

# Henderson North School

## Policies and Procedures Manual

### 2019



# TABLE OF CONTENTS

---

**INTRODUCTION..... 3**

**STUDENT ACHIEVEMENT POLICY..... 4**

CURRICULUM DELIVERY & CONTENT GUIDELINES..... 5

ASSESSMENT AND EVALUATION GUIDELINES ..... 6

REPORTING GUIDELINES ..... 7

MAORI ACHIEVEMENT GUIDELINES..... 8

RELIGIOUS EDUCATION GUIDELINES ..... 9

E.O.T.C. GUIDELINES AND PROCEDURES ..... 10

GUIDELINES FOR CHILDREN WITH SPECIAL NEEDS ..... 11

**GOOD EMPLOYER POLICY..... 12**

APPOINTMENTS PROCEDURES ..... 13

POLICE VETTING GUIDELINES..... 14

STAFF APPRAISAL GUIDELINES ..... 15

STAFF PROFESSIONAL DEVELOPMENT GUIDELINES..... 16

CLASSROOM RELEASE TIME GUIDELINES..... 17

STAFF LEAVE GUIDELINES..... 18

COMPLAINTS PROCEDURES..... 19

PROTECTED DISCLOSURES PROCEDURES ..... 22

SEXUAL HARASSMENT PROCEDURES..... 25

**HEALTH AND SAFETY POLICY..... 26**

HEALTH AND SAFETY OF CHILDREN GUIDELINES AND PROCEDURES..... 27

BEHAVIOUR MANAGEMENT GUIDELINES..... 28

GUARDIANSHIP GUIDELINES ..... 30

GUIDELINES FOR MANAGING CONTRACTORS AND SUB-CONTRACTORS..... 32

PRIVACY GUIDELINES AND PROCEDURES ..... 32

FIRST AID PROCEDURES..... 35

**ADMINISTRATION OF MEDICATION PROCEDURE..... 36**

**GUIDELINES AND PROCEDURES FOR DEALING WITH THE EFFECTS OF HIV/AIDS  
AND OTHER BLOOD-BORNE VIRUSES ..... 37**

**FOOD AND NUTRITION GUIDELINES ..... 38**

**SMOKE-FREE GUIDELINES..... 39**

**SUNSAFE GUIDELINES..... 40**

**GUIDELINES FOR SAFE USE OF THE SWIMMING POOL..... 41**

**SAFE PLAYGROUND EQUIPMENT GUIDELINES..... 42**

**GUIDELINES FOR MANAGING LIVE SPECIMENS..... 43**

**VOLCANIC ERUPTION AND EVACUATION RESPONSE PROCEDURES ..... 44**

**RESOURCE MANAGEMENT POLICY..... 44**

**INTERNAL CONTROL OF FINANCE PROCEDURES ..... 46**

**THEFT AND FRAUD PREVENTION PROCEDURES ..... 48**

**COPYRIGHT AND LICENCES GUIDELINES ..... 52**

**ADMINISTRATION POLICY..... 54**

**GOVERNANCE GUIDELINES..... 55**

**ENROLMENT GUIDELINES ..... 57**

**STAFFING GUIDELINES..... 58**

**COMMUNITY PARTNERSHIP AND CONSULTATION GUIDELINES..... 59**

**TREATY OF WAITANGI ..... 60**

**ATTENDANCE RECORD-KEEPING PROCEDURES ..... 61**

**GENERAL ADMINISTRATION GUIDELINES & PROCEDURES..... 65**

**SCHOOL UNIFORM GUIDELINES ..... 66**

**SUPPORTING DOCUMENTATION..... 68**

## INTRODUCTION

This manual is the guiding document for Henderson North Primary School. As such it contains all the policies and related procedures and guidelines required to meet National Administration Guidelines and legislative requirements.

Using the Five Policies approach, each policy is followed by the related procedures and /or guidelines. Where necessary some information is contained in appendices and these are listed at the end of the document.

**The Five Policies are:**

| <b>Policy Name</b>  | <b>Ministry Compliance</b>  | <b>Relevant Legislation</b>  |
|---------------------|---|--|
| Student Achievement | National Administration Guideline 1<br><br>National Education Guidelines 2 & 3  | <ul style="list-style-type: none"> <li>• The Education Act 1989</li> </ul>   |
| Good Employer       | National Administration Guideline 3   | <ul style="list-style-type: none"> <li>• Health and Safety In Education Act 1992</li> <li>• State Sector Act 1988</li> <li>• Privacy Act</li> </ul>  |
| Health and Safety   | National Administration Guidelines 1 & 5<br><br>Ministry of Education’s Health and Safety Code of Practice for State Integrated Primary, Composite and Secondary Schools. | <ul style="list-style-type: none"> <li>• Health and Safety In Education Act 1992</li> <li>• The Health and Safety in Employment Amendment Act 2002</li> <li>• Human Rights Act 1993</li> <li>• Privacy Act 1993</li> <li>• The Smoke-Free Environments Act</li> <li>• The Accident Rehabilitation and Compensation and Insurance Act 1992</li> <li>• NZ Standard for Playground Equipment</li> <li>• The Fire Safety and Evacuation of Buildings Regulations 2006</li> </ul> |
| Resources           | National Administration Guideline 4   | <ul style="list-style-type: none"> <li>• Public Finance Act 1989</li> <li>• Education Act 1989</li> </ul>  |
| Administration      | National Administration Guideline 6   |  |

# STUDENT ACHIEVEMENT POLICY

## **PURPOSE**

To ensure that Henderson North has quality procedures and guidelines in place that are in alignment with our Charter and which acknowledge that improving learning outcomes for our students is the core business of the school.

Specifically, student achievement will be shown to reflect our mission statement, this will include the national standards data to be sent to the Ministry of Education in the annual report.

*To provide a Quality School with a caring environment which promotes learning through a balanced curriculum and opportunities for children and teachers to reach their full potential.*

## **GUIDELINES**

In order to ensure ongoing focus on student achievement, Henderson North will have the following documents in place:

- The Charter which shows how the school will meet national and school priorities, with long term and annual goals and achievement targets for students
- Curriculum Delivery Guidelines
- Curriculum Content Guidelines
- Assessment and Evaluation Guidelines
- Reporting Guidelines
- Maori Achievement Guidelines
- Religious Education Guidelines
- E.O.T.C Guidelines and Procedures
- Guidelines for Children with Special Needs
- Board Effectiveness Review Guidelines

## **REVIEW**

This policy is on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## CURRICULUM DELIVERY & CONTENT GUIDELINES

### GUIDELINES

1. As a Quality School, Henderson North School will deliver the New Zealand Curriculum to enhance students' learning and to provide for the continuous development of skills and understandings.
2. These guidelines are to be read in conjunction with the **Curriculum Map**, a document prepared in consultation with the school's board of trustees, staff, parents and pupils. This document defines curriculum and has relevant information on delivery, content, assessment, reporting and review.
3. All learning will take place in a caring, child-centred environment and students will experience success, develop a positive self-concept and accept each other through tolerance and respect.
4. Classroom programmes will provide a balance of academic, cultural, physical and social themes related to the needs of children and which develop effective communication skills to equip students to locate and process information and make positive choices.
5. Teachers' strengths and interests will be utilized in the development and delivery of all learning programmes and the community will be kept informed both on the content of these programmes and the achievements of the students.
6. Curriculum planning will be integrated and follow the curriculum mapping process:
  - Staff will decide on 4 concept themes for each year.
  - Each of these themes will have at least one major curriculum focus and relevant skills and competencies identified.
  - Curriculum teams will decide on learning intentions in each of the learning areas and these will be on the curriculum map.
  - Teams will also identify the key competencies, values, concept skills, term concept with a focus understanding.
  - Teams will review teaching and learning in the middle and at the end of each term and provide feed-forward for the next plan.
  - Teachers will plan Mathematics in line with an annual plan for Numeracy.
  - Planning for writing will be integrated with the curriculum map and learning progressions.
  - Teachers will plan reading programmes to meet student needs, integrating when possible with the current theme, but not limited to this context.

### REVIEW

These guidelines are on a triennial review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....

## ASSESSMENT AND EVALUATION GUIDELINES

### GUIDELINES

1. Assessment should be used to establish the particular point the student is at in the learning process and is a starting point to plan further programmes.
2. Evaluation is a link between learning and planning. Teachers should use evaluation to organise activities and programmes, and to check the effectiveness of these programmes. Effective evaluation should lead to improvement in both learning and teaching.
3. Teachers should collect information through:
  - day-to-day observations
  - running records
  - six year net
  - pre and post assessment
  - P.A.T. Tests,
  - STAR Tests
  - Conferencing
  - anecdotal notes
  - parents' comments
  - Professional conversations
4. Information can be collected and recorded on/in:
  - school record cards
  - cumulative files
  - individual folders
  - team and school wide data folders
  - Quality Books
5. Information will be clear, concise and relevant to learning. All statements should be able to be substantiated.
6. Methods of assessment should be non-threatening to the child and feedback should be positive.
7. Records should be readily available for discussion with other teachers, and parents when appropriate
8. National Standards Data will be collected, collated in line with Ministry of Education requirements.

### REVIEW

These guidelines are on a triennial review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....

## REPORTING GUIDELINES

### GUIDELINES

Based on data gathered, Henderson North School will report on student achievement to all stakeholders including students, parents, the community, Board of Trustees and the Ministry of Education.

It is accepted that much of the information will be of a general nature to show trends and student privacy will be protected at all times with personal details only being given out to parents.

#### **Reporting to parents:**

- Our school will continue to operate an 'open door' policy in which teachers are readily accessible to parents. This will facilitate informal reporting.
- Teachers who have concerns about aspects of a child's progress or attitude will arrange for parents to come into school, to discuss possible courses of action that might help to solve the problem.
- A Meet the Teacher Evening will be held early in term one.
- Three Way Conferences will be held mid-year and a report will be sent out to parents prior to the day of the interviews.
- A full written report will be sent out at the end of the year, this will be in plain English and include the required National Standards.

#### **Reporting to the community:**

- Regular newsletters will be used as an appropriate communication vehicle.
- Copies of the Charter and minutes of the meetings of the Board of Trustees will be available for the community to read.
- Specific guidelines are in place to ensure proactive consultation with the Maori Community. (Ref: Maori Achievement Guidelines).

#### **Reporting to the Board of Trustees:**

- Working collaboratively with the Staff Trustee, the Deputy Principal and the Associate Principal, the Principal will coordinate regular reports to the Board of Trustees on student achievement.

#### **Reporting to the Ministry of Education**

- Annual goals for student achievement will be included in the updated Annual Plan each year and submitted to the Ministry of Education with the Annual Accounts.
- A statement of variance will be submitted to the Ministry at the end of each year, based on the school charter and ministry requirements.

### REVIEW

These guidelines are on a triennial review cycle.

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|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## MAORI ACHIEVEMENT GUIDELINES

### PURPOSE

- To involve Maori community / whanau in identifying the needs of their children.
- To provide guidelines for the monitoring and improvement of the achievement of Maori students

### GUIDELINES

1. The school will take responsibility for initiating and maintaining a process of consultation with whanau/parents of Maori students to help identify important learning needs of Maori students.
2. The purpose and intended outcome of the consultation will be effectively communicated by the school. *The purpose is to involve the whanau of Maori students in identifying important learning needs of their children and to encourage their interest and support for their children’s educational progress and achievement. The intended outcome is the setting of targets for improved achievement that are supported by whanau.*
3. Consultation arrangements will take into account the need to make appropriate decisions relating to place, pace and protocols. Consultation will ordinarily be face to face.
4. During the consultation process, whanau will be invited to come up with issues and suggestions concerning the achievement of their children.
5. The school will keep a written record of consultations. This record will include information on dates and attendance at meetings and issues or suggestions which have been raised by the whanau of Maori students.
6. As a consequence of such consultations, plans will be developed which set out targets for improving the achievement of Maori students. Targets will be realistic and achievable in terms of the school’s resources and the support of whanau of Maori students.
7. The school will report on and review the achievement of Maori students in relation to such targets, as scheduled in the strategic plan.
8. Should parents/whanau not respond to consultative opportunities, the Principal and staff will develop targets and request feedback from Maori parents.

### REVIEW

These guidelines are on a triennial review cycle.

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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Chairperson).....        | Signed (Principal)..... |

## RELIGIOUS EDUCATION GUIDELINES

### PURPOSE

1. To cater for the spiritual needs of the children.
2. To invoke the values of caring, aroha and tolerance.
3. To teach in a non-denominational manner.

### GUIDELINES

1. The school will close for half an hour each week for the purpose of religious education.
2. Teachers will settle the class in readiness for religious education.
3. In order to ensure the non-denominational nature of the programme offered and that a satisfactory education standard is maintained, the syllabus taught will be that recommended by the Churches Education Commission and endorsed by the Ministry of Education.
4. Children, whose parents have informed the Board in writing that they do not wish their child to receive religious education, will not attend. Facilities will be made available for these children, and school work provided.
5. Religious instruction tutors must have the class settled at the end of the half hour in readiness for normal instruction.

### REVIEW

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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## E.O.T.C. GUIDELINES AND PROCEDURES

### GUIDELINES

1. Education outside of the classroom for the students at Henderson North will aim to:
  - a. provide challenging learning opportunities in all curriculum areas that encourage responsibility, independence and problem solving skills;
  - b. increase understanding of land, natural resources and management of the environment; and
  - c. increase awareness of traditions and values of their own, the tangata whenua and other cultural groups.
2. The Deputy Principal will be the EOTC coordinator who will ensure that all guidelines are adhered to.
3. EOTC activities and programmes will be planned to:
  - a. have a clear educational purpose that is appropriate to the developmental needs of the students;
  - b. ensure a safe physical and emotional environment for adults and students by identification of risks and the development of a Safety Action Plan that aims to eliminate or reduce any risk;
  - c. comply with any legislation that is in place;

### PROCEDURES

- For day and single over-night trips organising staff will complete the forms **Planning for an Educational Trip or Visit** and the **Safety Action Plan** and ensure that these are signed by the Deputy Principal and Principal at least 2 weeks prior to the trip.
- Parental consent must be obtained and plans be in place to meet any health or behavioural concerns.
- A copy of both of these documents must be kept with the organizing staff during the trip.
- The Deputy Principal will keep original copies on file and inform the Board of Trustees of each trip at monthly meeting.
- For camps, the same documentation needs to be completed at least two months prior to the excursion.
- Board of Trustees approval is needed for these outings.

For all EOTC trips or activities, adults must take responsibility for following the guidelines of the Safety Action Plan. This will document how potential risks will be managed and staff must be aware of the detail and be prepared to meet any emergency situation.

### REVIEW

These guidelines and procedures are on a triennial review cycle.

|                                  |                         |
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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## GUIDELINES FOR CHILDREN WITH SPECIAL NEEDS

### PURPOSE

- To make ongoing provision for children with special needs -including those who are identified as gifted and talented – as a matter of equity and to enable them to reach their potential.
- To provide suitable professional development and resources for all teachers and especially for those with special responsibilities in this area.

### GUIDELINES

#### *Special Education*

- A student requiring extra assistance will be identified by a professional who is, or has had the opportunity, of working with this student. It is accepted that this may follow concerns being expressed by the student’s teacher or parent / caregiver.
- Any initiatives related to special education will involve wide consultation and active partnership between educational agencies, parents, students and the community.
- The Principal is responsible for supporting the coordination and implementation of all special needs interventions and will follow a clearly documented process involving students, teachers, parents and outside agencies if required.
- Social, emotional and physical needs of students are taken into account when planning the type of support provided.
- The Principal will ensure that provision is made in the annual budget for managing the Special Education Grant in line with the school priorities. All other possible avenues of funding for staffing and resources will be fully researched and every reasonable effort made to access these.
- A Special Needs Register will be established to maintain current records of all students identified as needing special assistance. These records will be updated and reviewed regularly.
- The evaluation of Special Education initiatives will be coordinated by the Principal and will involve input from all persons concerned with improving the learning outcomes for any student for whom the intervention has been carried out.

#### *Gifted and talented students*

- The Deputy Principal will coordinate all systems and implementation of programmes to support meeting the learning needs of these students.
- These students will generally be identified by the classroom teacher following exceptional achievement in academic, physical, cultural or corporate dimensions of school life.
- Students identified on the basis of potential, will be assessed by senior management to confirm their suitability for a specific programme.
- Programmes may be in-house or involve working with outside providers.
- Parental permission will be obtained and accurate records kept.

### REVIEW

These guidelines are on a triennial review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....

## GOOD EMPLOYER POLICY

### **PURPOSE**

- To ensure that Henderson North School acts as a good employer as defined in the State Sector Act 1989 and complies with the conditions contained in employment contracts for teaching and non-teaching staff.

### **GUIDELINES**

*The school will develop and implement personnel and procedures which:*

- create a workplace that attracts, retains and values diverse staff and enables all staff to contribute to their full potential;
- promote high levels of staff performance and satisfaction, reflected in an appraisal process that shows a balance between staff accountability and personal development;
- identify and have process in place, to eliminate any conditions existing within the school that might cause or perpetuate inequalities in relation to any person or group of people;
- make budget provision to support training and development programmes that will be reflected in enhanced employee performance and job satisfaction;
- show that processes are in place to ensure prompt and fair responses to issues and concerns raised by employees; and
- show that all reasonable steps are being taken to ensure that safe working conditions exist for all employees.
- follow guidelines in the NZEI Collective Agreement on travel and meal expenses and allowances

*In order to meet these requirements, the school will develop, implement and review:*

- Appointments Procedures
- Police vetting Procedures
- Staff Induction Procedures
- Staff Appraisal Guidelines
- Staff Professional Development Guidelines
- Classroom Release Time guidelines
- Leave Guidelines
- Complaints procedures
- Protected Disclosures guidelines
- Sexual Harassment guidelines

### **REVIEW**

This policy is on a triennial review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....

## APPOINTMENTS PROCEDURES

### GUIDELINES

- 1) The appointment procedures will ensure that there will be no discrimination in the areas of recruiting and selection, or in promotion and career development and that impartially selected, suitably qualified persons will be employed.
  - 2) To ensure that these procedures will not be experienced differently by applicants due to gender, age, ethnicity or able-bodiedness, ongoing review of the school work culture based on staff feedback will be processed and acted upon. Taking this into account, the school may employ the person who best maintains staff balance in line with the school Charter and in the interests of creating an effective learning environment for all students.
  - 3) Once staff have been appointed, the Board of Trustees recognizes the need to identify and eliminate any conditions existing within the school that might cause or perpetuate inequalities in relation to any person or group of people.
  - 4) The Principal is responsible for coordinating the employment of all teaching staff, including the Deputy and Associate Principals, and will work with the personnel trustee to set up an appointments sub-committee comprising representatives of the Board and staff.
  - 5) All teachers will have a current NZ Registration which will include a police vet.
  - 6) The terms of reference for the employment sub-committee will specify processes that ensure:
    - any teaching position is advertised widely and in line with the relevant clauses in the teachers' collective agreement and in no way advantages any group;
    - a clear timeline is established that will allow for effective interviews;
    - all applicants will be promptly and professionally informed as to any decision made regarding the position;
    - the confidentiality of applicants will be respected; and
    - clarity of the recommendatory powers of this sub-committee to the Board of Trustees as ultimate employers.
- 5) the Principal will employ support staff and fixed-term employees, at all times keeping the Board informed and working with staff and Board representatives if deemed necessary. Special conditions relating to fixed term positions will be complied with.

### REVIEW

These procedures are on a triennial review cycle.

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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chair).....        | Signed (Principal)..... |

## **POLICE VETTING GUIDELINES**

### **GUIDELINES**

1. The Teachers' Council vets teachers every three years when they seek renewal of their teaching registration. The cost is contained in the registration fee.
2. Support staff will be police vetted by the school before their appointment is confirmed. Subsequently they will be police vetted every three years.
3. Every contractor (*and their employees*) who work at the school during school hours is expected to be police vetted every three years.
4. The school will ensure that strict confidentiality is observed (*s78 CB [3]*). The only staff member who will read the police vet is the Principal (*the "requestor"*). The police vet will be held in the staff member's confidential file
5. The principal will ensure that the subject of the police vet receives a copy of his/her police vetting and asks the subject to validate the information in the vet if there is anything incorrect or adverse. Cause for concern is likely to be based on the nature of convictions or information in the vet that may indicate the person could be unsuitable for the job. The initial judgement will be made by the Principal and will take into consideration:
  - The school's Code of Conduct
  - The safety of the children and staff
  - Fraud / theft convictions
6. The subject must be given a reasonable opportunity to validate the information before the Principal can take action.

### **REVIEW**

These guidelines are on a triennial review cycle.

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| Adopted at BOT meeting on: ..... Next review date: .....<br>Signed (Board Chairperson)..... Signed (Principal)..... |
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## STAFF APPRAISAL GUIDELINES

### INTRODUCTION

The purpose of appraisal is to clarify job-related expectations, give feedback to staff, provide support in their personal and professional development and to ensure that all teachers are on-board with school goals.

### GUIDELINES

1. The Board of Trustees is responsible for the appraisal of the Principal and may delegate the process to an outside appraiser.
2. The Principal coordinates a collaborative appraisal process which involves all staff members and takes place over a 12 month period.
3. Each teacher’s appraisal document is confidential to the teacher, the appraiser and the principal.
4. Working with their Critical Friend, every staff member will establish a timeline of meetings, observations and feedback sessions over the 12 month period.

**Ideally this timeline would be:**

*By the end of Term 1 each teacher would have met with Critical Friend to discuss:*

- the areas from last year’s appraisal that needed development. (Note: New teachers to the school will address this during their induction);
- the way the room has been set up;
- the class, identify the children at risk and share strategies;
- the school-wide focus and establish goals around this; and
- a process for a formal classroom observation related to the school-wide goals.

*By the end of Term 2, have an observation completed by Critical Friend and a follow-up meeting held;*

- to receive feedback on teaching strategies and discuss ideas; and
- to discuss progress meeting the goals.

*By the end of Term 3:*

- a meeting will have been held with the Critical Friend to review the Statement of Responsibilities in the Job Description.
- Areas for development next year will be identified.

*By the end of Term 4:*

- Each staff member will meet with the Principal and discuss the review of the Statement of Responsibilities and complete the feedback sheet.
- Next year will be discussed.

### REVIEW

These guidelines are on a triennial review cycle.

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|---|
| Adopted at BOT meeting on: ..... Next review date: .....<br>Signed (Board Chairperson)..... Signed (Principal)..... |
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## STAFF PROFESSIONAL DEVELOPMENT GUIDELINES

### GUIDELINES

1. Within budgetary constraints professional development will be encouraged for all staff.
2. Professional development serves three purposes:
  - to ensure that all staff have the skills and knowledge to work effectively toward the meeting of school goals;
  - to ensure that all staff have the training and support to effectively carry out the duties in their job descriptions and
  - to allow staff to follow areas of special interest and grow personally and professionally in their jobs.
3. Professional development will be related to the staff member's job description and be targeted to develop specific areas.
4. Staff will be invited to identify areas of need or special interest and to discuss possible professional development with the Principal.
5. Professional development will be aligned with appraisals where appropriate and may follow consultations with supervising staff or critical friends.
6. The Principal will keep records of all professional development completed by staff and report regularly to the Board of Trustees.

### REVIEW

These guidelines are on a triennial review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson).....Signed (Principal).....

## CLASSROOM RELEASE TIME GUIDELINES

### GUIDELINES

1. This document is to be read in conjunction with clause 5.30 of the Primary Teachers' Collective Agreement 2004 – 2007.
2. There are many acceptable ways to use classroom release time. These include planning, evaluation, reporting, personal professional development, observing other teachers, reading and research, syndicate meetings and / or school collaborative planning or assessment.
3. Allocation of classroom release time at Henderson North School may be organized in the following ways:
  - each teacher is allocated one hour a week;
  - each teacher is allocated two hours a fortnight;
  - each teacher is allocated four half days per term; or
  - each teacher is allocated two days per term
4. Where for genuine reasons, it is not possible to provide CRT to an individual or group of teachers, the school will:
  - record the reason for non-delivery;
  - endeavour to re-allocate the CRT at a later time; and
  - review the CRT policy if necessary.

### REVIEW

These guidelines are on a triennial review cycle.

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| Adopted at BOT meeting on: ..... Next review date: .....<br>Signed (Board Chairperson)..... Signed (Principal)..... |
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## STAFF LEAVE GUIDELINES

### GUIDELINES

- 1) Except in cases of sudden illness, or accident, no teacher shall be absent from duty without the authority of the Principal, or Board for periods longer than five days.
- 2) Sick leave on full pay will be granted as per the condition of the employee's relevant employment contract. Leave forms must be submitted to the office within five days of leave being taken. The 'Reason for Absence', will be recorded as 'sick'.
- 3) Non-Discretionary Leave with pay will be granted as per the relevant Employment Contract and the details will be recorded in the "Reasons for Absence'.
- 4) Bereavement leave will be granted/approved for no more than 3 days.
- 5) Discretionary leave will be considered when the children's rights to a stable teaching situation are safeguarded, and will follow a fair and consistent approach towards all staff. In considering applications for leave it will be necessary to consider the degree of interference to the school, legitimacy of the request and availabilities of relievers
- 6) The following will apply:
  - For leave of less than one week, staff will apply to the Principal.
  - For leave of less than one term staff will apply to the Principal, who will inform the Board of Trustees. Two months notice is required.
  - For leave of a year, staff will apply to the Principal in writing and the Principal will then make a recommendation to the Board of Trustees. The person on leave must confirm a date of return before the end of the year, or it will be assumed that the position has been vacated.
- 7) When an employee has been granted discretionary leave with pay, approval must be sought from the Ministry for the cost of a reliever.
- 8) Application for leave will not be unreasonably withheld. All decisions made will be fair, equitable, and consistent and confidentiality will be respected.
- 9) Ancillary staff may be granted special leave without pay, for any period during the school year on such terms or conditions, as the B.O.T. may approve.
- 10) Pregnant dads to be given 3 days paid leave, have option of adding 2 days sick leave totaling a week's paid leave. If taking second week of leave this will be unpaid.

### REVIEW

These guidelines will be on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## COMPLAINTS PROCEDURES

### GENERAL GUIDELINES.

- A complaint shall be defined as a request for investigation into an issue involving a member or members of the learning community of our school. This learning community includes staff, pupils, parents, Trustees and the community.
- In general the Principal, as professional leader and chief executive officer of the Board of Trustees, has the major responsibility in decision making on action to be taken when dealing with complaints. The exception to this is if the complaint is against the Principal when the Chairperson of the Board of Trustees will usually guide the process.
- The laws of natural justice will apply to any investigation of a complaint.
- Every person who has a complaint being made against them, has the right to be informed at the earliest possible stage that the complaint is being made, who is making it and the details. [Note: This may exclude information that comes to the notice of the school under a Protected Disclosure].
- These guidelines are notwithstanding the provisions relating to complaints, discipline and competency contained in the current Collective Agreements and any other codes of conduct or employment contracts which are in force in the school and which will be adhered to at all times. Should a complaint against a teacher or other staff member escalate to this level, the preferred option is for it to be resolved by discussion between the Principal and the staff member involved without the need to take it any further. In the case of the complaint being against the Principal, the Board as the employer shall endeavour to resolve it in the same manner. If the complaint is passed on to the Teachers' Council, it will be covered by their complaints procedure.

### GUIDELINES FOR RECEIVING AND RESPONDING TO COMPLAINTS

The first point of contact for any issue relating to the classroom will be the teacher of that room. It is desirable that it be resolved informally at this stage. If this is not possible, the Principal must be informed immediately and further attempts made to resolve it informally. (This applies even if the complaint is being laid against the Principal, who may refer the matter to the Chairperson of the Board of Trustees.)

The Principal will make the call whether or not the complaint needs to become formalised, and in most situations will guide the response procedures and make recommendations based on his / her professional judgment.

If either party is not satisfied with the judgments made by the Principal, they have the right to ask for the Chairperson to become involved.

***A formalised complaint will follow this procedure:***

1. The complaint must be put in writing, and signed by the complainant. This letter will be given to the Principal who will give it to the person against whom the complaint is being made. (If the complaint is against the Principal, the Chairperson of the Board will receive the letter.)
2. All written complaints will be acknowledged in writing as being received by the Principal or the Chairperson of the Board of Trustees within 48 hours. The Board of Trustees will get a copy of this letter of acknowledgement. This does not presuppose that the Board needs to know all of the details or act at this stage.
3. A preliminary step in the resolution of complaints is discussion of the complaint with the complainant and the person at whom the complaint is directed, separately if appropriate, and may involve an independent facilitator. At this, or any other stage of the process, either or both parties have the right to ask for support people to be present.
4. The complainant will be listened to and acknowledgement will be made of his or her feelings on the matter.
5. The problem will then be defined by the Principal [or Board Chairperson] who will record a concise statement of the details as they are presented.
6. Each party will be given the opportunity to respond to the statement of details and to reply to any inaccuracies recorded by the Principal or Board Chairperson.
7. Responsibilities for actions to resolve the complaint will be established and agreed to by the parties. This discussion will generally be led and facilitated by the Principal and will involve reflection on possible courses of action. These may include remedy or redress, strategies to prevent repetition of the situation and constructive alternative actions if the situation reoccurs.
8. A record will be kept of any agreement reached and signed copies will be provided to the complainant, the person being complained against and a copy retained by the Principal.
9. The Principal will keep the Board of Trustees informed as appropriate.
10. If following this process an agreement still cannot be reached, the Principal will decide on an action that is consistent with school policies and relevant employment contracts and may choose to bring in an independent conciliator or refer the matter to the Board of Trustees. The Board will need to investigate the complaint, taking advice if necessary and determine the appropriate action.

- 11. If the complaint is against a staff member and involves alleged misconduct, incompetency or any other contingency that may call into question his or her employment status and / or professional reputation, the Board must comply with notification provisions under its liability insurance cover; follow disciplinary policies, acknowledge the principles of natural justice and follow the procedures outlined in the relevant employment contract.
- 12. It is understood that the staff member concerned has the right to contact the relevant union and insist on gaining support or advocacy before proceeding. If necessary, outside agencies such as School Trustees Association, NZEI or the New Zealand Teachers Council may need to be involved to resolve the dispute at this stage.
- 13. The privacy officer will keep documentation secure under the Privacy Act, and if it emerges there are no grounds for a complaint against a staff member, no documentation relating to the complaint will be held on the employee's file.
- 14. Any members of the staff may request to view their personal files kept by the Principal or Board of Trustees. If an employee disagrees with any information held regarding complaints he or she can request an amendment be made or attach their own written version of the incident.
- 15. If the complaint is made by a staff member during his or her appraisal, and it is not able to be resolved satisfactorily with the appraiser, the staff member has the right to submit his or her concern in writing to the Chairperson of the Board of Trustees, who will, following consultation with all parties facilitate a discussion aimed at finding a resolution. If this fails, the Chairperson may recommend a change of appraiser.

**REVIEW**

These procedures are on a triennial review cycle.

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| Adopted at BOT meeting on: ..... | Next review date: ..... | Signed (Board |
| Chairperson).....                | Signed (Principal)..... |               |

## **PROTECTED DISCLOSURES PROCEDURES**

### **INTRODUCTION**

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

This document recognizes the responsibility of the Board of Trustees under the Protected Disclosures Act 2000 and provisions will apply from 1 January 2001.

### **GUIDELINES**

#### **Definition of Serious Wrongdoing**

Serious wrongdoing includes any serious wrongdoing of any of the following type:

- an unlawful, corrupt, or irregular use of funds or resources of a public sector organisation;
- an act or omission or course of conduct that constitutes a serious risk to public health or public safety or the environment;
- an act, omission, or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial;
- an act, omission, or course of conduct that constitutes an offence; or
- an act, omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.

#### **Conditions of Disclosure**

Before making a disclosure the employee should be sure the following conditions are met:

- the information is about serious wrongdoing in or by the school;
- the employee believes on reasonable grounds the information to be true or is likely to be true;
- the employee wishes the wrongdoing to be investigated; and
- the employee wishes the disclosure to be protected.

**Who can make a disclosure?**

Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:

- current employees and principals;
- former employees and principals; and
- contractors supplying services to the school.

**Protection of employees making disclosures**

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- may bring a personal grievance in respect of retaliatory action from their employers;
- may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality; and
- The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

**PROCEDURE**

*Any employee of the Henderson North School who wishes to make a protected disclosure should do so using the following procedure.*

1. Submit the disclosure in writing including the nature of the serious wrong doing; the name or the names of the people involved and the surrounding facts including details of time and place.
2. Send the disclosure to Jenny Gill, Solicitor with Boyle Mathieson, 23 Lincoln Road Henderson.
3. The disclosure will be considered within twenty working day and a decision made if a full investigation is warranted through an appropriate authority eg Commissioner of Police, Controller and Auditor General, Ombudsman.
4. All disclosures will be treated with the utmost confidentiality.
5. At the conclusion of the investigation a report will be prepared with recommendations for action.

**REVIEW**

These procedures will be on a triennial review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chair)..... Signed

(Principal).....

## SEXUAL HARASSMENT PROCEDURES

### INTRODUCTION

Sexual harassment "takes away from the employee equal employment opportunities, by creating a working environment in which that employee's ability to perform is impaired." (Section 15 of the Human Rights Commission Act).

### PROCEDURES

An Equal Employment Opportunities school support group will be elected. This will consist of staff members and may include a Board of Trustees representative.

A school staff member may feel that they have been sexually harassed in the school if a Board of Trustees member, or another staff member:

- a) makes a request of the staff member for sexual intercourse, sexual contact, or other form sexual activity which:
  - implies or overtly promises preferential treatment in the school;
  - implies or overtly threatens detrimental treatment in the school;
  - implies or overtly threatens the present or future status of the staff member; or
- b) is subject to the written or spoken word of a sexual nature; or
- c) experiences unwanted physical behaviour of a sexual nature.

In the event of alleged sexual harassment, the complainant may approach:

- the staff elected, school E.E.O. support group; or
- an N.Z.E.I. staff liaison officer, counsellor, or field officer.

The case should be documented by the complainant with the assistance of the supporting person or persons.

At all times and the principles of natural justice will apply The person accused of the harassment may be approached and informed of the complaint. If following this process it is established that sexual harassment has occurred, assurances should be sought that the behaviour will stop and that an apology will be made.

If it is decided that further action should be taken, the harasser should be informed and a decision made to lay a complaint through one of the following avenues:

- the Principal and/or the Board of Trustees (Award 2.2.3);
- Personal Grievance through an Industrial Advocate or an N.Z.E.I. Field Officer;
- Human Rights Commission through an N.Z.E.I. Field Officer.

### REVIEW

These procedures will be on a triennial review cycle.

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| Adopted at BOT meeting on: ..... | Next review date: .....  |
| Signed (BOT Chair).....          | Signed (Principal) ..... |

## **HEALTH AND SAFETY POLICY**

### **PURPOSE**

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

### **GUIDELINES**

The day to day management is delegated to the Deputy Principal and / or Principal.

*Specifically the school will:*

- make safety of the children paramount and have procedures in place to allow action to be taken on possible abuse;
- have clear guidelines for non-custodial parents;
- have behaviour management programmes in place that create a peaceful, safe learning environment for staff and students;
- ensure that staff are consulted on, and given the opportunity to participate in, health and safety management;
- have an effective method for identifying hazards and processes to manage them;
- have in place plans and procedures for all foreseeable emergencies;
- provide appropriate orientation, training and supervision for all staff;
- have effective procedures for the hiring and monitoring of contractors;
- have accurate recording, reporting and investigation of injuries;
- acknowledge that the right to privacy is a health and safety issue;
- have procedures in place to deal with cyber safety; and
- procedures for dealing with live specimens.

This policy is to be read in conjunction with the Good Employer Policy and related guidelines and procedures.

### **REVIEW**

This policy is on a triennial review cycle.

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| Adopted at BOT meeting on: ..... Next review date: .....<br>Signed (Board Chairperson).....Signed (Principal)..... |
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# HEALTH AND SAFETY OF CHILDREN GUIDELINES AND PROCEDURES

## PURPOSE

- To establish procedures for dealing with children who disclose abuse.
- To establish procedures for dealing with children who may have been abused
- To empower children to protect themselves and seek help
- To provide support for abused children within the classrooms and school

## GUIDELINES

### *Suspected Abuse:*

1. All staff should be aware of the indicators of abuse and any reasonable suspicion or disclosure should be reported to the Principal who will guide the process from this point.
2. A conference will be held with the teacher concerned, the Principal, SWIS and the Public Health Nurse, and if appropriate, family.
3. Following the conference a decision will be made for further action:
  - further observation and monitoring;
  - Public Health Nurse SWIS and Principal visit parents;
  - Public Health Nurse, SWIS and Principal visit whanau;
  - Oranga Tamariki – Ministry for Vulnerable Children

**With a clear disclosure inform the Principal/DP/AP, the Principal will ring the Oranga Tamariki – Ministry for Vulnerable Children or police.**

*The priority is the safety of the child.*

### *Empowering children*

The school will be proactive in empowering children by:

- Ensuring that all students participate in the Keeping Ourselves Safe Programme, with parents also being invited to participate and Kidpower.
- Teachers developing supportive classrooms (Quality School, PB4L) which help build the children’s self esteem and assists them to feel comfortable with others and themselves.

This document is to be read in conjunction with the Behaviour Management Guidelines for Henderson North School.

## REVIEW

These guidelines and procedures are on a triennial review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....

## **BEHAVIOUR MANAGEMENT GUIDELINES**

### **PURPOSE**

As a Quality School we believe that all children have the right to play and learn in peace and safety. A task of the school is to develop effective choices and personal responsibility for behaviour. We view this as a partnership, sharing responsibility between the school, home and community. Through early intervention, collegial support and parental co-operation, disruptive behaviour should be minimized and children should play and work in peace and harmony. We are participating in the Positive Behaviour 4 Learning project.

*Our goals are:*

1. To establish a system for the effective management of all children within the school environment.
2. To promote effective modification of disruptive pupil behaviour through staff and parental consultation and intervention programmes.
3. To ensure that all teachers have collegial support.
4. To implement staff support and upskilling on intervention techniques.
5. To examine class programmes, environment, and management within the room, as a first step in solving disruptive behaviour patterns.
6. To develop individual plans for disruptive pupils in consultation with parents.

### **GUIDELINES**

#### **In the classroom**

- A system of behaviour management operates in the classroom with each class developing a set of class expectations.
- The pupil is best helped through by his/her classroom teacher.
- Development courses in managing children will be available.

#### **In the team**

- Team support will be offered to those pupils who display persistently disruptive behaviour patterns, including RTLB initiatives.
- By the 'sharing' process, the skills and knowledge of teachers in dealing with behaviour management problems are increased.
- At times students may be removed from the playground for a period during lunchtimes for unacceptable behaviour. During this period, students will reflect on

their behaviour and be expected to demonstrate an understanding of other options they could have taken to have better have manage their behaviour.

**School-wide**

- The school will follow the PB4L plans.
- For pupils who display persistent or major, escalating disruptive behaviour patterns, a case conference may be called and could include the teacher, DP / AP, Principal, RTLB's and the parents. All factors which affect a pupil's learning and behaviour will be assessed, analysed and taken into account, and a plan set up to monitor behaviour & support the pupil.
- The school staff, RTLB and the Special Education Service are all viewed as resources / consultants, and the final selection of intervention programmes will be that decided by the class teacher, DP / AP and Principal. Intervention programmes will be monitored.
- Gross misconduct, continual disobedience or any behaviour which is a harmful or dangerous example to others, or is likely to cause harm to that student or others students or staff will be referred to the Principal who may consider stand-down or suspension procedures if deemed necessary.

**REVIEW**

These guidelines are a triennial review cycle.

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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## **GUARDIANSHIP GUIDELINES**

### **INTRODUCTION**

Several issues face a school when a marital breakdown affects a pupil. Estranged parents may see the school as a place for gathering information or gaining access to the child. This raises issues of privacy, safety and the need for effective communication systems. These matters need to be addressed in the context of the Education Act, which imposes a duty on schools to report to parents on the progress of their child or children.

### **GUIDELINES**

1. Guardianship entails the right of control over the upbringing of a child and involves, amongst other things, the right and responsibility to be involved in decisions relating to the child's education.
2. Most children have two guardians. One is their mother, the other is their father if he was married to or living with their mother at the date of the child's birth. Guardianship is not normally affected by divorce – both parents retain guardianship rights.
3. Day to day care arrangements are a sub-function of guardianship:
  - When a child is with one of the guardians, that guardian has responsibility for the care arrangements.
  - The terms "custody" and "access" are used where day to day care is being shared between two guardians, usually in different proportions. The guardian with principal day to day care is said to have custody, while the guardian with remaining day to day care is said to have access.
  - Custody and access arrangements are simply a practical way to ensure the provision of daily care for the child. Possession of custody or access rights does not limit either guardians' right to be involved in decisions affecting the upbringing of their child. In particular, the parent who has custody cannot prevent the school from informing the other parent about the child's progress.
4. Problems arise for a school when there are competing claims by parents in relation to a pupil, and / or where there are privacy and safety issues involved.
5. Competing claims denotes a situation where the guardians disagree over access to the child or to information concerning the child. The basic rule of thumb is that unless there is a court order to the contrary, both parents retain full and equal

- rights of guardianship and the school cannot act in a way that limits guardianship rights to only one of the guardians.
6. Where custody/access orders exist, the daily care arrangements are defined by those orders and must be adhered to by the school.
  7. Parents have the responsibility of making the school aware of the family circumstances and court orders.
  8. If the school is approached by one parent / guardian to give "evidence" in the Family Court, the school will explain that any such "evidence" will only be provided under a subpoena and through a lawyer appointed to represent the child.
  9. Once parents are estranged, the phone numbers, addresses and any other personal information of each parent/guardian is confidential. Where such information is sought by one of the parents, the other parent will be informed that such a request has been made and that it will not be supplied by the school unless permission is given.
  10. The authenticity and authority of any person claiming to represent a Government Agency, such as CYPS or the Police, will be checked before divulging any information.
  11. All documentation pertaining to custodial issues will be confidential in accordance with the Privacy Act 1993.

**REVIEW**

These guidelines are on a triennial review cycle.

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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## GUIDELINES FOR MANAGING CONTRACTORS AND SUB-CONTRACTORS

### PURPOSE

To ensure guidelines are in place that demonstrate Henderson North School is being responsible with regard to the safety of contractors and sub-contractors under the Health and Safety in Employment Act. 1992

### GUIDELINES

1. The contractor may be required to provide a copy of their occupational health and safety policy or statement.
2. The contractor will nominate a person who will be responsible and accountable for occupational health and safety on site and sign the **Contractors / Sub-Contractors Agreement with the School**
3. The contractor must be able to prove that all employees required to carry out any work under the contract have been adequately trained or have adequate knowledge and experience of the kind of work, plant or substances they may be required to do or use.
4. The Principal shall have the right to inspect the contractor's provisions prior to letting the contract.
5. The contractor shall comply with the relevant legislation.
6. The contractor shall provide their own First Aid facilities.
7. Where relevant, the contractor's emergency plans are to conform with O.S.H. standards.
8. The contractor shall report all incidents/accidents, including hazardous/toxic substances and trade wastes, spills or discharges, to the Secretary of Labour.
9. The contractor has a duty to protect the public and people in the vicinity from harm at all times.
10. The Principal will provide the contractor with a copy of the relevant school policies, procedures and rules – including the Hazard Register – with which the contractor must comply.
11. The Principal may require the contractor to cease work if the contractor fails to comply with any of the above.
12. The contractor will sign the agreement with the school to work within these guidelines.

### REVIEW

These guidelines are on a triennial review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....

## PRIVACY GUIDELINES AND PROCEDURES

## INTRODUCTION

The Privacy Act 1993 contains 12 Information Privacy Principles (IMPS). Breaches of any of these Principles by staff may result in a complaint to the Privacy Commissioner against the holder of the information, in this case the Board of Trustees. The act makes no differentiation between children and adults.

*The 12 Information Privacy Principles are:*

1. Personal Information may only be collected for a lawful purpose connected with the activity of the collecting agency, ie, the school.
2. This information must be collected directly from the individual concerned.
3. The specific purpose to which the personal information is to be put must be disclosed to the individual providing that information.
4. The collection of personal information must not be conducted by unlawful means or in circumstances which are unfair or intrude to an unreasonable extent upon the personal affairs of the individual concerned.
5. An agency holding personal information must implement security safeguards to prevent its loss or misuse.
6. The agency must ensure that an individual can retrieve information held.
7. An agency must facilitate correction of personal information at the request of an individual.
8. An agency must take reasonable steps to ensure that information held is accurate for its intended use.
9. Information shall not be held for longer than necessary.
10. Information held for one purpose shall not be used for any other purpose.
11. An agency holding information shall not disclose that information to any other person or body.
12. Unique identifiers shall not be assigned to individuals.

### **Notes:**

- Personal information is any information about an identifiable individual, and will include names, address and telephone numbers of staff, parents and their children.
- IPPs 1-4 limit or restrict the collection of personal information by agencies.
- An “**agency**” means: any person or body of persons, whether corporate or unincorporate and whether in the public sector or in the private sector; and for the avoidance of doubt includes a government department and schools.
- There are some exceptions to IPPs 2 and 3. In general these principles apply to any information collected after 1 July 1993. Forms printed prior to 1 July 1993 can be used to collect information until July 1995 without having to comply with IPP 3.

## GUIDELINES

- An information privacy request may be made by an individual who is:
  - A New Zealand Citizen;
  - A permanent resident of New Zealand; or
  - an individual who is in New Zealand.
- The school cannot require payment.
- If an individual making an information privacy request asks for urgency, reasons must be given.
- Within 20 working days of receiving an information privacy request, the school must:
  - decide whether the request is to be granted; and

- give or post notice of the decision on the request to the individual who made the request,
- If the school requires further time an extension may be made provided
- notice of the same is given to the individual within the 20 working days mentioned above.
- The grounds for refusing access to personal information are listed in Section 27 (security, defence and international relations), Section 28 (Trade Secrets) and more pertinently for schools, Section 29 (read pages 28-30).

**LIABILITY AND OFENCES**

- The Board of Trustees is liable for the acts of its employees.
- It is a defence if the board can establish that it took reasonably practicable steps to prevent its employees from breaching the Act. In this respect staff are expected to adhere to this school policy (the Privacy Act), to have read the Act and to discuss any queries or concerns with the School's Privacy Officer.
- The Principal as the Privacy Officer will:
  - oversee compliance with IPP's;
  - field requests for access to information; and
  - liaise with Commissioner on complaints.
- Attendance Registers, Analysis Books and notes from parents are not to be removed from school premises. They must not be left on teachers' desks where they may be viewed by students or the public.
- Progress Cards (Blue Cards) must not be removed from the school premises. They must be stored in the school office during out of school hours or safely secured by lock and key in the teacher's room.
- Other student records containing "any information about an identifiable individual" must be stored in the school office during out of schools hours or safely secured by lock and key in the teacher's room.
- Staff records will be stored in the Resource Room and secured by lock and key. Access will only be by the Principal, Principal's Secretary, Board of Trustee's Chairman and the staff member concerned.

**REVIEW**

These guidelines and procedures are on a triennial review cycle.

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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## FIRST AID PROCEDURES

### PURPOSE

- To provide adequate facilities for all children to be attended to following accident or sickness at school
- To ensure that a programme of basic first aid is made available to all staff.
- To provide a book to record all injuries and the attention given.
- To establish a telephone contact network for all parents so that attention (doctor/hospital) can be given to all pupils without delay.
- The Principal will ensure that specialised aid is made available to pupils in the event that the parents cannot be contacted.
- To ensure that a medical file is kept for each child and that each class teacher has access to this.

### PROCEDURES

1. A First Aid Officer will be appointed from within the staff for consultation and advice to all staff members concerning the well being of pupil. The First Aid Officer will attend appropriate First Aid training.
2. The staff member is responsible for liaising with the Public Health Nurse regarding current practices and procedures.
3. First Aid supplies will be regularly budgeted for, and safe storage practices for these supplies will be implemented.
4. During class teaching hours the office staff assume responsibility for the care of pupils in the sick bay.
5. The teachers on duty are responsible for ensuring that accidents/injuries in the playground are attended to and reported to the Medical Officer..
6. If an injury is sufficient to require closer examination by a doctor the First Aid Officer will consult with the parents, or take the child to A and E.
7. All injuries will be record on the report form. Major injuries will be recorded on an ACC form.
8. Head and back injuries will be regarded as serious in the first instance. Parents will be informed and Principal notified

### REVIEW

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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## ADMINISTRATION OF MEDICATION PROCEDURE

### PROCEDURE

1. Written parental permission is required before any medication is administered to a student.
2. Only prescription medication will administered.
3. The first dose of a newly prescribed medication will not be given at school.
4. The medication must be kept in a child-proof container in a locked place within the school office.
5. The Principal may delegate the administering of medication to another person.
6. A written record will be kept of any medication administered.
7. With parental consent, students may be permitted to self-administer medication to manage asthma.
8. No pain killers will be administered by the school without parental permission.
9. The procedures for the administration of medication will be clearly posted by the first aid cupboard.

### REVIEW

This procedure is on a triennial review cycle.

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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

**GUIDELINES AND PROCEDURES FOR DEALING WITH THE EFFECTS OF HIV/AIDS AND OTHER BLOOD-BORNE VIRUSES**

**GUIDELINES**

- A child’s health status should not affect their right to an education and it is unlawful for a school to discriminate against an HIV/AIDS student.
- When enrolling new students, parents will be informed of the school’s privacy guidelines and procedures and in line with that, will be asked to disclose information related to a child’s infectious status.
- Parents of HIV positive children will be informed of any outbreaks of infectious diseases in the school.
- Health education programmes will develop the knowledge, understanding, skills and attitudes necessary for students to deal with matters surrounding HIV/AIDS .
- Employers shall take all practicable steps to ensure the safety of employees at work.

**PROCEDURES**

Ideally it should always be a staff member who goes to the assistance of a person with a cut or broken skin, and these procedures must be followed:

1. The assisting staff member will void any contact with blood if his or her own hands or lower arms have open cuts or unhealed wounds.
2. Disposable gloves are to be worn.
3. Any cotton wool, gauze etc that has had contact with blood will be placed in a plastic bag and sealed completely.
4. Benches or other bloodied areas will wiped with cold or tepid tap water and then with household bleach that has been freshly diluted 1: 10 with water.
5. Carpeted areas that have contacted blood are to washed with water and soap.
6. Scissors or other instruments that have been used are to be washed thoroughly in cold tap water to remove any blood and then sterilized for at least 10 minutes or by soaking them in household bleach, diluted 1: 10 for 30 minutes.

**REVIEW**

These guidelines and procedures are on a triennial review cycle.

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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## FOOD AND NUTRITION GUIDELINES

### PURPOSE

- To help young people find accurate, unbiased information about healthy eating.
- To encourage young people to clarify their own ideas about making healthy eating choices.
- To help young people develop the skills needed to make responsible decisions about healthy eating.
- To help young people understand the factors that influence their food and beverage choices and the possible long-term effects of their choices.
- To ensure that only food and beverages that enhance young people’s health are sold or served in the school.
- To provide an environment that encourages and supports healthy eating.

### GUIDELINES

1. Ideally all food and beverages provided or served on the premises will meet the recommendations of the Ministry of Health’s Food and Nutrition Guidelines and the Food and Beverage Classification System and the school will make every reasonable effort to move toward this position. This would include the tuck shop and events such as fairs or sports events.
2. Teaching and learning in the context of food will meet the criteria outlined in the Ministry of Health’s Food and Beverage Classification System.
3. Adults will be encouraged to model healthy food and beverage choices. This includes food service personnel, teachers, nurses, coaches and administrative staff.
4. Social events will encourage young people to enjoy sharing and eating healthy food and beverages.
5. Water will be promoted as the preferred beverage.
6. Young people will be encouraged to wash their hands before eating and also to eat sitting down.
7. The school will actively participate in food-related events and initiatives that support healthy eating practices, for example the Fruit in Schools Programme, Health Promoting Schools, 5+ A Day and the Heart Foundation’s Healthy Heart Award and its School Food Programme.
8. Sponsored resources that promote healthy and food and beverage choices will be the preferred option for use our school.
9. The use of rewards other than food and beverages will be encouraged.
10. Students will be involved in identifying and taking action to address food and nutrition in our schools.

### REVIEW

These guidelines are on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## **SMOKE-FREE GUIDELINES**

### **PURPOSE**

- Under the Smoke-free Environment Act, every employer is required to have a policy on smoking in place by 2 March 1991.
- The policy must ban smoking in public places and there must be a smoke-free space or non-smoking area in lunchrooms.
- The medical evidence strongly suggests that smoking is injurious to health and the argument that it is offensive to others is fully accepted by Henderson North School.

### **GUIDELINES**

1. Smoking is totally banned within the buildings or grounds of Henderson North School. This makes Henderson North School a non-smoking zone.
2. Parents, staff and visitors are asked to respect these guidelines and consider modeling effects of their non-smoking behaviour on the children.
3. In all staff appointments, applicants will be made aware that Henderson North School is a smoke-free zone.
4. Anti-smoking education will be ongoing in the school's health programmes.

### **REVIEW**

These guidelines are required by law to be reviewed annually.

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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## SUNSAFE GUIDELINES

### PURPOSE

To ensure that the Henderson North School has guidelines in place which will demonstrate that we are making every reasonable effort to protect our staff and students from harmful sun rays.

### GUIDELINES

- 1) Staff and students will wear hats while outside during school hours in Terms 1 and 4 of the school year.
- 2) Parents will be encouraged to wear hats when attending school events.
- 3) Students will be encouraged to play in areas that have shade.
- 4) Sunscreen will be available to those students who require it.
- 5) Health programmes will include education on the damage caused by Ultra Violet (UV) radiation and exposure to sun.
- 6) The sunsafe message will be reinforced in a positive way through newsletters, parent meetings, and student and teacher activities.

### REVIEW

These guidelines are on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## GUIDELINES FOR SAFE USE OF THE SWIMMING POOL

### GUIDELINES

- The pool will be fenced, with a self-closing mechanism in accordance with the Health and Safety Code requirements including the Fencing of Swimming Pools Act 1987; NZS 4441:1985 Swimming pool code of practice; and the Building Code
- The pool will be kept locked when not in use and the key held in a secure place.
- Basic rules of use will be clearly signposted around the school and will apply to all users. Behaviours that are considered dangerous by the School include running, pushing, holding under water and excessive noise.
- Staff are to be familiar with student medical records and take any health conditions into account before allowing a student to participate in swimming related activities.
- Staff will ensure that all students are familiar with all rules prior to entering the pool.
- The school will identify any hazards in the pool area and notify staff of these.
- No child under 8 years is permitted in the pool unless actively supervised by a person who is at least 16 years old.
- Users must wear appropriate swimwear at all times.
- Supervisors are to ensure that the area around the pool and within the changing rooms is left clean and free of litter at the end of each session.
- The caretaker will monitor pH and chlorine levels daily during the swimming season in accordance with NZ Standard 5826:2000, and put in place a programme of Winter maintenance.
- The Caretaker is responsible for safe storage of all chemicals and the Deputy Principal will be provided with a current list of all chemicals held on site.
- Use of the pool by members of the public will be authorized by the Principal following discussions with the Board of Trustees.
- Henderson North School takes no responsibility for any injuries that occur to users of the school outside of normal school hours.

### REVIEW

These guidelines are on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## SAFE PLAYGROUND EQUIPMENT GUIDELINES

### PURPOSE

To ensure that the playground areas and equipment are safe recreational and learning areas for all users.

### GUIDELINES

1. Areas designated as 'playground' areas for these guidelines will include those parts of the school that have equipment that requires students to climb or be off the ground and may have equipment with moving parts – such as a flying fox.
2. These areas will have surfaces that are able to prevent serious injury in the event of a fall. The materials used for these surfaces will meet all safety regulations and the relevant Standards issued by Standards New Zealand, and will be maintained by the Groundsman and Caretaker.
3. The school will conduct an annual audit of all playground equipment which will identify any areas that need maintenance. The Caretaker and Groundsman will ensure that any recommendations are carried out to keep equipment safe.
4. Under the Health and Safety Code of Practice all employees and those at school with the express consent of the Board must be made aware of and protected from, all hazards related to play areas and equipment.
5. Specific playground areas will be designated for juniors and seniors and staff are to ensure that students are in the correct areas at all time.
6. Anyone using the playgrounds outside of school hours will have a third party occupancy agreement with the school.

### REVIEW

These guidelines are on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## GUIDELINES FOR MANAGING LIVE SPECIMENS

### PURPOSE

- To raise awareness of the needs of live animals used in classroom observations and teaching.
- To provide opportunity for observation an investigation of the animal way of life, behaviour, growth and life histories.
- To ensure in any activity involving animals the care and welfare of the animals will have the highest priority.
- To broaden knowledge of the normal range of environmental factors influencing living animals, emphasizing the importance of environmental protection.

### GUIDELINES

1. Children will be encouraged, under sympathetic guidance, to develop a positive, concerned attitude when caring for animals.
2. Animals must be kept for the minimum time necessary to complete the study and handled in such a way that they are not subjected to stress or fear.
3. All animals must be given an appropriate diet, including water.
4. Provision must be made for the care of animals during weekends or holidays. Where appropriate animals should be returned to their natural environment.
5. Environmental conditions should resemble, as closely as possible, those in the animals' natural environment.
6. Animals must have cages or containers of appropriate size, be ventilated and hygienic. Animals must not be subjected to extreme temperatures, noise, draughts or sunlight.
7. Animals should be free from injury or disease. Diseased or injured animals should be treated, and should not be kept at school.
8. If the appropriate level of care cannot be provided, animals will not be kept at school.

### REVIEW

These guidelines are on a three year review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....

## VOLCANIC ERUPTION AND EVACUATION RESPONSE PROCEDURES

### PURPOSE

- To ensure that in the event of volcanic eruption there is a person responsible for communications and that there is a system in place to disseminate regular, timely and accurate information to relevant parties.
- To provide evacuation procedures to ensure that children and staff are moved from the danger area to a safe place.

### PROCEDURES

1. The Principal or person designated as being in charge of the school at any other time is the person responsible for the management of all communications.
2. In the event of an emergency, advice will taken promptly from the local Civil Defence Coordinator, most likely to be given as a radio Civil Defence Warning.
3. The Principal will identify safe areas and communicate this information to all staff.
4. Staff will take direction from the Principal and may follow **Action Plan 1** or **Action Plan 2** for evacuation if so instructed. Note that both action plans will be laminated and posted in clear view around the school along with other evacuation procedures.
5. Following the signaling of the evacuation, the Principal will be notified of any missing persons and in turn notify Emergency Services.
6. Any return to buildings will be authorized by the Principal who will determine safety levels.
7. If necessary, closure of the school will be authorized by the Principal.
8. Every reasonable effort will be made to communicate with parents via radio, phone, fax or email and the office will be prepared to deal with incoming calls efficiently.

### REVIEW

These guidelines are on a three year review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....

## RESOURCE MANAGEMENT POLICY

**PURPOSE**

To ensure that Henderson North School has guidelines and procedures in place that demonstrate that we:

- allocate funds to reflect the school’s priorities as outlined in the Charter;
- monitor and control expenditure wisely and that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- comply with the negotiated conditions of any current asset management agreement and implement a maintenance programme to ensure that the school’s buildings and facilities provide a safe, healthy learning and work environment for students and staff.

**GUIDELINES**

The school will have in place:

- Procedures for monitoring and spending monies
- Anti-Fraud Procedures
- Copyright and Licences guidelines
- Monthly reporting guidelines
- Asset Register
- Procedures for maintaining and replacing property
- Guidelines for handling donations

**REVIEW**

This policy is on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## **INTERNAL CONTROL OF FINANCE PROCEDURES**

### **PURPOSE**

Internal control of finance will provide a reasonable assurance that any errors and irregularities are discovered quickly. The internal control system will help the Board of Trustees ensure that school funds and assets are properly safeguarded against loss, theft, or other unauthorised use.

### **PROCEDURES**

#### **BANKING OF RECEIPTS**

1. All monies/cheques banked each Monday, term time only, if day falls on a public holiday then the following business day.
2. All banking is to be classified appropriately e.g. stationery, donations etc.

#### **PAYMENT OF ACCOUNTS**

1. After the 20 of the each month collate all invoices and statements.
2. Check each statement to ensure:
  - a) A/c rendered has not been paid
    - i) during the previous month and not credited. If this is the case check with the creditor to ascertain what has happened to our payment and where it has been credited. If necessary with our bank to establish who has banked our payment.
    - ii) or if it has been paid late (ie. after statement close off date for the previous month) alter the statement balance to ensure it is not paid twice.
  - b) For each invoice listed on the statement there is an invoice which has been approved for payment. If any invoices are missing check at the school office and then ask the creditor for a copy if no one at school has the invoice.
3. Adjust the statement balance to ensure that the amount paid represents an amount for which approved invoices are held.
4. Staple all invoices to the statement.
5. Prepare a schedule of creditors to be paid.

- 6. Prepare cheques for payment of accounts (as required) 'not transferable' and cross out 'or bearer'.

**SCHOOL ACCOUNTS**

- 1. Top Class will prepare computer accounts programme, balanced, and reconciled to the bank statement on a monthly basis. Online payments are processed by Top Class (transactor) online and authorized by two of the named authorisers.
- 2. A printed copy of the months transactions is to be presented at each Board of Trustees meeting.

**PETTY CASH**

Petty Cash is to be recorded separately and a breakdown of how it is spent together with vouchers or receipts is to be presented when reimbursement is required.

**PURCHASES**

All purchases are to be made using purchase order books. There should be three copies of each purchase order. The purchase orders must be checked and authorised by a designated person. The original copy of the purchase order is sent to the supplier. The second copy is filed on a temporary file to be matched with the packing slip when the goods arrive. The purchase order and the packing slip are then attached to the invoice when the invoice is received. The third copy remains in the book.

**CHEQUE SIGNATORIES**

Cheque signatories are to be separate from cheque preparation and account authorisation. The use of signed bank cheques is to be discouraged. All cancelled cheques are to be marked as such and stapled to the cheque butt.

**CREDIT CARD**

The credit card is held by the Accounts Administrator, who has the authority to approve purchases up to \$1,000 per month.

**REVIEW**

These procedures are on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## **THEFT AND FRAUD PREVENTION PROCEDURES**

### **RATIONALE**

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.

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.

### **PROCEDURES**

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

- a) Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
- b) So far as it is possible and within 24 hours:
  - i) Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
  - ii) Request a *written statement* from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
  - iii) Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
  - iv) Inform the Board Chairperson of the information received and consult with them as appropriate.
- c) On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a *prima facie* case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
- d) The Principal shall then carry out the following procedures:
  - i) Investigate the matter further in terms of procedures as set out in sub-paragraph (d);
  - ii) If a *prima facie* case is thought to exist to continue with their investigation;
  - iii) Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
  - iv) Lay a complaint with the New Zealand Police;
  - v) If necessary, commission an independent expert investigation;
  - vi) In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
  - vii) Seek legal advice; or
  - viii) Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.

- e) Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- f) If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
  - i) Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
  - ii) Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
  - iii) Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
  - iv) Advise the person in writing of the processes to be involved from this point on.
- 3) The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
- 4) The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
- 5) Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

### **Allegations Concerning the Principal or a Trustee**

- 6) 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.
- 7) 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**

- 8) 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.
- 9) 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 Henderson North 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.

**REVIEW**

These procedures are on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## **COPYRIGHT AND LICENCES GUIDELINES**

### **PURPOSE**

To put in place copyright procedures and guidelines, covering all printed material, videos, audio tapes and computer programmes, which are compliant with the Copyright Act 1994.

### **GUIDELINES**

Owners of copyright may allow schools to use their work provided that sufficient acknowledgement is given and no profit is to be made by the school.

Except as follows, this permission must be granted by the owner and cannot be assumed.

#### **Photocopying:**

A teacher may copy the whole or part of a work provided that:

- the material is being used in an acknowledged course of instruction at Henderson North School;
- the teacher who will use the material does the copying; and
- no more than one copy is made.

Where multiple copies are made of part of a work, that part may be copied provided that:

- the material is to be used for an educational purpose;
- the copying is done on behalf of Henderson North School;
- the part copied is not copied again for 14 days by anyone else in the school, nor is any part of that work copied within a 14 day period;
- no charge is made; and
- no more than 3% or 3 pages (whichever is the greater), may be copied. If 3 pages means that the whole work is copied, then the copying must be reduced to 50% of the whole work or edition.

The school will maintain a register to record the copying of copyright material, the date it is copied and the reasons for the copying and the numbers of copies made.

#### **Copying of film and sound recordings for educational purposes:**

Copying of film, broadcast or cable programmes is permitted as long as it is done by the teacher for a lesson on how to make films or film sound-tracks and no charge is made for the copy.

There is latitude with regard to audio tapes used for language teacher, but if it is known that there is licensing scheme authorizing the use of sound recordings for educational purposes, then they cannot be copied.

**Recording by the school off TV and radio.**

This can be done on the following conditions:

- any recording is done on behalf of the school, for specific instruction and not for personal use;
- it will not be made available to any other group or institution;
- the material recorded is not subject to a licensing scheme that makes the broadcast or cable programme available to educational establishments; and
- it is only shown to a school audience (staff and students, but not parents unless they are directly connected with the activities of the school).

Note: However as there is now a television licensing scheme in place and Henderson North is not covered by it, no programme should be copied unless the copier is first able to establish that copyright will not be infringed.

**Commercially hired videos**

None of these may be shown in the school unless the teacher has obtained the relevant permission from the copyright owners. The rights under the Copyright Act are subject to the terms of any specific contract.

**Performing, playing or showing a work**

This is permitted as long as it is in the course of activities and the audience consists only the pupils and staff – the school needs a licence if parents come to any performance or if a charge is made.

**REVIEW**

These guidelines are on a triennial review cycle.

|                                  |                         |
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| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## ADMINISTRATION POLICY

### **PURPOSE**

To ensure that Henderson North School complies with all general administrative and legislative requirements

### **GUIDELINES**

Administrative guidelines and procedures will be developed to support the following areas of school operation:

#### *Governance*

- Election, constitution and functioning of the Board of Trustees

#### *Staffing*

- Staffing Entitlement
- Roll returns
- Relievers

#### *Community*

- Community consultation
- Treaty of Waitangi

#### *Student Records / attendance*

- Enrolment
- Attendance
- Stand downs, suspensions, expulsions

#### *General Administration*

- Correspondence
- Lucky Books
- Fundraising
- Uniform

### **REVIEW**

This policy is on a triennial review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....

## 12 GOVERNANCE GUIDELINES

### PURPOSE

To ensure that:

- the Board of Trustees is elected, constituted and functions lawfully;
- the necessary strategic documents are in place;
- the Board's policies, planning and decision-making procedures and structures are regularly reviewed; and
- that the outcomes of these reviews are acted on to improve student achievement.

### GUIDELINES

Note: The Henderson North School Board of Trustees will be guided by the supporting document **Board of Trustees, Terms of Reference** which will be distributed to each trustee. This document defines the various roles within the Board and includes a Code of Conduct which provides clear guidelines for ethical conduct by Board members in all areas of their responsibility and authority.

#### **Election of Board of Trustees**

- Prior to each election a Returning Officer will be elected by the Board and will be remunerated for following the procedures to update the electoral roll; ensure necessary public notification is completed; voting forms are sent out and votes counted.
- The staff trustee shall be a member of the staff and may be elected by secret ballot following calling of nominations. If only one nomination is called, this person shall be the staff trustee.

#### **Constitution of the Board of Trustees**

The Board of Trustees Henderson North school shall ordinarily consist of the following people with full voting rights:

- 6 elected parent trustees
- 1 elected staff trustee
- the Principal

Additional people who may attend Board meetings, without full voting rights include:

- Minutes secretary
- Deputy Principal
- Associate Principal
- Any seconded people

Public attendance is at the discretion of the chairperson.

#### **Strategic Direction**

- The Board will ensure that the school has a Charter that meets all legal requirements and includes both long term goals and annual goals that will be reviewed each year.
- The reviewed, updated Charter will ordinarily be submitted to the Ministry of Education each year with the annual accounts.

#### **Meeting Procedures**

##### ***General***

- Usually two meetings will be held each term, in one calendar year.

- The quorum shall be more than half of the members of the Board currently holding office.
- The Chairperson shall be elected at the first meeting each calendar year and in the general election year where it will at the first meeting of the newly elected Board.
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberate vote.
- Any trustee with a pecuniary interest in an issue or conflict of interests shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.
- Only trustees have automatic speaking rights - others may have rights at the discretion of the chairperson.
- The Board may delegate and minute powers under Section 16 & 17 of the Education Act for the Disciplinary Committee, and this committee shall at all times operate under the principles of natural justice.
- The Board delegates and minutes authority to the Deputy Principal in times of absence of the Principal.

**Special Meetings**

- Special meetings may be called by delivery of notice to the Chairperson, signed by at least one third of trustees currently holding office.

**Exclusion of the public**

- The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Public Meetings Act.

**Motions / Amendments**

- All motions and amendments moved in debate must be seconded unless moved by the Chairperson.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has right of reply.
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.

**Termination of Debate**

- All decisions are to be taken by open voting by all trustees present.

**Agenda**

- This will ordinarily be available at least two days before a meeting and the order of this agenda may be varied by resolution of the meeting.

**Committees / Delegations**

- These are set up to assist the Board, will have clear terms of reference and may use non-trustees who will have an advisory role.

**REVIEW**

These guidelines are on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## ENROLMENT GUIDELINES

### PURPOSE

As Henderson North School wishes to provide a quality education to its local community, unimpaired by overcrowded classrooms and facilities, it is necessary to have an enrolment scheme.

The roll at the school will be managed in accordance with Section 11 of the Education Act 1989 as amended by the Education Amendment Act (No. 2), 1998.

### GUIDELINES

The scheme:

1. The School recognizes its primary responsibility to enrol, as of right, children who live within the area with the following boundaries:
  - Swanson Road to Larnoch Road;
  - Larnoch Road to Rathgar Road;
  - Up to (but not including), Pomaria Road;
  - Te Pai Place to the west side of Henderson Creek;
  - Henderson Creek to Sel Peacock Drive; and
  - Alderman Drive back to Great North Road and up to the intersection of Great North Road, Swanson Road and Lincoln Road.
2. If places are available, other enrolments may include individual children from out of zone from the following categories:
  - Siblings of children currently attending the school or who have previously attended the school;
  - Children with caregivers in the local zone;
  - Children of parents who work in the local zone; or
  - Children of teachers at the school.

### Pre-Enrolment

Each year the Board of Trustees will:

- determine a period during which applications for enrolment will be accepted for the following year;
- develop procedures to be followed in the application process; and
- specify the information which parents may be required to supply in support on an application for enrolment for the following year.

Applications will be accepted in terms of this scheme, once it has been notified in accordance with section 11 G (6) of the Education Act of 1989.

Decisions in respect of enrolment applications from out of zone families are at the discretion of the Principal. A parent / caregiver wishing to appeal any decision has recourse in writing to the Board of Trustees.

### REVIEW

These guidelines are on a triennial review cycle.

Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....

## STAFFING GUIDELINES

### PURPOSE

To ensure that the school is correctly staffed and that allocations are monitored and maintained at the correct level.

### GUIDELINES

- Staff Usage and Expenditure reports are processed by the Office Manager and banking staffing details checked and signed off fortnightly by the Principal following consultation with the accountant.
- Staff leave details are compiled, checked and maintained by the Office Manager.
- Roll Returns for the Ministry of Education are compiled using e-tap by the Office Manager and signed off by the Principal.
- Documentation for daily relievers is completed by the Office Manger.
- All staffing allocation is decided by the Principal following consultation as required with other staff and the Board Chairperson.

### REVIEW

These guidelines are on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

## COMMUNITY PARTNERSHIP AND CONSULTATION GUIDELINES

### GUIDELINES

- In the interests of ensuring that our school is run in the best interests of our students and community, The Board of Trustees of Henderson North School will ensure that there is a robust process of consultation with the community in place.
- The school’s strategic direction will developed by as much consultation with the community as is reasonably possible, and the completed Charter will be available in hard-copy for the community to peruse.
- At the end of the financial year an annual report, consistent with the Government Annual Reporting Guidelines and a financial statement, duly audited, shall be tabled and made available for public scrutiny at the school’s office or at any other appropriate local places.
- The Board of Trustees to hold the Annual Meeting on a day during April fixed by the Board before the first day of April, or where the Board fails or refuses to fix a day during April for the meeting, on the first Tuesday in May.
- The monthly meeting of the Board of Trustees shall be open to the public and parents shall be encouraged to attend.
- A copy of the goals which have been prepared by the Board of Trustees prior to each financial year shall be tabled, copies being available at the school’s office.
- Parents will be encouraged to participate in all school activities and as far as is practical, an open-door policy shall apply at the school.
- Regular newsletters will go to our to parents and wider community.
- Parents will be informed well in advance of any school events and will be assured that all necessary safety procedures are being followed for any trips or activities.
- Parents will be kept fully informed about the classroom programmes, expectations of their children and academic and social progress.

### REVIEW

These guidelines are on a triennial review cycle.

|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
| Signed (Board Chairperson).....  | Signed (Principal)..... |

### TREATY OF WAITANGI

#### GUIDELINES

- The Board of Trustees will involve the local Maori community to gain an insight into particular needs and values. This can be done by consultation, parent involvement, inviting Maori board membership and leadership.
- The Board of Trustees will provide opportunities for student to learn in and about Te Reo and Tikanga.
- School programmes will incorporate the values and knowledge of the Maori and in particular local Maori knowledge.
- The school will provide cultural experiences and recognise Maori needs with Marae visits, consultation, parental involvement, and use of Maori resources in the community.
- Staff development should include Te Reo Maori, Tikanga Maori and cultural sensitivity.
- Through assessment, information and analysis, the Board of Trustees will gain a realistic perspective of the achievement of Maori within the school and therefore, will be able to implement programmes as required to allow the Maori students to realise their potential and talents.
- The school will provide a welcoming atmosphere for all parents and children by reflecting all cultures.

#### REVIEW

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|                                  |                         |
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## **ATTENDANCE RECORD-KEEPING PROCEDURES**

### **RATIONALE**

The Education (School Attendance) Regulations 1951 place a legal requirement on schools to keep an admission register and a register of daily attendance for all students attending school. This allows the school to manage its obligation to parents to monitor the attendance and absence of students who are in their care. It also provides assurance that students are attending school and those who are absent are being followed up.

#### *Admission registers:*

- provide the school with an archived history of students who have attended the school which cannot be destroyed until authorised by the Minister of Education.

#### *The register of daily attendance:*

- can be used as evidence in any proceedings under the Education Act 1989 such as for irregular attendance of a student under section 29 of the Act;
- is a legal document and the basis of the financial system from which funding is derived, and it is essential that the attendance registers are a permanent and accurate record of attendance;
- must be in a form approved by Secretary for Education; and
- at present, Henderson North School uses the approved form (E19/1), which is a manual, paper register which must be used unless the Secretary has given the school approval to use an alternative register, such as a computerized attendance system.

Because In the event of an emergency, the school must have the ability to immediately identify which students are actually at school, this policy is to be read in conjunction with relevant procedures for dealing with emergencies.

### **PURPOSE**

These procedures will provide guidelines as the minimum standards for record keeping and best practice around attendance of students at Henderson North School.

**GUIDELINES**

*Directions for teachers when completing the official register of attendance:*

- only children who have reached the age of five are to be entered in the register;
- when entering the student's name, write the surname first in alphabetical order;
- boys are to be entered first, leaving space for subsequent enrolments;
- for classes with different year levels enter the lowest year level first – boys then girls;
- in the columns for 'age' and 'time since entering school', enter the number of completed years and months as at 1 January (optional);
- in the column headed 'classification', enter the year level of the student;
- at the head of the attendance column, under the heading 'week', enter the dates (day and month) on which the school week begins and ends;
- if a student is admitted to the class after the beginning of the term, note the fact in the column for 'remarks' and state the date of the student's first attendance;
- in the same way, when a student is removed from the school roll note this in the 'remarks' column and state the last date of attendance;
- the attendance of students is to be recorded every morning and afternoon in the register of daily attendance;
- mark the attendance (in blue ink or ball-point pen) in the morning and afternoon with a diagonal cross – one stroke in the morning, another in the afternoon to make a clear X;
- if student is authorized to go on school trips, camps or sporting events, he or she shall be marked as present on that day;
- students who attend health camp shall be marked present for the duration of the time he/she is at the health camp, with a note in the 'remarks' column to show the length of time he/she was at the camp;
- the letter '**a**' should be entered in red ink or ball-point pen to indicate 'absent' – morning absence to be entered as **a/**, afternoon absence as **/a** and a whole day's absence as **a/a**;
- each morning details of absent students will be entered on the Daily Absence Sheet and returned to the office by 9.30 a.m. – these sheets will be returned to your cubby holes each day;
- if the parent / caregiver has informed you of the absence, tick the appropriate box to justify the absence on the Daily Absence Sheet;

- if a student arrives at class after the Daily Absence Sheet has been sent to the office, send the student to check in with the office staff, who will then record the late arrival of the student on the sheet;
- if a teacher has any concerns about a child's attendance, management should be informed promptly;
- if a student has been absent for 20 days inform the office, who will in turn inform you if the child is to be removed from the roll due to the absences being unexplained – at this point remove the child from the roll and enter the details in the 'remarks' column;
- students who are temporarily overseas, provided that the school has documentary evidence of their intention to return to the school, and that their absence will not exceed 15 weeks, shall stay on the roll for that period, marked as a Justified Absence with an explanatory note in the roll;
- a student who is suspended or stood down should be marked absent, with a note in the 'remarks' column to show the length of time he/she was absent due to the suspension or stand down;
- In the case of a student who is suspended for an unspecified period, he/she shall stay on the register until the earliest of the following:
  - The day on which the suspension is lifted or expires, or
  - The day the student is enrolled at another registered school, or
  - The day the student is given an exemption under section 22 of the Education Act 1989;
- When a student leaves, for any reason, a line may be ruled through their name and the rest of the year – if the student returns later in the year, re-enter their name at the bottom of the list and record in the 'remarks' column the date of his/her return;
- Twink is not to be used for corrections – put a line through the mistake and show the correction alongside;
- on a weekly basis, enter the number of boys and girls on the roll and the number of half days the school was open;
- at the end of each week, record the attendance of each student on the adjacent page, showing anything less than the required half days in red ink or red ball-point pen;
- at the end of the term the total number of half days attended for each student is to be recorded in the total column;

*Monitoring of attendance: (office staff and management)*

- on receipt of the Daily Absence Sheets, office staff will make every reasonable effort to ascertain if an absence is justified or not – this will include attempting to make phone contact with the parent or caregiver of the absent child;
- the Daily Absence Sheets will be filed by the Deputy Principal each week and will be available for audit or other purposes at the Principal’s discretion;
- Attendance concerns will be followed up by the Deputy Principal, beginning with a phone call if possible directly to the parent / caregiver or a letter outlining the school’s policy on attendance and the legal implications of non- attendance by a student;
- If necessary, the issue may be discussed with the Health Nurse, who may make a home visit;
- If the situation is not resolved, Improving School Attendance will be contacted and a referral made for a child or children whose attendance is still a cause for concern; and
- If a child has been absent for 20 consecutive days, and the Principal has taken all reasonable steps to ensure the attendance of such a student in terms of sections 25(2) and 31(3) of the Education Act 1989, the student will be removed from the school roll and any computation of attendance from then on should not include their name or details.

**REVIEW**

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|                                  |                         |
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**GENERAL ADMINISTRATION GUIDELINES & PROCEDURES**

**GUIDELINES**

**Student enrolment and records**

- Students are enrolled using the school enrolment form and all enrolments are completed and confirmed by the Principal. The Office manager enters all enrolments into e-enrol and SMS system.
- Student records are kept in vertical files and also stored and updated by the Office Assistant electronically using Kidbase (SMS)
- Student withdrawals are processed by the Office Assistant using e-enrol and SMS and records passed on to the next school the student will be attending.

**Correspondence / School notices**

- Letters and notices will ordinarily be on school letterhead paper and have been authorised by a member of senior management prior to going out.

**Lucky Books**

- The Office Assistant will be the coordinator for Lucky Books.
- Classroom teachers are to ensure that information is given out promptly to students and all monies sent to the office.

**Fundraising / Donations**

- All fundraising is to be authorized by the Principal, including PTA projects.
- The Office Manager will devise workable systems to classify incoming funds and establish recording keeping procedures.

**REVIEW**

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|                                  |                         |
|----------------------------------|-------------------------|
| Adopted at BOT meeting on: ..... | Next review date: ..... |
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## SCHOOL UNIFORM GUIDELINES

### PURPOSE:

To establish and provide clear guidelines with regard to the phased implementation of a uniform, that has minimum impact and maximum benefit for the whole school community.

### GOALS:

1. To develop a sense of identity and pride in the school.
2. To support consistency in dress that helps enhance the school image and culture.
3. To give an increased positive identity in the wider school community eg sports, choirs and competitions.

### GUIDELINES:

1. A parent/caregiver may choose to obtain an exemption upon written request.
2. The uniform will be worn all year round with variation for seasonal changes.
3. The uniform will be made up of the approved items on the uniform schedule.
4. All items of clothing and footwear must be clearly named.
5. On any school trip appropriate shoes must be worn.
6. For interschool sports days ie netball, rugby etc some sport uniforms will be provided.
7. Children will wear a cover shirt provided by the school if involved in art/craft at school.

### MANAGEMENT & MONITORING:

1. The new uniform will be available for purchase from NZ Uniforms, 7 Rata Street, New Lynn.
2. Commencing Term 1, 2008, all the required items must be worn by all students, excluding those with the appropriate exemption.
3. Implementation of the uniform policy is always subject to uniform availability.
4. If any pupil is not wearing our approved uniform a standard letter will be sent home to the parent by the Principal, Deputy Principal or Associate Principal.
5. No child will be excluded from educational activities because they are not conforming to the dress code.
6. No child will be punished, humiliated or chastised for not wearing a school uniform.
7. The BOT will review annually all matters pertaining to the school uniform.
8. For safety reasons all children on school trips off school grounds should be in the recommended school uniform as per uniform schedule or be accompanied by the parent or appointed caregiver. (This depends on the year level and if part of the phase-in process.)

UNIFORM: The mandatory uniform for Henderson North School:

*Available at NZ Uniforms – any or all of the following:*

- Polo shirt, short or long sleeved, colour Jade, with Henderson North School logo.
- Zip Tunic Polar Fleece Sweat long sleeved or Zip Vest Polar Fleece colour navy with HNS Logo.

*The following are available through NZ Uniforms:*

- Shorts, skirts, track pants, trousers, culottes – colour Navy (no denim, stripes, patches or other logos.)
- Sunhat/Cap available from NZ Uniforms and must be worn in the first and third term.
- White or Navy skivvies are able to worn under Polo shirt during winter.

### REVIEW

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Adopted at BOT meeting on: ..... Next review date: .....

Signed (Board Chairperson)..... Signed (Principal).....



## **SUPPORTING DOCUMENTATION**

*The following documentation supports all policies, procedures and guidelines of Henderson North School.*

Triennial Review Cycle

Henderson North School Board of Trustees: Terms of Reference.

MOE Operational Policies – Section 7

The National Education Guidelines

Planning and Reporting – Relevant Legislation

The National Education Goals (NEGs)

The National Administration Guidelines (NAGs)

Volcanic Eruption and Evacuation Response Plan 1 & Plan 2

New Zealand Curriculum

Henderson North School Curriculum Plan

Staff Performance Agreements

Student Records

Asset Register

Hazard Register

Pandemic Response Plan

Emergency Evacuation Plan