|  |  |  |
| --- | --- | --- |
| D8 Reducing student distress and use of physical restraint policy | | |
|  |  |  |
| **OTAHUHU INTERMEDIATE SCHOOL** | | |

# 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 other 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 authorization to use physical restraint according to requirements of the 2023 Rules.

Only the board can authorize 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 | As defined in the Education and Training Act 2020:  **Physical restraint** is using physical force to prevent, restrict or subdue the movement of a student’s body against the student’s will.  **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.  **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. |
| Legislation | Education and Training Act 2020 (Sections 99-101)  Education (Physical Restraint) Rules 2023  Health and Safety at Work Act 2015 |
| This policy is to be read in conjunction with the boards: | * Health and safety policy * Child protection policy * Privacy policy * Emergency procedures * Reporting and monitoring policy and procedures * Concerns and complaints process |
| Procedures/supporting documentation | The Ministry of Education’s Physical Restraint Guidelines  Appendix 1 of the Rules  Suggested procedures/practices that cover:   * The authorisation process * Reducing and de-escalating student distress * Training and support for staff * Notifying and reporting on instances of physical restraint |
| Review Schedule | Annually |
| Last Reviewed |  |

**\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

Chris France Tanya Brook Staff Employee

*Presiding Member* *Principal*

**Date: Date: Date:**

# Market Segmentation

It is important to provide a detailed description of the target market and its potential size. Anyone reading the business plan must be able to see the value of the market it is targeting. When researching the target customers, consider:

* Location
* Size (are there enough customers to support the business?)
* Demographics (age, gender, ethnicity, etc.)
* Buyer characteristics (their likes and dislikes)
* Consumer needs (solutions they require)

Market segmentation involves looking at the entire market and then breaking it down into one or two target markets.

Total Available  
Market (TAM)

Total Available  
Market (TAM)

Serviceable Available  
Market (SAM)

Target Market

When segmenting the market, start by defining the Total Available Market (TAM), then Serviceable Available Market (SAM), and finally Target Market (TM).

* Total Available Market – This represents the entire industry the business is operating in. It includes all the different types of customers who are potentially interested in the company’s services. For example, if operating a home-based bakery, the TAM is everyone who is interested in buying baked products. Provide data on the number of prospects in the industry, for example, businesses, households, etc.
* Serviceable Available Market – This is a subset of TAM and represents all the customers that the business can effectively serve. As a home-based bakery, for example, it may not be possible to serve everyone in the country. Therefore, the SAM may need to be defined according to geography. It would be reasonable to sell products to people in nearby towns.
* Target Market – This is a subset of SAM and represents the specific intended customers to serve. For example, it is possible to segment the target market according to criteria such as price (high-priced versus low-priced), quality, geography, occasion (kid’s birthday cakes, pastries for office workers), and others. Ask why the business is selecting a particular target market. By narrowing down on the target market, it will be easier to focus sales and marketing efforts on the type of customers who are most likely to buy the business’ products.

As the business grows, it will be able to evaluate the percentage of the target market it is reaching. This is known as market share. Use graphs and charts to describe the percentage market share within the next 2 to 3 years.

# Competition

In this section, analyze and dissect the business rivals. Competitive analysis enables the owner to know more about and gain a deeper understanding of the business’ competitors. Make sure that this section describes clearly how the company’s solutions are better for consumers compared to the competitors identified.

Here are some factors to consider when analyzing the competition:

* Direct competitors - When identifying competitors, focus on those who are providing products or services that are similar to the business. How long have they been in business?
* Competitor strengths and weaknesses – Determine what competitors are good at and what they are not offering. Use creativity to identify opportunities that rivals do not have.
* Status quo – Examine the mindset of the other businesses and target customers. Does the business intend to introduce a new idea that will disrupt how things are done?
* Messaging – How will the package of this business’ services overcome the competition?
* Uniqueness - What advantages does the business have over the competition? Why will the company’s service stand out and capture market share?

# SWOT Analysis

A SWOT analysis is a useful tool for evaluating the business by zooming in on its strengths, weaknesses, opportunities available, and potential threats. Consider the following:

* Strengths – What strengths does the company have now and how will these strengths evolve moving forward?
* Weaknesses – What are the deficiencies in the services? Which areas of the business should be improved first?
* Opportunities – How can the business leverage partnerships and new innovations to grow the business? Which other segments of the industry would the company consider entering in future?
* Threats – Are there external factors (controllable and uncontrollable) that could potentially stifle cash flow or business growth?

|  |  |  |
| --- | --- | --- |
| STRENGTHS   * Advantage * Capabilities * Assets, people * Experience * Financial reserves * Value proposition * Price, value, quality |  | WEAKNESSES   * Disadvantages * Gap in capabilities * Cash Flow * Suppliers * Experience * Areas to improve * Causes of lose sales |
| OPPORTUNITIES   * Areas to improve * New segments * Industry trends * New products * New innovations * Key partnership | THREATS   * Economy movement * Obstacles faced * Competitor actions * Political impacts * Environmental effects * Loss of key staff * Market demand |

Once the SWOT analysis is complete, consider the following aspects of the business:

* How will the business’ strengths help capitalize on available opportunities while minimizing threats?
* How will the business’ weaknesses prevent it from maximizing on these opportunities?
* How will the business’ weaknesses expose it to threats?