional and health requirements, as well as those who may demonstrate different abilities or talents. To this extent, Whangaparāoa College will:

1. Take action to identify learners who are disabled, present learning disabilities or are neurodiverse.
2. Work with individual learners, their families and whānau, as well as the Ministry of Education and [disability organisations](#), to ensure we are meeting the needs of learners identified as having special/additional needs or a disability. When available, we will action formal recommendations made to us from specialist advisors, therapists or disability organisations, provided these recommendations do not otherwise conflict with school policy.
3. Take action to support the wellbeing of all learners, and to help them build self-directed strategies for developing resilience and for coping when challenges arise.
4. Maintains and upholds safe practices for digital devices, supported by operational procedures to ensure all staff and learners uphold our expectations for the safe use of the internet, mobile phones, and other ICT devices and equipment.
5. Screen all new entrants to identify at-risk learners or those that may need additional learning support and/or Special Assessment Conditions (SACs). The protocol for screening will be set and maintained at the discretion of the senior learning team, though it must at least cover dyslexia, which impacts approximately 1 in 10 people.

6. Communicate the screening results, particularly when the screening does identify a specific learning disability, in a manner, which as far as possible, will protect the mana and dignity of the learners, parents and whānau involved.
7. Where appropriate, establish learning and behavioural support plans in conjunction with the individual learners, their families and whānau, as well as case workers or specialists from the Ministry of Education, other agencies and/or disability organisations.

(See Section G: Monitoring and Evaluation for more information.)

D. Extraordinary Learning Support

Whangaparāoa College recognises that, in order to maximise the potential of all learners, it must sometimes overcome the discrepancy between the resources we require to provide the level of support that learners identified as having special/additional needs or a disability require, and the external funding made available to us in order to meet those needs. In response, Whangaparāoa College will:

1. Make every attempt to quantify or estimate this funding discrepancy.
2. Use this estimate to set aside conditional budget, which may be released from time to time, with the Principal's approval, in order to address some or all of the shortfall related to otherwise unfunded expenses associated with providing the level of support learners identified as having special/additional needs or a disability require. For clarity, a conditional budget is subject to fluctuation based on a periodic review of needs and financial priorities.
3. Take other steps, as practical, to overcome a funding shortfall for any individual learner identified as having special/additional needs or a disability, including, but not limited to:
 - a. Providing guidance to families and whānau as to how they may engage the Ministry of Education and/or disability organisations, to apply for and access funding support.
 - b. Making direct contact with the Ministry of Education and/or disability organisations to support funding applications or to solicit funding support on behalf of learners.

E. Inclusivity and Social Wellbeing

Whangaparāoa College offers an inclusive culture where diversity is valued. To uphold this aim, the school ensures the following:

1. Senior learning team takes all practical steps to uphold and actively promote an inclusive culture, one in which all learners feel they belong, and with emphasis on the following learner groups:
 - a. Those who present with learning disabilities or are neurodiverse
 - b. Those who identify as LGBTQIA+
 - c. Those from diverse ethnic communities

2. In addition, the senior learning team ensures an inclusive culture for all staff, including those who identify as LGBTQIA+, are disabled or neurodiverse, or from diverse ethnic communities.

F. Medication and medical conditions

1. Whangaparāoa College requires voluntary disclosure from staff and learners regarding blood-borne illnesses and other medical conditions which present a potential health and safety risk. As far as practicable, the school will support staff and learners with these conditions and use such disclosure for the purpose of understanding / undertaking an appropriate course of action for upholding health and safety. Such disclosures will be maintained in confidence.
2. Parents and whānau are required to disclose, on enrolment or as early as possible, the need for learners to have ongoing medication or medication in an emergency situation. Learners who require ongoing medication are responsible for their own self-administration. The school will otherwise make every attempt to administer medication in an emergency situation.

G. Monitoring and Evaluation

Whangaparāoa College maintains a framework for monitoring and evaluating the health, safety and welfare of our teaching & learning environments. This includes:

1. Recording all health & safety incidents and maintaining health & safety registers, compliant with best practice.
2. Maintaining a Health & Safety Committee which monitors health & safety compliance with the aim to identify and mitigate risks. This Committee is made-up of staff, meets regularly and provides reporting to both the senior learning team and the Board of Trustees.
3. Recording and responding to alleged acts of harmful behaviours by individuals in the school management system, as specified in our Policy on Bullying and Other Harmful Behaviours.
4. Surveying and reporting on the mental health and wellbeing of our teaching and learning environment, utilising:
 - a. best practice tools and techniques, such as [Wellbeing@Schools](#), and
 - b. well-defined and measurable wellbeing indicators, which reflect the guidance of the Education Review Office and [recognised best practice](#).
5. Presenting data to the Board in order to assess trends and our strategies for enhancing teaching and learning by recognising and catering for the wellbeing and needs of our school.

H. Response

Whangaparāoa College maintains well-defined processes and procedures for investigating and addressing incidents that impact on health, safety & welfare. This includes:

1. Investigating accidents and near misses in a timely fashion, with causes remedied as possible
2. Identifying hazards and eliminating or minimising them as possible

3. Formally reviewing major events, traumatic experiences and critical incidents with respect to
 - a. Health & safety
 - b. Mental and emotional wellbeing
 - c. Inclusivity and social wellbeing
 - d. Medical incidents or medication mishaps
 4. Capturing and addressing complaints or reports from our broader school community.
- I. General Support Services.

To support the health, safety and general welfare of staff and learners, the school will provide the following:

1. A registered nurse on staff.
 2. Provisions for the Public Health nurse to be available on campus, as possible.
 3. On-site guidance counselling to support learner's hauora or the holistic/emotional well-being. To this extent, we will endeavour to maintain a counsellor to learners ratio of no less than 1:400.
 4. A variety of learner support services, which may be individualised on a case by case basis via individual learner support plans.
- J. Emergency Response

The College maintains up-to-date emergency plans and evacuation procedures. Please refer to separate policies on "[Emergency Response](#)", "[School Lockdown](#)" and "[Fire & Industrial Incidents](#)". These policies need to be highly-visible and easily accessible and, for this reason, have not been included within this policy statement.

Notwithstanding, any emergency response, school lockdown, fire or industrial incident, must be recorded as a health & safety incident, reported and investigated in conformance with this Health & Safety Policy and supporting procedures.

K. Policy Review

We will review and revise this policy as required and within 2 years of its publication date (above), or in conjunction with changes to health & safety legislation as these occur.