

Kia Ngatahi

Āwhina School

36 Pererika Street
PO Box 10148, Rotorua, 3046

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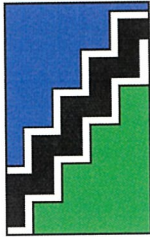
Director: Kelly Kinita



**Rotorua Boys'
High School**

ĀWHINA

Procedure Documents



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Emergency Evacuation Procedure

1. When the alarm sounds, ensure that the students make their way safely to the Assembly Point on the lawn area behind the main building.
2. An airhorn located in the Director's office will be used to signal an Emergency Procedure except in the case of Fire when the Fire Alarm system which is connected to the Fire Service will be used.
3. Encourage students as they make their way to the assembly point to leave the main driveway clear for vehicles.
4. Close all doors and windows.
5. Teacher to mark roll.
6. Marked roll to be returned to the Director.
7. The Director must ensure all students and staff are accounted for.
8. The Director will oversee assembly of students and staff.
9. All non-teaching staff to report to the Teacher.
10. The Director will then maintain a position at the front of school.
11. The Director will inform the Principal RBHS of the situation at hand at the earliest opportunity.
12. If the Director is absent the Leader of Learning will take over the Director's role.

Staff Responsibilities

Director	Check that the building is clear and everyone is evacuated safely.
Teacher	Lead students to Assembly Point.
Kaiawhina	To collect roll register and mark off.

Reviewed March 2023

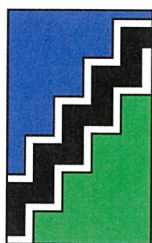
Approved by the Awhina Committee:

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Intruder/Lockdown Response Procedure

1. For an Intruder or Lockdown Response the following Procedure is to be followed and there will be a long sound from an Air Horn.
2. The Director or Teacher will notify the Police of the situation at the earliest opportunity.
3. **In the classroom**
 1. Remain in your classroom.
 2. Sit on the floor with your back to a wall out of sight from as many doors and windows as possible.
 3. Teachers to lock doors, windows and close classroom curtains.
4. **Outside the classroom - Interval and Lunch**
 1. Move quickly to the nearest point of shelter and protection or you may choose to take cover in the nearest room in the nearest building.
5. **Office and Other Staff**
 1. Remain in your office. The Director or Acting Director will call the police.
 2. Sit on the floor with your back to a wall out of sight from as many doors and windows as possible.
 3. Lock doors and windows

REMAIN LOCKED DOWN
Even if the Air Horn stops
LOCK DOWN CONCLUDES
with a

**HAND DELIVERED MESSAGE FROM THE DIRECTOR OR ACTING
DIRECTOR.**

4. Following an Intruder or Lockdown procedure an Emergency Evacuation Procedure may be required by the Director.
5. The Director will inform the Principal of the situation at hand at the earliest opportunity.

Reviewed March 2024

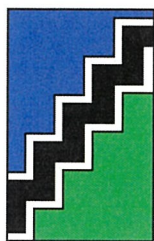
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Earthquake Procedure

1. For an Earthquake Drill the Air Horn will sound intermittently. Stop/Start.
2. If the Air Horn sounds intermittently without prior warning of an earthquake drill, treat as an Intruder Alert.
3. During an Earthquake follow the national guidelines of Drop, Cover and Hold.
4. After an Earthquake. Follow the Emergency Evacuation Procedure.
5. The students make their way safely to the Assembly Point (The lawn just behind picket fence, to the left of Āwhina).
6. Encourage students as they make their way to the assembly point to leave the main driveway clear for vehicles.
7. Teacher to mark roll.
8. Marked roll to be returned to the Director.
9. The Director must ensure all students and staff are accounted for.
10. The Director will oversee assembly of students and staff.
11. All non teaching staff to report to the Teacher.
12. The Director will maintain a position at the front of school. If the Director is absent the Acting Director (usually the Teacher) will take over the Director's role.
13. The Director will inform the Principal of the situation at hand at the earliest opportunity .

Staff Responsibilities:

- | | |
|-----------|--|
| Director | Check that the building is clear and everyone is evacuated safely |
| Teacher | Lead students to Assembly Point. (The lawn just behind picket fence, to the left of Awhina).
To collect roll register and mark off. |
| Kaiawhina | Assist Teacher in leading students to Assembly point. |

Reviewed March 2024

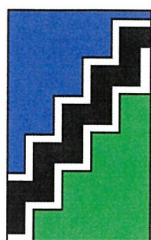
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Pandemic Response Procedure

1. In the event of a pandemic the Principal will take the role of the Pandemic Planning Manager and liaise directly with the Director.
2. The Rotorua Boys' High School Pandemic Planning Policy will be applied and determines the action steps.
3. The Director will coordinate regular briefings to all Āwhina staff.
4. The Director will designate a room as an isolation area in the event of a pandemic.
5. The Director will ensure there is an updated emergency supplies kit including adequate supplies of gloves, surgical masks and appropriate medication available and held on site at Āwhina.
6. The Principal will be the contact person with Lakes District Health Board (DHB) Emergency Planner.
7. The Director will ensure ongoing Staff Professional Development is undertaken to include such subjects as Dealing with Change, Loss and Grief, Understanding Loss and Helping Others, Crisis and Change and Key Messages for Keeping Well.

Reviewed June 2024

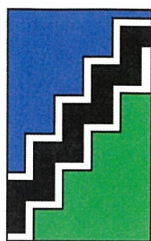
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Referral Procedure

Background

The Āwhina School - Activity Centre aims to support students overcome their learning and/or behavioural barriers and facilitate their return to mainstream schooling or onto further education; providing them with life skills and tools to make healthy choices.

Students are referred from their Home School where they are currently enrolled and reviewed by the Referral Committee to consider enrolment at Āwhina School - Activity Centre.

Implementation

1. Discussion within school regarding appropriateness of referral to the Activity Centre.
2. Counsellor discusses referral with student and Whānau/Guardian/s.
3. No parent(s) or student should be told that they are going to the Activity Centre. Emphasis that this is a referral only and that each case is considered by a Referral Committee.
4. If it is the decision of everyone concerned that a referral should be made then the school liaison completes the referral forms which are returned to the Activity Centre.
5. Activity Centre considers the referral initially and makes further enquiries if this is necessary.
6. The case is put to the Referral Committee.
7. The Referral Committee meets and considers the case.
8. If the decision is taken to enrol a student the Director meets with the parent(s)/caregiver(s), and student for an enrolment hui. The enrolment contract and consent forms are signed.
9. At any stage during the trial period if the student is not settling into Āwhina or struggling with the programme a Whanau hui will be called.
10. 3-4 Weeks after enrolment a CAP/ IEP Hui will be held with Student, Whanau, Home school liaisons, Āwhina staff, and support agencies.
11. The Referral Committee consists of The Principal Rotorua Boys High School, The Head of Guidance Rotorua Boys' High School and the Director of Āwhina .

Reviewed March 2024

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Severe and Challenging Behaviour Procedure

Rationale

All teaching and support staff and students are entitled to a safe working and learning environment in the Rotorua Activity Centre (Āwhina).

Guidelines

1. Safety is the priority in all learning and teaching programmes and in **all** learning and teaching situations.
2. The Director is in the position of responsibility.
3. Staff need to be familiar with the procedures to be followed in the event of severe challenging behaviour as follows :
 - a) **Warning** - Student will be warned about behaviour and given direction on appropriate behaviour.
 - b) **Think Sheet** - for Off-Task behaviour, swearing – after 3 strikes
The student is assigned a time out area, where they must stay and complete assigned think sheet. This is in their own time. The other students are to refrain from interacting with this student.
 - c) **Reset Process**
 - If students are being defiant or feel frustrated where their behaviour can potentially escalate, they are offered a reset giving them the opportunity to calm down.
 - Students can choose to reset either in the Main Foyer Desk or outside on the back lawn area where they are to stay until they feel calm. A Staff member will check on them in 5 minutes.
 - If a student refuses reset after repeat direction x 3 to reset, their whānau are called to come in and collect them to reset at home.
 - All Home resets / incident reports will be recorded in the Āwhina Data base and Incident folder (date, time, trigger, student & staff member(s) involved.)
 - Parents/Caregivers, Home school liaisons of the student notified that an 'incident' occurred.
 - If the student will not go through the reset process and staff and student are 'at risk', the Police and parents/caregivers are to be notified for assistance.
 - d) **Repeated Infringements** - when a student repeatedly breaks the rules or accumulates 3 think sheets over a weekly period:
 - Parents/Whānau, Home school liaisons are informed Hui to take place.

e) **Serious Infringements** e.g bringing drugs, acts of physical violence, threatening or verbal abuse, smoking at school etc :

- Parents/Whānau and Home School informed immediately
- Student sent home with/to Parents/Whānau
- Incident report completed
- Re-entry hui will be called for the next day with the Activity Centre Director, Students, Parents/Whānau, the Home School Counsellors will be notified and may attend.
- Āwhina can if required, supply transport to this re-entry hui

Only Home school Principal of any student can issue formal stand downs / suspensions. A re-entry Hui with Director must be had before returning after standdown.

Reviewed March 2024

Approved by the Āwhina Committee:



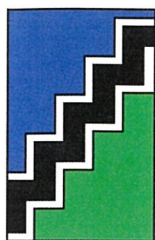
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Reward Incentive Procedure

Rationale

Students are rewarded for appropriate behaviour and achievement.

Guidelines

- **SOCIAL POINTS**
 - Being on time (punctual)
 - Using manners / courtesy
 - Cooperation / helping others

- **LEARNING/ ACADEMIC POINTS**
 - Listening attentively
 - On task learning
 - Raising hand to speak
 - Respectful to teachers and students
 - Producing great Mahi in class

Once students have earned enough points they can purchase sponsored vouchers and prizes with their points.

Reviewed March 2024

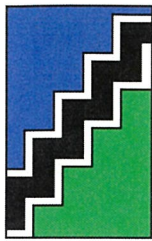
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Prevention and Intervention Procedure

Rationale

In addition to the regular social skills programme a number of strategies are needed to address specific needs for students.

Guidelines

i) Whānau Hui/Conference with Teacher and/or Student Support Agencies, Home School:

A chance for students and staff to meet and discuss particular incidents, issues or concerns.

ii) Reset Process:

Students are offered a period of 5 minutes to calm down outside on the Lawn or in the Foyer area.

iii) Individual Needs Based Programme

(e.g : anger management, assertiveness training, coping skills, quitting smoking, drug & alcohol, sexual health etc.)

iv) Professional Counselling:

Referral to other groups or individuals with the permission of parents/whānau.

v) Brokering to Social Services as appropriate

Referral to agencies with the permission of parents/whānau.

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Student Work Experience Procedure

Work Experience is a program in which students are placed in actual work situations for short periods of time so as to learn about the world of work and to support them to make an informed decision about their future pathway.

Objective

The Work Experience Programme provides an opportunity to begin exploration of the world of work and develop values, attitudes and habits which may lead to the securing and retaining of employment after leaving Āwhina.

The work experience program will;

- Provide the student with first-hand experience of the workplace.
- Assist the student to gain knowledge of employability skills and abilities required in various occupations.
- Provide the student with an opportunity to compare his/her own skills and abilities with the requirements of occupations.
- Assist the student to develop a work ethic necessary in the workforce - e.g. regular attendance, punctuality, application to tasks, reliability etc.
- Provide experience of the social aspects of the workplace - e.g. acceptance of direction, relationships with fellow workers.
- Assist the student in setting goals for their own employment on leaving school.
- Assist students with writing a CV and Cover Letter.

Implementation

- Students will take part in the Work Experience Programme at the discretion of the Director.
- The student and his/her parents/caregivers will be given first responsibility for finding a suitable Work Experience placement.
- Placements will be made in accordance with the provisions of the Education Act 1989 (especially clause 71) and the Health and Safety in Employment Regulations 1995 (Part V). Copies of these documents are kept in the Work Experience Handbook.
- The employer will meet all obligations of an employer, or person conducting a business or undertaking (PCBU) under the Health & Safety at Work Act 2015, and all obligations under the Human Rights Act 1993, and any other relevant statute, regulation or bylaw.
- Employers willing to provide Work Experience placements for students will be established so as to provide for those students unable to find suitable placements for themselves.
- For all placements the employers will be asked to sign an agreement that they understand the nature and aims of the Work Experience Programme. A Student Agreement and Parent Consent are signed as part of the work experience placement.

- Āwhina staff to meet with Employer before placing students with that employer.
- Each student will keep a Work Experience Diary in which to keep a record of the days spent on Work Experience, the tasks they performed and the skills they may have learned.
- At least once per fortnight Āwhina staff will make contact with each student's workplace.
- Employers will be asked to fill in an evaluation sheet commenting on the student's progress.
- The Home School will be advised of the work experience placement before the student attends work experience.
- The Home School Board Presiding Member to sign Section 71 form.

Reviewed March 2024

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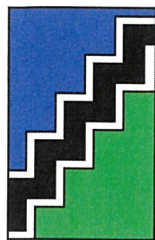
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Establishment of the Āwhina Committee Procedure

Rationale

There will be a body, responsible to the School Board of the host school, which establishes procedures for the operation of Āwhina School and monitors the implementation of those procedures in the interests of the students.

Schools which refer students to Āwhina School will have an opportunity to participate in the establishment and monitoring of procedures through this committee.

Purpose

- To ensure that the best interests of students remain the paramount consideration.
- To establish procedures for the operation of Āwhina School
- To monitor the implementation of procedures so established.

Guidelines

- The Director and staff will be responsible to the Rotorua Boys' High School Board through the Principal of Rotorua Boys' High School.
- The Director will have a reporting responsibility to the Āwhina Committee.
- The Āwhina Committee will consist of:
 - a representative of the Board of the host school as Chairperson
 - the Director of Āwhina School
 - the Principal of the host school
 - representatives of the Boards of the other four Rotorua secondary schools
 - the Guidance Counsellor of the host school and a guidance counsellor from all the local schools that feed into Āwhina

Representatives of other interested parties such as the Children and Young Persons service, Specialist Education Service, Guidance Counsellors, local iwi and parents may attend meetings.

- The Āwhina Committee will meet at least once per school term.
- The Āwhina Committee will establish equitable and efficient referral and enrolment policies and procedures.
- The Āwhina Committee will require the Director to develop teaching and learning programmes to meet the individual needs of students.

- The Āwhina Committee will require the Director regularly to evaluate and report on teaching and learning programmes.
- The Āwhina Committee will require the Director to report on the progress of individual students to parents, the referring school and to the Āwhina Committee at least two times per year.
- The Āwhina Committee will set the management procedures for day-to-day running of the school. The Director will be given authority to make decisions in the implementation of these procedures.

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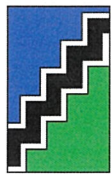
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Transition of Students Procedure

Background

Students at Awhina come to Awhina from their Home School but remain on their Home School roll. At the same time these students for the period they are at Awhina also show on the Awhina roll. This being the case it is important that transition procedures are clearly understood by all parties.

Objective

To ensure correct procedures are followed in the transitioning of students to ensure that no student gets "lost" within the system, especially given that the students of Awhina are in many cases are at risk of not engaging and not achieving positive outcomes during their high school years.

Implementation

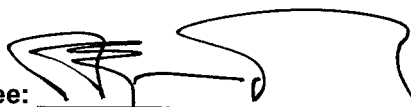
The following procedures are to be followed during any transition process to or from Awhina :

1. If an Awhina student is to transition back to their Home School a formal Transition Plan must be developed and signed off by both the Home School and the Director of Awhina.
2. When a student is deemed to be ready to leave Awhina by the Director a Transition Hui will be called with Whanau and school liaison.
3. A student transition profile will also be established and this will be provided to all teachers of that student and will include strategies for dealing with learning and behavioural matters.
4. The Director is available to support the student on a case by case basis during the Transition Period as required.
5. The Director will check on the student regularly for at least four weeks to monitor the Transition for that student.
6. The Home School must agree that the acceptance of a referral to Awhina School is conditional on that school accepting their student for return when deemed appropriate by Awhina staff in consultation with Home School staff unless a change of home address requires that student to enrol in a different school.
7. If an Awhina Student is suspended by the Board of Trustees of their Home School (whether it is an offence at the Home School or Awhina) the Director of Awhina must be advised of the outcome to that suspension and advised whether it is lifted with conditions and what those conditions are. Any conditions set for an Awhina Student must also be reasonably achievable at Awhina.
8. If an Awhina student is excluded by their Home School the student will be removed from the roll at Awhina. In this instance the Home School is to advise the Director of Awhina.

9. If an Awhina student is to be removed from the roll by virtue of "leaving school" a blue form is to be completed and the Director of Awhina notified.
10. If an Awhina student fails to attend for 20 consecutive school days the Home School of that student is required to remove that student from their roll at Awhina. When an Awhina Student is removed from the Home School roll they are also removed from the Awhina roll and in this instance the Director of Awhina is to be advised by that school at the earliest opportunity.
11. Awhina has the capacity to cater for up to five students from each of the four state high schools within Rotorua. When capacity of five is reached for one of these schools no new referrals can be made to Awhina by the school until one of their existing Awhina students has transitioned successfully back to the Home School or there is space available at that time and by mutual agreement.
12. In the first three weeks of each new school year the Awhina Director will make school visits to support Awhina students with their transition back to their Home School. .

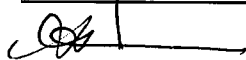
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