

WHENUAPAI SCHOOL POLICY FOLDER

Policies are listed under the six National Administrative Guidelines (NAGs) listed below, and each contains a Policy Statement relating to the Board of Trustees' responsibilities, a Set of Procedures for Implementation with a list of references supporting the Policy/ Procedure and a list of link documentation.

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NAG 1

Curriculum

Curriculum Delivery

Assessment

Capable Learners

Homework

Children with Special Needs

Whenuapai School Curriculum Delivery Policy

Rationale:

The School's Vision along with the Key Competencies, Values and Learning areas, interweave to build the strong pathways needed for student success in learning.

Purpose:

1. To ensure that all students have the opportunity to receive high quality teaching and learning.
2. To ensure the delivery of a rich and balanced programme in all Learning areas, Key Competencies and Values.
3. To foster achievement, success and equal opportunities for all students.
4. To assist students to develop and clarify their own values, beliefs and attitudes.

Guidelines:

1. The New Zealand Curriculum is a legal requirement and as such, its implementation will be as follows:-
 - The Learning Areas (LA's) are interrelated and planning will make use of the connections between the LA's
 - In planning learning programmes, students will have the opportunity to develop the full range of Key Competencies to their ability. The Key Competencies and selected Values will be taught and integrated across Curriculum areas.
 - Through evaluation and assessment, any barriers to learning and any strengths will be identified and programmes planned to reflect students ongoing needs in a meaningful and relevant context.
 - Planning formats will be personal to each teacher and will reflect the school's education plans for each Learning Area.
 - A range of learning opportunities should cater for:
 - a) The range of abilities within the classroom
 - b) The diverse range of ethnic and cultural backgrounds
 - c) Those students who have learning difficulties and/or physical disabilities.
 - d) Those students who are identified as capable learners
2. Professional Development will be ongoing for staff to ensure professional knowledge and understanding remains current.

Signed:

Date:

Review Date:

Whenuapai School Assessment Policy

Rationale:

The primary purpose of school-based assessment is to give teachers information to improve student learning.

Purposes:

1. To monitor student progress against the national achievement objectives (NAG 1ii).
2. To assess student achievement, maintain individual records and report on student progress (NAG 2iii).
3. To collate assessment information on the achievement of particular groups of students for the purposes of school self review to identify barriers to learning and develop strengths (NAG 1 iii, NAG 1 iv).
4. To report progress and achievement to BOT/students/parents/caregivers/ community (NAG 2 iii).
5. To use National Standards from their inception and school targets as a model for moderation and assessment.
6. To provide feedback and assist with the development of future learning opportunities and programmes.

Guidelines:

1. Assessment will be derived from the Learning Areas, Key Competencies and Values.
2. Effective assessment benefits and involves students, supports teaching and learning goals, is planned and communicated, is suited to the purpose, and is valid and fair (The New Zealand Curriculum, page 40, 2007).
3. For the purposes of self-review, selected achievement information will be aggregated across the school to determine school wide trends and patterns.
4. Procedures will outline how and when assessment is recorded and analysed, as stated in the School Education Plan.
5. Both formative and summative assessment will be ongoing providing a cumulative gathering of data.

Signed:

Date:

Review Date:

Whenuapai School Capable Learners Policy

Rationale:

Whenuapai School is committed to providing on-going and appropriate opportunities for their 'capable learners' to enable them to achieve personal standards of excellence and unique potential.

Purpose:

1. To identify 'capable learners' across the School
2. To ensure that all 'capable learners' have access to programmes provided by the School. To complement the needs of capable learners by providing programmes with Outside Agencies funded by user pays.

Guidelines:

1. To compile a register of identified capable learners in the School.
2. To recognise pupils in a range of areas from general intelligence to specific abilities (ie academic/sports/arts).
3. Both in class and withdrawal programmes will be offered for example MindLab, Brilliant Teaching Units, Leadership Summit, Extension Art, Stage Challenge, School Production, Sports Academy.
4. Achievement will be celebrated and quality work achievement noted on the School Website.

Signed:

Date:

Review Date:

Whenuapai School Homework Policy

Rationale:

Homework is an integral part of the teaching and learning process at all levels of Whenuapai School.

Purpose:

1. To develop sound time management skills.
2. Increase knowledge and positive attitudes to learning
3. Prepare for future learning
4. Improve parent understanding of the learning process.

Guidelines:

1. Each Team will set their own Homework Programme relevant to the level of the pupils and all programmes will be:-
 - regular
 - consistent across the Team
 - issued at similar times
 - be marked and achievements noted
 - monitored closely with performance levels noted
2. Copies of homework sheets will be kept by Team Leaders and reviewed as required.
3. Where homework is not completed on a regular basis, the teacher will contact the parent of the child.
4. Failure to complete homework on a regular basis will be recorded in/on the School Report

Signed:

Date:

Review Date:

Whenuapai School Children with Special Needs Policy

Rationale:

Children with identified special needs will be supported within School Resources in order to improve and enhance behaviour.

Purposes:

1. To ensure early identification of children with special needs
2. To provide specific programmes to cater for children with special needs based on funding, staffing and staff expertise.
3. To provide on-going consultation with appropriate outside support agencies.

Guidelines:

1. Special Needs Co-ordinator (DPs) and Staff are responsible for the identification and intervention process.
2. SENCO's are responsible for overseeing the implementation of any intervention processes involving outside agencies.
3. SENCOs will maintain contact with outside agencies.
4. Classroom teachers will make planning and teaching modifications for special needs children in the class
5. Teacher Aides are present to support teacher programmes to meet the pupils' needs.
6. Where the School does not have the personnel and/or funding to meet the child's needs, other options may be discussed with parents or caregivers.
7. IEPs (Individual Education Plan) will be developed for children requiring significant adaptations to the classroom programme.
8. Children with ORRs (Ongoing & Reviewable Resourcing Scheme) funding will have an IEP once each term.
9. 'Special Needs' children at Whenuapai School are catered for by Teacher Aides, Parent Tutors, Reading Recovery Teachers, R.T.Lit (Resource Teacher for Literacy) & S.L.S. (Speech Language Therapist) Teachers

Signed:

Date:

Review Date:

NAG 2

Documentation and Self Review

Self Review

Concerns/Complaints by Parents/Caregivers

Organisation of Students

Reporting to Parents/Caregivers

Whenuapai School Self Review Policy

Rationale:

Self Review involves investigating evidence about student outcomes and current ways of doing things to find out where improvement is needed. (NAG 2)

Purposes

1. Quality School Reviews can improve student performance and achievement.
2. Quality Self Review can improve teacher performance which impacts on student outcomes.
3. The careful coverage of all stages of the model for the review process is important and this needs to be supported by the purpose of the review and areas of consideration undertaken in the review.

Implementation:

(See Whenuapai School Self Review Document)

Signed:

Date:

Review Date:

Whenuapai School

Concerns/Complaints by Parents or Caregivers Policy

Rationale:

Amicable relations between parents or caregivers and school staff are essential for a positive school environment.

Purposes:

When conflict arises, and parents or caregivers have a complaint, they should lay their complaint according to the following procedures.

Guidelines:

1. In the first instance, concerns or complaints should be directed to the staff member concerned. If this is not possible or the matter has not been resolved after initial contact, it should then go to a senior staff member or the Principal. However, if the situation is unresolved with the Principal, the parent or caregiver may address concerns or complaints in writing to the Chairperson of the Board of Trustees.
2. Where a complaint is directed to a member of the Board in the first instance, the Board member will direct the complainant to follow the procedure as listed in Guideline 1, and advise the Principal that a complaint has been made. Unless the grievance is with the Board of Trustees or the Principal, the Board will refer the matter to the Principal.
3. In cases of a serious matter, the procedures laid down in the Primary Teachers or Principal's Collective Agreement will be followed. Staff members who are members of NZEI (NZ Educational Institute) may seek assistance from their Union.
4. If the complaint is about the Board of Trustees, it should be directed to the Chairperson of the Board in the first instance. The Board may seek assistance from the School Trustees Association.
5. All concerns or complaints received by the Board of Trustees will be considered in committee and the complainant will be formally advised of the decision in writing.
6. At any point an advocate may accompany a complainant.

Signed:

Date:

Review Date:

Whenuapai School Organisation of Students Policy

Rationale:

A school's primary task is to ensure that all children are experiencing successful outcomes. In order to achieve this, the placement of students into a new class, grouping or level, requires careful consideration of the intellectual, social and emotional development of each individual child.

Purposes:

1. To place students in classes, groups or levels which will foster successful learning.
2. To consider, prior to placement, academic records of students, their social development, and age.
3. No child will be retained at the same class level as in a previous year, or advanced a year, except after close consideration and consultation between parents or caregivers and staff.

Guidelines:

1. Placement of students into class groups and levels is the professional task of the Principal and staff.
2. The Principal and staff will ensure that all individual students or groups are treated fairly.
3. After consulting with Team members and teachers from previous years, Team Leaders will prepare preliminary class lists during November, with the assistance of the Deputy Principals.
4. Parents or Caregivers will be consulted if there is any doubt regarding reclassification or placement. Consultation with parents or caregivers is the responsibility of the Deputy Principal.
5. Parent or Caregivers will be consulted prior to any decision to place twins, or other multiple birth children, into separate classes. Once again this consultation is the responsibility of the appropriate Deputy Principal.
6. In the main, it is children whose birth dates occur in May who will require close evaluation and flexible placement until it can be determined which age or class grouping they are best suited to.
7. Any concerns mooted by parents will be given careful and due consideration.
8. All class groups will be of mixed ability and gender, and may be of composite class levels when necessary.
9. Parents or Caregivers will be informed of their child's class level and room for the following year prior to the end of the school year. Where possible the teacher's name will also be announced.

Signed:

Date:

Review Date:

Whenuapai School

Reporting to Parents/Caregivers Policy

Rationale

Provision of information to parents and caregivers concerning students' learning progress and attitude, is a statutory requirement for schools. A two way process of communication between parent/caregiver and teacher is considered essential in enhancing a student's ongoing learning.

Purposes:

1. To provide formal and informal opportunities to report students' progress and achievement to parents and caregivers.
2. To gather information from parents and caregivers to help assist and enhance children's learning.
3. To enable parents and caregivers to make informed judgments about their children's learning needs, to be able to reinforce positive attitudes and pursue common goals.
4. To ensure the confidentiality of all communication between school staff, student and parent/caregiver.

Guidelines:

1. To help establish effective communication and facilitate understanding of class programmes, organisation and practices, an Information Evening will be held for parents and caregivers early in Term 1. They will be hosted by Team Leaders and Teachers in each Team.
2. Parent/Teacher Interviews will be held in Term 2.
3. Parents and caregivers of children with Individual Education Plans (IEPs) will be invited to attend a formal IEP meeting two weeks prior to scheduled Parent/Teacher discussions.
Please Note: these will be in lieu of Parent/Teacher discussions.
4. Parents of students who have been discontinued from the IEP process will be offered a double appointment time in parent discussions within the same year as discontinuation.
5. A Behaviour/Work Habit Report will be issued at the end of Term 1, Literacy Report end of Term 2, Numeracy Report at end of Term 3 and a full Report at the end of the Year.
6. Parents/caregivers, the Principal or Teacher may request a conference at any time considered necessary.
7. Curriculum information evenings may be held when there is a need to inform parents/caregivers of particular programmes being implemented.

Signed:

Date:

Review Date:

NAG 3

Personnel

Appointments

Classroom Release Time

Performance Management

Staff Leave

Staffing Units

Equal Employment Opportunities

Harassment

Drugs, Alcohol

Teachers Competency

Professional Development

Professional Discipline

Whenuapai School Appointments Policy

Rationale:

To have a fair and consistent procedure to employ people with the skills and attitudes that meet the objectives of the school, providing the desired outcomes for our students.

Purposes:

1. To appoint the best staff in a fair and non-discriminatory manner.
2. To comply with legal requirements and award agreements currently in place.

Guidelines:

1. All permanent positions and long term relieving positions of more than a year will be advertised nationally.
2. Temporary staffing position will only advertised where necessary.
3. Ancillary, cleaning, property and part-time teaching positions will be advertised locally in the first instance.
4. Only registered (or provisionally registered) teachers will be appointed.
5. Equal Employment Opportunities (EEO) procedures, as outlined in the school's EEO policy, will apply to all applicants.
6. The closing date for the position will be specified in the advertisement
7. Applicants will be asked to supply names from whom confidential referee statements will be sought. Permission will be sought from the applicant before contact is made with anyone outside the names supplied.
8. Confidentiality: Information received from applicants, referees or gained in the process of appointments will be regarded as absolutely confidential to those involved in the appointment.
9. If appropriate, a short list of candidates will be invited to an interview.
10. Travel costs for applicants the School may wish to interview will be negotiated where applicable.
11. All selections decisions will be made in compliance with the job description and person specification for the position.
12. The Panel delegated to make the appointment will generally consist of the following, but the BOT in conjunction with the Principal may vary this as circumstances dictate.
13. For the Principal: A sub-committee from the Board, or the whole Board (excluding the incumbent Principal), at least one Principal from another School and/or another educational representative, and a staff representative.
14. For Deputy Principals: The Principal, the other Deputy Principal, a BOT representative (BOT Staff Trustee optional).
15. For Team Leaders: The Principal, the appropriate Deputy Principal, (BOT Staff Trustee optional).
16. For Scale A Teachers: Principal, appropriate Deputy Principal and Team Leader
17. For Temporary Relievers: The Principal and one Deputy Principal

18. For Non Teaching Positions: The Principal and at least one other appropriate staff member,

Please Note:

1. Panel members will indicate prior knowledge of applicants and will be expected to exclude themselves from the appointment process where a conflict of interest exists.
2. Applicants will be welcome to visit the school and work area beforehand and will be given an opportunity to meet their prospective team members, should they wish to.
3. In making appointment decisions, consensus will be a key objective of the committee. If the committee cannot reach a consensus, then one or more applicants may be re-interviewed. If the appointment committee considers no applicant to be suitable, the position will be re-advertised.
4. All appointments will be ratified by the full Board on the recommendation of the Appointments Panel and Principal.
5. Standard communications will be available for the following:
 - refusal of late application
 - notification of shortlisting/interview times
 - notification of appointment (within 10 working days)
 - notification of unsuccessful applicants and return of CVs (within 10 working days)

Signed:

Date:

Review Date:

Whenuapai School

Classroom Release Time Policy

Rationale:

This is an operational policy designed in consultation between the Principal and teaching staff of Whenuapai School. The policy is written in conjunction with clause 5.30 of the Primary Teachers' Collective Agreement 2007-2010.

Purposes:

1. The intent of classroom release time (CRT) is to address teacher workload while maximising benefits for student learning. At Whenuapai School the pupils will receive ICT (Information Communications and Technology) training with the full time ICT Teacher.
2. The use of CRT will be professionally useful for the school's teaching and learning programmes, the teacher's professional growth and the learning needs of the students.

Guidelines:

1. This policy contains a list of the most common uses of CRT in our school. The list may be amended from time to time through consultation with teachers. The Principal and individual teachers may also agree to other uses from time to time.
 - Planning
 - Evaluation
 - Reporting
 - Personal professional development
 - Observing other teachers
 - Reading/Research
 - Assessment
 - Subject specialists
 - Resource preparation
2. Each teacher will be allocated an equivalent of two days per term. The roster will be generated by the Principal taking into account where possible the requests of individual teachers.
3. 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 four terms of each school year.

4. Where for genuine reasons, during term planning or at short notice, it is not possible to provide CRT to an individual or groups of teachers the school will:
- record the reason for non-delivery
 - endeavour to reallocate the CRT at a later date in that school year
 - review the CRT policy if required
 - use the record of non-delivery when reviewing the policy

Signed:

Date:

Review Date:

Whenuapai School Performance Management Policy

Rationale:

The Education Gazette of 10 February 1997 states that every school must have a Performance Management System in operation which includes a policy and process for assessing the performance of teachers, devised in consultation with those teachers. The primary purpose is to provide a positive framework for the improvement of the quality of teaching and therefore learning.

Purpose:

1. To ensure that teachers have an agreed set of goals, with opportunities for professional growth and for reflection on performance.
2. To have effective performance appraisal linked to professional development
3. To ensure the Performance Management System at Whenuapai School is open and transparent.
4. To ensure confidentiality is included in the appraisal process.

Guidelines:

1. The Performance Management process links directly with the requirements of the current Collective Agreement (CA).
2. The responsibility for the appraisal and assessment of all teaching staff is delegated to the Principal who in turn may delegate further to appropriate staff
3. Every staff member will have a job description, which incorporates the standards and will form the basis for performance appraisal and assessment.
4. Each staff member will be required to identify at least one personal development goal. As well, all staff will work towards the achievement of school-wide goal(s).
5. The Performance Management process will be ongoing throughout the school year on a January through December cycle.
6. In the case of the Performance Management cycle not coinciding with the increment cycle of a teacher, progression may be deferred as per 5.6 of the CA.
7. In most cases teachers will receive two formal visits a year along with ongoing informal visits. However, this arrangement may be altered through negotiation between the appraiser and the appraisee.
8. Should the appraiser and Principal have consistent, significant concerns regarding the competency of a teacher, procedures outlined in the relevant Employment Contract will be followed.
9. Every staff member is entitled to the resourcing required to meet the established development objectives as agreed to in consultation with the Principal and within the limits set by the budget approved for staff development.
10. Every staff member will be expected to complete self appraisal.
11. The outcomes of the Performance Management process are confidential to the appraisee/appraiser and the Principal.
12. The Principal will keep information relevant to the appraisal in a confidential Personal File for seven years.

13. Upon leaving the school, teachers will have access to relevant personal documentation developed as part of the school's Performance Management process. Information no longer deemed relevant by the teacher will be destroyed.
14. Staff will be briefed at the beginning of each year about the steps in the Performance Management (Appraisal) Process.
15. A review process is available for teachers who do not agree with the outcome of their Performance Appraisal and/or Assessment. Refer to Procedures for Resolving Disputes.
16. Full registration for beginning teachers and confirmation of registrations will also be linked to the performance management process described above.
17. The Principal will inform the Board of Trustees when the process has been completed.
18. The Principal's appraisal is the responsibility of the Chairperson of the Board of Trustees as specified in the Principal's Performance Agreement.
19. The Principal's appraisal will be completed annually, either by the Chairperson of the Board of Trustees or by a consultant agreed to by the Principal and the Chairperson.
20. The appraisal of all non-teaching staff and attached staff is the responsibility of the Principal who in turn may delegate further to appropriate staff.

Signed:

Date:

Review Date:

Whenuapai School Staff Leave Policy

Rationale:

The Board has a responsibility to provide the best possible educational opportunities for students while also acting as a good employer. Should there be a conflict between these two requirements, the operational requirements of the school shall be deemed to be paramount.

Purpose:

1. To ensure applications for leave are measured against an agreed set of criteria and that the process is equitable.
2. To ensure that the process of actioning applications for leave from employees is clearly defined.
3. To minimize any potential disruption to the education of the children and/or the operational requirements of the school.

Guidelines:

As leave is disruptive to the school in terms of the provision of programmes and recruitment for replacement staff, discretionary leave as defined by the current relevant Collective Agreement, will be considered in accordance with the following:

1. All planned leave applications are to be made in writing to the Principal.
2. Applications for leave for periods of more than three weeks in any school year are unlikely to be granted except in exceptional circumstances as the issues of disruption to the school and its students are significantly outweighed by the reasons for which the leave application has been made. In light of the foregoing, applications for leave for periods of three weeks or more in any one year should be made only in exceptional circumstances, and even then, it should not be assumed by any means that such an application would receive favourable consideration.
3. Discretionary leave of up to three school weeks may be granted by the Principal. However, the Principal is able to refer the application to the Board of Trustees for a decision if necessary.
4. Where the granting of leave is disputed, the application will be referred to a quorum of Board members or to the next Board meeting, depending on the urgency of the situation when leave is required.
5. All applications for leave of more than three weeks will be considered by the Board of Trustees following a recommendation to the Board by the Principal.
6. Applications for long term leave (maximum of one year) will be considered on their merits taking into consideration the needs of the school at the time.
7. Staff are reminded not to enter into firm travel or other commitments prior to a decision on the leave application having been made by the Principal or the Board of Trustees (whichever shall be applicable).
8. It is expected that appointments eg for doctor or dentist, be scheduled for outside school hours, which include meeting commitments. However, special requests for short term leave eg appointments during school hours, will be taken on an individual basis as to whether leave is granted with or without

pay. As much notice as possible needs to be given for leave to attend urgent appointments so as not to impinge on the operation of the school.

- 9. Applications for leave will be considered using the criteria set out in number 10 below.
- 10. In considering all applications for discretionary leave, both with or without pay, the Principal or Board of Trustees (whichever shall be applicable) will take into account, but not be bound by the following criteria:
 - Is the leave request for attendance at a ‘one-off’ event of some importance to the applicant? eg wedding, graduation.
 - Has the applicant applied for and been granted, discretionary leave on a previous occasion? Note – it would be unlikely for an individual to be granted discretionary leave of any sort more than once every three years, unless in exceptional circumstances. In this situation, the reasons for the leave and the length of leave will be factors taken into consideration.
 - How will the operating effectiveness of the school, and, in particular, the teacher’s class, be effected if the leave is granted?
 - Is a suitable reliever available to replace the leave applicant?
 - Factors that been taken into consideration to determine this will include:
 - a) the amount of sick leave taken by the applicant;
 - b) any previous concerns raised as a result of recurring leave or sick leave
 - c) the contribution of the applicant to the school; and
 - d) the budgetary implication at the time

Conclusion:

As part of being a good employer, all applications for leave will be carefully considered.

Signed:

Date:

Review Date:

Whenuapai School Staffing Units Policy

Rationale:

All schools are required to develop policies for the use of units for management, responsibility, recruitment, retention and/or reward. These units are generated by the staffing formula. The management needs of the school will be enhanced by the effective allocation of these units.

Purposes:

1. To outline the use of units the school receives so they are allocated in a fair and consistent manner.
2. To enable the Board to comply with Employment Contract requirements.

Guideline:

1. With the current school staffing, the following staffing units will be allocated as permanent units.
 - Deputy Principal/s – 4 units each
 - Senior Teachers – 2 units each
2. Any extra units the school may be entitled to over and above those stated in Guideline one, will be allocated on a fixed term basis and will be related to the school's management needs, goals and annual development plan.
3. The Principal will be responsible for allocation of fixed-term units.
4. Conditions in the Teachers' Collective Agreement regarding units will be adhered to.
5. The Board of Trustees will be notified by the Principal of the allocation of Units each year.

Signed:

Date:

Review Date:

Whenuapai School Equal Employment Opportunities Policy

Rationale:

To ensure that policies and practices seek to achieve fair and equitable employment opportunities to all groups, consistent with the requirements under the State Sector Amendment Act 1989, the Human Rights Act 1993 and NAG3.

Purpose:

To ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without regard to irrelevant details.

Guidelines:

1. The school will develop and implement an EEO programme in consultation with all employees.
2. An EEO sub-committee will be appointed consisting of at least one Board member and one staff member. They will be responsible for co-ordinating the development and implementation of the EEO programme in consultation with the Principal.
3. The EEO co-ordinator will ensure that information on all employees and new employees is kept in individual files in accordance with the Privacy Act.
4. The individual file will include information as per the Employee Data sheet.
5. The EEO co-ordinator, in consultation with the Principal, will suggest any appropriate changes to personnel policies and practices to encourage fairer practice.
6. The EEO sub-committee will monitor policies and programmes to ensure EEO requirements are being met.

Signed:

Date:

Review Date:

Whenuapai School Harassment Policy

Rationale:

Everyone is entitled to work in a safe non-threatening environment, free from harassment (sexual, racial and duress)

Purpose:

1. To ensure that all staff are aware of the existence of the law, policy and complaint procedures for harassment at Whenuapai School.
2. To establish a recognised procedure for the handling and recording of all complaints.
3. To monitor the complaint rate and provide education for staff where appropriate, focusing on the benefits of a work environment free from harassment.

Guidelines:

1. For definitions of Sexual Harassment, Racial Harassment and Duress, from the Employment Relations Act, refer to Appendix 2 of the Primary Teachers' (including Deputy Principals, Assistant Principals and Other Unit Holders) Collective Employment Agreement.
2. Ensure all staff are aware of:
 - a) who they can approach in the first instance
 - the Principal
 - a fellow staff member
 - a Human Rights Commission Officer
 - NZEI Counsellor
 - b) the avenues available to them to lay a complaint:
 - the Principal
 - NZEI industrial advocate or field officer
 - Human Rights Commission
 - Police
3. Procedure:
 - a) The complainant should document the case – dates, times, what happened, location, what was said.
 - b) If possible, the complainant will be encouraged to resolve the problem with the alleged person in an amicable manner with a mediator and/or support personnel.
 - c) The person allegedly responsible for the harassment will be given the opportunity to defend him/herself

- d) Conduct any necessary enquiries as seen fit and involve appropriate agencies
- e) Establish a confidential record of all complaints

Signed:

Date:

Review Date:

Whenuapai School Drugs and Alcohol Policy

Rationale:

To provide a safe working environment for both staff and pupils by role modelling good practice and providing educational opportunities to enable sensible choices and decisions about use of drugs and alcohol.

Purpose:

1. To implement a relevant drug education component to our Health programme.
2. To use appropriate methods of handling drug disclosures that may come to the school's attention.
3. To ensure that staff and children who are identified as having drug related problems get appropriate assistance.

Guidelines:

1. Suitable drug education programmes will be integrated throughout school programmes where appropriate.
2. Any information revealed as the result of a disclosure will remain confidential to the support team. The confidant will report concerns to the Principal in the first instance. Relevant agencies will be contacted for advice.
3. No alcohol will be consumed during hours of tuition, while discharging duties or on parent discussion evenings.
4. Consumption of alcohol by adults at staff and school functions is permissible, but all should be aware of the role models they present to children. On such occasions non-alcoholic drinks and food should be available.
5. Illegal/prohibited drugs are banned from the school grounds on all occasions. The use of these illegal drugs will be reported to the appropriate authorities immediately.

Signed:

Date:

Review Date:

Whenuapai School Teacher Competency Policy

Rationale:

Section 3.4 of the Primary Teachers' Collective Contract states 'where there are matters of competency which are causing concern in respect of any employee, the Principal shall put in place appropriate assistance' and personal guidance to assist that employee. When this ongoing assistance has not remedied the matter of competency causing concern, this policy should govern the action to be taken.

Purpose:

1. To ensure high standards of teacher performance are delivered in teaching across the School.
2. Where matters of concern are identified, that attempt to resolve the situation through informal discussion, counselling and support should be entered into.
3. To provide a clear process that all parties are aware of in dealing with competency issues.

Implementation:

1. Action under this policy may only be initiated by the Principal. The staff member is to be advised in writing by the Principal that they may have representation throughout the process. The Principal will also notify the staff member that the BOT Chairperson will be briefed regarding the issue and process relating to the staff member.
2. The Principal is to have a second person from the management team present throughout this process.
3. First Warning (verbal)
 - The staff member must be advised of the specific matter(s) causing concern, of the corrective action required and the time frame allowed. This time frame is to be determined by the Principal and is to be diaried by the Principal and signed by his/her witness. The employee is to be advised that failure to perform to the required standard will result in a written warning.
 - It is advisable to include any specific assistance provided to the staff member concerned to pre-empt any future accusation of lack of support.
 - The teacher's performance will continue to be monitored and when no improvement is found the matter is to be discussed with the employee and an explanation sought. If the explanation is unsatisfactory then a written warning is to be given advising them that their employment may be terminated. (Further investigation may need to be carried out to clarify points of disagreement).
4. Written Warning
 - The staff member must be advised in writing of the specific matter(s) causing concern, of the corrective action required and the time frame allowed. This is to be signed by the staff member, the Principal and a witness. The employee is to be advised that failure to perform will lead

to the Principal recommending to the Board of Trustees that they terminate the employee's employment.

- The process and results of any evaluation are to be recorded in writing and signed by the Principal and staff member. One copy is to be given to the staff member, one put on the staff member's personal file.
- Where insufficient improvement occurs a further interview is to be held and if the employee has not satisfactory explanation for the failure to meet the requirements, the Principal notifies the employee that he/she will recommend to the Board of Trustees that they terminate the staff member's employment.
- No action shall be taken by the Board of Trustees on the report until the teacher has had the opportunity to respond in writing to the Board of Trustees and be heard by them if the staff members so wishes.
- At no time during this investigative/corrective process is the Principal, any other senior staff or any member of the Board to recommend to the staff member any change to their employment status as this might lead to accusations of constructive dismissal later in proceedings. However, if a case for discipline is found against the employee, such action may be negotiated with the employee and the employee's representative.

11. Final Action

- The Principal is to make a recommendation to the Board
- The Principal is to remove him/herself from the final decision. This fact and a record of the Board's discussions are to be minuted.
 - a) It is recommended that the Principal call upon the assistance of a member of the New Zealand Principals' Federation Consultancy Panel to support him/her through this process.
 - b) The Board of Trustees will need to decide whether and when it consults with the School Trustees Association and/or the Auckland Employers Association.

12. Confidentiality. There is an obligation of non-disclosure upon the Board but following a dismissal, it may be appropriate to disclose certain information about the dismissal to reduce damage to the School, the employee or other employees. This should be done following consultation with the dismissed part and their advisors.

13. Funding. The Board will hold Professional Liability Insurance at all times and the insurer will be notified promptly should an actual or potential claim against the Board be lodged. When the Principal is the subject of action under this policy, the Board of Trustees needs to employ outside professional support to carry out any investigation on behalf of the Board.

Reporting

The Board as a whole will be informed simply that there is a concern about a particular employee's competence and that the Principal and personnel committee are carrying out the necessary investigation and support in an appropriate manner and that the result of such processes, along with any recommendations, will be given to the Board in due course.

Signed:

Date:

Review Date:

Whenuapai School Professional Development Policy

Rationale:

Each Board of Trustees, with the Principal and Teaching Staff is required to develop a Strategic Plan which documents Staff Professional Development.

Purposes:

1. To ensure Staff have the opportunities to participate in Professional Development which will enhance their own personal development and also contribute to the expertise in the School in the delivery of the required curriculum.
2. To ensure budgets are used effectively to enhance school wide and where appropriate individual needs.

Implementation:

1. The Principal, in conjunction with Staff, will set an Annual Staff Development Programme based on the School Wide Focus Area/s and identified Staff needs according to appraisals and/or individual requirements.
2. All Professional Development requests must be forwarded to the Principal for consideration.
3. The Principal has the right to approve or decline Professional Development requests.
4. The Principal will keep records of all Professional Development undertaken by Staff.
5. The Principal/Senior Management will recommend to the Board/Finance Committee a figure that will cover Professional Development for the year.
6. The Board of Trustees will give final approval to the amount in the budget.
7. Professional development will be reported to the Board at each meeting.

Signed:

Date:

Review Date:

Whenuapai School Professional Discipline Policy

Rationale:

The Board of Trustees is responsible for developing and implementing personnel and industrial policies that promote high levels of Staff performance, use educational resources effectively and recognise the needs of students.

Purpose

1. To engender a positive to the whole life of the School so that all Staff are working together towards common goals in the Charter.
2. To develop consensus of policy across the School and among all Staff.
3. To provide a set of standards and expectations that will benefit both staff and pupils and enable them to undertake duties/delegations in a positive and rewarding way.

Implementation:

1. All Staff need to have access to and have read and understood this policy.
2. All Staff be aware that the Staffroom and playground are not areas to use personal complaints regarding any staff members so called breach of discipline.
3. We are all professionals and need to carry out all duties conscientiously and in a positive manner.
4. Teachers must follow these procedures, when in their opinion areas of Professional Discipline have been breached.
 - a) Teachers must report the incident as soon as possible to either the Senior Teacher, Deputy Principal or Principal
 - b) At all times the Principal must be made aware of such incidents.
5. The School will implement ongoing staff appraisals in a positive and supportive way that leads to the development of the abilities of individual teachers.
6. The Principal will report any instances that are in conflict with EEO requirements to the Board of Trustees. This may take the form of the Principal's Report.

Signed:

Date:

Review Date:

NAG 4

Financial/Property Management

Financial Management

Property Management

Theft and Fraud Prevention

Whenuapai School Financial Management Policy

Rationale:

To ensure that all financial commitments and decisions made by the School reflect the Charter and best interests of the school. To maintain accountability for and control of the school's financial resources, ensuring all financial procedures comply with applicable Accounting Standards and best practice.

Purposes:

1. To produce a budget by the December Board of Trustees meeting for the following year and present it to the Board for approval.
2. To keep expenditure within budget by means of appropriate procedures and regular monitoring.
3. To ensure all expenditure and commitment of expenditure is approved with the recognised delegations.
4. To table monthly accounts to the Board
5. To ensure reports are prepared annually for audit.
6. To maintain systems that record all financial transactions accurately and to date.

Guidelines:

1. Budget preparation begins in October and is presented by the December Board.
2. All expenditure and commitment of expenditure to be approved in accordance with Financial Procedures
3. The Accounts Clerk shall present a monthly report to BOT Members.
4. Cheques will only be signed by those with delegated authority as approved by the Board.
5. The Board Treasurer shall ensure that annual Financial Statements re prepared in line with Ministry of Education requirements and are made available to the auditor.
6. Records of all financial transactions are to be kept accurate and up to date.
7. Financial Procedures are listed in the Financial Procedures Booklet.
8. The Principal must seek authority from the Boar4d for authorisation of payment over \$1,000 unless it is a standard monthly payment (ie cleaning expenses, waste removal).

Signed:

Date:

Review Date:

Whenuapai School Property Management Policy

Rationale:

The Board of Trustees will endeavour to maintain the school grounds, buildings and facilities to the highest possible standards, and to provide students and staff with a clean, safe and tidy learning and working environment.

Purposes:

1. To ensure that property management meets health and safety requirements, and follows the Health and Safety Policy.
2. To comply with the conditions of the Property Occupancy Document.
3. To ensure maintenance is assessed and carried out, and a long-term maintenance plan is implemented and assessed annually.
4. To assess capital works needs, and advice the Ministry of Education.
5. To plan and implement the capital works needs of the School.
6. To consult and advise the Board of Trustees of the financial implications of property management policy to the annual budget.

Guidelines:

1. The Board of Trustees will elect from within the Board a member responsible for the Property Management portfolio.
2. The day-to-day administration is the responsibility of the Principal
3. Health, Safety and Maintenance check will be carried out by the Principal and Property Manager each term.
4. The 10 Year Property Plan and 5 Year Property Agreement will guide maintenance and development in the school.
5. The Board of Trustees will review all programmes related to the Property portfolio annually.
6. The Board of Trustees or the Principal will make relevant information relating to the Property Management Policy available to staff and parents or caregivers.

Signed:

Date:

Review Date:

Whenuapai School

Theft and Fraud Prevention Policy

Rationale:

1. The Board accepts that it has responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.
2. The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the procedures set out below.

Guidelines

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 New Zealand Institute of Chartered Accountants.
 - 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.
 - 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 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 investigations;
 - 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;
 - 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 instances 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.
6. **Allegations Concerning the Principal or a Trustee**
 - a) 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 this Policy.
 - b) 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 this Policy.
7. **Approval**
 - a) When the Board approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Board.
 - b) As part of its approval the Board requires the Principal to circulate this Policy to all staff, and for a copy to be included in the Whenuapai School Policy Manual, copies of which shall be available to all staff. The School Policy Manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Signed:

Date:

Review Date:

NAG 5

Health and Safety

Behaviour Management

Health and Safety

Child Abuse

Education Outside the Classroom

HIV/Aids – other Blood Borne Viruses

Crisis Management

Whenuapai School Behaviour Management Policy

Rationale:

All children are entitled to a safe, positive environment in which to learn. This is best achieved by the implementation of a consistent school wide Behaviour Management Plan.

Purposes:

1. To actively encourage student behaviours that engender respect for one another and all others.
2. For students to take responsibility for their own behaviour by accepting consequences of their own actions.
3. To involve parents or caregivers, as much as is practicable, in the behaviour programmes within the school.
4. To provide appropriate support structures to assist teachers in dealing with identified behaviour problems.
5. To develop a shared understanding at both staff and student levels of the behaviour management system to ensure consistency.

Guidelines:

1. Social skills are actively promoted within the school with the expectation that children tolerate difference, respect others rights, and accept that compromise is necessary to create a positive school environment.
2. Together teachers and children will ensure that each individual's rights and responsibilities are clear to everyone.
3. Adults are expected to role model appropriate social behaviour while on the school grounds or present at any associated school activities.
4. Children will be rewarded and acknowledged in a variety of ways for good aspects of behaviour and learning.
5. In the first instance, each teacher is responsible for endeavouring to resolve problems of behaviour within their own classroom.
6. The school has procedures in place to support staff when managing behaviour issues.
7. Other agencies, e.g. GSE (Group Special Education) and RTLBs, (Resource Teachers for Learning Behaviour) may be called upon to assist both the school and parents or caregivers.
8. For more serious situations, the Principal will refer to the current Ministry of Education guidelines on Stand-downs and Suspensions.

Signed:

Date:

Review Date:

Whenuapai School Health and Safety Policy

Rationale:

Whenuapai School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards, and codes of practice.

Guidelines:

1. All staff will have individual responsibility for health and safety.
2. All staff will be informed of, understand, and accept their responsibility for eliminating or minimizing the potential for harm to people at their workplace, including contractors, other staff and visitors.
3. All staff, including union representative, will be consulted on, and be given the opportunity to, participate in health and safety management.
4. The school will have an effective method for identifying hazards. Significant hazards will then be controlled by eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people. If hazards cannot be practicably eliminated or isolated, they will be controlled by minimizing the effects of the hazards.
5. The school is responsible for creating and maintaining a safe working environment including the provision of facilities for staff health and safety at work.
6. Plans and procedures will be in place for all foreseeable emergencies that may arise in the workplace.
7. Emergency and safety information will be displayed where appropriate.
8. Appropriate orientation, training and supervision will be provided for all new and existing staff.
9. Accurate recording, reporting and investigation of injuries will be carried out. Any 'serious harm' accidents will be reported to OSH.
10. The Board of Trustees are committed to continuous improvement in health and safety.
11. The Board of Trustees will comply with all relevant health and safety legislation.
12. The school supports the safe and early return to work of injured employees.

Signed:

Date:

Review Date:

Whenuapai School Child Abuse Policy

Rationale:

All children should be treated with dignity and respect and have the right to have their needs met in a safe environment.

Purposes:

1. To ensure the safety of the child is paramount.
2. To establish recognised procedures for handling suspected cases of child abuse.
3. To focus on protection and prevention of child abuse through education of staff.

Definition

The following are simple working definitions of child abuse:

Physical Abuse: All physical injuries to children where there is knowledge that the injury was not accidental, or knowingly not prevented

Sexual Abuse: The use of a child for the sexual and/or physical gratification of someone who take advantage of their power and/or the child's trust.

Neglect: Serious deprivation to children of necessities such as food, shelter, and supervision appropriate to their age, and essential physical and medical care.

Emotional Abuse: Negative attitudes and behaviours on the part of adults, which severely impact on the child's emotional and physical development.

Guidelines:

1. The prevention of child abuse is integrated into the school's curricula, primarily through the 'Keeping Ourselves Safe' programme.
2. Staff will be made aware of the signs and symptoms of suspected abuse.
3. Staff will be made aware of procedures to follow in the event of suspected child abuse and will use the attached flow chart when dealing with disclosures or suspected abuse.
4. All information/discussion will be confidential to the staff and other parties involved.
5. The Principal shall inform the Board of Trustees Chairperson should a notification be made through the school to CYFS or the Police.
6. The Principal and Board of Trustees will ensure confidentiality and support of the informant within the school's powers. Further protection of the informant will be provided under Section 16 of the CYPF Act, 1989.

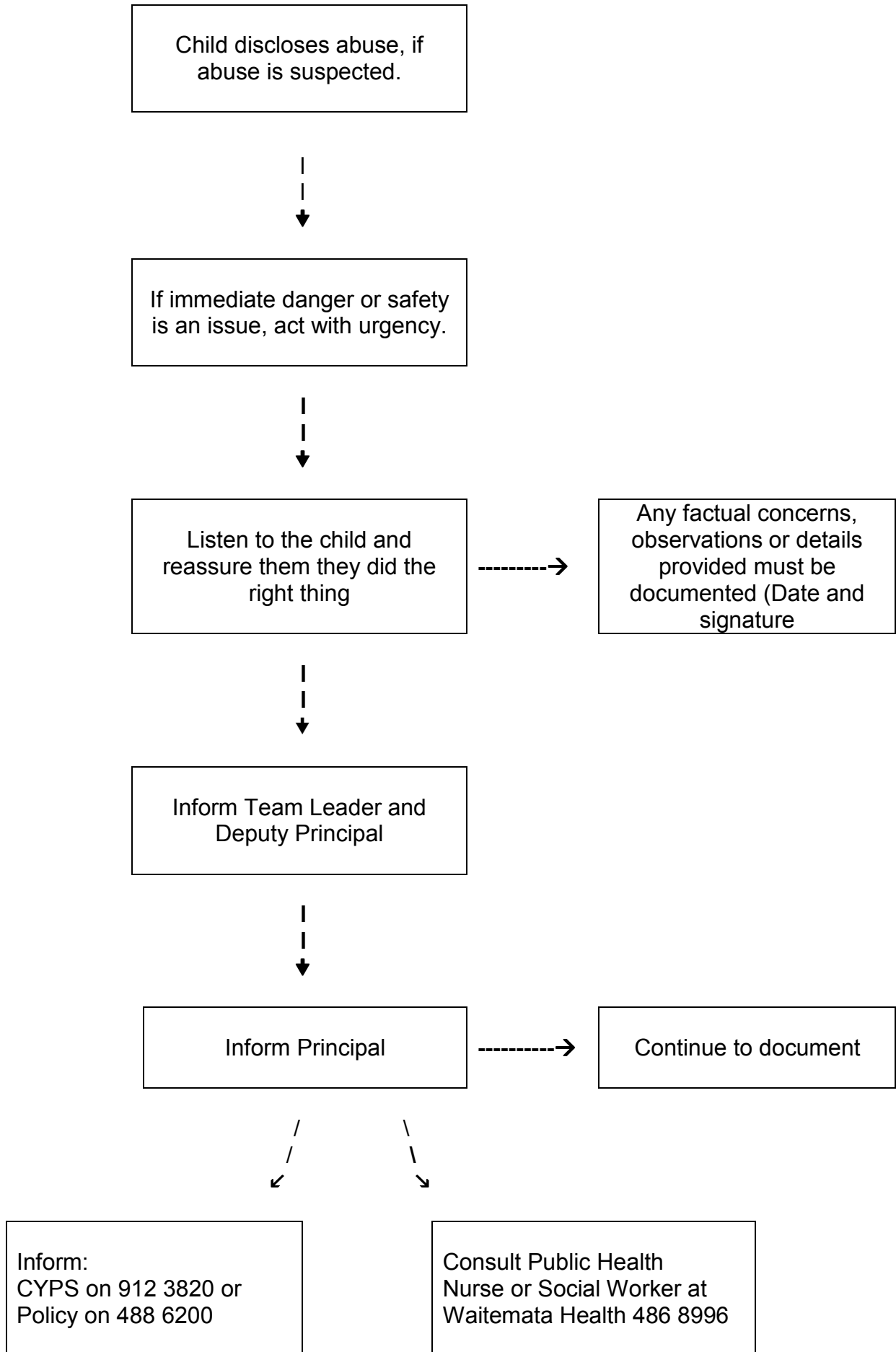
7. in the case of a report from a third party to the school, the first course of action will be for the school to direct the third party to a helping agency without becoming involved.

Signed:

Date:

Review Date:

CHILD ABUSE FLOW CHART



Whenuapai School

Education Outside the Classroom Policy

Rationale:

Education outside the classroom (EOTC) provides opportunities for a vast array of positive outcomes in a student's education.

Purposes:

1. To provide students with opportunities to learn outside the classroom, in all curriculum areas.
2. To promote appreciation of our heritages – local, national and global.
3. To increase students' awareness and understanding of the traditions and values of their own, the tangata whenua and other cultural groups.
4. To increase students' understanding of different perspectives on land, natural resources and the environment, and of the need for conservation management.
5. To provide students with opportunities for enjoyment, adventure and challenge, both close to home and far away.
6. To provide students with opportunities to enhance spiritual, physical and mental well-being through uplifting experiences in a natural environment.
7. To develop students' skills so they can move with confidence and safety in urban, rural, and outdoor settings.
8. To help students develop respect for themselves and others, by providing them with opportunities for personal and social development.
9. To enable students to take increased responsibility for their own development and to regard learning as enjoyable, continuous and lifelong.

Guidelines:

1. Educational objectives relating to the curriculum and to school and class programmes, must be established.
2. First priority should be given to the utilization of resources in the school's local area.
3. A ratio compares the number of skilled/experienced supervisors with the number of novices involved in an EOTA event. It is important that the ratio is high enough to ensure a high quality learning experience and safe event. Ratios for EOTC are hard to prescribe, as they will vary according to student needs, age group, activity, location and competence of staff involved. All ratios to be confirmed on a case by case basis with Senior Management
4. An EOTC Event Proposal form, an EOTC Checklist and a RAMs must be completed prior to any EOTC event.
5. For transport purposes, drivers will be required to declare they have a current full drivers license, the vehicle they are using to transport students has a current warrant of fitness, current registration and the number of operational seatbelts available. The driver will be required to ensure all students are seat belted in.

- 6. Any EOTC that include overnight stays must have Board of Trustees approval and a Parent Information evening held.

Signed:

Date:

Review Date:

Whenuapai School

HIV/Aids and other Transmittable Diseases Policy

Rationale:

Whenuapai School Board of Trustees recognizes the difficult balance between managing the rights of students living with HIV (Human Immunodeficiency virus, AIDS (Acquired Immune Deficiency Syndrome), and other blood-borne viruses such as Hepatitis B and C, and their responsibility for providing a safe school environment for students and employees.

Purposes:

1. To identify principles for the management of students with HIV/Aids and other blood-borne viruses.
2. To include specific procedures for infection control.
3. To establish procedures for the disclosure of personal information, including the people who 'need to know' and what they need to know.

Guidelines:

1. Parents and caregivers will be asked to disclose information related to a child's infectious status on the health section of the enrolment form so that the school can provide the best possible support.
2. If the child is infected after enrolment, the parents will be required to inform the school about the condition.
3. The privacy of all people associated with the infected child will be requested as much as possible but all people who 'need to know' will be provided with sufficient information to ensure their safety.
4. All staff, who need special training, will be assisted to acquire such specialized knowledge.
5. Further information is available in the Ministry of Education Circular 1999/21.
6. These guidelines form part of the Health and Safety policy of the school and should be read in conjunction with the school's policies/procedures on:
 - Privacy
 - Concerns and Complaints by Parents and Caregivers

Signed:

Date:

Review Date:

Whenuapai School Crisis Management Policy

Rationale:

To enable the school as a whole and/or individual people to deal with a 'crisis' so that the impact of such an event is minimised.

Purpose:

To assist staff and/or children to deal with a major incident in the school or a significant upset e.g major accident, death of a significant person, a traumatic incident.

Guidelines:

Note: This is a suggested framework for crisis situations, but it must be realised that every crisis is likely to be different and may require different actions.

1. Whoever is first alerted to the situation should quickly inform the highest staff member in authority who should verify that the information is correct with the family or police.
2. The Crisis Team meets as soon as possible. The Principal acts as team leader until the crisis is assessed and one of the team is identified as team leader. A crisis team is not hierarchical as experience, skills and relationships with those involved are most important attributes.
3. The members of the Crisis Team will be:
 - The Principal
 - The Deputy Principals
 - Senior Teacher of the victim/s
 - Classroom Teacher of the victim/s
 - School Secretary
4. Depending on the nature of the crisis other people may be called onto the Crisis team e.g.
 - Youth Aide Worker/Police
 - GSE Crisis Team
 - Board of Trustees member
 - Doctor/Public Health Nurse
 - NZEI Service
 - RTLB

5. Crisis Team members will be assigned areas of responsibility:
- Consultation and communication with the family/families
 - Communication with the media
 - Information for parents/community
 - Action Plan for Teachers
 - Counselling/working with pupils

Signed:

Date:

Review Date:

NAG 6

Administration

Protected Disclosure

Privacy

Copyright

Enrolment

Smokefree

Cyber Safety

International Students

Stand downs, Suspensions, Exclusions
and Expulsions

Whenuapai School Protected Disclosures Policy

Rationale:

This policy is written in compliance with the Protected Disclosures Act 2000, which applies from 1 January 2001.

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Purpose:

To provide information and guidance to employees of the school who wish to report serious wrongdoing within the school.

Guidelines:

1. Serious wrongdoing includes any serious wrongdoing of any of the following type:
 - an unlawful, corrupt, or irregular use of funds or resources of a public sector organisation; or
 - an act or omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
 - an act, omission, or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial; or
 - an act, omission, or course of conduct that constitutes an offence; or
 - an act, omission, or course of 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.
2. Before making a disclosure the employee should be sure the following conditions are met:
 - the information is about serious wrongdoing in or by the school; or
 - the employee believes on reasonable grounds the information to be true or is likely to be true; and
 - the employee wishes the wrongdoing to be investigated; and
 - the employee wishes the disclosure to be protected.
3. Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:
 - Current employee and principal
 - Form employees and principals
 - Contractors supplying services to the school

4. An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:
 - may bring a personal grievance in respect of retaliatory action from their employers;
 - may access the anti-discrimination provisions of the Humans Rights Act in respect of retaliatory action from their employers;
 - are not liable for any civil or criminal proceedings, or to disciplinary hearing by reason of having made or referred to a disclosure;
 - will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.

Procedures:

Any employee of Whenuapai School who wishes to make a protected disclosure should do so using the following procedure:

1. The employee should submit the disclosure in writing.
2. The disclosure should contain detailed information including the following:
 - the nature of the serious wrongdoing
 - the name or names of the people involved
 - surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.
3. A disclosure must be sent in writing to the Principal who has been nominated by the Board of Trustees under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose, OR ... If it is believed that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing, then the disclosure can be made to the Chairperson of the Board of Trustees.
4. On receipt of a disclosure, the Principal or Chairperson of the Board, 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 or Chairperson will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure if identifying information is essential:
 - to ensure an affective 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 or Chairperson will prepare a report of the investigation with recommendations for action if appropriate, which will be sent confidentially to the Board of Trustees.
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 may be involved in the wrongdoing; or

- immediate reference to another authority is justified by urgency or exceptional circumstances; or
- there has been no action or recommended action with 20 working days of the date of disclosure.
- Appropriate Authorities include:
 - a) Commissioner of Police
 - b) Controller and Auditor General
 - c) Director of the Serious Fraud Office
 - d) Inspector General of Intelligence and Security
 - e) Ombudsman
 - f) Parliamentary Commission for the Environment
 - g) Policy Complaints Authority
 - h) Solicitor General
 - i) State Services Commissioner
 - j) Health and disability Commissioner
 - k) The head of a public sector organisation

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:
 - a) has decided not to investigate; or
 - b) has decided to investigate but not made progress with the investigation within reasonable time; or
 - c) has investigated but has not taken or recommended any action; and
 - d) continues to believe on reasonable grounds that the information disclosed is true or is likely to be true

Signed:

Date:

Review Date:

Whenuapai School Privacy Policy

Rationale:

The Board of Trustees of Whenuapai School is required to comply with the Privacy Act 1993 in all respects for employees and in its role as the body with the overall responsibility for the running of the school.

Purpose:

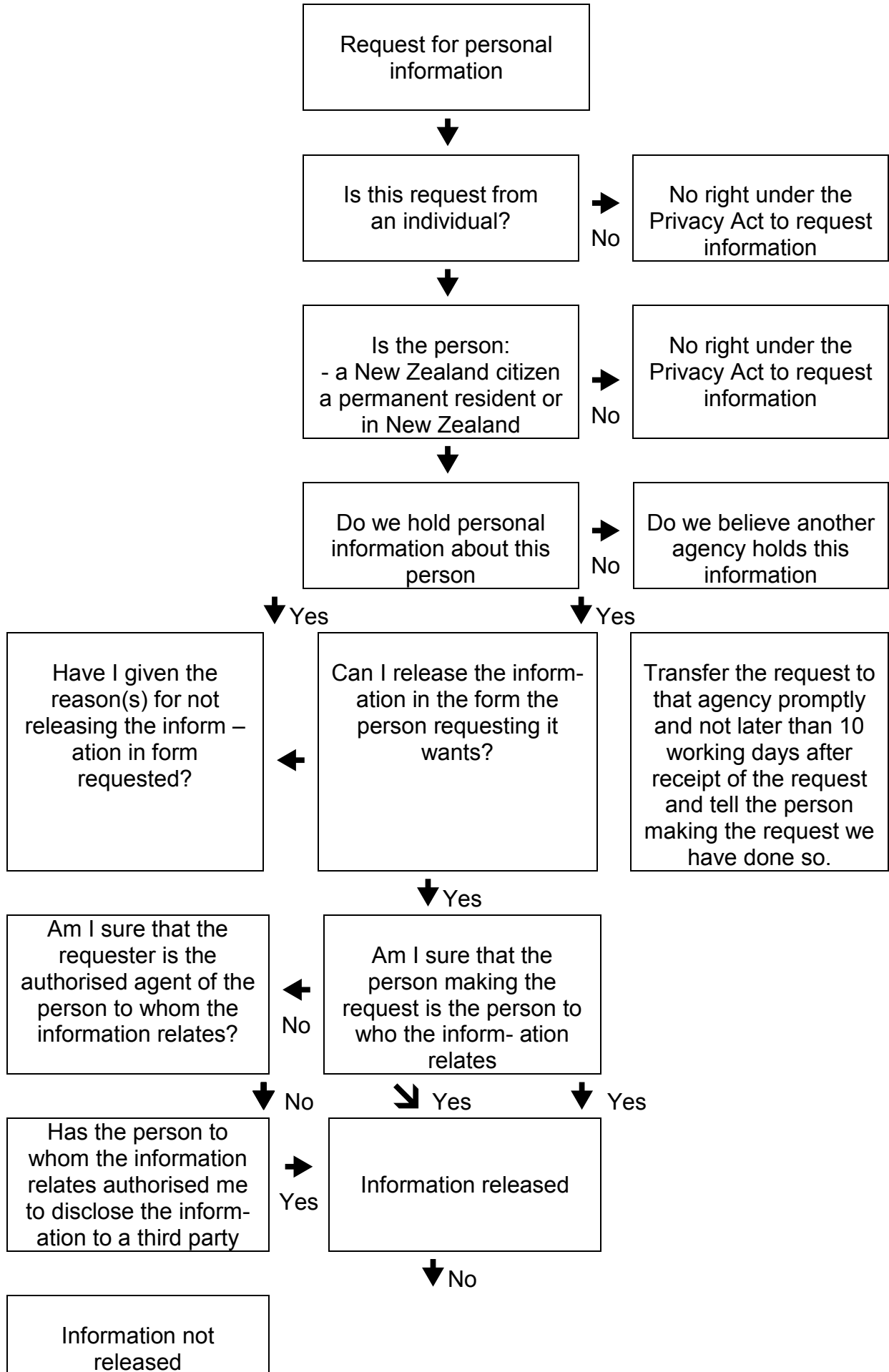
The purpose of this privacy policy is to promote and protect individual privacy with regard to:

1. the collection, use and disclosure of information relating to identifiable individuals.
2. access by each individual to information relating to that individual held by the school.

Guidelines:

1. In complying with the provisions of the Privacy Act 1993, the Board has appointed the Principal as Privacy Officer.
2. Procedures will be maintained ensuring the Board of Trustees and staff adhere to the principles contained in the Act.
3. The school will comply with the twelve information privacy principles contained in the Privacy Act 1993 which specify requirements in terms of:
 - purpose of collection of personal information
 - source of personal information
 - collection of information from subject
 - manner of collection of personal information
 - access to personal information
 - correction of personal information
 - accuracy of personal information to be checked before use
 - agency not to keep personal information for longer than necessary
 - limits on use of personal information
 - limits on disclosure of personal information
 - unique identifiers
4. The Privacy Officer is responsible for:
 - encouraging compliance with the twelve information privacy principles of the Privacy Act 1993 by the Board and staff
 - dealing with requests made to the Board and staff for personal information
 - working with the Commissioner when complaints are investigated
5. A summary of the twelve Information Privacy Principles and a copy of the Requests for Personal Information flow chart will be distributed to all permanent staff.

Requests for Personal Information



6. Neither is the Act concerned with information about artificial entities such as the Ministry of Education or the New Zealand Schools Trustees Association (NZSTA) (although, if information about the Ministry or NZSTA also refers to an individual it may still be 'personal information'). Nor does 'personal information' encompass statistical data from which an individual cannot be identified.
7. The Privacy Act contains some provisions concerning liability for actions which breach the Privacy Act¹. Generally the privacy principles focus upon the actions and policies of the 'agency', that is the Board of Trustees of the school, rather than the individual staff member who might be handling the personal information. The Act does, however, impose a liability on an agency for the actions of the agency's employees in respect acts done in the performance of that person's employment. However, an employee who, say, discloses information, may nonetheless carry some liability under the Act as well, or instead of, the Board of that school, if that person acted in circumstances outside their employment, for example knowingly in contravention of a policy of the school that specified information not be disclosed to a particular person.
8. Accordingly it is important that Boards not only observe the privacy principles in relation to their own decisions and in establishing school policies², but also that staff who may handle personal information are made aware of their responsibilities. The privacy officer has a key role here³.

Information Privacy Principles:

The Privacy Act contains 12 information privacy principles. The principles are set out in full in the appendix but a summary follows:

Principle 1 (*Purpose of collection of personal information*)

1. Personal information must not be collected by a Board (or staff) unless:
 - the information is collected for a purpose connected with a function or activity of the school; and
 - the collection of the information is necessary for that purpose.
2. This principal (and principles 2-4) applies to information collected after 1 July 1993.

'Collect' does not include unsolicited receipt of information.⁴ For example if parents write to a school of their own accord, information has not been 'collected' and the first 4 principles will not be relevant (Storage and use of that letter must, however, be considered – see principles 5 onwards).

Principal 2 (*Source of personal information*)

1. Where a Board (or staff) collects the personal information, it must collect the information directly from the 'individual concerned' unless one of the exceptions to the principle applies. The phrase 'individual concerned' is used throughout the Act and means the person who the information is about.

¹ Privacy offers and boards when they are considering matters of liability, should have regard to sections 3(4), 4 and 126 of the Privacy Act 1993

² See, for example, principle 5(s)(ii)

³ See Section 5 for the role of the privacy officer

⁴ Refer definition of 'collect' in section 2 of the Privacy Act 1993

2. It is not necessary for a Board (or staff) to collect information directly from the individual concerned if it is believed on reasonable grounds that:
 - the information is publicly available information.⁵
 - the individual concerned authorises collection from someone else;
 - the non-compliance would not prejudice the interests of the individual concerned
 - collection from another source is necessary to avoid prejudice to the maintenance of the law;⁶
 - collection directly from the individual would prejudice the purposes of the collection or is not reasonably practicable in a particular case; or
 - the information will not be used in a form in which the individual is identified or will be used for statistical or research purposes and will not be published in a form that could identify the individual concerned.
3. In some limited circumstances a departure from principle 2, 10, or 11⁷ can be authorised by the Privacy Commission.
4. A Board (or staff) intending to rely on an exception in this or the other principles must prove it applies, should they be challenged on the matter.⁸

Principle 3 (*Collection of information from subject*)

1. Where a Board (or staff) collects personal information directly from the individual concerned, it must take such steps (if any) as are, in the circumstances, reasonable to make sure that the individual concerned is aware of:
 - the fact that the information is being collected;
 - the purpose for which the information is being collected;
 - the intended recipients of the information;
 - the name and address of the agency collecting the information and the agency that will hold the information; and
 - if the collection is authorised or required under law, the details of that law and whether supply is mandatory or voluntary;
 - the consequences (if any if the individual does not provide all or part of that information;
 - the rights of access to, and correction of, personal information provided by the principles.⁹
2. There are exceptions to this principle which are detailed in the Act.¹⁰
3. Individuals are to be made aware of the above matters before the information is collected (eg by an explanation on a form that is to be filled in). If that is not practicable they should be made aware as soon as possible after collection.¹¹
4. Forms which were printed before 1 July 1993 can be used a any time before 01 July 1995.¹²

⁵ “Publicly available information” is defined in section 2 of the Privacy Act 1993

⁶ The full exception is more complicated than this, see principle 2(2)(d)

⁷ The Privacy Act 1993, section 54

⁸ The Privacy Act 1993, section 87

⁹ The rights of access and correction are found in principles 6 and 7

¹⁰ See principle 3 (4)

¹¹ See principle 3 (2). There is an exception in principle 3(3) which allows explanations to be dispensed with if the same explanation in relation to a similar collection has been given by the agency to the individual on a recent occasion.

¹² See Privacy Act 1993, section 8 (4)

Principal 4 (*Manner of collection of personal information*)

Personal information must not be collected by:

- unlawful means;
- unfair means; or
- unreasonably intrusive means

Principal 5 (*Storage and security of personal information*)

1. A Board (or staff) must make sure that reasonable safeguards are taken to protect personal information they hold against loss, or unauthorised access, use, modification or disclosure, or misuse.
2. This principle applies to all personal information whenever it was obtained.

Principal 6 (*Access to personal information*)

This provides that individuals about who information is held can have access to that information and may request correction of the information.

Principal 7 (*Correction of personal information*)

This provides that individuals may request correction of information held. If a correction is not made, the individual may require that there be attached to the information a statement of the correction sought.

Principal 8 (*Accuracy, etc, of personal information to be checked before use*)

This requires agencies to take reasonable steps to make sure personal information is correct, up to date, relevant and not misleading before they use it. What is reasonable is not specified and will depend on various factors.

Principal 9 (*Agency not to keep personal information for longer than necessary*)

A Board (or staff) must not keep personal information that it holds for longer than is required for the purposes for which that information may lawfully be used.

Principal 10 (*Limits on use of personal information*)

This provides that information may not be used for a purpose other than that for which it was collected, except under conditions contained in the Act. This principle applies to information obtained after 1 July 1993.

Principal 11 (*Limits on disclosure of personal information*)

This prevents agencies from passing on or disclosing personal information to other people or agencies except under conditions contained in the Act.

Principal 12 (*Unique Identifiers*)

1. This principle specifies how agencies may use unique identifiers. These include things such as IRD numbers, customer numbers, etc, but do not include a person's name. Unique identifiers may not be used unless it is necessary for the agency to be able to carry out its functions. The same unique identifier may not be used by more than one agency. Where a unique identifier is used, agencies must take reasonable steps to make sure that they are only given to people who identity is clearly established. This applies to personal information collected after 1 July 1993.

2. Agencies cannot ask people to disclose any unique identifier given to them by another agency unless that was one of the reasons the unique identifier was given or is directly related to the purpose for which the unique identifier was given (eg IRD numbers).
3. This principle applies to unique identifiers assigned before and after 1 July 1993.
4. Boards of Trustees should obtain a copy of the Privacy Act and deal with any relevant matters only after considering the requirement of the Act.

Key Aspects of the Privacy Act

The key aspects of the Privacy Act, as it impacts on Boards and schools, are:

1. **Part II – Information Privacy Principles**
 - Section 6 sets out the 12 principles which given effect to the aims of the Act.
 - Section 7 provides that if action is authorised or required by law, then the action is not in breach of the principles of the Act.
2. **Part IV – Good Reasons for Refusing Access to Personal Information**

Part IV of the Act sets out the situations where a Board (or staff) may refuse to disclose information sought under principle 6.

Signed:

Date:

Review Date:

Whenuapai School Copyright Policy

Rationale:

Whenuapai School recognises their obligation to work within copyright regulations and licensing.

Purpose:

1. To ensure that as a school we do not breach copyright regulations and laws.
2. To make staff aware of their responsibilities with regard to Copyright regulations.

Guidelines:

1. An annual licence will be purchased for print copying.
2. A copyright warning notice outlining legal copying will be placed behind the photocopier.
3. Annual licences if required will be purchased for copying and performing musical items.
4. The school is part of the Microsoft agreement between the Ministry of Education and schools at no cost.
5. Staff and students are made aware of plagiarism and copyright and are expected to produce original pieces of work, both electronically and in print.
6. Licences for computer programmes used within the school are purchased to reflect usage.

Signed:

Date:

Review Date:

Whenuapai School Enrolment Policy

Rationale:

Whenuapai School has an 'enrolment zone' endorsed by the Ministry of Education and is responsible listed in the Enrolment Policy.

Purpose:

1. To avoid overcrowding or the likelihood of overcrowding
2. To reflect the desirability of Students being able to attend a reasonably convenient School.
3. To ensure consideration is given to other Schools in the network that may better serve the applicants while ensuring consideration is also given to students attending a School of their choice.

Implementation

1. The Whenuapai School catchment zone is as follows:-
Those areas banded by Brigham Creek Rd, Kauri Rd, including Herald Island, Whenuapai Village, Totara Rd and all side roads, Trig Rd and all side roads and Highway 16 from Don Buck Rd to the intersection of Highway 16 and Riverhead Rd (Highway 28) and all side roads.
2. All pupils within the catchment zone as of right are entitled to enrol at Whenuapai School.
3. Subject to availability of space, and with due consideration to Purpose 1, 2 & 3, Out of Zone applicants will be considered by the Principal/Management Team in order of priority
 - a) Siblings of children who are out of zone
 - b) Children who's parents work in a business located in the catchment zone where the child or children return to the business address after school.
 - c) Children of parents who have made special arrangements for their children's care before and after school in the catchment zone.
 - d) Children of magistrates, police officers and others who may be subject to victimisation.
4. The Board of Trustees/Principal will notify the MOE annually if they wish to continue or discontinue the Enrolment Scheme.
- 5,. Where the number of Out of Zone applicants is higher than the spaces available, the priority process will occur and a ballot may be required.
6. All Out of Zone applicants must complete the Application Form in detail prior to the final date listed in the advertisement.

Signed:

Date:

Review Date:

Whenuapai School Smoke-free Policy

Rationale:

The Whenuapai School Board of Trustees endorses legislation under the Smoke-free Environments Act requiring Schools to be Smoke-free.

Purposes:

1. To comply with government legislation
2. To provide a healthy environment for staff and pupils

Implementation:

1. Smoke-free signs will be prominently displayed to indicate the School is smoke-free.
2. Organisations or individuals using School facilities must agree to comply with this policy as a condition of use. This includes the School Hall and grounds.
3. All employees will be notified of the Smoke-free Policy prior to taking up employment.
4. All complaints in regards to failing to adhere to this policy must be made in writing to the Principal or Chairperson of the Board of Trustees.

Signed:

Date:

Review Date:

Whenuapai School

Stand Downs, Suspensions, Exclusions and Expulsion Policy

Rationale:

Whenuapai School expects its students to abide by its Behaviour Code which will ensure the safety and wellbeing of all students and staff in the School.

Purposes:

1. Provide a safe physical and emotional environment for all students and staff.
2. Comply with all legislation in force to ensure the safety of students and employees.
3. Any cases of Stand Down will be reported to the Board Chairperson and Board.
4. Cases of suspension will be taken to the BOT and discussed in Committee.
5. The relevant documentation in each case will be sent to the Ministry of Education.

Signed:

Date:

Review Date:

Whenuapai School Cyber Safety Policy

Rationale:

To maximise the educational benefits of existing and developing communication technologies while minimising the risks, in order to meet the school's statutory obligations to maintain a safe learning environment.

Guidelines:

1. Each year all students and parents or caregivers must read and sign the 'School Computer Network User Permission Form' outlining the regulations and conditions under which computers and communication technologies may be used while at school or in any way which affects the safety of the school learning environment. If this is not signed children will not be able to access internet facilities in School.
2. Students will be supervised while using the internet.
3. All staff must sign the Responsible Use Agreement which includes details of their professional responsibilities and the limits to their own use of the Internet and relevant supplied technology e.g. laptops. Agreements must also be signed by student teachers and other visitors accessing the internet on school computers unless supervised by senior staff.
4. Educational materials on cyber safety will be provided by management to staff and students, and to parents or caregivers. Safety education will be delivered, where relevant, through teaching programmes. In addition school rules pertaining to computer use must be displayed by classroom computers.
5. The school has the right to monitor, access and review all use. This includes personal emails sent and received on the school's computer/s and/or network facilities at all times.
6. Ongoing training for staff will be made available by management, as will appropriate professional development.
7. All necessary procedures will be put into place by the school to address cyber safety issues in all venues where the Internet and other communication technologies are accessed by staff or students.
8. The school will provide an effective electronic security system, which is financially practicable. The school will continue to refine methods to improve cyber safety.
9. A Cyber Safety Officer (CO) will be appointed and will be responsible for the establishment and maintenance of a cyber safety programme in the school. The CO will be the main point of contact for all issues or incidents involving communication technologies in the school, and will report to the Principal.
10. Issues relating to confidentiality, such as sighting student or staff information, reasons for collecting data and the secure storage of personal details and information (including images) will be subject to the provisions of the Privacy Act 1993.

11. The Board supports the right of the school to check communication technology-related work or data of staff or students at any time, and to carry out a comprehensive investigation of any breaches of the school's Cyber Safety Policies. Such breaches will be taken seriously and be dealt with through the school's disciplinary and support systems. In such incidents, there will be special attention paid to the need for specific procedures as regards the gathering of evidence. If illegal material or activities are suspected, the matter will be reported to the Police or the Department of Internal Affairs Censorship Compliance.

Signed:

Date:

Review Date:

Whenuapai School International Students Policy

Rationale:

The Board of Trustees supports a limited number of International Students being enrolled at Whenuapai School subject to the number of available spaces throughout the School/

Implementation:

1. International Students enrolling at Whenuapai School must live with one or both parents throughout the whole time the student is enrolled at the School.
2. Prior to accepting International Students for enrolment, the following information must be cited and photocopied for our records
 - the child's birth certificate or passport
 - the parents' passports
3. Names on each of the certificate/s and passport/s as well as the photograph need to be checked for authenticity and relationship of parent to child must be established e.g. birth certificate or Korean household register.
 - Visa/permit dates in the parents passports must be valid for the time the child is receiving education at the School.
 - Current Student Visa for the child concerned must cover the time of receiving education at the School.
4. The School is also responsible for regularly checking that the child or children are living with their parents. Dates of visits to the home need to be noted and filed.
5. Whenuapai School will be responsible through the ESOL Teacher and class teacher to provide first language support and access to first language counselling.
6. Contact with the parents will be an important part of their learning and this will be encouraged.
7. The cost annually for one International Student is \$12,000 (incl GST).
8. Any issues relating to International Students will be handled by the Principal and/or ESOL Teacher.
9. The number of FFP students and the fee structure will be reviewed and set annually by the Board of Trustees.
10. Any refund of fees will be a proportion of the balance of the fee after committed funds are deducted. Such funds include fixed charges, such as the MOE fee, administration and monies spend on and committed to teacher support.
11. There is no refund for that term if the student has commenced the term but not completed it. Students who have commenced study, the fees will be refunded less \$250.00 for administration costs. Refunds for fully paid students will be recalculated using the structure 'paying by term' rate, **not** at the 'whole year' rate.
12. The regulations established by the Ministry of Education and set out in the Education Act will be adhered to.

13. Whenuapai School is a signatory to the ***Code of Practice for the Pastoral Care of International Students*** and as such, will be bound by the rules and regulations as covered therein.
14. The implementation of this Policy will be the responsibility of the Principal and the office staff.

Signed:

Date:

Review Date: