

Waimairi School Policies

When the board approves Policy no variations of Policy or amendments to it can be made except with the approval of the board.

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 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 Policy.

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Review Schedule

Implementation Audits and Reports

The school will review how well it is implementing the document listed below, complete any requirements, and will report on the school's compliance to a monthly meeting of the Board of Trustees.

NAG	Document	Review frequency (years)	Consult with Board, Staff, Parents	Next review date
5	<i>Crisis Management</i>	3	B-S	Term 3, 2018
3	<i>Performance Management</i>	3	B-S	Term 3, 2018
1	<i>Education Outside the Classroom</i>	3	B-S-P	Term 4, 2015?
5	<i>Sun Protection</i>	3	B-S-P	Term 4, 2015?
1	<i>Recognition of Cultural Diversity</i>	3	B-S-P	Term 1, 2018
3	<i>Staff Leave</i>	3	B-S	Term 1, 2020
2	<i>Documentation and Self Review</i>	3	B	Term 2, 2017
3	<i>Employer Responsibility</i>	3	B-S	Term 2, 2017
1	<i>Students with Special Needs</i>	3	B-S-P	Term 3, 2017

3	Appointment Procedure	3	B	Term 3, 2017
6	Privacy	3	B	Term 4, 2017
3	Management Units	1	B-S	Term 4, 2017
3	Classroom Release Time	1	B-S	Term 4, 2017
1	Home Learning	3	B-S-P	Term 1, 2020
4	Financial Control and Expenditure	3	B	Term 1, 2020
3	Protected Disclosure	3	B-S	Term 2, 2017
2	Reporting to Parents	3	B-S-P	Term 2, 2017
3	Complaints	3	B-S-P	Term 3, 2017
5	Behaviour Management, including Stand-down, Suspension, and Exclusion	3	B-S-P	Term 3, 2017
5	Harassment	3	B-S	Term 4, 2017
1	Religious Education	3	B-S-P	Term 4, 2014
5	School Swimming Pool	3	B-S-P	Term 1, 2019
5	Alcohol/Drugs and Other Harmful Substances	3	B-S-P	Term 1, 2019
5	Health, Safety, and Welfare	3	B-S	Term 2, 2018
5	Civil Defence Programme	3	B-S	Term 2, 2018
4	Sensitive Expenditure	3	B-S	Term 3, 2018
4	Entertainment	3	B-S	Term 3, 2018
1	Curriculum	1	B-S-P	Term 4, 2017f
1	Health Education	2	B-S-P	As part of

				community survey
	Animal Ethics	3	B-S-P	Term 2, 2018
1	Improve Educational Outcomes for Maori Students		B-S-P	Ongoing
3	Teacher Registration and Police vetting	3	B-S	Term 3 2016??
6	Travel Policy	3	B-S	Sept 2018
	Income	3	B-S-P	Term 3 2018

All **Health and Safety** policies will be looked at by the Health and Safety team and a cycle of review will be issued shortly.

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NAG 1:Curriculum

Curriculum

The board of trustees fosters student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum.

The board, through the principal and staff:

- *develops and implements teaching and learning programmes*
- *gathers information to evaluate the progress and achievement of students identifies students, and groups of students, who have special needs; and develops strategies to address these needs*
- *develops plans and targets for improving the achievement of Māori students*

The local curriculum is known as 'Learning @ Waimairi' and is informed by;

- annual community consultation
- current research on best practice
- review by staff and Board
- nationally directed expectation via the MoE

Reviewed November 2010. November 2011, November 2014.

November 2015. Next Review November 2016

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Students with Special Needs

Students with Special Needs

Every student has the right to achieve success and make progress at school, regardless of their ability. Every student with special education needs also has the right to receive extra support to ensure that they meet their full potential.

Children and young people with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, sensory or physical impairments. Resources provided include specialist support, therapy, staffing, equipment and other materials, property modification and transport, as well as advice and specialist support. (MOE Special Education Policy)

Policy

The BOT has directed that the Principal implement procedures sufficient to ensure that the needs of all students with special needs are appropriately met.

Reviewed September 2011.

Reviewed September 2014.

Next review September 2017.

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Religious Instruction

We provide the opportunity for religious education for children whose parents approve of it. Parental approval is sought at the start of every year, and parents who want their children to participate must actively "opt in".

The board approves that Religious Education may be held at the school for half an hour per week, during lunchtime, under the provisions of the Education Act, Clause 77,78.

Religious instruction develops children's spiritual dimension by encouraging an understanding and appreciation of religious beliefs and values through a non-denominational programme of instruction. This programme is available for parents' perusal.

The following rules apply to our religious instruction programme:

- All Religious Education teachers follow the programme of instruction as made available to the board and parents before the start of the year's programme.

- All teaching avoids putting pressure on the children to adhere to particular religious beliefs or views.
- No member of the school teaching staff may conduct religious instruction.

Reviewed February 2012. February 2013

Next review February 2014

No longer needed

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Health Education

The Education Standards Act (2001) requires schools to **consult** "once in each two years" on the delivery of the health curriculum, and to **adopt** a statement on the consultation process.

All schools then need to **implement** the health curriculum. Individual parents however, may request that their children be excluded from tuition of parts of the health programme related to sexuality education.

Relevant Legislation:

Education Standards Act, 2001

Ministry of Education Circular Number 2001/22

Sexuality Education: A Guide for Principals and Boards of Trustees

Consultation on the Health Curriculum

The purpose of the health consultation process is to:

- Inform the school community about the content of the health curriculum;
- Ascertain the wishes of the school community regarding the way in which the health curriculum should be implemented, given the views, beliefs, and customs of the members of that community; and
- Determine in broad terms, the health education needs of the students at the school.

A board may adopt any method of consultation that it considers appropriate but it may not adopt a statement on the delivery of the health curriculum until it has:

- Prepared the statement in draft; and
- Given members of the school community an adequate opportunity to comment on the draft statement; and
- Considered any comments received.

Review Term 4, 2009,

2011 review postponed until 2012.

Review scheduled for Term 1 2015.

Completed as part of the community survey, (two yearly)

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Animal Ethics

The Animal Welfare Act, 1999, is intended to prevent ill-treatment or neglect of animals. It sets out requirements for people who are in charge of animals. The Code of Ethical Conduct complies with these requirements and guides schools in the management of creatures in their care. Note that "animal" includes all vertebrates, lower vertebrates (such as frogs and fish), and some invertebrates (such as crabs and crayfish). Fetuses and embryonated eggs in the last half of gestation are also included.

Most activities involving animals at school **do not** require ethical approval, for example, having a classroom pet, bringing pets in for a visit, simple observation of an animal. These activities are fun for students and educate them in many areas including animal care and handling, animal behaviour and life cycles, the natural world, responsibility, etc.

Any animals at school must receive:

- suitable and adequate food
- shelter
- appropriate handling
- the opportunity to behave normally
- protection from injury and disease.

Schools are required by law to apply for ethical approval if live animals are used for teaching or research. Any activity that is more involved than the examples above, or that involves manipulation of the animal, must be approved before the activity begins.

For more information, definitions, and for application forms for ethical approval, see the website of the New Zealand Association of Science Educators.

Also see the Ministry of Education Guide: Caring for Animals.

Relevant Legislation:

The Animal Welfare Act, 1999.

Reviewed Term 2, 2010.

Reviewed Term 2, 2013

Reviewed Term 2, 2015

Next Review Term 2, 2018

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Recognition of Cultural Diversity

We cater for a number of cultures by celebrating cultural difference as appropriate.

Ka Hikitia (the national strategy for raising Māori achievement) is adopted as a key part of all curriculum and other school decision making and is to be explicitly used in planning processes.

Student success 'as Māori' is different to (and more powerful than) students learning about Māori.

In recognising the unique position of the Māori culture, we provide instruction in tikanga (culture) and te reo Māori (language) for students.

We currently foster Māori culture through:

- teaching te reo Māori to an elementary level (greetings, counting, mihi, basic vocabulary for everyday items, pronunciation of place names)
- singing waiata (Māori songs) in assembly, and classroom music time.
- using resources in the curriculum (especially reading, maths, science, social studies, art, music and phys. ed) which recognise New Zealand's dual cultural heritage
- integrating Māori through all curriculum areas where appropriate
- visits to marae.

If a whanau requests a higher level of tikanga and/or te reo, staff and family will discuss and explore the following options:

- further explanation of existing programmes
- extension of the existing programmes if and as appropriate
- combining with a neighbouring school for parts of the day/programme
- providing in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the child's classroom
- exploring other schools which may offer programmes closer to their expectations
- using community expertise (people and places) to help with any of the above.

We also celebrate and value a variety of cultures by recognising cultural difference as appropriate, for example:

- integration of cultural perspectives throughout unit studies across all levels,
- convening parent support groups and meetings,
- accessing cultural advisors, cultural dance/food festivals,
- classroom programmes incorporating different greetings.

Reviewed April 2011

Reviewed April 2015

Next review April 2018

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Improve Educational Outcomes for Maori Students

The board and staff consult with members of our Māori community. We have developed a common understanding of the unique position of Māori in New Zealand society. In doing so we have promoted the value of te reo and tikanga māori with all students. We are developing strategies to enhance achievement of Māori students.

The school is able to track the achievement of all Māori students individually. As a group they are expected to achieve in line with their peers.

See also ***Gifted and Talented Students*** , and ***Recognition of Cultural Diversity***

Reviewed April 2011
Next review-ongoing

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Education Outside the Classroom

EOTC is defined as all those events that occur outside the classroom, both on, and off-site, including all curriculum, sporting and cultural activities. They can be:

- excursions out of school for the day, or part of the day, for example, a trip to the museum.
- overnight camps.

Children learn by enjoying experiences appropriate to their needs and environment. Children need a variety of experiences for maximum development, and should be given opportunities to explore and learn from the world outside the classroom.

EOTC activities must be approved by the principal, and overnight camps by the board of trustees, who hold the ultimate legal responsibility for approved excursions. All school health and safety policies apply to EOTC activities.

EOTC programmes:

- enhance learning, through a variety of well-designed, first hand experiences
- provide experiences for students that encourage awareness of the values and philosophies of the tangata whenua, and with other cultures within the school community

- increase students' knowledge, understanding, and appreciation of the school area, local district and other familiar and unfamiliar places
- develop students' skills in observation, recording and organisation
- help students develop self-confidence and a sense of adventure
- assist students in their social development by placing them with others in unfamiliar situations
- help students develop an attitude of responsibility, particularly towards their own safety and that of others
- provide students with opportunities to work together in a group.

To make EOTC effective and fun, the school will:

- involve students, parents, caregivers, and the community at all stages of planning, preparation, performance and evaluation
- ensure, where possible, that students are not excluded for financial or special reasons
- provide alternative learning situations for students unable to participate
- liaise with local early childhood centres and with contributing and receiving schools, so that EOTC programmes are co-ordinated
- follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements
- ensure adequate ongoing training for all staff involved in EOTC, including support staff attending approved workshops, seminars, courses and training and assessment schemes.

Taking children out of the school environment can provide them with life changing experiences which they will remember for the rest of their lives. It can also put them at risk and into unfamiliar situations. Careful planning and preparation is needed to minimise risks and make the activity a positive experience for each student.

Relevant Legislation:

Crimes Act, 1961

Children, Young Persons and their Families Act, 1989 – “In Loco Parentis”

Health and Safety in Employment Act, 1992

Accident Compensation Act, 2001

Refer to the Checklist for a Well Planned Camp for further details.

Also see The Ministry of Education’s EOTC Guidelines for Good Practice

Reviewed 29/11/10. 11/13.

Next review due November 2017.

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School Planning and Reporting

Our School Charter details our school planning and reporting. The Charter is

updated every twelve months and is available online and at the school office.

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Reporting to Parents

Regular two-way communication between home and school is an essential part of the learning process. The school reports on individual progress to inform parents and to promote better learning in the future.

We currently meet parents/caregivers/children in Term 1 and 2, and provide a written report in Terms 2 and 4.

From July 2012 onwards, to align with National Standards milestones for students in Years 1-3 reporting will be done in writing and at interviews after 20, 40, 60, 80, 100, and 120 weeks at school. These week numbers represent the half way and full completion of 1, 2 and 3 years at school. Year 4 to 6 students will continue on the established mid and end of school-year reporting cycle.

In addition, all parents/caregivers of new entrants to Waimairi School take part in a detailed reporting and consultation interview preferably no later than 6 weeks after they start school.

Parents/caregivers of children who turn 6 have the results of the 6 Year Net Assessment specifically reported to them at the next scheduled interview.

Parents/caregivers and whanau with children under the supervision of our Special Educational Needs Coordinator (SENCO) attend a Case Conference twice a year together with any other external agencies, support people and the class teacher.

Teachers are available at any time to consult with, and report to, parents on any aspects of child development, progress and achievement. Teacher or parents can initiate a meeting at any time during the school year.

**Draft revision April 2012 to accommodate National Standards. Subject to parent, staff, board consultation Term 2, 2012.
Adopted Term 2, 2012. Next review Term 2, 2017.**

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NAG 3: Employer Responsibility

The Board will comply with all employment related legislation.

The Board has determined that 'best practice includes the following:

The State Sector Act requires every employer to treat employees fairly and properly in all aspects of their employment. The school acts as a good employer and complies with the conditions contained in employment contracts to teaching and non-teaching staff.

This policy enables us to:

- develop and implement personnel and industrial policies within frameworks set by government
- promote high levels of **staff performance** (see "**Performance Management**")
- use **educational resources** (see "**Financial Control and Expenditure**") effectively
- recognise the **needs of students** (see "**NAG 1:Curriculum**")

Objectives

The board:

- takes all reasonable steps to ensure that **good and safe working conditions** (see "**NAG 5: Health, Safety, and Welfare**") exist for employees, and responds to all reasonable and achievable requests made by employees
- develops and publishes an **equal employment opportunities** (see "**EEO**") programme each year, and ensures that it is complied with
- recognises the needs of ethnic and minority groups, and the employment requirements of persons with disabilities
- makes **budget provision** (see "**Budget**") to support training and development programmes intended to enhance the abilities of individual employees
- takes all other reasonable steps to ensure that it is a good and fair employer by responding to issues and concerns raised by employees.

Relevant Legislation:

State Sector Act, 1988

Human Rights Act, 1993

Human Rights Amendment Act, 2001

Education Amendment Act, 2001

Privacy Act, 1993

Vulnerable Children's Act

Reviewed September 2011.

Reviewed June 2014.

Next Review June 2017

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Appointment Policy

Waimairi School is an *equal opportunities* employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We recognise the importance of *Tikanga Māori* (see "*Recognition of Cultural Diversity*")

Responsibility:	Action:	Action:
The principal	1.	Determine whether a vacancy actually exists, and what kind of vacancy it is.
	2.	Prepare an <i>application package</i>
	3.	Teaching Staff. Advertise all permanent full-time and permanent part-time positions in the Education Gazette or other national publication. Advertise long term relieving (more than one term) positions internally, or in the Education Gazette or other local publication, as required. Support Staff- Advertise in most appropriate medium for position to be filled.
	4.	Form an appointment committee. Note: All appointment committee meetings are deemed to be “public excluded” meetings of a BOT sub-committee in terms of the Local Government Official Information and Meetings Act.
Applicant	5.	Request an <i>application package</i>
	6.	Apply in writing on the application form

- provided, before the closing date. Include your CV and any material you wish to support your application.
- Administration staff** 7. Receive the applications. Keep them confidential and secure and build a database for managing them.
- Appointment committee** 8. *Shortlist applicants* . If there are no suitable applicants, re-advertise the position.
9. *Conduct interviews.*
Carry out ID and character checks as per VCA.
10. *Make an appointment.*
Board to confirm.
11. Make sure all the *required documentation* (see "*New Employee File*" is completed and filed in the employee's file.
12. Notify unsuccessful interviewed candidates by phone. Send written notification to all candidates, and return their documentation, ensuring all notes and referees' checks have been removed.

EEO

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination. All schools are required by the State Sector Act to be "good employers", that is: It is illegal to discriminate on the grounds of: age, sex, race, ethnic, or national origin, disability, employment status, ethical or religious belief, family status, marital status, sexual orientation, political opinion.

See the legislation for exemptions that may apply in certain circumstances.

- to develop, maintain, and comply with an Equal Employment Opportunities programme, and
- to include in the Annual Report a summary of the year's programme.

To achieve this, the board:

- appoints a member to be the EEO officer
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service
- maintains an EEO database
- recognises the value of attracting people from all possible sources of talent

- selects the person most suited to the position in terms of skills, experience, qualifications and aptitude
- ensures that employment and personnel practices are fair and free of any bias.

Reviewed September 2011.
Reviewed September 2014
Next review due Sept 2017.

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Management Units

Management units are generated by staffing and can be used by the school to create a management structure, and acknowledge staff who have extra delegated duties above those of classroom teacher. The following structure is used for the school's management units:

Deputy Principal	5 units (permanent)
Associate Principal	5 units (permanent)
Team Leader	2 units (permanent)

Management positions are advertised and awarded to the best applicant, as determined by the appointment committee.

- Units are first allocated to maintain the Leadership Structure above, and then remaining units generated by staffing are distributed as fixed term units on the basis of a needs analysis completed and awarded.
- If entitlement staffing reduces the school's number of units the management team will refer back to the needs analysis.

Performance Objectives relating to unit holder's responsibilities are included in individual Job Descriptions and Performance Agreements and form part of the school's appraisal system.

Reviewed 29/11/10.
Reviewed 29/11/11.
Reviewed November 2012.
Reviewed November 2013.
Reviewed November 2014.
Reviewed November 2015.
Reviewed November 2016.
Next review November 2017

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Classroom Release Time

In accordance with the NZEI Collective Agreement for Teachers, the Waimairi School board of trustees provides permanent teachers employed for 0.8 or more, or fulltime relieving teachers (employed for a term or more) with classroom release time.

Classroom release time reduces the workload and improves well-being (hauora) for **classroom teachers** who hold prime responsibility for a group of students within the school. It does not apply to the principal, itinerating resource teachers, itinerating teachers, teachers wholly released by entitlement staffing, or teachers bound by another collective agreement.

Entitlement

- Classroom teachers are provided with no less than 10 hours' release per term.
- When school sessions prevent allocation of precisely 10 hours of classroom release time, the school tries to provide as close as possible to the 10 hour entitlement including, where needed, advanced or delayed entitlement across the 4 terms of each school year.
- Any teacher employed fulltime from a mixture of entitlement and board funding is entitled to full classroom release.
- Classroom release is additional release time for teachers who have already been allocated release time for non-classroom responsibilities.

Beginning Teachers

- Support time for beginning teachers, who are entitled to 0.1 or 0.2 FTTE beginning teacher time allowance, is provided in addition to the classroom release time entitlement.

Job Sharing

- Teachers working in an approved job share situation are allocated classroom release time on the basis of their job share situation.
- The 10 hour release time is for individual teacher use only and can only be shared in **an approved job share situation**.

Implementation

- Classroom release time is implemented in ways which address teacher workload while maximising benefits for student learning.
- Classroom teachers work in consultation with the release teacher (the teacher who is providing the release) to ensure that the release teacher plans a learning and teaching programme which provides continuity in learning for the students in the class.
- The classroom release is allocated either as two full days or as a set of pre-determined hours over more than two days or as a combination of both.
- All teachers must remain on the school grounds during their release

time unless the principal has agreed otherwise.

- Classroom release time should take into account any planned events for the term which may impinge on teacher accessibility to release time.
- The rescheduling of classroom release time due to unplanned events or incidents is dependent on the availability of the teacher providing the release.
- In certain circumstances, part or the whole amount may be carried over into the next term, but it may not be carried over into another school year.

Implementation Guidelines

- Implementation Guidelines are developed for each new term or year's classroom release programme to identify how the time will be used by teachers and how the hours will be allocated.
- Implementation Guidelines are developed by the beginning of each new term or year in consultation with the teaching staff and with consideration being given to school needs.
- The management team presents a schedule of release to the teaching staff by the beginning of each term or year.
- The school may keep a register of classroom release time as a means of recording each individual teacher's release schedule.

Examples of Uses for Classroom Release Times

- The following list shows possible uses for classroom release time: planning; assessment; reporting; personal and/or syndicate professional learning; observing other teachers; professional reading; syndicate meetings; RTL/LST specialist intervention programme planning and/or professional learning; special needs meetings and curriculum responsibility.

Reviewed November 2010.

Review November 2011.

Reviewed November 2011.

Reviewed November 2012.

Reviewed November 2013

Reviewed November 2015

Reviewed November 2016

Next review November 2017

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Performance Management

Performance management ensures that all staff:

- receive clear direction on their expected performance
- set priorities for improvement and achievement consistent with direction set by the board of trustees and principal
- receive assistance and support to achieve their expected performance
- receive feedback on their performance and recognition for their achievements
- are assured of the confidentiality and privacy of the appraisal process.

The school's performance management system is an annual cycle of appraisal meetings, monitoring activities and an appraisal review.

Reviewed by BOT September 2010.

Will be revisited in Term 1, 2011 to amend wording to reflect 4 minute walkthrough programme.

2011 Review deferred due to earthquake.

Reviewed Term 3 2013.

Reviewed Term 3 2015.

Next review due Term 3 2018

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Complaints

Most complaints can be resolved informally by discussions with the people concerned. If an informal approach is not successful the complaint should be brought to the attention of a senior staff member or the principal.

If the complaint is made to a board member, the complainant is encouraged to resolve the issue informally by raising the matter with the person concerned, and the board member must inform the principal and the Board Chairperson.

Generally, an anonymous complaint cannot be processed unless there is a sound legal reason for protecting the identity of the complainant.

This procedure enables us to:

- deal with complaints fairly, effectively, and promptly
- maintain confidentiality
- preserve school/community relationships and communication.

See ***Guidelines for Parents with a Complaint*** . The school also has a procedure for making a formal complaint if informal discussion doesn't resolve the issue.

For complaints concerning harassment, see **Harassment** . For allegations of theft or fraud, see **Theft and Fraud Prevention** .

Guidelines for Parents with a Complaint

If you have a complaint about a staff member, contact the person involved and discuss the matter. We ask that parents approach the staff member concerned directly, and as soon as possible, to prevent issues escalating or remaining unresolved.

If the matter doesn't involve a particular staff member, or you do not wish to contact the staff member concerned, or you are unhappy with the outcome of meeting with the staff member, contact a senior staff member or the principal to discuss further resolution.

If the matter concerns the principal and you have not resolved it by discussion with the principal, and feel uncomfortable directly approaching the principal, contact the chairperson of the board of trustees.

If an informal meeting does not resolve your concern, you can make a formal complaint.

Formal Complaint

In the interests of fairness, any formal complaint or serious allegation must be made in writing and resolved in a timely fashion. All parties should respect confidentiality.

Follow this process:

Responsibility:	Action	
Complainant	1.	Put your concerns in writing, and sign the letter. Give as many details as possible, including details of efforts that have been made to resolve the issue. Include names and contact phone numbers.
	2.	Send the letter marked Confidential to the school principal or, if the complaint is about the principal, to the chairperson of the board of trustees. The contact details are available from the school

		office.
Principal (if complaint is about a staff member)	3.	Acknowledge receipt of the complaint in writing or by email to the complainant. Give a copy of the complaint to the staff member concerned. Inform the chairperson of the board of trustees.
Board chair (if complaint is about the principal)	4.	Acknowledge receipt of the complaint in writing or by email to the complainant. Give a copy of the complaint to the principal.

If the interim response does not resolve matters, or the matter is deemed sufficiently serious, an investigation may take place.

Investigate a Formal Complaint or Serious Allegation

When a formal complaint is received, the school may choose to investigate it if it is deemed serious enough to warrant it after considering the initial response from the person the complaint is about. Not all complaints require an investigation but all written complaints should be disclosed to the staff concerned at the earliest opportunity. Relevant collective employment agreement provisions for dealing with complaints and discipline must be observed including allowing representation of staff at any meeting to discuss a written complaint.

The School Trustees Association or legal counsel should be contacted for advice before proceeding to investigate.

New Zealand School Trustees Association Head Office

Te Whakaroputanga Kaitiaki Kura O Aotearoa

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Wellington

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Feedback/Email us: admin@nzsta.org.nz

For Trusteeship inquiries call STAhelp (0800 STAhelp)

Note: if the complaint is against the principal, the principal should not take part in the investigation.

Reviewed August 2012.

Reviewed August 2015

Next review August 2017.

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Protected Disclosure

If an employee of the school believes that serious wrongdoing has occurred within or by the school they can declare it by way of a protected disclosure. The Protected Disclosure policy:

- ensures that there is a procedure in place for **reporting** (see "**Make a Protected Disclosure**") and **investigating** (see "**Manage a Protected Disclosure**") serious wrongdoing
- protects the person who reports it from retaliatory or disciplinary action, and also from civil or criminal proceedings by reason of having made or referred that disclosure of information.

Note: an employee could bring a personal grievance case against the school if any retaliatory action is taken against them.

- ensures that the identity of the person who reports the wrongdoing remains confidential

Note: unless naming of the person is essential for the investigation, or to prevent serious risk to public health, public safety, or the environment, or to respect the principles of natural justice.

- ensures that the school complies with the requirements of the Protected Disclosure Act.

Serious wrongdoing is defined in the Act as:

- unlawful, corrupt, or irregular use of public funds or resources
- an act, omission, or course of conduct that:
- seriously risks public health or safety, or the environment
- constitutes an offence
- seriously risks the maintenance of law, for example, hides an offence or threatens the right to a fair trial.
- is oppressive, improperly discriminatory, or grossly negligent
- constitutes gross mismanagement.

Relevant Legislation:

Protected Disclosure Act, 2000

Human Rights Act, 1993
Employment Relations Act, 2000

Make a Protected Disclosure

If an employee wishes to make a protected disclosure they must believe that the information they have is about serious wrongdoing, and is true or likely to be true. They must want the wrongdoing to be investigated and their disclosure protected.

Serious wrongdoing is defined in the Act as:

- unlawful, corrupt, or irregular use of public funds or resources
- an act, omission, or course of conduct that:
 - seriously risks public health or safety, or the environment
 - constitutes an offence
 - seriously risks the maintenance of law, for example, hides an offence or threatens the right to a fair trial.
- is oppressive, improperly discriminatory, or grossly negligent
- constitutes gross mismanagement.

To make a protected disclosure:

Put the disclosure in writing, stating the nature of the wrongdoing and the names of the people involved. Include your return address details. Sign and date the letter and send it to the disclosure officer.

Note: unless it is inappropriate, the principal is the school's disclosure officer. If you think the principal is involved, or associates with someone who is involved in the wrongdoing, contact the chairperson of the board of trustees or an **appropriate outside authority** (see "**Disclosure to an Appropriate Authority**")

Disclosure to an Appropriate Authority

A disclosure can be made to an appropriate authority if the employee making the disclosure believes that:

- the principal, or the chairperson of the board of trustees is involved in the wrongdoing
- there are exceptional circumstances
- the wrongdoing requires urgent action
- there has been no action or recommended action within 20 days of making the initial disclosure.

Appropriate authorities include:

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman

- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- Head of any Public Sector Organisation

Manage a Protected Disclosure

The disclosure officer acknowledges receipt of the disclosure in writing and reports it to the chairperson of the board. The chairperson may refer the matter to the board.

The board considers the disclosure and determines the scope and **management of any investigation** (see "**Investigate a Formal Complaint or Serious Allegation**" , including the process to be followed and who will be involved.

Note: The board considers the need to seek legal advice.

Within 20 working days the disclosure officer reports to the employee concerned letting them know what action has been taken, or recommended to be taken.

Reviewed Term 2, 2009, Next Review Term 2, 2012.

Reviewed Term 2, 2012. Next Review Term 2, 2015.

Reviewed term 2 2015, Next Review Term 2 2017

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Teacher Registration and Police Vetting

All teachers and principals employed by the school must be registered by the New Zealand Education Council. Teachers are responsible for renewing their registration. The cost of this is met by the school.

<https://education.govt.nz/assets/Uploads/VCAPracticalGuide.pdf>

<http://www.teacherscouncil.govt.nz>

Police vetting is required under the Education Act 1989 and ensures that students are not exposed to an unacceptable risk by people they come into contact with at school.

Education Standards Act, 2001

Apply for Police Vetting for Non Teachers. Waimairi School treats all employees as 'CORE' for police clearance purposes.

School staff to refer to 'Waimairi School - Adult Checking and Roles Matrix' for clarification.

Reviewed Term 4 2015 and 16 - to align to align with Education Council establishment and Vulnerable Children 's Act 2015.

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Staff Leave

Staff may request leave, with or without pay, as they are entitled to in their relevant collective agreements.

The Staff Leave policy provides guidelines for applying for leave, and for approving leave applications, that:

- are fair to everyone
- ensure that the school remains adequately and appropriately staffed throughout the year
- enable the school to meet its Charter obligations and National Administration Guidelines.

A staff member applies for leave by submitting the completed Leave Application form to the principal.

Type of leave	Administered by
Leave, with or without pay, for 5 days or less	the principal.
Other leave, for example, bereavement, sick, parental, etc.	the principal, according to the terms of the employment contract.
Leave, with or without pay, for more than 5 days but less than one month	the principal, and the employment and personnel committee.
Leave, with or without pay, for more than one month	the board of trustees.

Long term leave (note that long term leave is usually only available after three years' employment at the school).	the board of trustees.
Discretionary leave	the principal, using the criteria listed on the application form.

Relevant Legislation:

Employment Relations Act, 2000

Primary Teachers' (including Deputy and Assistant Principals and other Unit Holders) Collective Agreement 12 December 2007 – 33 June 2010

Parental Leave and Employment Protection Act, 1987

Caretakers and Cleaners Collective Employment Contract

Holidays Act, 2004

Secondary Teachers' Collective Employment Contract (August 2002 – June 2004)

Support Staff in Schools Collective Agreement, 2004

Parental Leave and Employment Protection Act, 1987

Electoral Act, 1993

Criteria for Discretionary Leave

Criteria for approval of discretionary leave include:

- the length of the applicant's teaching service, and their length of service at the school. Unless there are exceptional circumstances, leave for periods of one year or more will only be considered for teachers who have taught for at least three years at the school.
- the length of time since leave was last granted to the applicant
- the purpose of the leave, and its relevance to the school's strategic plan and annual goals
- the effect on colleagues of the applicant's absence, and its effect on existing teaching programmes
- the welfare of students
- timing: A year's leave should coincide with the school year if at all possible. Leave of less than a year should coincide with the school terms, beginning and/or ending with a holiday period if at all possible
- time of year, taking into account the school programme and likely availability of relieving staff.

Reviewed April 2011.

Reviewed April 2014

Reviewed April 2017
Next Review April 2020

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- **Homework**
- When setting homework teachers must carefully consider research evidence on the effect of homework on a child's overall achievement.
- Teachers *must* set reading homework for all children who are 'learning to read' (levels 1 to 22).
- Teachers *may* set some rote learning homework tasks where this aligns with our school literacy and numeracy curriculum documents.
- Additional homework should be given only when the teacher feels it is essential to student learning. If, for example, the teacher believes that by practicing a skill and receiving prompt and specific feedback students will achieve at higher levels, homework could be appropriate and may be assigned. The teacher then has an obligation to monitor the homework carefully and provide individual students with precise feedback based on their specific needs.

Reviewed Term 1, 2012.
Draft revision currently pending as at April 2012.

Adopted Term 2, 2012.

Reviewed term 2 2014

Reviewed Term 1 2017-A bullet point has been added to separate two points

Next Review Term 1 2020

NAG 4: Finance and Property Management

Finance and Property Management

The board of trustees complies with legislation on financial and property matters, and:

- allocates funds to reflect the school's priorities as stated in the **charter** (see "**School Planning and Reporting**")
- monitors and controls **school expenditure** (see "**Financial Control and Expenditure**")
- ensures that annual accounts are prepared and **audited** (see "**Annual Audit**")
- **manages assets** (see "**Assets**"), and implements a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students
- takes responsibility for protecting the school's resources, both physical and financial, through its **theft and fraud prevention policy** (see "**Theft and Fraud Prevention**").

Relevant Legislation:

Public Finance Act, 1989

Education Act, 1989

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Income

School Donations and Fundraising

To fully fund planned activities, the school needs more money than is provided by the government. Sources of additional funds may include:

- **school donations**
- **student activity/s**
- **parent group fundraising**
- student fundraising
- approaches to trusts and charities
- sponsorship.

As well as increasing the school's revenue, fundraising provides many

benefits including:

- providing valuable experience and training to students
- involving students in service to the community
- encouraging students to value equipment they helped provide
- drawing parents more closely into the life of the school
- giving the community a sense of involvement with the school.

Fundraising is managed by the ***fundraising committee*** (see "***Parent Group Fundraising***" who work within guidelines and criteria set by the student council and board of trustees.

School Donations

From time to time the board of trustees sets the level of and advertises it to parents. The amount is set .

The school could not operate without this donation. It is currently set at \$25 and \$20 if more than one child attends. Payment of the donation is voluntary.

A request for the amount is sent to each family each term.

Student Activity Donations

Waimairi School's activity donation is on an actual expense basis. It is exempt from GST as it is a contribution towards the delivery of the curriculum.

Parent Group Fundraising

The PTA is responsible for the bulk of the school's fundraising.

Each year this group raises funds for the school, which are spent on projects agreed in advance by the and the school staff.

Reviewed November 2011.

Reviewed November 2012

Reviewed November 2014

Reviewed September 2016

Next review September 2018

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Entertainment

Introduction

1. The Board agrees that it has a responsibility to ensure that expenditure on entertainment incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
2. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
3. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Purposes of Entertainment

4. Entertainment expenditure in general will be for the following purposes:
 - Building relationships and goodwill
 - Representation of the school in a social situation
 - Hospitality provided in the course of school business to external parties
 - Internal social functions
5. The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate.

School Events and Staff Meetings

6. This includes conferences, seminars, workshops, training courses and meetings.
7. When deciding upon a venue, teachers should take into account location, accommodation standard and tariff rates. They should give due consideration to the nature of the event, total cost, expectations of participants and their home location.
8. When deciding upon catering, teachers should take into account the nature of the event and the quality of food required. Lunch should only be provided for staff meetings where it is not possible to arrange the meeting for a period which avoids the lunch break.

Alcohol Purchases

9. The school should only purchase alcohol for entertainment purposes.
10. Purchases are usually for the consumption by staff and guests at school hosted events. The amount expended needs to be demonstrably reasonable and appropriate for the event and should be sufficient for moderate consumption only.

Implemented April 2012. Reviewed Term 3 2015
Next review Term 3 2018.

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Financial Control and Expenditure

The board of trustees is the guardian of public money and is publicly accountable for the way it is controlled and spent. It monitors and controls school expenditure, and ensures that annual accounts are prepared and **audited** (see "**Annual Audit**") as required by law. Specifically, the board:

- ensures that all income and expenditure is **budgeted** (see "**Budget**") to meet the school's charter goals and objectives
- budgets and monitors targeted funding
- prepares financial statements that meet the requirements of the board of trustees, staff, community, auditors, and Ministry of Education guidelines.

To achieve this, the board appoints a **financial sub-committee** or board representative, and adopts a set of guidelines for **monitoring expenditure**.

The principal, assisted by administration staff, is responsible for the effective management of the school finances in accordance with the school policy.

The Board treasurer is responsible for developing the financial control & expenditure procedures.

Revised Term 1 2017.

Next Review Term1 2020

Relevant Legislation:

Public Finance Act, 1989

Education Act, 1989

Financial Sub-committee

To ensure that finances are effectively managed and reported, the board of trustees appoints a financial sub-committee. It will have no less than three members and will include the board representative, finance officer and principal.

The financial sub-committee's reporting responsibilities include:

- presenting a set of management accounts with budget comparatives at each board meeting
- tabling a summary of transactions and a financial report (which may be included in the principal's report) at each board meeting

- presenting the draft **annual budget** (see "**Budget**") for adoption at the December board meeting.

The financial sub-committee meets prior to the board meeting. The finance officer briefs the committee on the month's income and expenditure. This includes:

- the full set of accounts
- profit and loss, income and expenditure
- balance sheet
- bank statements
- bank reconciliation
- record of all payments approved either in retrospect or before payment.

The committee also considers:

- unders and overs
- cash flow
- exceptions
- asset purchases approved
- lease agreements before signing
- building contracts
- policies.

Monitoring Expenditure

To monitor expenditure, the school uses the following guidelines:

- * The school runs an order book system, which is controlled and monitored by the finance officer.
- * Any un-budgeted expense over \$2000 must be approved by either the board chair or treasurer.
- * No budget is overspent by 10% or \$1000 without prior approval from the board of trustees.
- * Competitive quotes must be obtained for capital items or operating expenses over \$3000. Any capital expenditure over \$3000 in total for any individual asset not previously approved in the capital expenditure plan must be approved by the finance committee .
- * Requests for reimbursement must be in writing (using the school's claim form), detailing costs and enclosing receipts.
- * Staff on 'timesheet' pay basis must have timesheets approved and signed by the principal for any hours worked above their contract 'base rate'.
- * Cheques must be signed by at least two of the school cheque signatories.
- * Cancelled cheques must be marked as such and stapled to the cheque butt.

- * Cheques must never be made out for cash.
- * 'Separation of duties' protocol requires that collection, counting and banking workflows must not be done by the same person.
- * Credit card statements must be coded, invoices attached, and signed off as true and actual expenses each month for approval alongside monthly financial statements presented at each board meeting*.
 - * Monthly financial statements must be tabled at each board meeting for ratification.
 - * Summary Account Reports, whenever available, must be given to every board member before any planned board meeting.

*Amended by Board of Trustees 30/03/09 to include credit card controls.
Reviewed Term 1, 2012. Added Travel, entertainment and sensitive expenditure policies during this review
Amended by Board of Trustees May 2012.
Next review Term 1 2017

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Budget

The financial sub-committee consults with staff who have budgeting responsibilities to draft a budget for each year. The budgeting responsibilities of staff include monitoring expenditure and providing information for forward planning. In drafting the budget, the identified priorities of the school, and the school's local curriculum and professional development planning, are considered.

The draft budget is presented for adoption at the meeting of the board.

The budget is used to monitor expenditure in a summary of monthly comparatives the following year. It may not be changed without a board of trustees resolution.

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Annual Audit

The school appointed auditor meets each year with, to assess and monitor:

- school circumstances
- extraordinary expenditure
- financial management

- reporting to the board
- property spending
- surplus/deficit.

Every three years the school audit is contracted by the Auditor General's office.

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Assets

An asset is defined as a single item of enduring value (over the value of \$3000), that is tangible and has a useful life of more than one year. Assets are listed on the **Asset Register** which generates each year's depreciation figure.

Asset Register

The asset register is maintained by . It is updated monthly as new assets are purchased.

Capital purchases made with donated money are recorded in the asset register, however, are not included in the calculation for annual depreciation as they are only likely to be replaced should further donations be made in the future.

The asset register is regularly reviewed to write off obsolete assets.

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Sensitive Expenditure Policy

1. All expenditure of board funds must be clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
2. The board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
3. The board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised in accordance with the Financial Control Policies & Procedures.
4. Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been allotted for that purpose in accordance with the Financial Control Policies & Procedures.
5. The board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to Finance Sub-Committee.

Theft and Fraud Prevention

Adopted by the Board of Trustees April 2016

The Policy was approved and adopted by the Board at its meeting held in April 2016 and became effective from that date.

Introduction

1. 1. The Board accepts that it has a 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. 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.

General

1. 3. As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 1. a. The School's physical resources are kept secure and accounted for.
 2. 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 Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
 3. c. Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 4. 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. 4. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:

1. a. Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
2. 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.
 1. c. On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
 2. d. The Principal shall then carry out the following procedures:
 - i Investigate the matter further;
 - ii If a prima facie case is thought to exist to continue with their investigation;
 - iii Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - iv Lay a complaint with the New Zealand Police;
 - v If necessary, commission an independent expert investigation;
 - vi In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - vii Seek legal advice; or
 - viii Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
 1. 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.
 2. 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.

1. 5. 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.
2. 6. 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.
3. 7. Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning the Principal or a Trustee

1. 8. 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.
2. 9. 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.

Approval

1. 10. 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.
2. 11. 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 Kiwi Park

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.

Implemented September 2011.

Reviewed Term 3 2015

Fraud policy section added Term 2 2016 as per audit management letter.

Next Review date: Term 3 2018

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Property

The school has procedures which ensure that:

- effective measures are in place for keeping the school and grounds in a clean and tidy condition
- the school complies with **minimum health, fire and safety standards** (see "**Property Reports and Checks**")
- **school buildings and grounds are managed and developed** (see "**Capital Works Programmes**") to meet the school's Charter objectives
- **hazards are identified and managed** (see "**Hazard Management**")
- the school complies with the conditions of the Property Occupancy Agreement.

Each year the principal reviews the performance and job descriptions of the caretaker and cleaners to ensure clean, tidy, safe and hygienic buildings and grounds.

- The caretaker is responsible for requests for maintenance.
- The principal is responsible for requests for capital expenditure and equipment over .
- The principal and the caretaker are responsible for employing all tradespersons.
- responsible for authorising the payment of tradespersons.

Property Reports and Checks

- Compliance Schedule (Building Act)

The compliance schedule for the school is kept in the office with the inspection records. These must be kept for two years.

Twelve months after the Compliance Schedule is established, and then

annually, the board will send the Territorial Authority a statement confirming that the required inspections have been carried out.

The "Building Warrant of Fitness" confirming the items listed on the Compliance Schedule, and where they are found in the school, is displayed in the entrance foyer.

- The reports to the each year on the state of all school buildings, grounds and the swimming pool.
- In the last week of each term, staff check their individual classroom (or area) chattels and report all missing items, and items needing repair, to the principal.

Capital Works Programmes

Developing programmes for capital works ensures that:

- capital works are planned, budgeted for, and carried out
- teacher, parent, and student views are considered when setting priorities for capital works
- major works are approved by the which undertakes to maintain the works
- maintenance can be prioritised
- there is a system in place for teachers to request minor capital works for consideration in the following year's budget.

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Damage to School Property

Children are encouraged to view school property as their own while at school, but at the same time to treat it with care and respect. If anything is broken or damaged, it must be reported to the principal as soon as possible. The is responsible for repairing accidental and deliberate damage that occurs during school hours, and can report acts of vandalism to the police. All vandalism or damage is reported to the principal who takes the appropriate action.

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Use of School Buildings Outside School Hours

The use of school buildings, grounds and school property outside of school hours must be authorized by the . The board will set appropriate charges including insurance. Anyone using the school buildings must abide by the school's policy regarding **alcohol on school property**.

Outside organisations and members of the community who want to hire the

school facilities must write to the . The board will consider each application and respond in writing following their normal monthly meeting.

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Resources

Up-to-date and well managed teaching resources enhance learning for new students and provide 'hands on' experiences of new technology where appropriate.

The principal:

- consults with staff, students and suppliers when updating teaching resources used by the whole school, and is responsible for their issue and retrieval, maintenance and secure storage
- prioritises and approves requests for asset purchases
- keeps an inventory and arranges appropriate insurance cover
- communicates with staff, the community, and the board of trustees
- prepares a statement of Service Performance annually for the financial report of the board of trustees, comparing results with objectives, and budgeted expenditure with actual.

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Theft **Note:** this policy refers to allegations of theft or fraud by adults in the school. Petty ***theft by students*** is dealt with through the school's discipline plan.

The Theft and Fraud Prevention policy enables us to:

- fulfil the board's responsibility to protect the school's resources
- fulfil the principal's responsibility to prevent and detect theft and fraud by anyone involved with the school, for example, staff, contractors, students
- have a ***fair and transparent system in place to investigate*** (see "***Investigate a Formal Complaint or Serious Allegation***" any allegations of theft or fraud.

To achieve this:

- The school's physical resources are kept ***secure and accounted for*** (see "***School Security***") .
- The school's financial systems prevent and detect fraud and meet the requirements and standards of generally accepted accounting practice,

and relevant legislation.

- Staff members inform the principal immediately if they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students, or other persons associated with the school. See also ***Protected Disclosure*** .
- The school investigates any allegation of theft or fraud. The principal may decide to notify the police immediately, or may begin an investigation using the Manage a Formal Complaint or Investigation procedure. This should be done as soon as possible.

Note: Supposed or actual instances of theft or fraud can affect the rights and reputation of the person implicated. All matters related to the case are strictly confidential and all written information kept secure. Any breach of confidentiality may result in action against the person involved. Allegations can be very different. Refer specific matters to the local School Trustees Association Industrial Advisor, or to the school's legal advisor.

Theft by Students

Notify any case of theft, or suspected theft, to a teacher or school administration as soon as possible after it occurs.

If a student is accused of theft, be aware of the legislation regarding unlawful detention or search and surrender.

Attention is to be paid to the Guidelines for the Surrender and Retention of Property and Searches (2014). All **teachers** at Waimairi School are deemed 'authorised staff members' as per the guidelines document.

<http://www.education.govt.nz/assets/Documents/School/Guidelines-for-the-surrender-and-retention-of-property-and-searches.pdf>

A student who admits a theft is managed according to the school's ***discipline procedure*** (see "***Formal Discipline Plan***"). Their parents, and if appropriate, the police are notified.

If a student denies an accusation of theft, and declines to have their bag searched, their parents should be advised and asked for support. The principal can notify the police and request their powers of search, if appropriate.

Waimairi School is committed to ensuring the safety, as far as is practicable, of students, employees and visitors both at school and when away from the school on school business.

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Health and Safety

Our Health and Safety policy enables us to:

- provide a safe and healthy environment for students, staff and visitors
- meet our **legal requirements** (see "**The Health and Safety in Employment Act**")
- **manage hazards** (see "**Hazard Management**")
- **report accidents** (see "**Accident Register**").

The following steps allow us to carry out the aims of our health and safety policy:

- The school has a **Health and Safety committee** (see "**The Health and Safety Committee**").
- The school has internal staff procedures for health and safety issues, implemented by staff every day. These include:
- **communicable diseases** (see "**HIV/AIDS and other Infectious Diseases**")
- **handling of blood** (see "**Dealing with Blood and Other Body Fluids**")
- **visitors** to the school
- **administering medication** (see "**Medicines**")
- **evacuation** (see "**Evacuation Procedure**")
- **playground emergencies** (see "**Serious Injury or Illness**")
- **duty** (see "**Playground Supervision**")
- **road patrol**
- **crisis management**
- **absence notification** (see "**Student Absence**").
- The school maintains a **hazard register** (see "**Hazard Register and Audit**"), and any identified hazard is eliminated, or isolated, or minimised.
- The school maintains an **accident register** , and **informs OSH** (see "**Report an Accident to OSH**") as soon as practicable when a **serious harm accident** (see "**Definition of a Serious Harm**") occurs to an employee or any person in any place controlled by the school.
- The school has up to date **emergency plans and evacuation procedures** (see "**Emergency Planning and Procedures**").
- The staff is kept informed of the results of health and safety monitoring and review.

- The staff is kept trained and supervised in the implementation of all health and safety procedures.
- The staff is consulted in the development and review of health and safety procedures.
- The staff understands and implements all health and safety procedures.
- Employees take all practicable steps to ensure their own safety and that of other people.

As an employer, the school is expected to:

- take all practicable steps to ensure a safe and healthy workplace
- identify hazards and eliminate them where possible
- isolate, or at least minimise, hazards that cannot be eliminated
- provide information about hazards
- provide protective equipment and/or clothing, if required
- ensure adequate training and supervision
- maintain an accident register
- report employee serious harm injuries to Occupational Safety and Health.

Staff and students are expected to:

- follow instructions
- use protective equipment
- report hazards and accidents
- report any unsafe work condition or equipment
- take all practicable steps to ensure their personal safety and the safety of others.

The Health and Safety Committee

The Health and Safety responsibilities include:

- monitoring and reviewing the school's health and safety compliance
- conducting an internal audit in September each year.
- reviewing safe practices in using school buildings, plant, operation, EOTC, and emergency procedures, and reporting on this once each term.

Smoke Free Environment

All schools in New Zealand are required to be smoke free.

Breaches of the legislation are dealt with by the board of trustees **complaints procedure** (see "**Investigate a Formal Complaint or Serious Allegation**") (adults), or through the **behaviour management system** (see "**Formal Discipline Plan**") (students).

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HIV/AIDS and other Infectious Diseases

The impact of HIV/AIDS and potentially infectious diseases is a concern in our community. The school has a responsibility to:

- ensure that staff, students, and parents receive honest and accurate information about the effects of HIV and other potentially infectious diseases.
- Students receive information as part of an on-going integrated health education programme (under the responsibility of the Health Coordinator.)
- Staff and parents have the opportunity to be involved in educational programmes concerning these diseases.
- train staff and students to manage potentially hazardous situations involving these diseases.
- foster attitudes and skills that lead to an acceptance of those who have been identified with HIV, AIDS and other similar infections.
- ensure that employment and enrolment policies do not discriminate on the grounds of infection with HIV, AIDS or other similar infections.

Staff (teachers and ancillary staff) with HIV/AIDS Infection

- The identity of a staff member with AIDS or HIV Infection should be protected.
- Staff members infected with AIDS or HIV infection have the right to continue their employment.
- If a staff member with an AIDS or HIV infection-related illness becomes too sick to work, they should have full access to sick leave and benefits.
- There should be no discrimination in recruitment against applicants internally or externally on the grounds that the applicant has HIV or AIDS.
- No employee or applicant should ever be required to take the test for HIV antibodies.

Students with AIDS or HIV Infection:

- The identity of a student with AIDS or HIV infection should be protected.
- Students infected with AIDS or HIV infection should have the right to attend their regular classes.
- Where the physical condition or behaviour of a student infected with AIDS or HIV infection poses a health risk, alternative instruction should be provided.
- Decisions regarding alternative instructions should be made on a case-by-case basis.
- Alternative instruction for students infected with AIDS should be

provided by teachers who fully understand the situation of a student who has developed AIDS or HIV infection-related illnesses and agree to provide their services.

Disclosure of Infectious or Contagious Condition

Children are entitled to an education free from discrimination. This policy manages the balance between the rights of students and staff, while supporting a student with an infectious or contagious condition. It helps the school to meet its responsibilities in providing a safe environment. The school asks parents to disclose infectious or contagious conditions in the enrolment or application form, so that the school can provide support for the student. Disclosure is for the student's benefit and only those who "need to know" will be informed. Any disclosure is made in accordance with the **Privacy Act, 1993** (see "**Privacy**" on page 141). The people who "need to know" are the principal, the board of trustees, and the child's teacher. At the discretion of the principal and board of trustees, others who may "need to know" include senior staff; any other staff member dealing with that student; any pupil or staff member who may have been at significant risk of contracting the infectious or contagious condition; and the Medical Officer of Health. The parent body is not informed of such disclosures. The parents of the child are told who has been informed. Relevant Legislation:

Health & Safety in Employment Act, 1992

United Nations Convention on the Rights of the Child

NZ Bill of Rights Act, 1990

Education Act, 1989

Crimes Act, 1961

Care and Management of Children

- All students are treated with care, courtesy, and appropriate language.
- Staff avoid physical contact with students which could be considered intimate, threatening, sexual, or violent.
- Corporal punishment is prohibited.
- Use of seclusion rooms or seclusion spaces is prohibited. Refer to MoE letter 3 November 2016.
<http://www.education.govt.nz/assets/Uploads/Seclusion-letter-3-November-2016.pdf>
- All cases of bullying are regarded seriously, investigated, and dealt with through the school's **behaviour plan** (see "**Behaviour Management**").
- If a child leaves the school without permission or goes missing during the school day, the **missing student protocol** is immediately

followed.

- Teachers take particular care with students who express themselves freely and seek close physical contact. When this is a problem, it is always discussed with the child's parents.
- When staff are counselling or teaching a student one to one, they ensure that the space is not closed off from other people.
- Staff are to follow **Guidance for New Zealand Schools on Behaviour Management to Minimise Physical Restraint (2016)**

<http://www.education.govt.nz/assets/Uploads/Guidance-for-New-Zealand-Schools-on-Behaviour-Mgmt-to-Minimise-Physical-....pdf>

- If a teacher is attacked by a student, they protect themselves without causing injury to the student involved, and immediately report this incident to the principal.
- Staff have a professional responsibility to report any allegations of indecency, **abuse** (see "**Abuse Reporting Procedure**"), or other professional misconduct to the principal, or deputy principal or NZEI networks.
- Toileting of special needs students is only carried out by an appropriate teacher or a trained support staff member, and another staff member is informed.

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Emergency Planning and Procedures

All schools must maintain a paper version of the emergency procedures

The following procedures must be maintained and reviewed

Earthquakes

Fire

Electrical Storms

Evacuation Procedure

Assembly Areas

Emergency Kit

Disaster Management Plan

Crisis Management

Tsunami Procedure

Lockdown

Crisis management procedures reviewed by BOT Sept 2010. No changes made.

Reviewed after earthquakes 2011. No changes made.

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Closing the School in Pandemic Situation

Closure of the school during a pandemic alert is likely to be in direct response to an instruction from the Medical Officer of Health.

Closing schools to students would not necessarily mean that facilities would be closed in a quarantine sense. Staff may still go to work, work remotely, or carry out 'alternative duties' for other agencies with their board's pre-approval. Facilities may also be used for alternative purposes such as Community Based Assessment Centres.

Legal Issues

The Education Act 1989 gives principals and boards powers to exclude particular students and staff or to close their school in certain circumstances:

- *Section 19* provides that a principal may exclude a student who may have a communicable disease (communicable diseases are specified in the Schedule to the Act. Highly Pathogenic Avian Influenza or 'bird flu' (HPAI subtype H5N1) was added on 12 February 2004. In practice, schools would generally proceed subject to advice received from health authorities.
- *Section 65E* provides that a board may close a school in an emergency such as an epidemic.
- The Health (Infectious and Notifiable Diseases) Regulations place duties on schools, teachers and parents in the case of a pandemic.
- *Regulation 14* provides that schools must exclude teachers and students who have an infectious disease.

Schools have legal and moral responsibilities under the Crimes Act and these continue to apply in a pandemic emergency.

Legal requirements in this situation are in:

- *Section 151* - Duty without lawful excuse to provide the necessaries of life. This applies to all persons who have de facto charge of other persons and that includes teachers. This section makes the person in charge criminally responsible for omitting without lawful excuse to provide the necessaries of life to a person if death or injury occurs or the person's life is endangered.
- *Section 154* - Abandoning a child under six years is a criminal offence but it is strict liability, that is, no injury or death has to occur, the trigger for liability is the act of abandonment itself.

In this scenario the school principal would need to do all that he or she could be expected to do to ensure that the eight children were appropriately cared for.

For information on staff entitlements see *Staff Entitlements*.

Relevant Legislation:

Education Act, 1989

Crimes Act, 1961

Reference: Ministry of Education "Influenza Pandemic Planning Guide for Schools" p7

Attendance at work during pandemic situation

State and state-integrated school employees will continue to be paid their normal salary during a pandemic, provided, with their board's pre-approval they:

- come to the school to work (with suitable protection measures in place - including social distancing, personal hygiene, cleaning regimes); or
- work remotely from home; or
- carry out pre-approved alternative duties for their employer or another agency; or
- are on sick leave (using sick leave entitlements, anticipated sick leave or other leave entitlements); or
- are looking after sick dependents (using sick or other leave entitlements or anticipated sick leave).

These sections of the Health and Safety in Employment Act should be considered when dealing with a pandemic.

Section 6: All practicable steps

"Every employer shall take all practicable steps to ensure the safety of employees while at work; and in particular shall take all practicable steps to:

- provide and maintain for employees a safe working environment
- provide and maintain for employees while they are at work facilities for their safety and health..."

Section 28: Employees may refuse to perform work likely to cause serious harm

"An employee may refuse to do work if the employee believes that the work that the employee is required to perform is likely to cause serious harm to him or her...."

Independent contractors and volunteer workers have the right to withdraw their labour or services at any time, including when they feel the work environment presents an unsatisfactory level of risk.

If your school is in an area affected by the pandemic, employees have the option of leaving their jobs. They also have the right to refuse to perform

work if they believe it is likely to lead to their suffering serious harm. However, their belief must be on reasonable grounds, and they must have attempted to resolve the matter with their board before they can refuse. The right to refuse unsafe work does not apply unless the risks of the work have materially increased. To avoid such situations it is best to have had discussions with staff before a pandemic occurs.

Relevant Legislation:

Health and Safety in Employment Act, 1992

Civil Defence Emergency Management Act, 2002

Employment Relations Act, 2000

Holidays Act, 2003

Wages Protection Act, 1983

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Accidents and Illness

Despite everyone's best efforts to *prevent* (see "*Prevention*") them, accidents and illnesses will occur.

The following policies and procedures enable us to:

- manage the inevitable injuries and illnesses as safely and effectively as possible
- ensure that people with *infectious diseases* (see "*HIV/AIDS and other Infectious Diseases*") can be safely employed or enrolled at school
- fulfil our administrative and legal requirements.

Prevention

The school attempts to prevent accidents and illnesses by:

- complying with Health and Safety regulations including *hazard identification* (see "*Hazard Management*")
- encouraging parents to keep ill children away from school
- encouraging parents to immunise their children
- notifying parents of outbreaks of infectious diseases and having *infection control procedures* in place
- providing health education
- providing supervision including at road crossings.

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Accident Register

The accident register includes reports of all accidents and near misses to students and staff. It is not a separate form, it is the collection of pages of the first aid log, accident investigation forms, and notifications of serious harms. At this school the accident register is maintained by the school secretary and kept in the sick bay.

Near misses, defined as incidents that in different circumstances might have caused a person to be harmed, are recorded on accident investigation forms. They do not need to be reported to OSH, but are recorded and reviewed by the Health and Safety committee along with other accidents.

Accidents and incidents are recorded as follows:

Students	
Minor (not reported to parents)	record in the first aid log.
Serious enough to report to parents	record on the accident investigation form.

Employees	
Minor	record in the first aid log.
Moderate	record on the accident investigation form.
<i>Serious harm</i> (see " <i>Definition of a Serious Harm</i> ")	record on a Notification of Serious Harm form, and an accident investigation form. A serious harm must be <i>reported to OSH</i> (see " <i>Report an Accident to OSH</i> ") as soon as possible.

Note: If a hazard is identified through an accident or near miss, a hazard identification form must be completed. If the hazard is not eliminated, it must be entered on to the ***hazard register*** (see "***Hazard Register and Audit***").

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Report an Accident to OSH

Any **serious harm injury** (see "**Definition of a Serious Harm**"), or near miss incident, involving an employee must be reported to OSH as soon as possible by phone. This applies whether the employee is at work, or in another place **as part of their work**, for example, on a school camp or with a sports team. A copy of the completed Notification of Accident or Serious Harm form and the Accident Investigation form must be sent to OSH within seven days.

Reporting to OSH is the responsibility of the principal.

A serious harm involving a student does not need to be reported to OSH because students are not employees. If a significant hazard was involved, however, OSH may decide to investigate the accident.

Notifying Parents

Notifying parents in the event of an injury has two purposes:

1. It keeps parents informed.
2. It protects the school by allowing the parent to come and see for themselves how the child is, and whether further action is necessary.

Parents must be contacted if their child has received a head or spinal injury.

When in doubt, contact the parents.

Note: The accident report should state **who** will contact the parents and should be initialed when they have been contacted.

Sending Students Home

When a student is unwell they are looked after in their own classroom, or in the sick bay, until their parents are contacted and pick them up.

No student is sent home unless a caregiver has been contacted and permission given for the student to leave.

The office staff or principal is informed in every case, and informs the teacher if a student from their room is sent home.

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Medicines

Note: No medication may be administered to a child without parental consent. Paracetamol may be given with verbal consent from a parent.

The school has a responsibility to ensure that if students are taking medication procedures are followed to ensure that it is kept securely, and taken appropriately. The school administers medication with due care and attention to the instructions, but takes no responsibility for any problems arising from this treatment.

Medication for specific allergies or other needs is stored in the secretary's office with a complete list of students' conditions. Staff are required to make themselves aware of this list.

All medication is dispensed through the school office, and all treatments and the dispensing of medication is recorded. Medication is **not** the responsibility of the class teacher. Children may not hold medicine in the classroom, with the exception of asthma inhalers.

Some medication, for example, drugs that adjust student behaviour, needs to be carefully monitored so that parents/caregivers can check that it is being taken regularly.

The school will only administer **prescription medication** (see "**Prescription Medicines**") to students whose parents have made a formal request.

Prescription Medicines

The school will only administer prescription medication to students whose parents have made a formal request.

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Hazard Management

A hazard is defined as any potential or actual source of harm.

A significant hazard is one that may cause serious harm or significant property damage.

All hazards must be identified, and eliminated where possible. If it is not possible to eliminate a hazard, it must be isolated or minimised, and people made aware of the hazard.

Hazards are identified by regular audits, and by staff reporting any new hazards.

Staff use the Hazard Identification form to report a new hazard. The form describes the hazard, and the actions taken to eliminate, isolate or minimise it. If the hazard can't be eliminated, it is entered on to the hazard register to be monitored and audited.

All permanent hazards are monitored, and audited monthly using the

hazard register (see "**Hazard Register and Audit**"). This is the responsibility of the principal.

Also see **Classroom Hazards** in the Emergency Planning section for a guide to minimising earthquake injury/damage in the classroom.

Hazard Register and Audit

The hazard register lists all the known hazards and the steps taken to control them. The monthly audit ensures that the hazard is still being controlled and also looks at the existing controls. The existing controls must be re-evaluated at least annually to check that they are still adequate.

The audit can be done using an audit form, or simply from the hazard register.

The principal is responsible for the audit but may delegate areas as appropriate.

The Ministry of Education website contains a Hazard Register section where you can download a hazard register for an area of the school, or a blank template to customise.

Current active hazard registers are maintained by the Health and Safety committee and kept in the staff room. Staff members report hazards to the Health and Safety committee who ensures that all staff are kept aware of new and existing hazards.

Contractors Working at School

We are committed through our Health and Safety policy to provide a safe and healthy environment for students, staff and visitors, including contractors.

It is the school's responsibility to take all practicable steps to ensure contractors' safety during their contracted work. Good practice suggests that the school principal or caretaker should meet any contractor before any work is started, and brief them on relevant health and safety information, including:

- hazards that exist in the school where they are working
- school rules about health and safety
- emergency procedures and first aid facilities
- procedures for reporting any new hazards that may be identified.

Contractors are responsible for complying with their relevant Health and Safety legislation, and for recording and reporting any accidents that harm themselves or any other person.

Contractors should plan work activities and inform the school of:

- any hazards that arise from the work they are doing
- safety procedures for other people who may be affected by that work, including the public

- safety equipment that may be necessary.

Staff Working Alone Outside School Hours

Staff working alone are expected to take sensible safety precautions, including the following:

- lock yourselves in
- carry a cellphone
- inform someone of your intention to be at school.

Comply with the requirements of your school's **security policy** (see "**School Security**").

Stress in the Workplace

The Health & Safety in employment legislation recognises workplace stress as a hazard. This policy enables us to:

- identify the stressors in our workplace
- provide procedures for identifying and managing risk factors
- educate staff members about stress
- ensure that the employer and employee jointly accept responsibility for stress management.

Stress describes our physical and emotional response to a demand or 'stressor' in our environment. It is a natural occurrence in life and everyday stress is necessary for growth and development. Individuals react to different amounts of stress and respond in a variety of ways. Feeling stressed for any length of time can have a very negative impact on an individual, and consequently, the organisation they work in.

At school, working together to develop a healthy work environment that minimises workplace stress has far reaching and positive results.

If a staff member attributes stress to the workplace they must provide the principal with detailed information regarding the diagnosis, symptoms, or prognosis. The principal will work with the staff member to develop an appropriate stress management action plan.

Should the board of trustees be asked to consider leave, then they will act in good faith on the basis of information and advice available at the time its decisions are made, and in the best interests of all students, parents and staff.

The Occupational Safety and Health website has a comprehensive booklet about stress in the workplace with tips for identifying and managing workplace stress.

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Harassment

Schools are required to provide a safe physical and emotional environment. Harassment, including sexual and racial harassment, is any behaviour that is ongoing or repeated, and is embarrassing, intimidating, intrusive or offensive to the receiver. It is not tolerated at Waimairi School. Any student, member of staff, or volunteer, who feels that they are suffering harassment, should follow the **complaints procedure** (see "**Harassment Complaints Procedure**").

The school's harassment policy enables us to:

- work towards a safe and effective learning environment where staff and students are free from harassment
- provide educational programmes which promote positive attitudes to racial and other differences, and to the bi-cultural heritage of New Zealand
- educate and inform the school community about what is acceptable, and what is unacceptable behaviour
- follow appropriate and proper procedures to handle complaints of harassment
- meet the requirements of the Human Rights Commission and employment legislation.

Note: If a complainant feels that their complaint is not dealt with or followed up satisfactorily, they may have grounds to take a **Personal Grievance** procedure against the school.

Also see **Bullying**.

Relevant Legislation:

Human Rights Act, 1993

Crimes Act, 1961

Employment Relations Act, 2000

Definitions of Harassment

Harassment is any unwanted comment, conduct or gesture directed toward an individual or a group of individuals which is insulting, intimidating, humiliating, malicious, degrading or offensive, and is either repeated or an isolated incident which is so significant that it adversely affects someone's performance, contribution or work environment. Harassment is a form of discrimination.

Sexual Harassment

Sexual harassment is broadly defined as the unwanted imposition of sexual behaviour. Any verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- it is unsolicited, unwelcome or repeated

- submission to such conduct is implicitly or explicitly a term or condition of an individual's employment
- submission to such conduct is implicitly or explicitly a term or condition for decisions which would affect promotion, course completion, salary, or any other job, working or studying condition
- such behaviour creates an intimidating, hostile or offensive work environment for one or more employees or students.

Examples of sexual harassment:

- sexual jokes
- offensive telephone calls
- displays of obscene or pornographic photographs, pictures, posters, reading material
- offensive email messages, screensavers or computer graphics
- sexual propositions or repeated requests for dates
- physical contact such as patting, pinching or touching in a sexual way
- unnecessary familiarity such as deliberately brushing against a person
- uninvited kisses or embraces
- unwelcome and uncalled for remarks or innuendo about a person's private life
- wolf whistles, cat calls, obscene gestures
- stalking
- indecent exposure.

Racial Harassment

Racial harassment is behaviour and/or practices that exclude students, staff or parents from participating in the activities of the school on the basis of race. Racial harassment is broadly defined as the use of language (whether written or spoken) or visual material, or physical behaviour that:

- expresses hostility against, or brings into contempt or ridicule, any other person on the ground of the colour, race, or ethnic or national origins of that person
- is hurtful or offensive to that person
- is either repeated, or of such a significant nature, that it has a detrimental effect on that person.

Examples of racial harassment:

- racist jokes
- graffiti
- verbal abuse
- unwanted nicknames
- posters, cartoons, etc.
- violence
- comments or behaviour suggesting one race is inferior
- shunning a person because of their race
- wearing racist badges or insignia.

Harassment Complaints Procedure

Many harassment complaints can be resolved informally through confronting the person responsible, explaining that their behaviour is offensive and seeking an assurance that it will stop.

If the harassment is very serious, or continues after an initial confrontation about it, the person being harassed should report it to one of the following:

- the school management, as a **formal complaint**
- the police, if the harassment involves sexual or physical assault
- the Human Rights Commission, if the complainant doesn't want to complain to the school management, or is not satisfied with the result of an internal investigation.

Note: strict confidentiality must be maintained in both informal and formal management of a harassment complaint to avoid victimisation, humiliation, and **defamation** (

Note: Any person can make a direct referral to the Police, or Child, Youth and Family, if they believe a child is being abused.

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Defamation

A complaint of harassment is potentially very damaging to a person's character or reputation. Anyone involved in a harassment complaint must maintain strict confidentiality and only discuss the complaint with those responsible for dealing with it.

One person can sue another for defamation if they believe that they made a false statement likely to expose them to contempt, hatred or ridicule and which injures their reputation. It only needs to be a statement made by one person to another.

Sometimes, the first reaction of a respondent accused of harassment is to threaten to sue for defamation. It is **not** defamatory for the complainant to confront the alleged harasser directly and in private, or to send them a private letter outlining the offensive behaviour. It is **not** defamation if the complaint is made honestly, and only to those responsible for dealing with it.

There may be a case for defamation if a complainant speaks to anyone other than the alleged harasser, or those with a genuine need to know.

Personal Grievance

An employee who is being sexually harassed at work has the right to take a personal grievance against their employer under the Employment Relations Act 2000.

A personal grievance must be made within 90 days of the alleged harassment.

The employer may be liable for harassment of a staff member by the

employer personally, a representative of the employer, a co-worker, or student (customer) of the employer.

If the personal grievance is not settled in discussions with the employer, the grievance may be referred to mediation provided by the Employment Relations Service or Employment Relations Authority.

The Employment Relations Act sets out the awards that may be made by the Employment Relations Authority or Court. These can include:

- compensation of money lost by the employee as a result of the grievance
- compensation for pain and humiliation, and other loss of benefit
- a recommendation to the employer concerning possible actions regarding the behaviour of the harasser, for example, disciplinary or rehabilitative action.

Relevant Legislation:

Employment Relations Act, 2000

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Abuse Reporting

*Waimairi School is committed to the care and protection of its students. Staff must be receptive and sensitive to students so that students feel listened to and believed. Staff members are trained triennially to recognise the **definitions and symptoms** (see "**Definitions and Indicators of Child Abuse/Neglect**" of neglect, and physical, sexual, and emotional abuse of children.*

The Vulnerable Children's Act, defines child abuse as the harming (whether physically, emotionally or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person.

The Act states that any person who suspects that any child or young person has been, or is likely to be, harmed (physically, emotionally, or sexually), ill-treated, abused, neglected, or deprived, must be report the matter to a social worker or a member of the police.

Unless the information was disclosed or supplied in bad faith, the person making the disclosure cannot be prosecuted.

If you believe a student is being abused, act immediately to ensure their safety.

- *Listen to the student and reassure them, but do not make any promises or commitments.*
- *Ensure that any information or disclosures made by the student are*

written down.

- Ensure that there is a responsible adult at the school who is available to the student throughout the investigation, and afterwards.
- Do not formally interview the student. Only obtain necessary and relevant facts. If clarification is needed, write down exactly what the student says.
- It is recommended, but not mandatory, to inform the principal (or acting principal) and agree on an appropriate course of action.
- Make a referral to Child Youth and Family (by calling their national call centre 0508 326 459), or the Police.

National Call Centre (for all referrals): 0508 326 459

Fax 09 914 1211

Private Bag 78907 Auckland

- After making the referral get support for yourself from appropriate persons, if needed.

Note: Any person can make a direct referral to the Police, or Child, Youth and Family, if they believe a child is being abused.

Definitions and Indicators of Child Abuse/Neglect

	<i>Definition</i>	<i>Possible Indicators (look for clusters of symptoms)</i>
<i>Neglect</i>	<i>Failure to provide a child's basic needs. The child is not given adequate food, clothing, shelter, medical attention or supervision.</i>	<ul style="list-style-type: none">• <i>unsuitable clothing for weather</i>• <i>being dirty or unbathed</i>• <i>extreme hunger</i>• <i>apparent lack of supervision</i>
<i>Physical Abuse</i>	<i>Any non-accidental physical injury to a child.</i>	<ul style="list-style-type: none">• <i>unexplained burns, cuts, bruises, or welts in the shape of an object</i>• <i>anti-social behavior</i>• <i>problems in school</i>• <i>fear of adults</i>• <i>drug or alcohol abuse</i>

		<ul style="list-style-type: none"> • <i>self-destructive or suicidal behavior</i> • <i>depression or poor self-image</i>
<i>Emotional Neglect/Abuse</i>	<p><i>(This is very hard to define and detect). Neglect is a lack of emotional support and love, such as not attending to a child's need for affection, or providing necessary psychological care. Abuse may involve ignoring or rejecting the child, failing to praise or positively reinforce the child, yelling and screaming, belittling, using derogatory names, criticising, and threatening or frightening the child.</i></p>	<ul style="list-style-type: none"> • <i>apathy</i> • <i>depression</i> • <i>hostility</i> • <i>lack of concentration</i> • <i>eating disorders</i>
<i>Sexual Abuse</i>	<p><i>Any sexual act between an adult and a child. This can range from touching, through to penetration or even the death of the victim. Enticing children to pornography, and violating their privacy are also considered abuse.</i></p>	<ul style="list-style-type: none"> • <i>inappropriate interest in or knowledge of sexual acts</i> • <i>avoidance of things related to sexuality, or rejection of own genitals or bodies</i> • <i>physical injury or illness</i> • <i>nightmares and bed wetting</i> • <i>drastic changes in appetite</i> • <i>overcompliance or excessive aggression</i> • <i>fear of a particular</i>

		<p><i>person or family member</i></p> <ul style="list-style-type: none"> • <i>withdrawal</i> • <i>sudden fear of the dark</i> • <i>extreme fear of being left alone</i> • <i>secretiveness</i> • <i>loss of memory</i> • <i>depression</i> • <i>suicidal behavior</i> • <i>eating disorders</i> • <i>self-injury</i>
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Behaviour Management

All schools have discipline issues from time to time. Managing behaviour relies on consistently applying both a formal plan and strategies to promote positive student behaviour.

Individual programmes and strategies for difficult students are devised with parents and staff, and outside agencies if necessary, and these students are dealt with outside the **formal plan**. Teachers maintain positive classroom climates and relationships with pupils.

- The school consistently applies a **formal plan** in cases of unacceptable behaviour.

In cases of extreme and persistent behaviour, the school actions the procedures outlined by the Ministry of Education for the **stand-down, suspension, or exclusion** (see "**Stand-down, Suspension, and Exclusion Procedures**" of pupils.

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suspension, or exclusion

Formal Discipline Plan

We have a Positive Reinforcement System which allows us to identify and commend students with good behaviour.

As a first choice, teachers use positive strategies in their classrooms to rectify problem behaviour. Teachers may develop their own strategies and consequences for minor problem behaviour without invoking the formal discipline plan.

The formal discipline plan is administered by the principal and consistently applied in all cases of unacceptable behaviour, including bullying.

Step 1:	The student is given a warning and this is recorded.
Step 2:	The student has to stay in a restricted area for two days, and their parent/s are contacted.
Step 3:	The student has to stay in a restricted area for three days, and their parent/s are contacted.
Step 4:	The student has to stay in a restricted area for five days, and their parent/s are contacted to come in for an interview.

The parents of any victim are informed about the incident and of outcomes arising from the discipline plan.

The sanctions apply for behaviour over a ten week period starting with the first incident.

Stand-down, Suspension, and Exclusion

All New Zealanders between the ages of 5 and 19 have the right to a free education under section 3 of the Education Act, 1989. Between the ages of 6 and 16 it is compulsory for students to attend school.

From time to time it is necessary to stand down or suspend a student from school for his/her own safety and/or to enable other students to pursue their education without severe and/or repeated interruption from another student. A student so stood down or suspended continues to have a right to an education and is required to attend until the age of 16.

These definitions are taken from the Ministry of Education website:

Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more

than five school days in a term or ten school days in a year.

Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. Following a suspension, the board may decide to:

- lift the suspension without conditions
- lift the suspension with reasonable conditions
- extend the suspension with reasonable conditions for a reasonable period
- exclude or expel the student.

Exclusion means the formal removal of a student aged under 16 from the school.

The principal is usually the person with the delegated authority to stand-down or suspend a student.

The principles of natural justice must be applied to any process leading to stand down or suspend a student. There must be sufficient grounds to warrant any stand-down or suspension, and the rights of the student and any parent/caregiver must be recognised throughout the process.

There is a clear procedure which must be followed. See Guidelines for Principals and Boards of Trustees on Stand-downs, Suspension, Exclusions and Expulsions on the Ministry of Education web site for comprehensive information and resources.

Reviewed August 2012

Reviewed August 2015

Next review August 2017

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Bullying

Bullying is a form of harassment, and usually refers to intimidatory behaviour between school students, but may involve staff. It is deliberate, hurtful behaviour that is often repeated, or continues over a period of time. It is difficult for those being bullied to defend themselves.

All members of the school, including students themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening. Students should be encouraged to tell about bullying to a contact person/staff member.

Student bullying is dealt with through the school's **behaviour plan** (see "**Behaviour Management**").

Note: If the bullying involves staff and students, follow the **Harassment**

procedure (see "**Harassment Complaints Procedure**").

The school's bullying policy enables us to:

- identify bullying/intimidating behaviour
- prevent bullying behaviour within the school
- provide guidelines for dealing with bullying
- maintain a zero tolerance for bullying.

Examples of bullying behaviours include:

- Physical, for example, hitting, kicking, taking belongings
- Verbal, for example, name calling, insults, racist remarks
- Indirect/Emotional, for example, spreading nasty stories, excluding from groups, threats, standover tactics.

These behaviours are usually ongoing and repeated.

Visit the following sites for advice, information, and resources for tackling bullying, including text bullying:

- NetSafe
- Team-up

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General Safety Information

Missing Students

Occasionally, a child will leave the school without permission. If a child should disappear, the following steps are actioned immediately:

1. The office is informed of the disappearance.
2. All available staff are mobilised to search the school for several minutes, and visual checks are made at each of the school exits.
3. If the child is still missing, some staff leave the school and begin combing the local area, while the rest of the staff continue to search the school. The child's parents are informed of the situation.
4. After ten minutes, the police are called to assist.

Parents are always informed if a child leaves the school property.

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Playground Supervision

The purpose of duty at break times is to ensure that the play environment is physically and emotionally safe for all students at all times.

The duty teacher must deal with issues raised by students while on duty. Students need to feel that their complaints and concerns will be taken

seriously, and that they will not be refused support.

The deputy principal administers playground duty. A rostered timetable is displayed in the staffroom and issued to each teacher and teacher aide at the start of the year, and updated as required.

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Road Patrol

The NZ police and school work together to create the School Traffic Safety Teams which are run by students and supervised by adults. See the police School Traffic Safety Team Manual for comprehensive information about setting up and running a school traffic safety team. The booklet includes a traffic infringement notice and sample letters and contracts about traffic safety

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Sun Protection

New Zealand and Australia have the highest melanoma rates in the world. Episodes of sunburn (even just one), caused by excessive exposure to ultraviolet radiation (UVR) in childhood and adolescence, have been shown to cause skin damage and to increase the risk of melanoma and other skin cancers later in life. As most of a person's sun exposure occurs during their childhood, it's important that effective sun protection begins then too.

Our sun protection policy, **which applies only during Terms 1 and 4**, has two main aims:

- to protect our students and staff from excessive exposure to the sun's UVR while they are at school
- to educate the whole school community about the harmful effects of excessive exposure to the sun's UVR, and how to keep themselves safe.

During Terms 1 and 4, between 11 am and 4 pm, the school models "sun safe" practices and ensures that staff and students take the following steps to protect themselves. The staff:

- encourage children to protect themselves with broad spectrum SPF30+ sunscreen and by sitting/playing in the shade where possible.
- model appropriate sun safe behaviour when they are outside and involved in school activities, by wearing hats, and making use of shade whenever possible. Parents are also encouraged to wear sunhats and be positive role models when picking up children or participating in

school activities.

- recommend the use of t-shirts and rash vests or suits when students are at risk of extended exposure, such as during swimming or picnics.
- encourage children to wear clothing that protects the skin from the sun (for example, shirts with sleeves and collars).
- try to schedule outdoor activities to minimise exposure to the sun during the summer.
- include sun protection in the risk management plan developed for EOTC activities.

The school educates the whole school community by:

- providing information about skin cancer and its health risk in class programmes every year (www.sunsmartschools.co.nz).
- alerting caregivers and the community to the health problem of excessive UVR by posters, pamphlets, and information in school newsletters.
- informing enrolling parents of the school's Sun Protection policy.

The board of trustees:

- includes shade creation as a priority for its property planning.
- ensures ongoing assessment of SunSmart behaviour, shade provision, and curriculum emphasis.
- reviews the Sun Protection policy with the staff and parents at least every 3 years.

What about Terms 2 and 3?

Note: There are benefits from sun exposure, including Vitamin D absorption which is important for the development of healthy bones, muscles, and teeth. During Terms 2 and 3, students should not wear hats or sunscreen, or stay in the shade. They should be encouraged to actively enjoy the sun.

Reviewed after staff & community consultation by BOT 29/11/10.

Reviewed November 2013, 2015

Next review due Term 4 2018

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Civil Defence

The school is a sector post for Civil Defence. The school makes every effort to work co-operatively with Civil Defence authorities, recognising that a disaster could strike at any time, and that systems must be in place for such an event.

The red Civil Defence kit is stored in the library.

Civil Defence is offered access to the school for planned exercises and training. They identify a Sector Warden, who is issued with a key to access the administration area, the library, and the school hall. They are also

supplied with a security access code, and the monitoring company is informed.

Civil Defence is expected to maintain the security of the school following any use.

The Waimairi School Board of Trustees will ensure compliance with all relevant sections of the National Civil Defence Emergency Management Plan (2015) <http://www.civildefence.govt.nz/assets/guide-to-the-national-cdem-plan/Guide-to-the-National-CDEM-Plan-2015.pdf>

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Damage to School Property

Children are encouraged to view school property as their own while at school, but at the same time to treat it with care and respect. If anything is broken or damaged, it must be reported to the principal as soon as possible. The principal is responsible for repairing accidental and deliberate damage that occurs during school hours, and can report acts of vandalism to the police.

All vandalism or damage is reported to the principal who takes the appropriate action.

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Swimming Pool

The swimming pool compound must meet all legislative requirements, and the pool rules and common sense observed to minimise the risk of accident or injury at the pool.

The board of trustees is responsible for ensuring that the school pool rules are clearly displayed in the pool area.

Outside of school hours, the board of trustees is not responsible for any harm to pool users provided that when the pool and surroundings is made available to the public, the board complies with the provisions of this policy.

The School Swimming Pool policy enables us to:

- ***maintain and manage the pool*** (see "***Swimming Pool Management and Maintenance***")
- provide ***guidelines for use of the pool*** (see "***Guidelines for Pool Use***")
- set out ***rules for the use of the pool*** (see "***Swimming Pool Rules***").

A swimming pool first aid kit is available within the compound during the swimming season and available to all pool users at all times. In addition to a

standard first aid kit it may contain resuscitation masks and a foil blanket. A note is clearly displayed requiring any use of the kit to be reported to the school office, so that stocks can be topped up and injuries recorded in the first aid log.

Community Use of the School Pool

The school pool is available for use by the community during the following hours:

On school days: between 4:15 and 8 pm, unless the pool is being used for swimming lessons or the occasional school event.

During the holidays and weekends: between 8 am and 8 pm.

Anyone who wishes to use the pool must apply to the office for a swipe card. Cards are available to parents/caregivers of the school's students, and to other responsible adults in the community who are approved by the pool committee. The cards remain the property of the school board and may not be passed on to other people.

Before being issued with a card, the person must sign a pool use contract which sets out the responsibilities of the keyholder.

Swimming Pool Management and Maintenance

The pool is fenced and maintained to meet New Zealand standards and legislation.

- Each year the board of trustees property committee ensures that a full risk management and safety assessment of the pool compound is completed as part of the annual Health and Safety Review and reported to the board.
- The operation and maintenance of mechanical equipment meets NZS 4441:1985, and the water is maintained to comply with NZS 5826:2000.
- The school caretaker has been trained in water treatment to meet NZQA Unit Standard 16252 in swimming pool water quality, and to supervise water treatment every three hours when the pool is in use.
- The school caretaker is responsible for water quality and treatment during the school year. The Pool Committee takes over this responsibility during the school holidays.
- Microbiological monitoring is completed monthly.
- Pool chemicals are always kept locked securely away.

An emergency contact number for the caretaker is displayed at the pool.

Relevant Legislation and Resources:

Fencing of Swimming Pools Act, 1987

Building Act, 1991

Health and Safety in Employment Act, 1992

Water Quality Standard NZS5826:2000

Water Safety Signs Standard 8690:2003

Health and Safety in Schools 2003 - Guidelines to the Health and Safety in Employment Act

www.poolsafe.org.nz

Reviewed November 2015

Next review due Term 4 2017

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Alcohol/Drugs and Other Harmful Substances

Waimairi School is committed to a safe and healthy environment for students and staff. This policy refers to alcohol, illegal drugs, prescription drugs, and solvents.

It is not acceptable for students to supply, consume or be under the influence of alcohol, illegal drugs, solvents, or other harmful substances on school premises, or while travelling to and from school, or while taking part in any activity organised by the school or on behalf of the school.

Staff will not consume or be under the influence of alcohol, illegal drugs, solvents, or other harmful substances when the school is open for instruction or they have responsibility for students, including EOTC activities. See ***Education Outside the Classroom*** (see "***Supervision***").

Other adults supervising students taking part in any activity organised by, or on behalf of, the school are also bound by this policy.

Students or staff using medication that may impair their ability to function normally should not be at school. Prescription medicine required at school by students is managed under the school's ***Medicines*** (on page 95) procedure.

Relevant Legislation:

Crimes Act, 1961

Health and Safety in Employment, 1992

Breaches of the Alcohol/Drugs Policy

No student should be using, possessing, or under the influence of harmful drugs, alcohol or solvents at any time while under the school's jurisdiction. If a teacher believes that a student is breaching this policy, the student will be referred to the principal and dealt with under the school's ***behaviour management procedure*** (see "***Behaviour Management***"). Parents and caregivers will be notified, as well as the appropriate authorities.

The school will offer offending students appropriate support and guidance, negotiated with the family/guardian.

A breach of this policy by a staff member will be referred to the Employment and Personnel Committee. A breach of this policy by any other person will be considered on a case-by-case basis by the board.

Alcohol on School Property

Alcohol will not be consumed on school property when the school is open for instruction.

The school sometimes runs and hosts social events where the consumption of alcohol on school property may be appropriate. With the prior approval of the principal, alcohol may be consumed by staff and invited guests at least half an hour after school closing when no students are present.

Organisers of functions on school property must send a written request to the board if they wish to serve alcohol at the function. The organisers must have this consent before any alcohol is served.

The board will consider:

- the nature and purpose of the event
- the location of the event (on or off-school site)
- the nature and level of supervision
- the aims and purposes of the alcohol policy, and **host responsibility**.
- the need for the organisers to apply for a Special Licence, if alcohol is to be sold or supplied.

Contact the local District Licensing Agency at City Council.

Alcohol Host Responsibility

The overall responsibility for the implementation and supervision of this policy rests with the manager in charge of the occasion. At any school event that involves alcohol being served, a person is designated to ensure that the policy is adhered to.

If alcohol is served at a function, the following points must be observed:

- Food must be available, and in sufficient quantities to last throughout the function.
- A range of alternative drinks, including low alcohol and alcohol-free beverages must be available for the duration of the event.
- Practices that encourage intoxication are not acceptable, and anyone who becomes drunk will not be served further alcohol. If someone does become drunk, every effort will be made to protect their safety both at the event and afterwards.
- Staff members and guests who are under the age of 18 years will not

be supplied with alcohol.

- Provision must be made to ensure that guests do not drive if they are near, or over, the legal limit.

Reviewed Term 1 2016

Next review due Term 1 2019

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Cybersafety

Technology has an increasing role in teaching and learning, in running our workplaces, and in our daily lives. We value our internet facilities and ICT equipment and the benefits they bring us in learning outcomes and the effective operation of the school. We also acknowledge that as well as benefits, the technology brings some risks to users by facilitating anti-social, inappropriate, and even illegal, material and activities.

In keeping with our **Health, Safety, and Welfare policy** (see "**NAG 5: Health, Safety, and Welfare**"), we maintain comprehensive cybersafety policies and procedures to guide our use of the internet, mobile phones, and other ICT devices and equipment. These include filing signed cybersafety agreements for staff and students. The cybersafety policy allows us to maintain a cybersafe school environment, by:

- educating students and the school community about the safe and responsible use of information and communication technologies
- allowing for professional development and training for staff
- setting clear guidelines about acceptable and unacceptable use of the technology
- following clear guidelines about **publishing student information** online
- having a **clear process** (see "**Formal Complaint**") for dealing with breaches of the policy or agreements
- ensuring that all members of the school community understand the policy, and commit to it by signing the appropriate Use Agreement.

The policy applies to every member of the school community authorised to use the ICT equipment, including staff, students, volunteers, trainees, contractors, special visitors, and board members. It applies to ICT devices/equipment owned or leased by the school and also those privately owned. It applies whether the ICT equipment is used at the school, or any other location for a school based activity. This includes off-site access to the school network.

ICT equipment includes computers, storage devices, cameras, mobile phones, gaming consoles, video/audio devices, whether owned by the

school, or privately.

The school maintains the right to monitor, access, and review ICT use, including email use; and to audit at any time material on the school's equipment. The school may also ask to audit privately owned ICT devices/equipment used on the school site or at any school related activity.

The school upholds its information privacy principles with the **privacy guidelines** in the Privacy policy.

The safety of children is of paramount concern. Any apparent breach of cybersafety will be taken seriously. The response to individual incidents involving staff will follow the school's procedures which detail how to **Investigate a Formal Complaint or Serious Allegation** . In serious incidents, advice will be sought from an appropriate source, such NetSafe, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.

The school's cybersafety practices are based on information contained in the latest version of the NetSafe® Kit for Schools, which is endorsed by the New Zealand Ministry of Education as best practice for New Zealand schools. For more information, go to the NetSafe website.

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Privacy

The Privacy policy enables us to promote and protect the privacy of all individuals associated with the school, i.e., students, staff, parents and any others. The policy follows the key principles of the Privacy Act, 1993, which describe how we may collect, use, and store personal information. The Act also created the position of Privacy Commissioner to administer it. Among the many functions of the Privacy Commissioner's Office is that of investigating any alleged breaches of the Privacy Act.

Each school has a privacy officer who deals with requests for personal information, and who, if required, liaises with the Privacy Commissioner in any investigations. At this school the role belongs to the principal.

The policy gives us **guidelines** about:

- how we collect and store information

- what information we collect
- how we use and disclose information about individuals
- how individuals may access information relating to them that is held by the school
- how to manage the **rights of parents** (see "**Parents and the Privacy Act**") regarding information about their child.
-

Relevant Legislation:

Privacy Act, 1993

Official Information Act, 1982

Education Act, 1989

Children, Young Persons and their Families Act, 1989

Privacy Guidelines

The Act is primarily concerned with good information handling practices, and is made up of information privacy principles. These principles are summarised in the following guidelines. The number in brackets after each guideline refers to the relevant information privacy principle.

Guidelines for collecting, using and storing personal information:

- When we collect information we make the purpose known, and only collect it:
- for purposes connected with the function of the school, and only when it is necessary to have this information
- directly from the person concerned, unless it is publicly available from elsewhere
- in as unobtrusive a manner as possible. [1,3,4]
- In general, we collect information directly from the person concerned unless it is publicly available from elsewhere or the person's interests are not prejudiced when we collect the information from elsewhere. [2]
- We have reasonable safeguards in place to protect information from loss, unauthorised access, use, or disclosure. These safeguards include the use of individual logins for computers, and lockable filing cabinets. [5]
- If an individual wants access to information we hold about them, we provide it. Individuals may request correction of this information or, when not corrected, that a record of the request is attached to the information. [6,7]
- We take reasonable steps to make sure personal information is correct, up to date, relevant and not misleading. [8]
- We only keep information for as long as it is needed, and for the purposes for which it was obtained. When a student moves to a new school and their records are requested, we cull the file and forward the remaining relevant information.[9]

- Information is only used for the purposes for which it was obtained except in certain circumstances (for example, for statistical purposes where the person's identity is not disclosed). [10]
- As a general rule, information about any person is not given to a third party without the person's knowledge, unless:
 - the information is already publicly available
 - it is being passed on in connection with a purpose for which it was obtained, for example, to the student's new school.
 - the right to privacy is over-ridden by other legislation
 - it is necessary for the protection of individual or public health and safety. [11]

For most purposes, the best guide is to use good sense and to treat information about people with great respect.

Parents and the Privacy Act

State and integrated schools must observe the Privacy Act, and also the Official Information Act, and the Education Act.

Under the Privacy Act, individuals are entitled to access personal information held about them. There is no age limit to this, children and young people have the same rights as everyone else. This means that parents have no automatic right to access all of the information the school may hold about their child.

Parents and guardians are entitled to access educational information, and are usually able to access other information if they request it, through the provisions of the Official Information Act. This act overrides the Privacy Act in most circumstances. In considering a request from a parent, the school must consider the following:

- Is it information that the parent has a right to, for instance, about their child's academic progress, or is it information the child has a right to keep private?
- Is the parent acting as the child's representative, or acting without the child's consent?
- Is the child of an age or maturity that allows them to decide to give consent or not?
- Is disclosure of the information a breach of the child's confidentiality?
- Is it in the child's best interest?
- Does other legislation affect the decision? For example, the Education Act, 1989, requires principals to tell parents about matters which are preventing or slowing a student's progress at school, or harming the student's relationships with teachers or other students.

In practice there are very few occasions when a school would be justified in withholding any information from a parent. One example of such a situation

might be a child at school who finally has confidence to confide in a counsellor who is trying to help the child and the child insists that the parents or (perhaps in a situation of abuse), a particular parent, are not to be told the child's information by the counsellor. A counsellor is required to respect and consider the wishes of the child.

When in doubt, seek advice. A good place to start is the Office of the Privacy Commissioner.

Note: in the case of separated parents, each parent is entitled to educational information about their child, for example, school reports. These should be provided unless there is a Court Order preventing it. It is the responsibility of the custodial parent to alert the school of any such Order.

Parents have no automatic right to request corrections of information held about their child. The school, however, is bound by the principles of the Privacy Act and one of them is to endeavour to keep information about a person up-to-date and correct. If a parent points out that information is incorrect, the school should correct it.

Parents are not entitled to information about other parents, or students who are not their own children.

Publishing Student Information

The school sometimes publishes students' photographs and work in the newsletter and/or online, and has an obligation to:

- protect students' privacy and safety in relation to information about them, or images of them, published by the school, and
- protect students' copyright in relation to the material they create.

Images of students and/or their work are published to recognise student achievement, report on learning to the school and wider community, and to promote the school.

The following guidelines help us to protect our students:

- The school seeks parents' written consent before their child's photo or work is published online. Parents give this consent at enrolment, or as needed if the child is already enrolled, by completing the Student Information Consent form. Parents can withdraw their consent at any time.
- The school takes special care with personal information about students, that is, information that identifies an individual. With consent, we share no more than a student's first name and/or photograph via the newsletter, or the wider online community via the school website.
- The school publishes photos and students' work that positively depict the student and school.
- The school seeks students' consent before publishing their work.
- As the author of a copyright work, a student has the right to be

identified when their work is exhibited in public, such as on the internet. At Waimairi School we prefer to identify the student by their first name and year at school only to protect their privacy. Requests for a child's full name to be published are considered by the privacy officer. If the school is aware of a special circumstance regarding a student's presence at the school, such as a court order preventing access to the child, any information that could identify the child is kept out of the website/newsletters.

Note: Parents are welcome to contact the school's privacy officer to discuss these issues.

Relevant Legislation:

Copyright Act, 1994

Privacy Act, 1993

Reviewed September 2014

Next Review September 2017

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Head Lice

Head lice infection is not a problem of schools but of the wider community. Parents have the primary responsibility for the identification, treatment and prevention of head lice in a family.

The school educates and reminds parents of their responsibilities for the prevention and treatment of head lice.

- When head lice are detected at school, the teacher contacts the school office and a notification and treatment information are sent home to the affected student/s.
- The Public Health Nurse does not undertake hair checks, but can provide a parent education meeting to discuss prevention, treatment and answer questions. The Public Health Nurse is also available to liaise with families individually at their homes. This is sourced through the school office or by ringing the Public Health Nurse directly.
- Information about head lice is distributed to families during epidemics.
- The school's health coordinator includes regular reminders in the school newsletter promoting family hair checks.

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Bicycles

The police recommend that no child under the age of ten should cycle to school unless accompanied by an adult.

- Students cycling to and from school are expected to observe the road rules - hand signals, looking behind, mounting/dismounting, keeping well left, etc.
- Each student must wear a Standards Approved cycle safety helmet and have a roadworthy bicycle.
- Students may not "double" other students to school
- Students must place their cycles in the cycle stands by the school boiler house

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Separated Parents, Custody and Guardianship

Parents are responsible for informing the school of their marital situation and custody and access arrangements. Any dispute over the rights of separated parents regarding their child's schooling, or access rights and communication, should be resolved by the parents, or through the Courts. It is not the principal's job to adjudicate.

Custody and Guardianship

Custody is the right to possession and care of a child.

A person with custody of a child, is the guardian of the child. This refers to parents living together, and to separated parents who share custody of a child. It is very rare for a person to lose guardianship, ask to see the court order authorising this, if it is claimed.

When parents separate, it is usual for one to be granted custody. Having sole custody doesn't give a parent sole control over the child's education. Guardians also have rights.

Increasingly, parents share custody and arrange between themselves for the day to day care of the child.

In the absence of formal custody arrangements, both separated parents retain custodial and guardianship rights.

A testamentary guardian is a person whose guardianship of a child has been appointed by will or deed.

Access

A care and custody order from the court states the right of one parent to physical possession and day to day care, and defines the access of the non-custodial parent.

Wardship

A child may be made a ward of court, i.e., placed under guardianship of the Court. Both parents retain guardianship and the child has three guardians. Court, as the child's guardian, decides the control and care arrangements of the child and can over-rule the rights of the parents.

CYPS may be appointed the sole guardian of child to the exclusion of the parents.

The Rights of the Guardian and the School

Both parents as guardians are entitled to:

- receive a copy of the child's reports
- discuss educational progress with the principal and teacher
- contribute to major educational decisions, for example, which school the child attends, special class admission, religious instruction, etc.

- participate in the Parent's Association and other school functions
- see normal school records.

The guardians themselves must take the initiative in exercising these rights.

Access Rights and the School

A non-custodial parent wishing to see their child during school hours should go to the office first. The principal only grants access during class hours if the care and custody order specifies that time for access. With older students, the wishes of that child are important and should be respected.

If the principal is suspicious about a person wanting to contact a child at school (for instance, doubt over identity, good faith, or legal rights) they should:

- contact the custodial parent and ascertain the person's right of access.
- ask to see the court order, or to contact the person's solicitor, if the person claims access under a court order. If the court order says "reasonable access", then the principal may refuse access until after school hours so that the running of the school is not unnecessarily disrupted, nor the child's schooling inhibited.
- deny unrestricted access to the child, especially if it is suspected the person may remove the child from school.
- supervise the meeting with the child in the principal's office.
- use professional judgement, having the welfare of the child as the paramount consideration.

The school considers it inappropriate for a non-custodial parent to send personal mail to a child at school. A pattern of mail should be queried by a teacher.

Surnames

Both guardians, not the custodial parent alone, determine the surname of a child. Where conflict arises, the school should note both names in all official records

Parents Access to Students During School Hours

The school wants to ensure as little disruption as possible to the school/class programme, and to the child's learning. Waimairi School expects parents to use common sense and limit disruption to teaching and learning by only making contact or visits during breaks and lunchtime if possible.

Non-custodial parents (see "**Access Rights and the School**") wishing to see their child during school hours should first approach the school office.

Visitors

At various times the school may have parents, tradespeople, and staff from support agencies visiting the school. The following guidelines ensure the safety of everyone on the school site.

- All visitors to the site, except the parents of presently enrolled children, are asked to report to the school office and state their business. **Non-custodial parents** (see "**Access Rights and the School**") must also report to the office
- All staff members monitor visitors to the school, and report any strange behaviour by adults on site to the administration.
- In the event of an evacuation, staff members carefully check each building to ensure that all rooms and spaces are empty.
- Required non teaching staff and contractors employed on site are cleared by **police vet** (see "**Vetting Requirements for Non Teachers**").

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NAG 6: Administration

The board of trustees complies with all general legislation concerning requirements such as:

- **attendance** (see "**Student Absence**")
- **enrolment**
- the length of the school day and **school year** (see "**Length of School Year**").

Board of Trustees

Among the responsibilities of the school's board of trustees is the **review of policies and procedures** (see "**NAG 2: Documentation and Self Review**").

Election of Trustees

This topic is in development.

Term of Office

A newly elected board takes office the day after the Annual Meeting of the old board, and stays in office until the next General Elections for trustees are held.

Board Meetings

This topic is in development.

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Student Absence

The Education Act, 1989, requires that all children six years old and over must attend school. The principal is accountable to the Ministry of Education for the daily attendance of all students listed on the school admission register.

Attendance Register

Attendance registers are official legal documents, audited regularly by the Ministry of Education. Teachers fill in the attendance registers every day, and make them available to the principal or senior teacher on request.

The principal must view and sign off the attendance registers every term. Registers are kept indefinitely by the school.

Sending Students Home/Early Release

No student may leave the school during school hours except by special arrangement, for example, a parent request (verbal or written) for the student to attend a medical appointment.

If a student becomes ill at school, follow the **procedure for sending sick students home** (see "**Sending Students Home**").

All teachers must comply with the standard bell time schedule. Students should be in a class supervision situation until they are formally released at the bell time.

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Enrolment

Each child must be enrolled at a registered school by the time they turn six. No child may be enrolled before they turn five. Because the school has an enrolment scheme, the student's usual place of residence must be in the zone, or the student offered a place through an out-of-zone ballot.

Any child is entitled to be enrolled unless they have been indefinitely suspended from another school. In this case, the board of trustees will meet and consider the individual case, and either accept or decline the enrolment.

If a parent wishes to enrol a child with physical disabilities, the school may need to obtain appropriate resources from the Ministry of Education to accommodate the child.

Parents are welcome to arrange an appointment to meet the principal.

Parents complete an enrolment form to provide the school with information for its database. The school completes the **enrolment process** (see "**Enrol a Student**"). The forms, and information booklets for new parents, are available from the main office or the principal.

When the student is enrolled, their relevant details are recorded in the Admissions Register.

New entrant five year olds are encouraged to visit school before enrolment to ensure a smooth transition to school.

The contacts new entrants before the child's fifth birthday and invites the parent to visit.

Whenever possible advance notification is given to class teachers of new enrolments to their class.

The contact person for preschool visits is the secretary in the first instance.
Relevant Legislation:

Education Act, 1989

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Records Retention

Waimairi School needs to keep records for certain periods of time to comply with legal requirements such as tax and education legislation. State and state integrated schools also have broader responsibilities to retain some school records for archival purposes. Schools cannot destroy or dispose of any school records without Archives New Zealand's authorisation. The School Records Retention/Disposal Schedule identifies the school records that can be discharged, destroyed or disposed of, and those which must eventually be sent to Archives New Zealand.

A retention/disposal schedule gives schools a clear process and authority about how long to keep school records, why they have to keep them, and what needs to happen to them when they are of no further use to the school. Waimairi School can save space and reduce administration costs by disposing of records as soon as they are no longer required. The schedule also allows records of long-term value to the school to be readily identified.

A records officer at Waimairi School has the responsibility for ensuring that the requirements of the Public Records Act are carried out, and that staff and Board members are aware of their responsibilities. At Waimairi School the records officer is .

The School Records Retention/Disposal Schedule is a variation of the Act, especially designed to meet the requirements of schools.

Note: The schedule on this site is an **abbreviated** version of the full schedule, which you can download from the MOE. The full schedule explains what schools should do if they are closing or merging with another school.

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Length of School Year

The number of half days state schools must be open for instruction each year is set by the Ministry of Education.

In special circumstances, such as extreme weather or disaster, schools may apply retrospectively to the Ministry for an reduction to this number of half-days.

See the Ministry's website for specific details of year length, term dates and holidays.

The Board is assured at each November meeting that the school will have been open in the current year for the statutory number of half days.

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Copyright

All staff are expected to follow the guidelines and provisions described on the Copyright in Schools website.

The site contains general copyright information and guidelines for specific issues or situations. Use this site to determine whether your copying meets New Zealand's legislative requirements.

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Parent Involvement

Parents may wish to support the school by spending time in school involved with class programmes, and on trips and camps outside the school. While this support is appreciated, each teacher has their own preference for the extent of this involvement. There are also privacy issues which need to be considered by anyone working in a school. The school reserves the right to decline offers of help at any time.

- Parents are welcome to offer their time and assistance.
- Parents are invited to help by the individual class teacher when the need exists.
- When there are more offers of help than required, teachers decline some of these offers.
- Parents are informed of their obligations and role as helpers within the classroom environment.
- Parents are reminded of the need to maintain confidentiality regarding other children observed at school.

It is therefore really important that parents are clear about what is and what is not expected of them, and this means that teachers will need to find time to explain those expectations carefully.

It is likely that parents working within the school will sometimes become aware of issues relating to individual families or specific children. Any issues or concerns about such children should be communicated immediately to the classroom teacher who should be able to reassure parent volunteers that the school is managing the situation.

If the parent continues to have concerns these should be raised with the principal. They must not be discussed with other parents.

Note parent volunteers must comply with the vetting processes as part of the school VCA processes.

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Uniform

Students are expected and encouraged to take a pride in their general appearance. The school uniform is:

Girls	Boys
Navy sweatshirt	Navy sweatshirt
Navy track pants	Navy track pants
Navy or red polo shirt	Navy or red polo shirt
Navy knit shorts (monogrammed)	Navy knit shorts (monogrammed)
Navy bike shorts	*Navy cotton drill short
Vest or polar fleece	Vest or polar fleece
Sun hat (available from the office)	Sun hat (available from the office)
*Blue and white gingham dress	
*Napier tartan pinafore (winter)	
*Alternative uniform options.	

Second hand uniform articles are available at school. These are advertised in the newsletter.

The only jewellery permitted at school is small stud earrings or sleepers.

The consequences of breaching the dress code are a verbal warning from senior staff for a minor breach, or a letter home for a more serious breach.

Travel Policy

Introduction

1. The Board agrees that it has a responsibility to ensure that travel expenditure incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
2. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
3. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

4. Principles

The Board agrees to ensure that:

- the travel expenditure is on the Board's business, and the School obtains an acceptable benefit from the travel when considered against the cost;
- expenses are reimbursed on an actual and reasonable basis; and
- staff that are required to travel on business do not suffer any negative financial effect.

Process for Making Travel Arrangements

1. Under no circumstances may any staff member approve their own travel.
2. All booking for international and domestic travel is to be conducted through the School's normal purchase procedures. This includes the booking of accommodation, flights and rental cars.

Travel within New Zealand

1. The justification for travel within New Zealand must be documented. It is to be transparent and must relate to a school need. Travel within New Zealand is to be authorised on a one-up basis (for example the Principal should authorise any travel by the Deputy Principal and the Board Chairperson should authorise any travel by the Principal).
2. All domestic air travel is to be economy class.

International Travel

1. All international travel should be authorised by the Board before it is commenced. A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the Board which will arise from the trip and an estimate of the costs of the trip. The Board will approve the travel in writing.
2. At the end of the trip overseas, the traveller must prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and the School of the trip.
3. Except where the flight time exceeds 10 hours, all international air travel is to be economy class.
4. Business class travel may be approved, where the Board considers appropriate, for travel more than 10 continuous hours in duration.
5. If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

Accommodation

1. Staff should opt for good but not superior accommodation, for example Qualmark 2 star accommodation and must be prepared to justify exceptions to this rule to the Board.
2. Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift. (Refer to Gift Policy)

Vehicles

1. When using rental cars, staff should opt for good but not superior model vehicles and should be prepared to justify any exceptions to this rule to the Board.
2. Use of private vehicles is to be approved on a one-up basis and reimbursement will be at the rate specified by the Inland Revenue Department.

Reimbursement of Expenses

1. The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as “the actual cost incurred in the particular circumstance, provided that it is a reasonable minimum charge”.
2. For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs. For example, a staff member would normally incur personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than that normally incurred.
3. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges

are to be paid separately by the travelling staff member.

4. All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis.
5. For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to ensure that GST can be reclaimed by the School.
6. Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.

Discretionary Travel Benefits

1. Travel benefits, including airpoints and loyalty scheme rewards/points (Flybuys, Global, etc), accrued from official travel are only to be used for subsequent travel on behalf of the School. They should not be redeemed for personal use.
2. Staff must travel by the most direct route unless scheduling dictates otherwise.
3. The School will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the School did in no way incur additional expenditure.

Approval

1. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
2. 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 online School Policy Manual, copies which shall be available to all staff. The online 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.

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Implemented September 2011.
Reviewed September 2015
Next Review date September 2018

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Use of the School Hall

The hall is largely reserved for use by the school community. Some bookings may be possible.

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