

Kawaha Point School

PROCEDURES HANDBOOK



**A document designed to assist
the Board of Trustees, Staff and Community**

It is the practice of this school to review this Procedures Document
from November to February each year

The following Procedures are contained in this booklet (also refer to our Policy Documents):

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ABSENCES

1. Students

Parents or guardians are expected to inform by telephone the school of all absences. These calls should be received before 8.55 am. Attendance registers must be an accurate record. See 'Attendance of Students' P.6. Students who are absent are recorded on the Daily Absentee Sheet with a S=sick, F=family, NR=no reason given, H=holiday, SD=stood down. Office Administrator to ring home if absent student's parents have not contacted the school.

2. Staff

Teachers & teacher aides who because of illness or other reason are unable to attend the school, are to notify the Deputy Principal between 6.15- 7.00 am at the latest.

(a) Leave

See the section on staff leave.

(b) Relievers

Teachers are to ensure the Relievers Kit is readily available in the office for a relief teacher, including:

- i) The class timetable
- ii) List of groupings for various subjects
- iii) A class description providing useful medical, behavioural and learning needs including withdrawal groups.
- iv) If you are away for a timetabled absence, leave a brief programme outline, which the reliever is able to follow, paper roll and absentee sheet. These should be on the teachers desk.

ACCESS TO STAFF FILES

Staff may have access to their own files by arrangement with the principal. Staff files are kept in the principal's office.

ALCOHOL

1. There will be no alcohol consumed during school hours (8.00am - 3.15 pm) on school property.
2. Only after obtaining the permission of the Principal may staff or other groups within the school provide alcohol on school premises. On those occasions when alcohol is served:
 - non-alcoholic drinks will be made available
 - food will be provided
 - adults are asked to drink sensibly and moderately. Drivers are asked to avail themselves of non-alcohol drinks.
3. Staff of the school have the right to run their social activities as a staff in any business. However, it should be remembered that staff and parents, are role models in the community and that discretion and sensitivity in the use of alcohol is necessary.

ANIMAL CODE OF ETHICS

"Animal" is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.

It is generally accepted that other living creatures such as snails, worms and insects must also be treated with care and kindness. If the appropriate care cannot be provided, the animals should not be kept in school. Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study. Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in school can be guaranteed.

Responsibility for the welfare of animals rests with the teacher involved, but ultimately with the Principal and Board of Trustees.

ANNUAL REPORTING

- The principal will produce an analysis of variance in accordance with statutory requirements.
- This will be presented to the BoT before the end of the year (usually Dec).

APPOINTMENTS:

APPOINTMENT OF PRINCIPAL

The entire Board will make up the Sub-committee with the support of one or more of the following: a Principal Adviser, Education Consultant, School Support Services Representative or Principal from another school.

- 1.1 Application period will be decided upon, being no less than 10 days and no more than four weeks, from the final advertisement of the vacancy. Closure date of the vacancy will be specified in gazette Notice of Vacancy.
- 1.2 No late applications will be received.
- 1.3 Commencement date will be at the beginning of the school term, unless the Board of Trustees gives a specified commencement time in gazette notice or by consultation with the new appointee.
- 1.4 Job Description, person specifications and criteria for appointment will be available to all genuine enquiries during the application period.
- 1.5 The application should be accompanied by a Curriculum Vitae and nominations of up to three confidential referees. Such referees may be asked by the Board of Trustees for a referee's statement.
- 1.6 The Board of Trustees, with the candidate's permission, is able to make confidential enquiries as to the suitability of each candidate.
- 1.7 The Board may shortlist a number of selected candidates, for interview purposes. The final preference ranking of the applicants interviewed is to be made by consensus.
- 1.8 The appointment will be made by the full Board, or quorum, as soon as possible after the interviews.
- 1.9 Wherever possible all interviews will be held within a period of three days, (although preferably in closer time span), the interviewing personnel to remain the same for each interview.
- 1.10 The Board Chairperson will advise the successful applicant as soon as it is reasonably possible after the Board has reached its decision.
- 1.11 The successful applicant must notify the Board of Trustees within five working days of their acceptance or non-acceptance. Written confirmation of the appointment will then be forwarded to the successful applicant.
- 1.12 In the case of non-acceptance, the Board of Trustees Chairperson may notify the next applicant on the ranked list immediately. All applicants will be advised in writing of non-appointment using a standard form letter, as soon as the Board has received an acceptance.
- 1.13 In the case of non-suitability of all applicants, the position will be re-advertised.
- 1.14 The Board of Trustees has the right to invite any additional person / persons to assist them in the selection process and / or the interviewing of candidates. That person would be required to be present at each interview.
- 1.15 The community will be advised as soon as possible of the Board's decision.

DEPUTY PRINCIPAL / TEAM LEADER

All procedures as for the appointment of Principal will be followed, except: The Principal will be involved (taking the Chairperson's role) and an Appointments Sub-committee will be formed for selection and interview purposes.

BASIC SCALE STAFF

All procedures as for the appointment of Principal but the Principal will assume the functions of the Chairperson of the Board of Trustees with regard to the selection and initial notification procedures. The make up of the committee will usually include the Principal, DP and/or Team Leader and a member of the BOT.

RELIEVERS- 1 year duration or less

The Principal, in consultation with the Senior Leadership Team, shall be empowered to make all such appointments with the understanding that each appointment be confirmed by the Board at the next meeting.

ANCILLARY STAFF

The Principal, in consultation with the Senior Leadership Team, shall be empowered to make all such

appointments, and report each to the Board at their next meeting.

ASSEMBLIES

School Assembly

Every second Friday from 1.40-2.10 p.m., the school will gather to celebrate events, enjoy items and receive notices, guests etc. Teachers are responsible for the prompt arrival of their class and their acceptable behaviour during the assembly. Class and Caring award names of are to be with the Office Assistant by Friday 11am.

a) Teams take turns in compiling and hosting assemblies on alternate weeks - this is timetabled in the Teacher's handbook.

b) Parents and friends of the school are encouraged to attend.

Team Assemblies

Alternate weeks teams will hold assemblies at their discretion.

ASSET REGISTER

- The principal along with the office administrator will ensure the asset register is kept up to date throughout the year ensuring new items are added as they are purchased.
- Old, non-value, broken or disposed of items should come off the asset register as appropriate to do so.

ASSOCIATE TEACHING

- Each year the principal and leadership team will decide whether the school will register to be an associate teaching school and invite teachers to be available to have students in their classes during the year. It is recognized that while supporting student teachers to grow is vital, so is identifying students who are not meeting the high standards of the profession.
- Teachers who have student teachers in their classes will be responsible for that student teacher's induction to Kawaha Point School including sharing the teachers handbook of procedures and policies.
- Teachers should follow the requirements of the placement
- Teachers will act in a professional and supportive manner with student teachers
- Student teachers should not be left unattended with classes or groups of children whilst on duty.
- Any complaints or concerns about a student teacher should be made in the first instance to the tutor teacher then the principal.

ATTENDANCE OF STUDENTS

1. The Education Act requires students to attend school regularly between the ages of 6 and 16.
2. Teachers shall ensure that electronic attendance registers are kept in a manner consistent with audit requirements and marked twice per day (8.55-9.10am and 1.2501.45pm).
3. The Board is responsible for ensuring the attendance of enrolled students and will endeavour to locate students whose non-attendance is without explanation. Parents/guardians are asked to contact the school before 9.00 a.m. on the day of, or prior to, any absence, or bring a note upon returning to school.
4. School records require explanation for all students absences.
5. The Principal is to keep the Board informed on matters of attendance and particular steps necessary where truancy is suspected or occurring. When a child misses 8 days of school, a letter will be sent to the parents/ caregivers reminding them of their responsibilities to ensure their child attends school each day they are well enough to do so.
6. If absences continue, outside agencies (Public Health Nurse, Truancy Services etc) may be used to support the school / family.
7. Students with no absences in a term will be acknowledged by certificate at a school assembly or by receiving some form of reward. Students with no absences throughout the year may be acknowledged by certificate at the End of Year Assembly. Students who miss less than 5 days of school will be able to take part in an Attendance Reward day at the end of the year.
8. Details of admissions and withdrawals will be up to date. At the end of each term a paper copy of the terms attendance must be printed and signed by the class teacher before being given to the

principal.

9. At the end of the year reports will indicate a student's attendance. This will be sensitive to those students whose absence is caused by disability or other illness/family circumstance.

BEHAVIOUR MANAGEMENT / RELATIONSHIP MANAGEMENT-

Kawaha Point School and parents must work together to ensure that every child is being given access to the best education possible. To achieve this we need to ensure the students have simple rules to follow and at Kawaha Point these are reflected through our 3 key values(Kia Kaha- Be Strong, Kia Maia- Be Brave and Kia Manawanui- Be of Great Heart). These values apply in the classroom, the playground and on all school trips.

Students choosing to live by the school values will have the opportunity to be rewarded for their efforts.

Students choosing not to abide by the school values will be offered the opportunity to go through a restorative process in order to try and repair the harm caused. The student must be a willing participant in this process or an alternative system with different consequences will be enforced.

Parents may be contacted by teachers to discuss their student's behaviour (either positive or negative). The aim of this is to ensure that parents are updated on their student's behaviour as well as their school work. There are two parts to the behaviour management of students within the school. They are playground behaviour and classroom behaviour.

Hierarchy of Behaviours

<u>Minor Behaviours</u>	<u>Moderately serious behaviours</u>	<u>Very serious behaviours</u>
Pushing in Telling tales Being cheeky Wasting time Being noisy Horseplay Coming late to class Eating in class Play-fighting Name calling Attention seeking Interrupting teacher Avoiding work Being rude Running indoors Constant talking	Defiance Uncooperativeness Lying Stealing Indecent exposure Refusing to do work Inappropriate touching Running out of school Computer misuse Biting Rude to staff Spitting Kicking Swearing at others Hitting back Arguing Using swear words	Dangerous refusal to follow instructions Physical abuse of staff Bringing weapons to school Bringing drugs to school Racial abuse Vicious Kicking Vandalism Extortion Swearing at staff Graffiti Sexual assault Inappropriate touching Sexual talk Fighting Bullying*

Bullying is defined as repeated and deliberate

Positive Behaviour

Each class and their teacher will discuss and set up a system of rewards for students whose behaviour is positive. The exact nature of the system is up to the class and teacher to decide and will reflect the age of the students in the class.

- Rewards- Maximum of 1 hour, once or twice a term. This could be taken as 12 minutes per week. 24 minutes per fortnight, 36 minutes per 3 weeks etc, if you wish- the choice is yours.

- Activities could include: wheels, sports times, games from home, shared lunch, popcorn party, extend lunchtime/playtime, outdoor games/sports, class disco (music must be GA- General Audience).
- We do **not** want rewards to be: regular lollies or chocolate, Videos other than GA (and must be previewed by the teacher first considering Copyright rules etc- see TKI for the rules).

Playground Behaviour

Students who do not meet the Value expectations of Kawaha Point School and for whom the restorative mini chat by the duty teacher does not have the desired effect, may need a consequence designed in consultation with the victim. A Team Leader will be rostered to be able to take over a duty for a teacher who needs to supervise a consequence. Should the behaviour become frequent or noncompliant, this will be brought to the attention of the Principal or DP (see serious misconduct below).

Classroom Behaviour

Restorative Process

Behaviour runs on a day to day basis.

Each child starts each day with a clean slate.

Everything is great!

Careful- reminder to self monitor actions

Restorative 'mini chat' or thinking spot time (10mins)

Thinking time in another class (20 mins) and a Thinking Plan is completed with the class teacher. Parents will be contacted at the next opportunity (usually after school).

Green Card

Yellow Card

Orange Card

Red Card

Should the above steps not impact on the student to think of the harm they are causing, they may be removed from the class and spend thinking time with the Deputy Principal (DP) or Principal. The student **MUST** come with a completed Thinking Plan. Parents will be contacted at this point to make an appointment to discuss any issues with the student, teacher and Principal or DP.

Serious Misconduct

Swearing to or verbal abuse of any adult and / or consistent verbal abuse of other students, sexual assault, serious physical abuse or fighting type behaviour, bullying, vandalism, consistent non-compliance or disobedience, alcohol / smoking / drugs / weapons at school (with drugs, the police will obviously be contacted) are all offences for which a stand-down of 1-3 days may apply. In all cases, the victim will have an opportunity to share the impact the behavior has had on them and will be part of the decision making process for consequences.

Any student, who receives 3 stand-downs within a two year period, may be suspended until the Board of Trustees can convene and determine their eligibility for reinstatement. The log of misbehaviours will be used as a guideline to help with this process.

When a student is stood-down, the staff and students of the school may be notified about the reasons for this action at the Principal's discretion. On return to school, the student will spend time (no more than 2 days) working on a reintegration plan to ensure they have more successful interactions at school.

BOARD OF TRUSTEE MEETINGS

1. Board meetings are Public Meetings and therefore operate under NZ Standing Orders for Meetings of Local Authorities Act. Parents and members of the community are welcome to attend these meetings subject to Clause 10 below.
2. An agenda will be followed and available on the Friday before a meeting. At the discretion of the Chairperson, general business items may be accepted. Agendas will be posted in the foyer before a meeting.
3. Board Meeting Fees: Board members receive \$55 per meeting and the Chairperson receives \$75 per meeting for a maximum of ten meetings per year.
4. Written reports will be circulated to all Board members at least 3 days prior to the meeting.
5. Correspondence is available in the Board Library. A list of each month's correspondence is to be circulated in the agenda to Board members and considered at the meeting.
6. Copies of minutes will normally be circulated to Board members within one week after each meeting. A copy is to be available for the public in the office foyer.

7. Parents, staff and community members may, at the discretion of the Chairperson, be given speaking rights (usually for no more than 5 minutes to speak to a specific topic and only to speak once on that topic).
8. The school community will, in advance, be advised in the school newsletter the date, time and venue of each monthly Board meeting.
9. Ordinary board meetings will usually be held on a set day of each month in the school staffroom.
10. **PUBLIC EXCLUDED MEETINGS:** The public are able to attend Board meetings except for the few occasions which are set out in section 48 of the Local Government Official Information and Meetings Act 1987. The subject matter and reason for excluding the public must be made clear at the time of the resolution to exclude the public from the meeting. The grounds for exclusion are very limited and include: to protect the privacy of persons, for reasons of professional confidentiality, for reasons of commercial sensitivity (trade secrets), if making available that information would prejudice the maintenance of law (right of a fair trial), or endanger the safety of any person. The Board may not exclude the public from its meeting solely to facilitate the free and frank expression of opinions.

CALENDAR OF EVENTS

1. A year planner will be available for staff to enter upcoming events.
2. A term by term planner is displayed on the staffroom wall, and teachers are encouraged to contribute to this long term planning (using a different colour if added after the start of the term).

CELL PHONES

1. Students are not to use cell phones during school hours. It is recognized that some families require their students to have a cell phone at school. These phones should be kept out of view, and are the student's and family's responsibility. The school takes no responsibility for damage or loss of cell phones that students bring to school.
2. Adults using cell phones at school are encouraged to have their cell phones on silent or vibration mode, when they are in the school buildings and grounds during school hours.
3. Staff with cell phones at school, are not permitted to use them during class/work time or during meetings, and should have them on silent mode or switched off. Under some circumstances the Principal may allow a staff member to have a phone on during class/work time for a specific purpose and period of time. The cell phone is the full responsibility of the staff member concerned.
4. We encourage cell phones not to be used in the staffroom during break times.

CHILD ABUSE/NEGLECT (see also Protected Disclosures)

- The principal will be informed immediately in all suspected cases.
 - Adults need to be sensitive and receptive to students reports, so student feels listened to and believed.
 - All details of complaints will be recorded in factual terms, dated and signed. (by adult and complainant - where possible).
 - The school will use the most appropriate agency for abuse identified.
 - In the case of a report from a third party to the school, the school will direct the third party to a helping agency eg CYFS.
1. Individual profiles are already kept on each child by the current classroom teacher. These will include observations about social development.
 2. Parents may be consulted about changes in child's behaviour to try and identify a reason. The changes may be due to family circumstances.
 3. All information / discussions will be confidential to the staff involved and principal. These will be documented and housed in the principal's office. All documentation will be dated and signed by appropriate people concerned.
 4. Where a teacher is concerned about a student, they may discuss with members of the senior leadership team. If further investigation is required, the principal will be informed.

5. Where further action is necessary the principal will contact the appropriate agency, and seek advice.
6. Once an agency is involved, that agency will investigate and the school will act on the advise of those agencies.
7. Whenever an interview is being held with a student - by an agency, the welfare of the student is paramount and wherever that is felt to being compromised, the interview will be terminated. Any staff member attending such interviews would need to have the ability to make these judgements. The interview will remain confidential to the people involved.
8. Support for staff and student concerned will be sought from the agency involved.

CIVIL DEFENCE

1. The office administrator in charge of the medical room will ensure that emergency equipment is in place.
2. A battery operated radio-telephone is located at Kawaha Point School recognizing the school to be an emergency base. Pupils will be trained to test the radio each Wednesday and contact the City Council officers (EOC).
3. Civil Defence will have access to a master key via the principal or caretaker. A file will record details of their formal relationship with Kawaha Point School and detail their requirements of the school in its Sector Base status.

CLASSROOMS

Arrangements

A suitable environment is essential for good teaching. Cupboards and shelves should be arranged so that students know where things are kept. Teachers are asked to avoid clutter and seriously question keeping items that have not been used for years.

Display

Classroom display should be attractive, interesting and print saturated. Students's work should be displayed and the display changed regularly. Teachers are asked to give a good deal of thought to display techniques and draw on successful models. WALTs will be clearly visible for each classroom display.

Furniture

Furniture should be suitable to the age and stage of students. Students are required to be responsible for the reasonable care of furniture and will be asked to remove markings they may have made. Writing on desks, and other markings, should be removed as soon as possible. Repair materials will be provided by the school. Teachers are asked to take a positive lead in monitoring and grooming of furniture. Learning stations are encouraged and staff are asked to consider the best options rather than simply use "old desks".

Floors

Cleaning staff are required to clean thoroughly. Staff are asked to assist by preventing any dragging of furniture across floor surfaces, not allowing soiled footwear to be worn inside the classrooms and requiring students to clear litter from the floor at the end of each day. Paint spillage etc., resulting from class activities should be cleaned up by students. All classrooms are to have cleaning equipment readily available.

Standard of Teacher Presentation

Whiteboard work, charts, OHP sheets etc., should be an example to the class. Students are likely to model the standards of work their teacher presents.

Teacher Supplies

At the beginning of the year each teacher will receive a supply of stationery goods. Other items may be purchased from each class budget.

CLASSROOM RELEASE TIME (CRT)

At Kawaha Point School, classroom release time may be used for:

- Planning
- Evaluation
- Reporting
- Professional learning

- Observing other teachers
- Reading/research
- Curriculum meetings
- Assessment
- Any other use agreed to from time to time between the teacher and the principal

The principal, in consultation with the teachers concerned, will decide on how the CRT will be allocated.

This will usually mean one of the following will apply:

Each teacher will get 1 hour per week release **OR** each teacher will get 4 ½ days release per term **OR** each teacher will get 2 full days release per term.

The roster will be generated by the principal taking into account where possible the requests of individual teachers.

NB: where school sessions prevent allocation of precisely 10 hours of classroom release time, the school shall endeavour to provide as close as possible to the 10 hour entitlement including, where needed, advanced or delayed entitlement across the 4 terms of each school year.

CLASSROOM ROUTINES

1. Classroom Rules

- These are to be co-constructed with the class, by the end of Week 2, Term 1.
- All students should be aware of and know the class rules, what they mean and what they will look like in their class.
- Classroom rules will be displayed in the classroom.
- There should be no more than 5 - 6 classroom rules written.
- 'On - task behaviour' and 'respecting others' are to be incorporated into the class rules.

2. Positive Reinforcement

Reinforce good behaviours by acknowledgment and reward. Our aim is to modify the behaviour of students to achieve harmony within our classroom working/learning environments. For each child it is expected that this will require a different and distinct input.

Positive behaviour could be encouraged by (this is not an exhaustive list):

- Praising specific good behaviour
- "Caught Being Good" Awards
- Stickers and stamps
- Positive comments in students's work
- Biweekly certificates given out on Friday assemblies
- Public recognition of outstanding achievement
- Principal Caring Awards

COMMUNICATION WITH PARENTS

Checks

All teacher contact with parents should be discussed with the Team Leaders, Deputy Principal or Principal. Teachers are requested to maintain diary entries of any contacts where issues of concern or specific requests are involved. Where conflict or contention is likely to arise teachers are asked to discuss the issues with Senior Leadership Team before making any contact with the home. Teachers are encouraged to communicate with parents. Positive exchange of knowledge and regular contact usually lessens the risk of sudden crises and is in the best interests of the child.

Notes Sent Home

A copy of all newsletters, class circulars, club notices etc. is to be filed with the office. A member of the Senior Leadership Team must proofread all notes. Individual notes relating to discipline issues must be cleared by a Senior Leadership Team member and their support obtained.

Newsletters

A school newsletter goes home each Thursday with the eldest in each family. Classes will be asked to contribute to the newsletter and a roster of when each class is to contribute can be found in the Teachers

Handbook. Sports co-ordinator and sports coaches are to have their teams' sports results into the Office Administrator by Thursday morning each week. All contributions to the newsletter must be in to Office Administrator by Thursday 11am. Newsletters will be delivered to classrooms by 2pm.

Letters/Telephone Calls from Parents

Letters from parents are to be carefully filed. All letters involving a complaint are to be discussed with the Principal. A summary of any telephone conversation, where a complaint is presented, is to be written and handed to the Principal or DP.

COMPLAINTS-

1. Any concern will be treated as strictly confidential by all parties concerned.
2. All complaints should be referred to the class teacher or person concerned
3. Should step 2 above not resolve the issue or complaint, the matter will then be referred to the Principal or DP in written or verbal form. In the event of the complaint being so delicate in nature, that the complainant does not wish to personally approach the Principal, s/he will deal directly with the Board Chairperson, who will then immediately inform the Principal.
4. All parties to a complaint are involved in the resolution
5. Award provisions in regard to complaints procedures are followed. See Primary Teachers Collective Employment contract or other Employment Contracts as may be relevant.
6. The Principal, as professional leader and chief executive of the Board of Trustees, has the major responsibility in decision making on action to be taken in the resolution of complaints.
7. Complaints must be signed by the complainant. Unsigned or anonymous complaints will be disregarded.
8. All complaints will be acknowledged in writing as having been received by the Principal or the Board.
9. Upon the receipt of a complaint the "Handling Complaints" procedures attached will be followed.
10. Any member of the Board of Trustees who is personally interested in a complaint shall take no part in a Board discussion about it but may submit a statement on the matter.
11. Once a complaint has been resolved to the satisfaction of the Board, any records of the complaint will be destroyed on the expiry of an interval determined by the Board.

The Board of Trustees will only accept matters of concern or other issues to be discussed at Board meetings if they are put in writing and signed. Such matters must be in the hands of the Chairperson at least five days prior to the meeting to enable all Board members to receive the contents of the concern / issue along with other materials for the meeting.

The Board reserves the right to go into committee if need be to discuss the matter. An answer will be given to the writer of the letter as soon as a resolution is adopted. Any further action, if necessary, will be implemented by the Principal, in consultation with and support from, the Board. The same consultation and support will be given if it is the Chairperson who is to initiate action.

CONSULTATION WITH COMMUNITY

1. The Board advertises and invites the public to every Board meeting.
2. The community is regularly reminded that Board meeting minutes are available for public viewing.
3. The community is fully consulted before any changes are made to the charter.
4. It is recognized that a wide variety of consultation modes will be necessary to make purposeful contact with the community.

COPYRIGHT

1. Kawaha Point School will not intentionally breach the Copyright Act and therefore requires that staff respect such restrictions are imposed under the Act.
2. Staff are referred to the publication on copyright published 1995 by the National Library Service held in the Principal's Office.

CULTURAL ACTIVITIES

Visiting groups will be invited to perform with the school aiming to present a variety of performing arts. In

some cases the fee may be partially subsidized. Where student payment is requested usually only those who pay will be included in the audience unless prior arrangements have been made.

CYCLING

1. Together with the New Zealand Police we recommend that students under 10 years of age DO NOT ride bicycles to or from school.
2. Students must correctly wear a Standards approved bicycle helmet at all times when in control of a bicycle.
3. All Land Transport New Zealand (LTNZ) road codes concerning cyclists are to be followed. (www.ltsa.govt.nz).
4. Bicycles ridden to school must be in good, safe working order. It is the responsibility of the parent/caregivers to ensure that the bicycle is in good and safe working order and that all protective equipment as required by law is provided.
5. Students are to dismount before entering the school grounds and walk their bicycles whilst on site.
6. Bicycles are to be stored in the bike rack provided. It is recommended bicycles be locked with a chain and padlock supplied by the bicycle owner.
7. Bicycles and helmets are brought and stored on school grounds at the owner's risk.
8. Parents will be notified if students do not adhere to the School's Bicycle Guidelines and permission will be withdrawn until the issues identified have been satisfactorily addressed.
9. No cycling is permitted within the school grounds unless directed by teachers during special programs.

DENTAL CARE

The Dental Therapist is onsite at various times during the year. The Office Administrator has reference telephone numbers for emergency treatments. Parents may request check-ups or consult with the Nurse on matters of dental care.

DISCIPLINE OF STAFF

1. The Board recognizes the importance of adhering to professional guidelines established by STA and refers also to the guidelines set out by NZEI. It is noted that specific guidelines to ensure confidentiality are to be strictly followed.
2. The Principal is the professional leader and manager of the school and is expected to address all matters of staff discipline in the first instance. No matter shall be referred to the Board directly.
3. All Disciplinary procedures aim to achieve a fair outcome for all concerned.

DUTY ROSTERS FOR STAFF

1. All staff are to participate in Duties. Duty staff are asked to check cloak-bays, classrooms and play areas including playing fields if they are in use. Care should be taken to ensure all areas of the school are properly patrolled. The Duty Roster is on the Staffroom wall, and in the Teacher's Handbook.
2. Students should report playground disputes and mishaps to duty staff who will follow a Restorative Process.
3. It is not acceptable for duty staff to be involved in any class activity (other than sports), take phone calls (other than on the cordless phone) or be attending to other tasks.
4. If for any reason the duty teacher cannot be on duty, it is their responsibility to arrange another staff member to cover their duty. It may mean swapping their duty for that week.

Wet Day Consideration

Teachers are to 'pair up' with another teacher from a similar class to share duties on wet days. Should lunch or playtime suddenly become wet, the two teachers are to negotiate who does the first half and who the second half with the amount of 'on duty' time to be halved evenly.

First Aid Treatment

Where treatment is beyond a simple dressing the matter should be referred to the staffroom/office for another staff member to attend to treatment. The incident and treatment will be recorded in the First Aid book (see also First Aide and Medical).

EDUCATION/ LEARNING OUTSIDE THE CLASSROOM – EOTC (LOTG)-

1. Safety is paramount.
2. When planning any excursion reference must be made to The Safety and EOTC (Education Outside the Classroom) manual - a guide for Boards of Trustees on sound professional practice requirements for outdoor programmes. Ministry of Education 2002.
3. All trips or visits outside the school must be approved by the principal. In the case of an overnight camp, proposals and purposes must be presented to the Board of Trustees at a meeting at least 6 weeks prior to the proposed event. This should include a full budget, RAMs forms, programme, emergency procedures etc.
4. On excursions involving private vehicles, parents who offer transport must state that their vehicles are warranted, registered and in all other ways comply with the law, including the provision of a seatbelt for each passenger. Drivers must be fully licensed.
5. A signed Health & Permission form must be obtained prior to commencement of camps and trips. All EOTC programmes must have the necessary support of the community.
6. All trips and camps will be run only by teachers who have prior knowledge of the proposed venue.
7. An identified teacher will have overall responsibility for the camp/trip with support from other staff and parents.
8. Teachers need to be aware of their and the school's legal responsibilities for students participating in EOTC.
9. An adult ratio should be 1: 6, or better in identified situations and have at least one person with current first aid certificate in the group. In selecting parents helpers equity factors should be considered. In each case the ratio of adults to students will be part of the proposal made subject to the approval of the Principal.
10. Adults accompanying camps:
 - (a) A specific number of adults (parents, teachers and other approved persons) will comprise the official adult team which will be lead by the Teacher in Charge. None of these persons will be required to pay camp fees.
 - (b) Additional adults may request approval to accompany the camp on the understanding that they will pay the same fee as students. The school exercises the right to limit such additional numbers at their discretion.
 - (C) Parents may be asked to submit to a Police Vet at the discretion of the Principal in consultation with staff.
11. Planning of camps and excursions needs to take into account the financial resources of students and their parents / caregivers.
12. EOTC programmes must take into account the needs and capabilities of all taking part.
13. Staff and parents should, where possible be offered time off from all duties at timetabled intervals during the camp.
14. Staff and parents attending the camp are acting "in loco parentis" for the duration of the camp. Therefore to ensure supervision, safety and control of the students is totally efficient and professional at all times; there should always be sufficient adults on duty to cope with any emergency. It is the responsibility of the teacher in charge to ensure the above adequate supervision and safety measures are in place.
15. The payment of the School Camp Allowance will meet the expectation as outlined in the NZEI Collective Agreement and is to be paid to each staff member who is in charge of a class / classes attending a school camp. This money is to be budgeted for from the operations grant.
16. All camps to have at least one vehicle available to assist in an emergency.
17. Students who are unwilling to co-operate fully will not be permitted to participate in trips, camps or visits off campus. Students, in this context, must accept responsibility for their own actions and will not be permitted to reduce the pleasure and learning of other students engaged in EOTC activities.

EMERGENCY PROCEDURES

1. The Principal is responsible for ensuring that all staff and students are familiar with the procedures to be followed after an emergency situation, and that regular practice drills are carried out. The Principal in consultation with staff, will decide as to the safety of buildings after an emergency and whether to evacuate the school premises.
2. The Staff are responsible for being familiar with the correct emergency procedures and to ensure

they instruct their students of these.

Fire:

- (a) When the electric bell (or handbell) is rung continuously all classes are to move from the buildings to assemble on the playing fields.
- (b) Administration staff will bring out paper copies of class lists to teachers on the field and ensure these lists are kept up to date.
- (c) Each teacher is to check the roll and notify the Team Leader, who will then notify either the Principal or Deputy Principal, when all students are accounted for.
- (d) Students should be seated in orderly lines and remain quiet.

Earthquakes:

- (e) In the event of a earthquake teachers are to order students under their desks. When shaking ceases, classes will evacuate to designated areas. Teachers are to be fully aware of the consequences of a major earthquake and the responsibilities required of them which may involve up to 24 hours.

- 3. **EVACUATION OF SCHOOL** In the event of a disaster, students should not be sent home until that decision is made by the Principal, or the delegated replacement should the Principal not be able to act. Students should not be released until it is safe to travel and then only in the following circumstances.
 - (a) That a parent collects the students from school.
 - (b) That they are escorted home by another adult.
 - (c) Students should not be released until their teacher has been notified and escort's name has been recorded.
 - (d) Once those steps have been taken, the school is released from further responsibility.
 - (e) Students who have not been collected should be kept at school under the care of the Principal and staff.
 - (f) Under no circumstances are students to be left to find their own way home.
- 4. **FIRST AID** A fully stocked first aid cabinet should be maintained in the school medical room and regularly checked by the person in charge of that room to ensure its contents are replenished. A supply of blankets should be maintained. Further additional first-aid kits should be set up with basic requirements and additional bandages.
- 5. **EMERGENCY EQUIPMENT** A kit should be set up to provide for disasters. The contents should include:
 - 1. Torch and replacement batteries
 - 2. Battery powered radio
 - 3. Candles, matches or light sticks
 - 4. Loud hailer and bell
 - 5. List of equipment showing where it is stored.
 - 6. Additional supply of blankets.

EQUAL EMPLOYMENT OPPORTUNITIES (EEO)-

- 1. The overriding criteria for appointments and promotion will be, "**the best person** for the job after consideration of job description and person specification".
- 2. Kawaha Point School has a commitment to eliminating inequality from the workplace. The Board recognizes the need to provide a non-discriminatory, culturally sensitive and safe working environment for all staff.
- 3. Our appointment procedures will ensure that there is no discrimination in the areas of recruitment, selection, promotion or career development.
- 4. The Board will ensure that all employees maintain proper standards of integrity, conduct and concern for the community's interest, consistent with EEO requirements.
- 5. Opportunities will be given to staff to develop their career potential.
- 6. The Board will respond to personal grievance cases by appointing a suitable committee who will operate sensitively and properly within the guidelines set out by the Human Rights

FINANCE- See Policy also

The focus of these procedures is on ACCURACY and ACCOUNTABILITY.

Reimbursements:

Staff:

All staff reimbursements must be approved by the Principal or in the case of the Principal, the Chairperson of the BOT. Reimbursements will be via chq. Under no circumstances will cash be handed out.

Students/Parents:

If the reimbursement amount is less than \$15 it will be given in cash taken from the till. Reimbursements over \$15 will always be in the form of a chq. It will be clearly marked on the electronic spread sheet who the reimbursement was to and for what reason. Reimbursements will be highlighted RED for ease of identification.

Banking and money kept in the till:

No money other than for direct school purposes will be collected by office staff or kept in the till without the Principal's authority (this is unlikely to be given). Money will be counted on a Friday morning and collected by the security firm by 1.30pm. The banking week will run from Friday to Thursday each week. When one staff member has counted the banking and checked this against the Daily Summaries, another will check it before it is collected for banking. The Principal or DP will randomly ask to check the banking regularly. A BOT member will check the daily summaries and banking randomly several times a year. Should any errors in banking be identified, the Principal and Deputy Principal must be informed. The Principal will report to the Chairperson of the BOT on any discrepancies as required.

Discrepancies between the Daily Summaries and banking, even for small amounts, will be considered serious and require investigation to seek the cause. Accuracy is vital.

Collection and recording of funds:

The till will maintain a float of \$100 at all times made up of 3 x \$10, 6 x \$5, 10 x \$2, 10 x \$1, 15 x 50c, 10 x 20c and 10x 5c. All money that comes into the office must be accounted for accurately. All money must be tillied using the correct code and typed into the Daily Summary spreadsheet. When using the new till, you must use your personal code so that the end of day will identify who has taken each sum of money etc. The student's name does not need to be recorded on the Daily Summary. When a student pays for a trip etc, this will be recorded on a paper copy of the class list or sports team list kept in the office. A copy of the start of year stationary forms will also be kept in the office.

At the end of each day the till transactions will be reconciled with the cash in the till and the float bagged separately ready for the next day. Any errors or discrepancies must be brought to the Principal's and Deputy Principals attention immediately. Once counted, each day's takings will be labelled separately and kept in the safe until Friday when it is combined for banking.

Budget Preparation

- This will be drafted in term 4 of each year by the Principal for the next year. In term 1 this will be ratified by the BoT and reviewed in the July meeting.
- The school's annual and strategic goals will be focused upon when setting the budget.

FIRST AID/ MEDICAL ROOM / ACCIDENTS

1. The Principal is to ensure details about accidents to persons while at school (including E.O.T.C. programmes) are recorded. The staff member involved is to record all treatments in the Medical log book other than matters regarded as minor.
2. Serious accidents/incidents, involving out of school medical assistance or of significant concern, are to be detailed further on a report sheet and this will be forwarded to the Principal and be available to the Board of Trustees. The Board Chairperson will be informed as a matter of course.
3. The school has a very proactive approach to First Aide training for staff.
4. Any injury to a student's head shall be notified to parents as soon as possible.
5. Parents of students who receive other than minor first aid treatment at school are to be informed as soon as possible.

6. The Board requires that an up to date file of medical conditions be maintained.
7. Staff required to attend to an injured child must also ensure that provision is made for the supervision of their class. The team leader or another senior staff person are likely to accept this responsibility but it is essential that the class of an absent staff member is not left unattended.
8. All staff are required to wear gloves when attending to any injury involving blood. Hepatitis B/ HIV are conditions transferred through contact with blood. Staff will treat all first aid situations as if there is a risk.
9. Hep B./ HIV -Unless infected students are disabled due to their condition, or in a particularly infectious condition, staff will not need to make special arrangements for their schooling and health. It is not necessary to publish a list of Hep B./ HIV carriers, nor legal to do so.

10. Sending Students Home

The injured or unwell child is likely to be taken to the medical room and the student's home contacted.

- (a) The school will have several contact numbers
- (b) Arrangement for the child to be collected will be made
- (c) The child should not be left by themselves if injured
- (d) The office is to be informed in every case
- (e) On some occasions the child will be taken to the home
- (f) The class teacher is to be notified if a child from their room is sent home.

11. Serious Illness or Accident

In some cases the child must not be moved. Consultation with other staff is imperative before particular treatment is commenced.

- a. Parents/guardians are to be contacted
- b. Ambulance service will be called as is necessary
- c. The child is not to be left alone
- d. A full report is to be completed as soon as possible and kept in the back of the Medical log book (*see also First Aid*)

Administering Medication (*refer to MOE circular*)

- (a) The school must adopt an "all care but no ultimate responsibility" policy in the matters of the safe storage and giving of medication.
- (b) The school will undertake to store prescribed drugs to control student behaviours when this is an agreed action under Special Education Service.

FRAUD PREVENTION

- 1) As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 - a) The School's physical resources are kept secure and accounted for.
 - b) The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 45C(b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
 - c) Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 - d) All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
- 2) In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
 - a) Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
 - b) So far as it is possible and within 24 hours:

- i) Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
 - ii) Request a *written statement* from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - iii) Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
 - iv) Inform the Board Chairperson of the information received and consult with them as appropriate.
- c) On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a *prima facie* case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
- d) The Principal shall then carry out the following procedures:
 - i) Investigate the matter further in terms of procedures as set out in sub-paragraph (d);
 - ii) If a *prima facie* case is thought to exist to continue with their investigation;
 - iii) Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - iv) Lay a complaint with the New Zealand Police;
 - v) If necessary, commission an independent expert investigation;
 - vi) In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - vii) Seek legal advice; or
 - viii) Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
- e) Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- f) If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - i) Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - ii) Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - iii) Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
 - iv) Advise the person in writing of the processes to be involved from this point on.
- 3) The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
- 4) The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
- 5) Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning the Principal or a Trustee:

- Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of these procedures.
- Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of these procedures.

FRIENDS OF THE SCHOOL (FOTS)

1. The FOTS is recognized as a traditional parent group functioning in New Zealand schools. The Board supports the FOTS in its general work of parent-school liaison, providing forums for education discussion, arranging social events and fund raising.
2. Although ultimately responsible to the Board of Trustees, it is intended that the monthly FOTS meetings be empowered to make their own decisions after due consideration.
3. The Board requires a financial management system which sees all major purchases made through the main office accounts. The FOTS unconditionally gifts the gross to the school as each account is passed for payment.
4. The FOTS will present its annual balance sheet after the annual audit to the Board of Trustees.

GIFTED & TALENTED STUDENTS

It is recognized that exceptional talents and abilities may be demonstrated through a student's behaviour and responses, as well as by their actual performance at school.

1. The Deputy Principal will be delegated specific responsibility for co-coordinating all aspects of provisions for gifted and talented students within our school.
2. Teachers will establish a responsive classroom environment which provides appropriate opportunities for gifted and talented students to display their special talents and abilities.
3. Teachers will be suitably trained to identify gifted and talented students and adequately resourced to cater effectively for this group of learners within their own classroom programmes.
4. The Gifted Kids Programme will be accessed by the school and children who pass the Gifted Kids Criteria for inclusion will have the opportunity to attend. Fees may include a contribution from parents.
5. A variety of approaches will be used to provide regular opportunities for gifted and talented students to work with other children who have similar needs and abilities.
6. Other programme options, such as Individual Education Programmes (IEPs), dual enrolment with the Correspondence School, and accelerated class placement will be considered for the individual students who are capable of working at a highly advanced level.
7. The strength and interests of staff, as well as mentors from the wider community, will be utilized to maximize the learning opportunities provided for gifted and talented students.
8. Parents/caregivers and talented students will be fully informed and consulted with regarding their child's progress and achievement prior to placement in special programmes.
9. Staff professional development needs, purchase of resources and additional support to meet the needs of gifted and talented students will be considered as part of each year's budget round.

HEALTH & SAFETY- See Policy

1. Where a significant hazard(s) is identified, and is unable to be reasonably eliminated (either at all or within a reasonable time-frame), notification of the hazard(s) and of the action taken or required will be given to employees, students, and other relevant persons, including contractors
2. All contractors engaged in work for, or on behalf of the school will be required to have health and safety performance requirements contained in their contract. In particular, the board will need to be satisfied that the contractor is competent to carry out the work safely, and will use appropriate equipment that is properly maintained.
3. Emergency procedures will be developed and prominently displayed throughout the school
4. A review of emergency procedures will be carried out at least once a term, including emergency drills

5. The Board will require that all employees, students, or other person(s) such as contractors make full use of protective clothing or other safety/protective gear where the use of such is required to eliminate, minimize, or isolate hazards, or where provision of such is provided for under an employment contract.
6. The Board will take all practicable steps to ensure that employees are either sufficiently experienced to undertake their work in a safe manner, or otherwise supervised by an experienced person, to ensure that any employee does not harm him or herself while at work, or harm any other person while at work, including students, members of the public, or other visitors to the school.
7. The Board will maintain an accident register at the school office to enable all accidents or near accidents to be recorded.
8. All instances of serious harm to employees will be reported to the Occupational Safety and Health Service of the Department of Labour as soon as possible, with written notification, in the prescribed form, of the circumstances of the occurrence within a week of its occurring.
9. No student is to operate any motor or machine with an engine or motor, either on campus or on any field trip. Exceptions to this can only be granted by the Board of Trustees.

HOMEWORK

1. Parents may expect some homework tasks to be set for their students during the week nights. Students are encouraged to complete their homework. Homework tasks are supportive of class programmes and will not be geared to generate stress or anxiety.
2. Junior students are likely to take home readers, poems or activities regularly, perhaps collect news items and some may commence spelling and basic facts learning. A list of these books will be maintained in the journal folder; teacher or parents will tick and date books as they are given out. It is expected that parents will be active in listening to their child read. It is intended that the reading material match the student's independent reading age. (It is noted that students may take home additional books of their own choice to read for pleasure).
3. Senior students will be encouraged to spend time in recreational reading and could include spelling and basic facts to learn. Research and assignment work will also be encouraged. Students from Year 4 onwards may select their own take home material and to engage in some reading activity each night. The class teacher is expected to have some reasonable knowledge of what material the child is taking home.

INTERNET SAFETY

1. An information sheet will be given to new parents on internet safety.
2. All persons using the school's computers are to abide by the school's rules for computer use and respect these

Undesirable Sites

- If an 'undesirable' site appears on the computer, the student will immediately switch off the screen and inform the teacher.
- The teacher will then ask another colleague to assist them in deleting the offensive material. If this can not be done, the computer will be turned off and the computer technician contacted. It is important that there be two people dealing with the matter - to safeguard against wrong accusations. The procedure undertaken should be recorded for future reference.

KEYS

1. Keys are a matter of security and should not be lent or left laying about.
2. Keys to other areas of the school are readily available via the Principal or caretaker. These keys are located in a secure safe in the administration area.

LIBRARY BOOKS

All students will, at nominated times, have access to our library. Books issued to the child, a maximum of two, will be available to be taken home by year 4 students and upwards. Loss of a book may result in request for payment to replace.

LOCKDOWN

If the school is placed into lockdown due to an incident in or around the school the following shall occur:

- The bell will ring 1 short ring, 1 long ring and 1 short ring (SOS signal) and this will be repeated twice.
- Teachers MUST lock their outside doors, move students away from the windows as much as possible and stay indoors with the students. It may be necessary for classes to go through into neighboring classes depending on the circumstances
- They must remain there until the principal or DP gives the 'all clear' in person.

LOST PROPERTY

1. "Found" clothing and other items will be stored for a reasonable period and located for parents/students to "find" in the Piazza. One staff member will have oversight of this box and send unclaimed items to a charity at the end of each term.
2. The school accepts no responsibility for loss of money and valuable/tempting items.
3. The school has no insurance to cover teacher's private property or valuables entrusted to a teacher's care.

MANAGEMENT AND RESPONSIBILITY UNITS

Effective use of the Management and Responsibility Units will result in a management structure that suits the needs of the school. Units shall be distributed in such a way as to enhance the learning needs of the students and to motivate and support staff.

1. The Board will ensure that the existing Leadership Team will be allocated the following minimum number of management units: Deputy Principal 3 units, Team Leaders 1 unit.
2. A needs analysis of the school's management structure will be undertaken in Term 4 of each year.
3. Staff will be informed and consulted about the task linked to M & R Units.
4. The most suitable person will be selected by the Principal and a letter of appointment given.
5. Management units can be redistributed upon the resignation of the holder or if the holder relinquishes the unit by informing the Principal in writing.
6. The Principal will be responsible for fully informing staff about the allocation of units.
7. Unit holders will be required to include their management tasks in a Performance Agreement which will be appraised according to the Appraisal Policy.
8. The Principal will compile an accurate record of M & R Unit holders for the purpose of informing the Board and notifying the Salary Service Centre.
9. Management Units will be allocated on a permanent basis i.e to permanent full-time teaching staff (or shared teacher full-time) and noted as such in Board of Trustees Minutes.
10. R Units will be used for **responsibility, recruitment and retention** and must be permanent or fixed term.
11. A review process will involve addressing a written complaint to the Board of Trustees. A sub committee of the Board will meet with the staff member and if required, an NZEI representative, to attempt to resolve the matter.

MEETINGS

Teacher Staff Meetings

Regular staff meetings are reserved for professional development arranged by the Leadership Team. Attendance is required and staff are asked to ensure outside appointments do not clash. These meetings will normally commence at 3.15 pm. sharp and run until 4.30-5 p.m. approx. Minutes from these meetings will be written by staff members. Staff will take turns writing staff meeting notes.

Team Meetings

Team Meetings will usually alternate with staff meetings. Minutes of these meetings, including feedback, requests, programme dates or other, are forwarded to the DP/Principal. Staff are required to attend these meetings. The venue will be set by the Team Leader. Additional meetings may be required.

Leadership Team Meetings

The Leadership Team usually meet alternate weeks at 3:15pm. Minutes of these meetings are filed. Staff may refer matters to these meetings and expect feedback.

Board of Trustees

Generally meets the third Thursday of each month in the school staffroom at 6.30pm. These are public meetings. Staff and parents/caregivers are welcome and may specifically request an opportunity to present matters of interest or concern. This requires prior arrangement through the Principal and Chairperson.

MONEY

1. Money is collected from students for a variety of reasons. All teachers must keep accurate records.
2. Parents should send money in a sealed envelope marked with the student's name, room and purpose for the money.
3. Money collected should be sent to the office as soon as possible, together with a completed cash summary.
4. Book Club money does not require counting and is to be forwarded to the office with the student's name and class on the envelope.
5. No cash is to be kept in the classrooms. Staff are requested not to leave handbags, loose money or "tempting" items in their classrooms or desks.
6. Students may request staff to take care of money or valuables but staff will not be held liable for loss or damage.

NEWSLETTERS

1. A copy of all newsletters sent to parents/caregivers, both from the school or class teachers, will be kept on file in the school records. Copies of the newsletter are able to be emailed to parents at their request
2. A weekly newsletter will be published. This publication is regarded as a community service and may include:
 - (a) Principal editorial
 - (b) Coming events
 - (c) Reporting on school events/activities
 - (d) Samples of student's work
 - (e) Community notice board

PANDEMIC ACTION PLAN

- ❖ Identify that there is a potential pandemic. Note common symptoms and incidence of illness.
- ❖ Ensure protocols for dealing with sick staff and students are adhered to.
- ❖ Consult with Ministry of Health.
- ❖ Principal to discuss situation with Board of Trustees Chairperson and make decisions about closing of the school, staffing etc.
- ❖ Inform all parents of the situation by letter or phone.
- ❖ Children to be kept away from sick person/people.
- ❖ Educate children on face covering techniques and fitting facemasks.
- ❖ In the event of school closure, identify all pupils not normally transported directly home and contact parents to encourage door to door transport.
- ❖ Announcement of school reopening to be done via Radio network.

Protocols for dealing with sick staff and students.

- ❖ Wear gloves and masks for all procedures.
- ❖ Put the sick person into isolation in the sickbay.
- ❖ Dispose of used gloves, tissues, paper towels etc in a place where they will not be handled eg: in bags which will be burnt or buried.
- ❖ Wipe clean and then sterilize all surfaces which may have been contaminated using an effective disinfectant eg: one part bleach to nine parts cold water.
- ❖ Soak surfaces for 30 minutes and then wipe dry. Prepare a fresh solution immediately before you want to use it.
- ❖ Wash hands thoroughly when you have finished.
- ❖ Make sure First Aid Kits include disposable gloves, disposable wipes or towels, masks, plastic bags for contaminated waste, a skin disinfectant and a bleach solution.

- ❖ Put sick person into isolation. Only the person taking care of the sick person, suitably masked and gloved, is to have contact with the sick person.
- ❖ Parent/ guardian of the sick person is to be contacted at the earliest practicable time and is to come and pick up the sick person.

PARENTS IN CLASSROOMS

1. The school encourages parents to be in the classroom anytime provided prior arrangement has been made with the staff member concerned. Parents are therefore asked to inquire whether their visit into the classroom is convenient before the event.
2. The time at the beginning and end of each school day (i.e. just after 8.55 a.m. and before 3.00 p.m.) needs to be respected. It is often a rushed time to get “housekeeping” tasks completed. Parents need to recognize that they may be a distraction to this process and are asked not to be offended if the teacher asks for parents to wait outside the room. It must be accepted that the way classrooms are managed will vary from class to class.
3. Parent helpers are appreciated. The parent helper is typically available to give service to the school and their involvement is not geared to focus on their child.
4. Pre-schoolers in classrooms can create distractions which unwittingly alter the flow of a learning programme. While the pre-schooler does not generally misbehave the class teacher is placed in an awkward situation when that child’s actions disrupt the programme. Learning programmes are built on routines which are fundamental to an effective school. Parents with pre-schoolers need to be sensitive to the activity taking place at the time of their visit and not be offended if their request to join a class sometimes requires there be no preschooler.

PERFORMANCE MANAGEMENT

1. Each teaching staff member will have an individualized appraisal system that will meet their needs. These will be kept in the ‘Red Folder’
2. The Attestation process will be conducted each year at the end of the 2nd term. See appraisal cycle.

PERSONAL SAFETY FOR STAFF

1. Staff members are encouraged to not work alone on campus after the hours of darkness.
2. Staff are required to avoid interviews where no other staff are present in the block where they meet. Staff are asked to avoid any situation where they act in isolation.
3. During weekends staff are asked to carry a cell phone and let others know how long they intend to be at school. Staff must write their name on the whiteboard below the alarm with an approximate time and then rub it off as they leave.

PHYSICAL CONTACT WITH STUDENTS

1. Staff are reminded that through inappropriate action a teacher could face the possibility of criminal proceedings by the police and/or disciplinary action by the employer.
2. It is recognized that some teaching practices considered to be appropriate for female teachers, if adopted by male teachers can make them vulnerable to allegation of indecency.
3. Physical contact with students needs to be sensibly considered. Generally teachers should not make physical contact with students in situations where the child is alone.

PLACEMENT OF STUDENTS

1. Schools classify students in “year” groups: year 1, year 2, year 3... The second step to year 2 does not occur on the student’s birthday but at the commencement of the school year. This will mean some students will remain classified as year one for more than one calendar year, and some students will spend less than a year under this classification.
2. During October/November the Principal, Deputy Principal, in consultation with class teachers and parents, will decide the appropriate year placements for the following year. Consideration will be given to achievement, social and physical factors.
3. The Principal or DP will generally be responsible for placement of new students to the school, allocating room as well as confirming classification.
4. The school accepts that placement and classification for some students may be reviewed, initiated

either by parent/caregiver or the school. Paramount consideration will be given to the best interests of the child.

PLANNING OF PROGRAMMES

1. Each Teacher will be issued with a copy of the Teacher Handbook. The outlines included are School requirements and thus an important reference. All sections are intended to be consistent with the New Zealand Curriculum. Each teacher is supplied with a diary planner.
2. Each Teacher is required to prepare a Long Term Plan statement for each school term after due discussion with Team Leaders. This plan should include reference to text resource and the type of programmes which will be implemented. A copy of this plan should be displayed on the planning wall in the staffroom.
3. Workplans, for daily and weekly planning, may follow teacher preference as to style/format. Teachers are accountable for their programmes and written planning is one evidence of proper preparation. All daily planning will include Teaching Points and/ or WALTs, plus detailed activities, which show development of an idea/ task. This is especially important in Numeracy, Reading and Written Language.
4. Unit Plans will consider desired learning outcomes and record assessment strategy. Plans should be filed, by each class teacher, in a manner which allows them to be readily available.
5. Co-operative planning is encouraged.
6. All planning should allow an “audit trail” to link Long Term Planning to Units of Work to the Daily Planning to the Data gathered in the Student Profiles. It is a fundamental expectation that work taken by teachers should be planned.

POLICE INTERVIEWS

In the event of the police conducting an interview of a student at the school the school will comply with the Young Persons and their Families Act. This is to protect the interests of the students, staff and management of the school.

1. Every attempt will be made to notify the parents/guardians of students prior to an interview.
2. In the event of an emergency where parents cannot be contacted, an interview may take place at the discretion of the Principal.
3. A member of the school staff, of the student’s choice, must be present at the interview
4. In the event of the student’s choice not being available, the Principal will designate a substitute

PROTECTED DISCLOSURES

An employee of the Board may disclose information in the manner provided by the Protected Disclosures Act if:

- the information is about serious wrongdoing in or by the school.
- the employee believes on reasonable grounds that the information is true or likely to be true: and the employee wishes to disclose the information so that the serious wrongdoing can be investigated: and the employee wishes the disclosure to be protected.
- Only disclosures of information about serious wrongdoings are covered by this policy. A serious wrong doing is defined in the Act as an unlawful, corrupt or irregular use of public funds or public resources; or an act, omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or a serious risk to the maintenance of law, including the prevention, investigation and detection of offences and the right to a fair trial; or conduct that constitutes an offence; or conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement – whether the wrongdoing occurs before or after the commencement of this Act.

The Board acknowledges that the employee is not liable to civil or criminal proceedings relating to the disclosure – notwithstanding other rule of law, oath or practice.

The Board recognizes provision for confidentiality of identity of the employee making a disclosure (unless the Board chooses otherwise – this will be in writing – or naming of the person is essential for the investigation, or for principles of natural justice to prevent serious risk to public health or public safety or the environment)

Guidelines

1. Employees should submit the disclosure in writing.
2. The disclosure should contain the following: the nature of the serious wrong doing, the name or names of the people involved, surrounding facts including details relating to the time and/or place of the wrong doing if known or relevant.
3. A disclosure must be sent in writing to the Principal who has been nominated by the Board of Kawaha Point School under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

OR

If the employee believes that the Principal is involved in the wrong doing or has an association with the person committing the wrong doing, that would make it inappropriate to disclose to them then you can make the disclosure to the Chair of the Board.

4. On receipt of a disclosure, the Principal (or Chairperson) must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal (or Chairperson) or arranged by him/her as quickly as practically possible, through an appropriate authority.
5. All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal will make every endeavour possible not to reveal information that could identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure believes that the disclosure of identifying information is essential: to ensure an effective investigation, to prevent serious risk to public health or public safety or the environment, to have regard to the principles of natural justice.
6. At the conclusion of the investigation, the Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the person making the disclosure and, if appropriate, to the B.oT.
7. A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe: the Principal (or Chairperson) is or may be involved in the wrongdoing; or immediate reference to another authority is justified by urgency or exceptional circumstance; or there has been no action or recommended action within 20 working days of the disclosure. Appropriate authorities include (but are not limited to):
 - a. Commissioner of Police
 - b. Controller and Auditor General
 - c. Director of the Serious Fraud Squad
 - d. Inspector General of Intelligence and Security
 - e. Ombudsman
 - f. Parliamentary Commissioner for the Environment
 - g. Police Complaints Authority
 - h. Solicitor General
 - i. State Service Commissioner
8. A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this policy reasonably believes that the person or authority to whom the disclosure was made: has decided not to investigate; or has decided to investigate but not made progress with the investigation within reasonable time; or has investigated but has not taken or recommended any action; and continues to believe on reasonable grounds that the information disclosed is true or is likely to be true

PRT TIME

Provisionally Registered Teachers time will be allocated to eligible teachers as per the collective agreement. Where a week is missed or unable to be given, the time will be 'banked' to take later in the week/term.

The tutor teacher responsible for the PRT will discuss the appropriate use of PRT time and expected outcomes from the allocated time. PRT time is not only release for the PRT but may be used by the tutor teacher where required to support the PRT's development plan.

RELIGIOUS INSTRUCTION

1. There is general recognition that religious instruction provides an aspect of NZ culture.

2. Parents may request that their students do not participate in the programme, which shall not involve more than 20 hours annually. These students will be supervised by staff.
3. Staff continue to take responsibility for student behaviour during the religious instruction periods.

REPORTING ON STUDENT'S PROGRESS TO PARENTS

1. Parents will be able to receive verbal or other reports on their child on request to the Principal.
2. Teachers are to be available by arrangement to discuss with parents matters concerning their child.
3. Staff will keep records/data, of a formal and informal nature, as reference available to all reporting. Term one will allow some form of verbal report and opportunity for parents to meet teachers and establish common goals and understandings.
4. Written reports will be sent home twice per school year. Parent interviews will be scheduled mid-year and be available on request at any stage in the year.

Term One:

Meet the Teacher Evenings will be scheduled as school meetings. No report is issued. It is a less formal "meet the teacher" meeting.

Term Two

In June scheduled parent teacher interviews will be held and a brief written report handed out. All parents are encouraged to participate in this form of exchange and communication, fulfilling their responsibility and allowing teachers to report directly. Interviews will be of 10 minute duration with further opportunities available if necessary or requested by parent or teacher.

Term 4 - Written Report:

- School report will be sent to parents in early December. This allows opportunity for discussion with class teachers should this be desired. Our policy is also to make reference to attendance.
- Written reports will include comment indicating a student's attitude to various curriculum areas and, in the senior classes, comment indicating a level of attainment. This information is intended to be constructive and will be subject to senior staff approval. It is appreciated that a student's learning operates far wider than the curriculum reflected in a report and that no report should be seen to "label" a child.
- Reports should not include surprises for parents and should present an affirming statement positively commenting on what the child can do and what can be done to help the child.
- Reports will be written using the school's ETap Student management System.
- Class teachers will forward completed reports to team leaders, who in turn will pass the reports to the Principal for final checking and his/ her comments.

Open Days:

The school or sections of the school, may wish to host an open day, allowing parents the opportunity to observe the class in action, and enjoy some opportunity to talk with the class teacher. Team Leaders will bring such recommendations to the Principal.

SCHOOL GROUNDS

1. All user groups are required to make due application for regular use of the school grounds.
2. The Board exercises the right to disallow groups or individuals to use the grounds.

SCHOOL HOURS

Bell Times

8 a.m.	Students allowed into school grounds
8:55 a.m.	Classes commence
10.30 a.m.	Morning recess
10:50 a.m.	Close of interval
12.30 p.m.	Lunch period commences
1.25 p.m.	Afternoon classes commence

3 p.m. End of school day for students

At the end of the school day classes are not to be released early nor are they to be unreasonably delayed. Parents have a clear expectation of the time their child will arrive home and will be notified by phone if a child is held in for any reason.

SEARCHING STUDENTS

At any time only a very small number of students may carry an item that poses a risk to their own or others' safety. Specified unsafe items prohibited are:

knives and other weapons, drugs, alcohol, cigarettes, lighters, matches, pornography, etc which have not been brought in by prior arrangement with the principal.

Where school staff see students in possession of any of the prohibited items, such items will be confiscated. Disciplinary measures will be invoked and we will generally involve parents or in case of significant risk or suspected criminal activity, the Police.

Where school staff believe that a student has a dangerous item concealed in clothing, bags or otherwise staff will:

1. question the student.
2. ask a student to hand over any item or if they can search the student's bag.
3. staff are never compelled to undertake a search in any particular circumstances.
4. where there is a serious risk to safety, the school retains the option of calling the Police and the Police may decide to conduct a search

SEXISM, RACISM AND HARASSMENT

1. It is not acceptable at Kawaha Point School that any staff member, student or parent should be subject to disadvantage, harassment or abuse on account of their gender, religion or ethnicity.
2. Complaints, concerns or reports should be directed to the Principal or Staff Representative on the Board of Trustees or the Board Chairperson.
3. The complaints process will then be followed.
(see also *Complaints*)

SHADY SCHOOL - SUN HATS/ COVER UP

1. The school encourages that during the summer months, all students and staff should wear wide brimmed sunhats for outdoor exercises, at interval and lunchtimes. Summer months are defined as the period from Labour Weekend through to Easter, or terms one and four.
2. Hats should not be worn inside.
3. Class camps, trips and special days, students will be encouraged to wear sunhats.
4. Students who do not have a sun hat will be encouraged to play under the sunshades.

SPORTING ACTIVITIES

1. Students not participating in sport activities are expected to have a note from home or have had a parent contact the school.
2. Organizing Staff will decide cancellation or postponement details.
3. Appropriate clothing is expected. Teams representing the school will use representative uniforms.
4. Weekend sports teams may be organized by teachers but the management responsibility is likely to be undertaken by parents.
5. Approval may be given by the Principal, after consultation with the sport organizer, to include students from other schools in our Saturday teams. Such students must abide by the direction of the team manager and their inclusion must not disadvantage any student from Kawaha Point School, however, this is likely to be the exception rather than the rule.

SPORTS CODE OF CONDUCT

Target Group

All team coaches and parents of the sports team

1. Sports are offered to our students as an opportunity to participate in healthy competition and promote physical activity.
2. Sportsmanship and Fairplay will be the main focus of any sports team representing Kawaha Point School.
3. All students who have paid their fees / subscription, attended practices regularly and are a member of a Kawaha Point Team, will be given equal playing time in their respective team. It is expected that all students participating in school sport pay the correct amount of fees.
4. The school promotes participation, enjoyment, having a go and winning.
5. Winning is an important part of sport. However, it is equally important to teach students the skills of being a good winner and a good loser. The school does not endorse a "Win at all Cost" attitude.
6. Trainings are a part of belonging to a team. All students are expected to participate in their team's training. Training schedules are to be reasonable, and must bear in mind that students need time for themselves, family time, free time and to do their homework. A maximum of 2 trainings are deemed reasonable (for older students) per week but usually one. Any additional training is at the student's parent's discretion. Written permission will need to be obtained for additional trainings.
7. The Kawaha Sporting teams operate as a school not a club. The school cannot put in the amount of resources that clubs offer, and should not be expected to.
8. It is important for all would-be coaches to attend the annual Winter Sports meeting. If you are unable to do so, please ask for information from the meeting. At this meeting the school's expectations are clarified and agreed upon.
9. Sponsorship can only proceed if it has been cleared with the Principal, and the reason for sponsorship is for the school sports team's use and remains the property of the school. No team is to seek individual sponsorship - sponsorship is for the sport. Eg: sponsorship for all the rugby teams or all netball teams or all soccer teams or all basketball teams.
10. The use of Kawaha Point School name for sponsorship must be cleared by the Principal before it can proceed. A proposal needs to be approved by the Principal before any sponsorship can proceed. The proposal can be verbal or written.
11. The school's policy on Code of Conduct will be implemented by any persons working with our students.
12. All serious disciplinary matters need to be passed onto one of the Sports Co-ordinators at the earliest time convenient. These will then be dealt with by the school.

STAFF LEAVE-

Staff may request leave, with or without pay, as covered by the awards. All requests must be made to the Principal. The principal may grant leave with or without pay up to 5 days. The Board of Trustees considers leave requests for more than 5 days on the recommendation of the Principal and in accordance with the relevant collective agreements.

STAFFROOM

1. Morning tea is prepared by delegated students. Dishes cleaned by the same students (they also do lunch dishes). Staff are asked to attend to after school dishes.
2. A staff whiteboard contains planning and event details.
3. Classes may use the staffroom under the supervision of an adult but are asked to respect the cleanliness and order it deserves.

STATIONERY

1. Most stationery items are available for purchase from the school. A stationery list is issued in the first week of the school year. Profit from sales assist school funds.
2. Students may purchase items between 8.30 and 8.55 a.m. each day from the Office.
3. Exercise books are perceived as a visible reflection of the school programmes. Class teachers are asked to ensure that exercise books are properly used and that no wastage or abuse is tolerated.

STUDENT DUTIES

Senior students will be responsible for the following duties each term: notice book, staff morning tea, PE shed and various other duties.

Road Patrol Wardens

- Road Crossing will be controlled by a pair of Year 5 or 6 wardens each day. One staff member will arrange appropriate training and liaise with New Zealand Police. The student wardens will receive a certificate of merit at the conclusion of the year.
- Our students are expected to respect the instructions of patrol wardens and duty staff are to be seen to support them.
- The Road Patrol will operate from 8:30 am - 8:50am; and from 3:00pm - 3:10pm.
- There will be an assigned duty teacher each day to be on road patrol with the students. This will be indicated in the Teachers Handbook.

Librarians

The Teacher Librarian will arrange training for these volunteers whose service to the school will be suitably recognized at the end of each school year.

STUDENT RECORD CARDS AND OTHER RECORDS

1. Kawaha Point School uses ETap, to record the progress of the child throughout their time at School. It is expected that this will be kept up to date, with appropriate data entered. It is suggested that data be entered at least once a term. A copy of the student's ETap profile will be forwarded to a student's new school, once they have left Kawaha Point School.
2. Entries are to be professionally worded and of value in terms of the individual student's learning and stage of development. It is expected that each teacher will have information to add to previous comment. All entries to be dated. (where possible)
3. ETap will have ex-students loaded in under "Archives". This is for the school's reference.
4. Other notes/assessments on students compiled by class teachers constitute a reference resource which is of value to the school. This data is kept by the class teacher and is useful for parent reporting and other requests the Principal may approve. At the conclusion of each year the class teacher is asked to destroy these notes or file them more formally.
5. Care must be taken to preserve student/family confidentiality. Staffroom discussions need to be circumspect and not be allowed to include those not entitled to the information being discussed.

TELEPHONES

1. All outgoing calls are a charge on the school and therefore staff are requested to be prudent in the number of private calls made.
2. Students do not have free access to telephones. Staff may make calls on their behalf or allow student use in special circumstances.
3. All toll calls (and distance faxes) are to be recorded in notebooks provided. Staff are asked to pay for personal toll calls.

TRAUMATIC RESPONSE

Traumatic incidents in the New Zealand school context have been broadly defined as events that:

- cause sudden and/or significant disruption to the operation, or effective operation, of a school and its community.
- have the potential to affect a large number of children, young people and staff
- create significant dangers or risks to the physical and emotional well-being of children, young people and people within a community
- attract media attention or a public profile for the school as a result of the incidents.

Examples of traumatic incidents include:

- the sudden death, or serious injury of a child, young person, staff member or family or whānau member.
- witnessing serious injury or death of a child, young person, staff member or family or whānau member.
- threats to the safety of children, young people or staff, including the presence at a school of an individual behaving in a dangerous or threatening manner.
- a lost or missing child, young person or staff member.

- floods, fires, earthquakes and other community crises or natural disasters.

GUIDELINES

Table 1. Six categories of situational crises:

- severe illness and injury
- violent behaviour
- threatened death, unexpected death and/or injury
- acts of war
- natural disasters
- man-made/industrial disasters

If staff receives a call regarding a traumatic incident:

- Listen to what has happened.
- Gather the facts
- Record the caller's name and phone number
- Give the caller the school secretary's name and phone number in case they need to call back
- Record the names of others involved
- Check that the appropriate emergency services have been contacted
- If they haven't then ring them.
- Immediately after the call, contact the Principal
- School secretary to check everyone is accounted for.
- Principal will ring the Special Education traumatic incident coordinator at MoE at the first opportunity on 0800-TI TEAM or 080084 8326.

If staff are involved in a situational incident e.g. extreme behaviour

- Initial teacher must stay on the scene with the offender.
- Other staff move all children and themselves to a place of safety i.e. lock themselves inside the school.
- School secretary to contact the police.
- Immediately after the call, contact the principal.
- School secretary to check everyone is accounted for.
- Principal will ring and Special Education traumatic incident coordinator at MoE at the first opportunity on 0800-TI TEAM or 0800-84 8326.

Immediate actions after the incident:

- Record and verify the facts of the incident.
- Record and ascertain the individuals involved.
- Ascertain the reactions of the people involved and record any actions taken.
- Principal should inform the DP and AP then the Board of Trustees.
- Determine the need to assemble the school traumatic incident team in discussion with the leadership team or Board.
- Contact if necessary the traumatic incident team (Principal, DP, AP, BoT chair, MoE) to coordinate support and further arrangements.
- Inform the principal of schools that may be affected.
- Establish a communication line. Principal is the only designated person to speak to the media or other agency.

USE OF SCHOOL EQUIPMENT OUTSIDE SCHOOL HOURS

1. Staff members may use classroom equipment (computers, video cameras etc) outside school hours for school purposes.
2. The lending or hiring of any item to anyone else will be at the discretion of the principal who may consult with staff or Board members.

3. People who are able to borrow equipment must accept that they are responsible for its care and safe return. "You bend it, you mend it" Policy.
4. Gear borrowed must be recorded in the 'Borrowing Book' kept in the staffroom and signed in and out.
5. If a hireage fee is appropriate, receipts will be issued and all money will go to Board funds.
6. The following items may not be borrowed:
 - a) vacuum cleaners
 - b) power tools
 - c) lawn mowers

VANDALISM / GRAFFITI AND MARKINGS

1. The Principal will undertake to make good any vandalism as soon as possible after the event.
2. The Board is willing to prosecute such persons known, or found, to have damaged school property. A restorative process may also be followed if the people are willing participants in this process.
3. The Board will seek cost recovery from those (including minors) known to have caused even minor damage.
4. All graffiti or markings on walls, courts or other, should be reported to the Principal and the removal organized immediately.
5. Materials to remove markings will be readily available and students may assist in this work. Prompt removal expresses our attitude to such vandalism and maintains our wish to take pride in our surroundings.

HANDLING COMPLAINTS

Complaint lodged

- Complainant discusses complaint with staff member concerned

Complaint resolved

Complaint not resolved – raised with principal

- Complainant raises complaint with principal
- Principal and complainant discuss it with staff member. Complaint may be heard in Māori context or manner

Complaint resolved

Complaint not resolved – board advised

- Complainant put complaint in writing to the board

Complaint not resolved; acknowledged by board

- Board acknowledges the complaint in writing to the complainant and undertakes to investigate it.

Complaint not resolved – letter to staff member

The board writes to the staff member detailing:

- the specifics of the complaint;
- the date by which the staff member is to respond;
- the entitlement to support/representation.

If the matter is about teacher competency see **Chapter ..**

Complaint not resolved – to personnel committee

- Complaint referred to board's personnel sub-committee (as consistent with school policy) to consider complaint and staff response.

Complaint resolved

No further action required.
Letter of closure sent to complainant.

Complaint not resolved – letter to staff member

- Board considers further investigation necessary.
- Staff member told in writing of the unresolved issues; the date for a meeting; and the right to representation.

Complaint resolved

Complainant and staff member advised.
Written information destroyed.

Final actions on complaint

- Meeting between staff member and board (or sub-committee)
- Complaint actioned. Complainant and teacher advised.
- All written information destroyed at a time agreed to by the parties
- Teachers' Council advised of dismissal/resignation within 12 months of original letter to teacher

Note: See "Reporting to Teachers' Council" and "New Complaints Process"