



Policy – Manaakitanga Policy

Policy to support NAG 5 Health & Safety

Outcome statement

We value the health & wellbeing (hauora) of all members of our school whānau. We aim to create a safe physical and emotional environment that reflects our RICH values of maruwehi (respect), rāhiri (inclusion), manaakitanga (care) and ngākaupono (honesty).

Scoping

All members of our school community - Board of Trustees, school leaders, teachers, staff, students and parents and whānau will have an understanding of what a safe physical and emotional environment looks like and steps they can take to ensure this environment exists at Pukekohe Hill School.

Delegations

All members of our school, including individuals themselves, have a responsibility to contribute to and provide manaakitanga / care and protection for others. The Board of Trustees, as an entity, have a duty of care for the well-being of their employees and others. The Principal and Senior leadership team are delegated the responsibility for ensuring all reasonable steps are taken to ensure the safety and wellbeing of others.

Expectations and limitations

Kāupapa for responding to behaviour

We believe that managing behaviour relies on the consistent application and reference to our school's RICH values in all learning settings. We believe that the emphasis should be placed on the use of positive strategies to increase desirable behaviours and not punitive measures to change behaviour. We understand that student behaviour is underpinned by the stage they have reached in their social and emotional development which is different for every student. Consequences are used to both encourage/reinforce positive behaviour and discourage less desirable behaviours.

The focus will be on students taking responsibility for their actions and repairing the harm done. Incidents will be addressed in a timely manner and used primarily as a teachable moment of what could have been done differently.

Managing Behaviour

Managing behaviour relies on consistently applying our school's behaviour plan and strategies to promote positive student behaviour. We also expect high standards of conduct from our school community, including staff, visitors, parents, and whānau, which involves modelling positive behaviour for students. Positive behaviour will be reinforced and recognised in ways such as;

Whānau points	Lucky Lunch tickets	Whānau house prize	ClassDojo points
Principal awards	Learner of the term	Praise!	Growing Great People Award
Positive affirmations	Lunch with the Principal		

We acknowledge that every behaviour incident is different and therefore the response to inappropriate behaviour will reflect the needs development of the student involved. We believe that consequences for inappropriate behaviour are

needed to restore the mana and trust of all those involved. All consequences are to be fair and reasonable in relation to the degree of seriousness of the behaviour. They are to be applied with fairness and respect and to be used as a tool to 'teach' the student that all behaviours have consequences and steps to repair the hurt need to be made.

The [Pukekohe Hill Positive Behaviour for Learning Plan](#) will be used to guide the process of repairing and restoring the mana and trust of those involved.

Concerns involving children of staff members

If a behaviour issue or a concern arises at school that involves the child of a currently employed staff member and another student or group of students, the staff member will not be involved in its resolution. A delegated staff member with no relationship to the student(s) will manage the incident.

Physical Restraint

The use of preventative measures and de-escalation techniques will be the first step when responding to students behaviour. However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and is only used when there is 'imminent danger of physical injury and/ or significant emotional harm to other students, staff, themselves, or others. Physical restraint is defined as using force to prevent, restrict or subdue the movement of the whole or part of a student's body, against the student's will. It's a serious intervention. Its use is limited to teachers or authorised staff members and only where:

- the physical restraint is necessary to prevent imminent physical and/ or significant emotional harm to the student or another person
- the teacher or authorised staff member reasonably believe that there is no other option available in the circumstances to prevent the harm
- the physical restraint is reasonable and proportionate in the circumstances.

All teacher aides and teaching staff currently employed by the Pukekohe Hill School BOT are authorised to apply restraint. Non-teaching staff can apply restraint if they have been authorised, in writing, by the board. We accept that there may be situations where staff may feel unsafe to use physical restraint. In these situations the staff member must seek additional support to ensure the safety of all involved. The student, and the person who applied the physical restraint, should be monitored for signs of distress or shock in the aftermath of the incident. The school will hold a debrief after the incident, examining the events leading up to it, the interventions used, and what could have been done differently. The Ministry of Education, and the board, is notified of any incident involving physical restraint. Parents/caregivers whose child was involved in the incident should be notified as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents should be dealt with through the school's complaints process, and the Ministry of Education contacted for advice, if necessary.

Students with high-risk behaviours should have an Individual Behaviour Plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the particular student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student.

The [Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint](#) will support the schools' process and response to physical restraint at school.

Time-out and Seclusion

Seclusion is prohibited at Pukekohe Hill School. Seclusion is defined as placing a student, involuntarily, into a room by themselves for any amount of time, where they cannot leave of their own will. It is inappropriate, and can be emotionally (and physically) damaging to students. Time-out is different from seclusion and can be used at school. In time-out, a student may be asked to go to a specified area, either within the classroom or in another part of the school, in order to calm down. In these situations, the student may be separated from others, but is not secluded. Any student in time-out will be within direct sight of a staff member and will be checked regularly in order to assess student's emotional state and safety. Time-out will be used as a tool to allow students space to regulate their emotions or to ensure the physical and/or emotional safety of themselves or others. Time out will be for a limited period with the purpose of the de-escalation of emotions.

Bullying and Online Bullying

Bullying is deliberate, harmful behaviour that is repeated or continues over a period of time. It often involves a power imbalance and it is difficult for those being bullied to defend themselves. Bullying is a form of harassment, and usually refers to intimidating behaviour between school students, but may involve staff. If an incident involves both staff and students, the complaints procedure is followed.

All members of the school have a responsibility to recognise bullying and online bullying, and to take action when they are aware of it happening. Maintaining awareness is important as bullying can be subtle and hard to recognise but small acts are still harmful over time. Pukekohe Hill aims to create a safe environment however if students are being bullied, they need to feel supported and know what to do. Bullying may be defined as:

- physical, e.g. hitting, kicking, taking belongings
- verbal, e.g. name calling, insults
- social/relational, e.g. spreading nasty stories, excluding from groups, making threats
- identity-based, e.g. racist, sexist, religious, ableist, sexuality and gender-based.

We recognise that in some situations the school may be alerted to bullying or online abuse/ bullying that may be occurring outside of school. In these situations, the school has a duty of care to inform the whānau of all those involved. There may be situations where schools intervention is required if the situation is impacting on school and learning.

Pukekohe Hill School will deal with incidents of bullying and online bullying through our school's [Positive Behaviour Behaviour for Learning Plan](#). The MOE Bullying Prevention and Response guideline for schools and www.bullyingfree.nz will support the schools' process and response to bullying at school.

Search and Confiscation

Maintaining a safe physical and emotional environment for students and staff is a priority for Pukekohe Hill School. Situations may arise when the search and confiscation of student property may be required in order to maintain safety for all. Any search and/or confiscation of student property must comply with legislation and be justified as both reasonable and necessary to keep the environment safe. MOE guidelines will be used to support any search undertaken. Any significant search of students or property will be done in the presence of two staff members taking into account gender and existing relationships. Reasonable grounds means that a student has an item that is likely to endanger safety, or is likely to detrimentally affect the learning area, or is harmful.

A student may be searched when matters of inappropriate material, stolen property, illegal substances, and items not permitted at school or weapons are involved.

All staff must seek permission from the student for a search. This permission must be clearly asked for and positively given. If a student refuses, parents or caregivers should be contacted to seek permission. Usual school disciplinary or behaviour management practices (including stand down and suspension) will be applied depending on the outcome of the search and/or confiscation. The [MOE Surrender and retention of property and searches - guidelines for schools](#) will support the schools' process and response to search and confiscation.

Procedures/supporting documentation

Pukekohe Hill School Positive Behaviour for Learning Plan
Complaints Policy and process
Health & Safety Policy
Child Protection Policy
Protected Disclosures Policy
Student Device Policy

Legislation

[Education and Training Act 2020 \(Sections 99-101\)](#)
[Education \(Physical Restraint\) Rules 2023](#)
[Health and Safety at Work Act 2015](#)

Monitoring

Consequence book results - termly
Etap behaviour incidents
Community survey

Reviewed: August 2022

Next review: August 2025

