## LOGO - 2LINE-RASTER-SHADED-WELLINGTON

## HEALTH AND SAFETY

PROCEDURE

**RATIONALE**

* Every person is of worth in that Jesus died for every one of us. Because of the high value that Jesus has placed on every individual, it is imperative that our Seventh-day Adventist school provides our students with a safe environment which provides for each student’s intellectual, spiritual, emotional, physical and social development. As a result our school provides access where possible to counselling support for students on a needs basis.
* The school will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with the relevant health and safety legislation, standards, and codes of practice.

**GUIDELINES**

**General:**

1. All staff will have individual responsibility for health and safety around the school environs and in particular for ensuring student wellbeing is of high importance.
2. All staff
	* Being informed , understanding and accepting of their responsibility for eliminating or minimising the potential for harm to people at their workplace, including students, contractors, other staff and visitors being informed of any results of our monitoring their work area.
3. Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management.
4. Ensuring the school has an effective method for identifying hazards. Significant hazards will then be controlled by:
* Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people.
* Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.
1. Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work.
2. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace.
3. Providing appropriate orientation, training and supervision for all new and existing staff.
4. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors.
5. Accurate recording, reporting and investigating injuries.
6. **The Board of Trustees commitment to continuous maintenance and /or improvement in health and safety including employees’ mental and physical health relevant to their job effectiveness.**
7. The Board of Trustees commitment to comply with all relevant health and safety legislation.
8. The Board of Trustees supporting the safe and early return to work of injured or unwell employees.
9. Ongoing evaluation, review and updating of compliances with the school’s health and safety programme and this procedure.

## LEGAL REQUIREMENT

The *Education Act* requires the school board to consult once every two years on the delivery of the Health Curriculum and to adopt a statement on the consultation process and the delivery of the Health Curriculum. The school is then expected to implement the Health Curriculum including the sex-education components. Individual parents may request that their children be excluded from tuition for parts of the health programme related to sexuality education.

## THE CONSULTATION PROCESS WITH PARENTS/CAREGIVERS

The Board will:

1. Inform the school community about the content of the Health Curriculum.

2. Ascertain the wishes of the school community regarding ways in which the curriculum should be implemented, given the views, beliefs and customs of the members of that community and to be sure to specifically consult Maori and Pasifika values.

3. Determine in broad terms, the health education needs of the students at the school.

4. Prepare the draft statement on the delivery of the Health Curriculum.

5. Give members of the school community an adequate opportunity to comment on the draft statement.

6. Consider any comments received and make any changes necessary

7. Adopt the statement and long term plan for the next two years.

INTRODUCTION

Through learning in health and physical education with the **‘Special Character** **G.R.O.W.T.H. Curriculum Framework** programme providing the basis in this school for the underlying concepts, the aims of the Health and Physical Education Curriculum are for students to:

1. Develop knowledge, understandings, skills, and attitudes needed to maintain and enhance personal health and physical development.
2. Develop motor skills through movement, acquire knowledge and understandings about movement, and develop positive attitudes towards physical activity.
3. Develop understandings, skills, and attitudes that enhance interactions and relationships with other people.
4. Participate in creating healthy communities and environments by taking responsible and critical action.
5. Use key competencies appropriate to context.

These aims form the basis for the four strands of the curriculum covered through the seven Key Areas of Learning:

* + Mental Health looking at self-esteem and relating to others
	+ Body Care and Physical Safety learning how to care for our bodies to stay healthy and keeping ourselves safe
	+ Food and Nutrition studying and preparing healthy foods and eating for health
	+ Sexuality Education using the ‘Wonder of Living’ series to study how our bodies change and No Apologies in the Senior Class every alternate unit
	+ Physical Activity including athletics, ball skills, swimming, Te Reo Kori, gymnastics, movement and sport
	+ Outdoor Education involving orienteering, adventure based learning, and class camps
	+ Sport Studies examining and learning different roles, fair play, and the effect of sport in society and the underlying concepts of:

Well-being – Hauora

Health Promotion

Socio-ecological Perspective

Attitudes and Values.

## DELIVERY OF HEALTH CURRICULUM

## This will occur according to our long term plan. Achievement Objectives are covered based on the needs of the students through the four Key Areas of Learning relating specifically to health. A health unit is completed each term in one Key Area of Learning, the year starting with Mental Health, followed by Body Care and Physical Safety, Sexuality Education every odd year and Food and Nutrition in term four.

From consultation with our school community, the following considerations apply: Pasifika Community:

* Consider emphasizing older students use age-appropriate talk concerning labelling of body parts according to the context they are in.
* Refrain from having siblings in the same presentation.
* Conduct separate presentations according to gender

General Parent Community:

* Inform parents of context when assigning homework in *Keeping Ourselves Safe Programme*
* Consider ways of dealing with age differences in classrooms.
* Feed on-going communication to parents when doing sensitive health curriculum areas that inform what is being taught and rationale.
* Consider providing sign- out kits for parents
* Respect that in some cultures it is the parents’ responsibility to talk about sensitive health topics.
* Supply a resource package, summary to parents at the end of sensitive units they may assist in the process of dealing with arising issues.
* Continue to have teachers present health information from their Christian perspective and values.

## PRINCIPLES

The following principles are to be followed in the teaching of the Health Curriculum:

* Each child is unique before God
* Health encompasses all dimensions of a person’s growth
* Encouragement of students to set realistic and worthwhile personal goals and to develop healthy patterns of living consistent with a Seventh-day Adventist lifestyle.
* The Special Character G.R.O.W.T.H Curriculum Framework encourages:

G Growth

R Rich Relationships

O Ownership of Mastery

W Wisdom in Decision Making

T Transformational Learning

H Harvest-focus

In Sexuality Education the following need to be considered:

* Recognising that the family is the primary educator of children in matters to do with sexuality
* Ensuring that staff who teach sexuality education are appropriately trained and qualified classroom teachers
* At the senior level the importance of living by God’s values where abstinence from sexual activity until marriage, according to Biblical principles will be taught
* Ensuring that the learning materials used within the programme are carefully selected and that they reflect the goals and principles of our special character
* Enhancing communication between the school and the home wherever possible

## PLANNING

* The students will work towards achieving the aims of the Health and Physical Education Curriculum document and the G.R.O.W.T.H Framework following the school health long term plan
* The needs of students will be considered, taking care to provide a balanced programme
* All Key Areas of Learning will be taught over a two year period incorporating coverage of the achievement objectives and essential skills.
* A variety of teaching approaches will be used when planning and implementing programmes.

## ASSESSMENT

* Assessment will be planned for, based on specific learning outcomes and key competencies along with achievement objectives
* Not all achievement objectives within a unit need to be assessed
* Assessment will occur in each strand of the Health Curriculum each year

**Review Responsibility: *BOT H/S Personnel, Staff H/S Co-ordinator, DP & Principal***

**Date Confirmed: 14 February 2017**

**Principal: ......................................................**