

MIDDLETON GRANGE SCHOOL



MIDDLE SCHOOL HANDBOOK 2025

*Character Excellence Service
For the glory of God*

Kia ora and welcome to Middle School,

It is our pleasure and passion to host you during your time with us. Our prayer is that this will be a time of success, growth, and encouragement for you as you embark on this chapter of your life.

As Deputy Principal - Head of Middle School, I am committed to seeing the best outcomes for each of our Year 7 - 10 students. We want to see our students thrive and flourish, not only academically, but in all areas of life. God has given each of us unique gifts and talents; these can be nurtured and developed while students are in our Middle School.



Middle Schooling is a time when students are growing intellectually, socially, and emotionally. As a Christian school we aim to guide our students through these changes, cultivating their character, helping them to learn resilience, and teaching them to act with integrity, kindness and respect.

I look forward to getting to know you, as you undertake this exciting journey with us at Middleton Grange School.

Ngā mihi nui

Mrs Louise Arndt

Acting Deputy Principal | Head of Middle School

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Middle School Staff

For contact details, please refer to the school website under 'Contact Us'

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Acting Deputy Principal
Head of Middle School



Mr Geoff Steyn
Assistant Head of
Middle School



Miss Anne Mackechnie
Assistant Head of
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Mr Nick Pomare
Year 7-8 Learning
Team Leader



Mrs Melissa Broughton
Office Administrator



Middle School Deans

Year 7-8 Boys
Mr Sam Rees



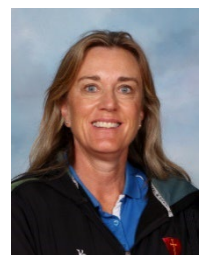
Year 7-9 Girls
Mrs Ruth Ellena



Year 9-10 Boys
Mr Nathan Sinclair



Year 10 Girls
Ms Andrea Gort



What is the Middle School?

The Middle School years (7-10) are a crucial period that see significant changes and development for adolescents. Young people undergo more rapid and profound personal changes during the years between 10 and 15 than at any other period of their lives. Middle School acknowledges these changes and seeks to respond to them. We believe that clear and firm boundaries need to be set in these years while being responsive to the energy and enthusiasm of our 'emerging adolescents'. These years of schooling are marked by growing independence and responsibility, but also by a vulnerability and innocence.

Our vision is to provide the support, encouragement, and guidance students need to develop academically, socially, and most importantly, spiritually. In the Middle School students will use the skills and knowledge they have developed in Primary School to further explore and challenge the world they live in. They will develop and express their God given gifts and abilities and establish the foundations that will allow them to successfully transition into their Senior College years and ultimately into life outside of school.

We also strongly believe that, even as their independence and self-management skills grow, all Middle School children still need their parents' support and involvement in their learning. The interest and encouragement parents provide can have a great effect on our efforts here at school. To help your whānau be fully involved please read and become familiar with the information in this document. Feel free to refer to it throughout the year.

Middle School Teachers teach:

Year 7-8 Whānau class, Scripture, English, Social Studies, Mathematics

Year 9-10 Whānau class, and one core subject

Extended education with rich tasks learning: In the Middle School we recognise the many opportunities that exist to extend student's learning outside the classroom. This reinforces or applies learning from the class. Sometimes this involves field trips or fieldwork, sometimes professionals are invited to come into the classrooms to share their expertise.

These events are an integral part of our programme and support the learning outcomes for each unit. Students need to connect their new knowledge with practical skills, and how to respond and contribute to improving society.

Parents are always encouraged to participate in these activities. These events are published in the School Newsletter and on the School Events Calendar found at:

www.middleton.school.nz

Middleton Grange - Vision

Vision Statement

Middleton Grange School assists families in the education of their children by providing an environment in which the Biblical truths of Jesus Christ are taught and lived.

Mission Statement

At Middleton Grange School we are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture. We equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society. We work with parents to encourage students in their gifts and abilities to serve God and others.

School Verse:

In Thy Light shall we see Light. Psalm 36:9

School Motto:

Character, Excellence, Service for the Glory of God

School Crest:

The Helmet: Put on the salvation as your helmet.
Ephesians 6:17

The Sword: and take the sword of the Spirit, which is the Word of God.
Ephesians 6:17



The Sun: But for you who fear my name, the Sun of Righteousness will rise with healing in his wings.
Malachi 4:2

The Shield: In every battle you will need faith as your shield to stop the fiery arrows aimed at you by Satan. *Ephesians 6:16*

We want our Middle School students to:

- **Develop/maintain a personal relationship with Christ:** to know and worship Him, to serve Him, to understand their purpose in Him and to live for His glory.
- **Be active learners:** influenced by biblically based, expert teaching, the leading of the Holy Spirit, open to advice and correction in a safe and stable environment.
- **Be active contributors:** pursuing excellence with humility, displaying character and virtues, willing to be good stewards with a service mind-set as well as displaying effective inter-personal skills.
- **Be critical thinkers:** to be informed decision makers, able to critique and engage with contemporary society and resist the influence of culture and other secular thinking.

This will be achieved through a diverse and vibrant curriculum that recognises and celebrates the individual learner within a collaborative learning environment.

Opportunities will be provided for students to learn and grow across a wide range of teaching and learning activities as well as extra-curricular pursuits which holistically shape the individual and recognises that each is made in the Image of God.

To help us holistically develop the young people in our care, we have developed a Social Culture Plan (SCP) and a Learning Culture Plan (LCP) as guide us as we learn, interact, and develop our God given gift and talents.

Parental Involvement at Middleton Grange School

The staff, Board of Trustees, and the wider school community are working together for the betterment of your children and their learning.

We encourage you as parents to take up the many opportunities to be involved in our school:

- Join in class activities
- Go on field trips
- Assist as a reader/writer for tests
- Support parent evenings by your attendance
- Attend sports days or school productions
- Assist the HSN's work in the school
- Put yourself forward as a parent board member on the Board of Trustees
- Volunteer your time or services to the Adventure Race, our major annual fundraiser.
- Assist the Middle School in service project coordination and organization

Talk to anyone at the school about how you might best serve the school with your gifts of time, talents and energy.

Social Culture Plan

A Culture of Belonging, Honour, and Resilience

School must be a safe place for students to learn, interact, and develop as people made in God's image. In Year 7 we work hard to develop and maintain a positive social culture that allows this to happen. This is done through focusing on three central elements: Belonging, Honour, and Resilience. This means that these concepts, and the knowledge and skills required to enact them, are deliberately taught, highly valued, and recognised and acknowledged.

Building Resilience - Developing a 'Growth Mind-set'

While having a culture that honours God, other people, the environment, and learning, and where people feel accepted, supported and that they are connected and belong is somewhat straightforward to understand, a culture of resilience can be a little harder to define. What we mean here is that we believe it is crucial for students to develop personal and academic resilience, often characterised by the following key elements and known as a 'Growth Mind-Set.'

1) Intelligence Can be Developed:

A fixed mindset might say intelligence is static. A growth mindset knows it is not; rather you can grow your brain's capacity to respond to complex problems. If at first you don't succeed, it doesn't mean that you don't belong, or you can't learn. You're strengthening your ability to do the work every time you face a challenge.

2) Embrace Challenges

The only way to have the experiences that help you truly grow is to embrace challenges. Don't take the easiest path. Take the one that will make you stronger and more prepared for the future and give it your best effort.

3) Persist in the Face of Setbacks

Experiencing setbacks is like building a muscle. To physically grow a muscle, it must sustain micro-tears — essentially, damage — then it grows back stronger. You develop your muscles intellectually and emotionally, just as you do physically. Failures may be the experiences you learn from the most.

4) See Effort as a Path to Mastery

Many people believe that if they have to work too hard, it's a sign that they don't belong. Those with a growth mindset recognize that working hard is how you get to success: hard work is the pathway, not a sign of a problem.

5) Learn from Feedback

Many people feel withered by feedback. They see any weaknesses or areas for development as failures. People with a growth mindset see feedback as a chance to learn, grow and get better.

6) Find Inspiration in the Success of Others.

When you see someone else succeed, instead of comparing yourself negatively (“I’m not good enough”), use those who succeed as role models. Learn from their model to reach even higher levels of achievement.

Being intentional about developing a growth mind-set in students results in: (adapted from Hopper’s Crossing Secondary College’s Teaching and Learning Framework)

- A love for learning and self-improvement
- A desire to be challenged
- A willingness to work for positive results
- The belief that you can control the outcomes in your life with effort and practice
- The ability to learn from mistakes and failures
- Emotional Resilience
- The desire for feedback to support further improvement

In relation to resilience the following quotation summarises its importance in the teaching process.

“When students have resilience, they are open to learning because they believe that they can learn; they are receptive to assistance because it is not a criticism of their abilities; and they are comfortable not understanding concepts immediately because they see learning as a pursuit of knowledge and know that motivation and effort are just as important as knowing how to do something.” (Tammy Russell, 2013, www.wholechildeducation.org)

Social Culture in the Middle School



The school atmosphere / culture must honour the commands to “Love God with all your heart, soul and mind and Love your neighbour as yourself” Matthew 22: 37-39

We do this by encouraging and upholding...

A Culture of Belonging

- We include and accept each other, treating others as we would expect to be treated ourselves.
- We show maanakitanga (hospitality) to everyone
- We have friendship groups but not friendship cliques
- We show kindness, care, compassion, forgiveness, encouragement and empathy with our words and our actions
- We look out for and support each other and the school
- We have a sense of Tūrangawaewae (acknowledge our past, the present and this place)
- We wear our uniform correctly and with pride

A Culture of Honour

- We honour God and each other through our words and actions
- We always tell the truth
- We do not swear, use unwholesome or crude language or words
- We honour and respect the school environment, buildings and equipment
- We honour and abide by the school rules and expectations
- We acknowledge and take ownership of our actions
- We demonstrate maturity, respect and responsibility

A Culture of Resilience

- We give our best in all we do
- We have a growth mindset, giving things a go!
- We are resilient
- We encourage each other in all we undertake
- We pray for and support each other in difficult times

Learning Culture Plan

Similar to developing positive social culture, the classroom should also be safe and free of distractions to the learning process. Every Middle School classroom uses the **Learning Culture Plan (LCP)** to manage disruptions and maintain **a rigorous learning culture**. Educational researcher John Hattie cites the 'Climate of the Classroom' (effect size 0.52); 'Classroom Cohesion' (effect size 0.53) and 'Decreasing Disruptive Behaviour' (effect size 0.34) as important factors in improving teaching and learning outcomes for students.

The way this works especially in the early Middle School years, is that we also use the 'Focused Learner' initiative to provide a common set of expectations around learning. The rationale behind it is to have a set of consistent, learning-centred expectations for all students (this is separate from expectations on uniform, punctuality etc.) This system focuses on both the positive and negative learning behaviours.

Examples:

Where a student contributes positively in class, teachers will encourage them by saying something like "thanks for your useful contribution"

When a student disrupts the learning, teachers will coach them by referring to the particular element of the FOCUS acronym that they have not followed e.g. "you weren't giving me your full attention."

The 5 factors that make up the 'Focused Learner' initiative include:

F ull attention: Students will give their undivided attention to the teacher or a peer who is addressing the class. They do not talk or continue with other tasks while being addressed. Students will also be task-focused, giving the completion of learning activities their full attention during lessons.

O rganised: Students will have all the materials and tools required to complete the lesson and learning activities. They will meet deadlines for and know what and when homework or assessment tasks are to be completed. Work and notes will be completed on time and in a neat and tidy fashion.

C urious about content: Students will ask questions and engage with the learning outcomes and activities. They will be actively involved in the class with a desire to develop their understanding and interest in the topics.

U seful contributions: Students will contribute to the lesson in a way that reinforces learning. They will put their hands up to contribute or give their thoughts / answers when called to do so. Students will not offer contributions that are disruptive, rude, or silly during lessons and learning activities.

S elf-managing: Students will be disciplined and have self-awareness in relation to their own behaviour and level of effort and contribution.

Classroom Learning Culture in the Middle School



*Classrooms are learning-centered environments and every student's actions & behavior **must** support this.*

Before the Lesson Starts:	During the Lesson:	At the end of the Lesson:
<ul style="list-style-type: none"> • Ensure you are wearing your uniform correctly and tidily • Have everything you need for the lesson including the right stationery, equipment, materials and books • Be on time • Wait quietly outside and come in under the instruction of the teacher. Go straight to your allocated seat. • Take off any outside wear (e.g. scarves, jackets etc) • Take out your equipment and books (or device if BYOD is being used in this class) • If you are late, present a late pass or note and follow the teacher's instruction. Do not disrupt the class. 	<ul style="list-style-type: none"> • Follow the teacher's instructions always and promptly • Raise your hand to contribute ideas or ask questions • Complete all of the work that is set for you or your group. Speak to your teacher about what is required if you are unsure • Do not chew or eat in class (water bottles are ok) • Respect the classroom environment, clean up rubbish and do not graffiti desks or equipment • Only use your device at the direction of the teacher • Only move around the room with the permission of the teacher. • Employ the 'Focused Learner' Principles: <ol style="list-style-type: none"> 1. Give your Full Attention when the teacher or a classmate is speaking to the class. 2. Be Organized throughout the lesson. 3. Be Curious about Content, ask questions and engage with the tasks. 4. Make Useful Contributions, don't call out or talk loudly. Stay on task. 5. Be Self-Managing, do not disrupt the teacher or other students, do not act in a silly manner in class. 	<ul style="list-style-type: none"> • Record any homework, reminders or tasks to complete • Pack up only when instructed by the teacher • Ensure that both the room and your uniform is tidy before leaving the classroom. • Only leave the room when directed to by your teacher • Go directly to your next class. Only visit your locker during scheduled break-times (Interval, lunch, before and after school)

Student Behaviour

Code of Conduct

The Code of Conduct identifies the principle by which we should conduct ourselves. This principle is best summarised by Jesus' words in Matthew 22:39 where He instructs us to:

“Love your neighbour as yourself.”

This principle informs the way we act toward others by:

- putting the needs of others before your own
- serving rather than demanding
- making wise choices - doing the right thing in every situation
- Based on the conviction the Bible clearly teaches that, ultimately, God holds each of us accountable on a personal basis, we urge the same sense of individual responsibility by:
 - accepting responsibility for any wrongdoing and its consequences
 - demonstrating repentance through attitude and action

Through the Code of Conduct our intentions are:

To provide for students and staff a safe, ordered, secure and caring environment which is conducive to working and learning.

The ultimate aims of discipline are to:

1. Develop self-discipline in students.
2. Develop biblical virtues.
3. Promote academic excellence.
4. Promote a suitable environment for learning.

To achieve this we will:

- Develop responsible citizenship and student social skills.
- Foster respect for the rights of others.
- Develop an awareness that the students are responsible for their own behaviour and the consequences of that behaviour.
- Encourage students to set their own personal goals and to strive to achieve them.
- Uphold a consistent standard of discipline throughout the school.
- Communicate school policy to the community.

Discipline allows learning to occur

It is important to understand that teachers discipline out of concern for student welfare and spiritual well-being. Wrongdoing will be dealt with, but the focus is on developing future acceptable conduct.

Discipline is motivated by an effort to help students to do right, to change the pattern of wrongdoing into a pattern of godly behaviour.

Our expectation of student behaviour is based on Matthew 22:39 and encourages us to '... put the needs of others before our own, make wise choices, accept responsibility for any wrongdoing and its consequences and demonstrate repentance through attitude and action.' No student has the right to interfere with the teacher's ability to deliver the lesson or other students' ability to learn. If this happens, the Learning Culture Plan will take effect as outlined below.

First disruption to learning

If your behaviour is interrupting your learning or the learning of others, the unacceptable behaviour will be identified by your teacher, appropriate conduct explained and the **first warning issued**.



Second disruption to learning

If your behaviour continues to interrupt your learning or the learning of others, the unacceptable behaviour will be identified by your teacher, appropriate conduct explained, **the second warning issued** and your name written on the board.



Third disruption to learning

If the behaviour escalates or is not modified and continues to interrupt your learning or the learning of others **you will be removed from your class** and sent to the Referral Room. You will take the referral form with you, complete it and return to the referring classroom teacher in the last 5 minutes of the lesson. Referral will result in further consequences.

There will be an immediate referral for a classroom disruption that is more serious in nature and does not require the initial intervention and warnings.

Classroom Referral

An email is sent home to parents informing of the date and time of the classroom referral. There will be a brief explanation of why this occurred, and will indicate who the classroom teacher was, and their contact information.

Impositions

Impositions for poor behaviour, incomplete homework, or lateness are issued by classroom teachers. These are expected to be written out in the set timeframe and returned. If they are not completed or returned, a lunchtime detention is issued.

Detentions

Lunchtime detentions are given out for:

- General misbehaviour, both within and out of class
- Repeated lateness to class and/or school
- Eating or chewing gum in class time.
- Not completing an imposition
- Repeatedly not bringing PE gear to class.

After-school detentions are given out for:

- Insolence
- Disobedience
- Not attending lunchtime detentions
- Fighting
- Bullying
- Truancy
- Theft
- Verbal abuse
- Dishonesty
- Any other serious offences not specifically listed here.

An email is sent home to parents informing of the date and time of the detention issued, and a brief explanation of why. Failure to attend without adequate reason will result in further discipline.

Note: Detentions take precedence over all other school or work activities. If there is a problem, see your Head of School or Dean **before** the time of the detention.

The 'Level' System

This is a period-by-period tracking sheet that is used to monitor and assist in correction of specific behaviour(s). A student may be placed on a "level" for consistently poor attendance, punctuality, work ethic, uniform or anything that a Dean believes would be beneficial for a student.

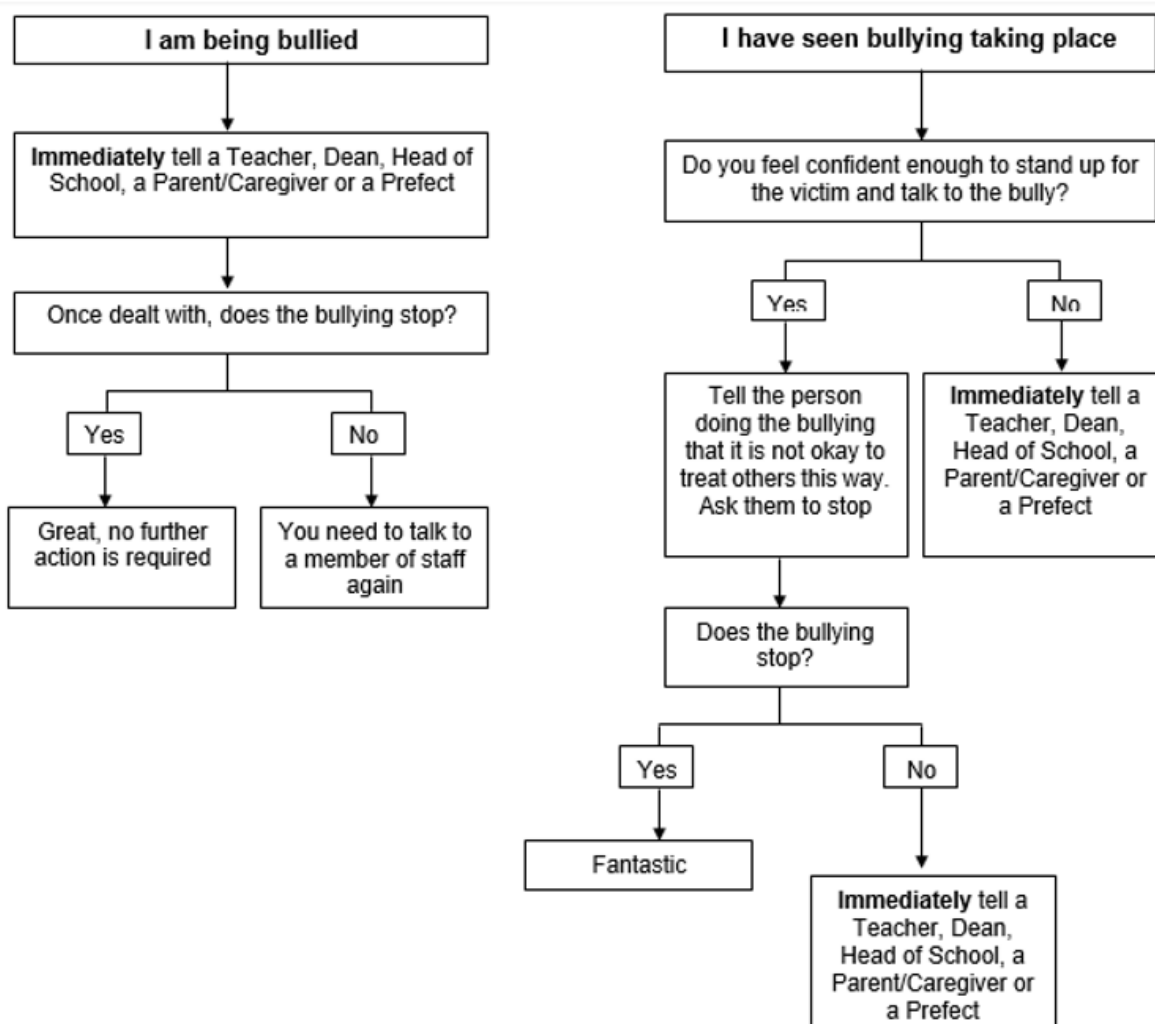
If students are placed on a level, parents will be informed by phone or email.

There are four levels:

- Level 1:** The Whānau teacher will be responsible for monitoring students on Level 1. It may be the Dean who places the student on the level.
- Level 2:** The Dean will be responsible for placing and supervising of students on Level 2.
- Level 3:** The Head of School will be responsible for placing and supervising of students on Level 3
- Level 4:** The Associate Principal will be responsible for placing and supervising of students on Level 4

Bullying

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. That behaviour is repeated, or has the potential to be repeated, over time.



“A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.” John 13v34-35

This is a safe school where any bullying must be talked about immediately. It will not be tolerated or ignored.

Other Important Information

Absence

If you are away from school, you must contact the school via the School App or phone the school office (International students must contact the International College office). If you know ahead of time that you are going to be absent during school time for travel or any other purpose, your parent or guardian should contact the Head of Senior College by email or letter.

A student should only be absent from school for the following reasons – sickness, family bereavement or family emergency. These are “**justified**” reasons.

An absence explained by a parent is not necessarily a justified absence. Parents do not have the right to excuse students from school without just cause. Some examples of unjustified absence include completing assessments, last day of school, sports day at school, meeting someone at the airport, dirty uniform, caring for a sick family member, birthday, taking advantage of cheap flights etc. “**Unjustified**” absence from school is considered truancy.

Alcohol & Drugs

Alcoholic liquor, solvents and illegal/dangerous drugs are not permitted on the school premises at any time. The possession or consumption of alcohol/drugs/solvents is also forbidden on school sports trips and all other outside school trips and activities. Students are not permitted to consume alcohol/drugs/solvents prior to coming to school functions such as dinners and dances, or at any organised functions following school events.

Appointments

Appointments should be scheduled out of school hours. Where this proves impossible, students are to bring a signed note to the Attendance Officer, located at Student Services, **at the start of the day**. Students will be given a green slip by the Attendance Officer.

The signed note **must include**: Student **name** and **whānau class, the date** and **time of the appointment**, as well as any relevant details of the appointment e.g. Doctor, Physiotherapist, Dentist etc).

When it is time to leave school, present the green slip to the classroom teacher, go to Student Services and sign out – you will need to show the staff at Student Services the green slip. All students must sign back in at Student Services when they return.

Any request for leave for more than one school day must be made in writing well in advance to the Head of School.

Cell Phones & Electronic Devices

The school does not encourage students to bring any of these items to school but if they do, they must be **turned off and out of sight in your bag during school hours**. If any of these items are seen or heard, they will be confiscated and taken to the Student Services office.

Consequences for student phone being visible during the day are:

1st time – cell phone confiscated by staff member and returned to the student at the end of the school day, after 3pm from the Student Services Office.

2nd time – cell phone confiscated and returned at the end of the school day, as above – parents to collect.

3rd time – disciplinary meeting with student and parents – for continual disobedience.

Concerns or Complaints Procedure

Please see the document under [“Communicating your concerns or complaints”](#) to see our guidance around how to communicate when things go wrong.

Cycling

Students who cycle to school must wear approved safety helmets. They must come to school in their school uniform. Approved Raingear is allowed over the uniform. Cycles must be locked on the school grounds, behind B block. No students should loiter around the bicycle stands during school hours.

Dental Clinic

As with all Christchurch schools, we now have a Mobile Dental service which checks students in Years 0-8. Any treatment required needs to be done at our allocated local Dental Hub, which is in Hillmorton. Parents are responsible to book and transport their children to and from this Dental Hub should the need arise. From Year 9 onwards, school children attend private dentists, free of charge.

Student Sign-Ups

There are numerous extra-curricular activities available at school. Some activities are school initiated, and some are private enterprises that use the school venue. As well as music tuition (see under Music), school productions and Kapa Haka are just a few examples of the numerous activities available through school, and many can be accessed by students via the MGS homepage, under Student Links. The person responsible for these activities sets the time, place, and particulars of the activity. Information regarding these events is also available at Student Services and in the daily notices.

Food

Food may not be eaten in class. Only water may be consumed in class. Chewing gum is not permitted at school at any time.

Guidance Counsellors

Guidance Counsellors are specially trained to help you in many ways.

They can guide you in:

Dealing with personal issues
Finding specialist help for you if necessary
Maintaining good physical and mental health
Developing the skills to manage your own life.

A counsellor does not make decisions for you but will help to work out ways to manage your difficulties.

How do I arrange an appointment?

To arrange an appointment with a counsellor you need to fill in an appointment card, available from the Guidance waiting area. Your parents or guardians can also call the counsellors if they have concerns relating to your school life. When you have a counselling appointment you should advise the teacher of the class you will be missing, so that you are not marked 'absent' for that period.

The counselling service is confidential, which means that the things you discuss remain totally private.

Lateness

Punctuality is valued at our school. Students are expected to be at school by 8.40am and to be in class by 8.45am.

Students who arrive after 8.40am must bring a note and present this to Student Services before proceeding to class. International students must present a note to the International College office.

It is important to note that a student should only be absent from school for **sickness, family bereavement or family emergency**. Absences can have a significant impact on academic progress and social interaction and attendance at school is a legal requirement for all students. It is the responsibility of parents and caregivers to make sure their child attends school.

Relationships

There is to be no physical contact between students. Where a natural interest develops it must be conducted so as not to be conspicuous or exclusive.

Smoking & Vaping

Smoking and vaping is not permitted on the school premises at any time. Cigarettes and vapes are not allowed on school premises at any time and are not to be used while wearing school uniform.

Emergency Procedures

Fire & Earthquake Procedures

In the case of fire or earthquake, the alarm signal will be the continuous ringing of bells. If this occurs, students will leave the building immediately in an orderly manner under the supervision of teachers and assemble in the area allocated. Year 7 to 10 will line up outside B Block, starting with Year 7. Line up in the class you were in when the alarm sounded.

Fire alarms and fire prevention equipment must not be touched except in an emergency.

Lockdown

The term *lockdown* refers to the steps we need to take to ensure the safety and security of all at school only during a violent incident where there is threat to life (ie involving a gun, knife, explosives, etc).

When a violent incident occurs, every effort will be made to ensure the safety of staff, students, and the school environment.

The entire school including teaching and non-teaching staff, students, and visitors must be prepared to carry out the following procedures quickly, and efficiently.

The signal indicating a lock down is:

3 SHORT RINGS, 3 LONG RINGS, 3 SHORT RINGS – REPEATED (SOS)

This signal requires everyone to remain inside (where practicable) while the Armed Offenders Squad (AOS) or other support deal with the threat.

An ALL CLEAR notification will be issued by A.O.S/Police

If you are INSIDE a school building and hear the lock down alarm:

DO NOT CONFRONT THE SUSPECT

Focus on taking care of yourself and any nearby students, ensuring that you are out of harm's way

When the alarm sounds, immediately lock all doors and windows; close curtains

Turn off all lights, and electronic devices (cell phones on silent mode, to avoid drawing attention to you)

Sit on the floor, out of sight, until the ALL CLEAR notification

Maintain silence

Students are to follow all staff/police instructions

NO-ONE is to leave the classroom until the ALL CLEAR

Evacuation of buildings will occur ONLY at the direction of authorised personnel.

When this occurs staff and students leave the buildings in an orderly manner. You may be asked to go to a particular meeting place for further instructions/debrief

If you are OUTSIDE a school building and hear the lock down alarms

DO NOT ENTER ANY SCHOOL BUILDINGS OR CONFRONT THE SUSPECT

Staff and students are to move quickly and quietly to the nearest safe area eg

Rannerdale Fields, Primary Fields and wait until the ALL CLEAR occurs, or directed to another area by authorised personnel

Students must be quiet and follow all staff/police instructions

Turn off all electronic devices; cell phones to be placed on silent mode

NO-ONE is to leave the designated area until the ALL CLEAR is sounded