



Procedure Handbook

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Absences

- Staff who are unable to attend school will need to notify the Principal by 7 am or the evening before.
- Staff Leave: Refer to the Staff Leave Policy (in this document)
- Absences are recorded daily at the office and on eTap using the eTap coding system.
- A reason must be given if your child is absent.
- If the school is not notified by parents/caregivers of an absence via phone or a written note, parents will be phoned to check the reason.
- Whether an absence is justified or not is at the discretion of the Principal. Justified absences include: illness, bereavement and medical appointments.
- Once the child has 3 'Unjustified' absences or has 3 'Late' arrivals at school within a term the teacher will phone the parents/caregivers.
- If a child is going to be away for more than 3 days due to 'Family' reasons, a formal letter must be handed in to the Principal otherwise the 'Unjustified' absence procedures will be followed.
- If a child is away for more than 3 'Sick' days at a time, a letter from the parents must be handed in to the office giving a general explanation.
- Class teachers and office staff are to record any absence on eTap by 9:15am and code the reason accordingly if known. If there is no reason beside the child's name, office staff will phone the parents/caregivers so the reason can be recorded.
- The office administrator will also check that teachers are marking the roll using eTap twice a day. Where a teacher is absent, the office administrator will collect the attendance information for that day and enter it. Where a teacher is present, the office administrator will speak to the teacher to let them know the roll needs marking.
- A 'Late' arrival is classified as arriving after 9:10am and will be recorded as late. Arrival at school prior to 9am is important for children to settle in. Therefore if a child is repeatedly late, parents will be contacted by the teacher in the first instance and by the principal if lateness is ongoing.
- Teachers and/or Office Staff must notify the Principal for any pattern of absence in relation to the above situations.
- If a pattern of absence is recorded, the Principal will monitor this with one or more of the following procedures:
 - A formal letter
 - A meeting with the parents/caregivers
 - A referral to the Truancy Officer or Health Nurse
 - (If the absence is unexplained for 8 days or more and a meeting has not been able to occur to resolve the situation).
- Once 10 days of absence has been reached within a year, parents/caregivers will be sent a formal letter and a meeting will be arranged (for 'Sick', 'Late' and 'Unexplained' absences).
- If patterns of absence continue after 10 days of absence within a year, this may be referred to the Truancy Officer or Health Nurse.
- Pupils who have no absence for a term will be acknowledged in the first Assembly of the following term.
- Pupils who have less than 3 days absence in a year will be acknowledged at the final assembly of the year.
- Pupils who have no absences in a year will be acknowledged with 100% attendance at the final assembly of the year.

Accidents

1. The Principal or duty teacher dealing with the accident, is to ensure details about all accidents to persons while at school (including EOTC programmes) are recorded. The Accident Incident Reports will have all matters recorded in it other than those regarded as 'minor'. Stored in the Accident Incident Register. All incidents will be recorded on eTap
2. Serious accidents / incidents, involving out of school medical assistance or of significant concern need to have a report written about them and be given to the Principal to file in the Accident Incident Register. These are available to the Board. The Board Presiding Member will be informed of all reports.
3. We will endeavour to contact the parent/ caregiver of students that receive medical attention at school.
4. The Board requires an up to date database of pupil medical conditions be maintained.
5. Staff attending an injured child must ensure another staff member supervises their class.

Alcohol & Drugs

Within the Health & Physical Education Curriculum our school provides alcohol and drug awareness programmes to help students establish responsible attitudes.

- To develop relevant current programmes involving students, teachers, parents/ caregivers and the community. e.g. Life Education and Keeping Ourselves Safe.
- To foster in students, social and personal skills to give them confidence to make responsible choices.
- To make students aware of the dangers of abusing alcohol and drugs and using harmful substances.
- To foster a responsible attitude to alcohol in teachers, parents / caregivers and the school community.
- Alcohol and drug programmes are taught by teachers trained in these areas as part of on-going integrated health education across the school.
- The programmes are developmental and aim to promote personal and social attitudes with the focus on healthy living.
- Through consistent, informative programmes, children will be able to make wise decisions when they encounter situations related to alcohol and drugs.

Employees must:

- be unimpaired by alcohol, medication or other drugs during work hours, including excursions, camps and other activities where employees have a duty of care for students;
- not be in possession of illicit drugs in the workplace;

- not be in possession of alcohol in the workplace without prior approval from their principal or line manager;
- not place the safety and health of others at risk;
- notify their principal or line manager where alcohol, medication or other drugs cause impairment or other effects that may impact the health and safety of themselves or others, duty of care obligations or work performance;
- if relevant, comply with established return to work plans that address fitness for work circumstances;
- immediately notify the principal or line manager if they observe behaviour that suggests a co-worker, student or visitor is impaired by alcohol, medication or other drugs; and
- store personal medications in a secure manner.

Responsibilities of the principal

Where it is observed that an employee may be impaired by alcohol or other drugs, principals and line managers must:

- immediately discuss their observations with the employee to ascertain support or assistance required;
- immediately determine if it is safe for the employee to remain at the workplace; and
- implement relevant support if the employee continues working.

Where it is deemed unsafe for the employee to remain at work, or the employee discloses they are impaired by alcohol, medication or other drugs, principal must:

- facilitate removal of the employee from the workplace and safe travel home or to a medical practitioner/medical facility;
- where prescription medication may cause impairment, work with the employee to develop a plan to manage situations, including considering reasonable adjustments to tasks/duties undertaken and possible flexibility related to work hours for a period of time;
- discuss repeated instances of alcohol or other drug impairment with the Department's Injury Management Consultants to determine whether a fitness for work review with the Department's occupational physician is instigated and consider referral to the Standards and Integrity Directorate;
- document incidents involving observed impairment by alcohol or other drugs and document actions taken to support the employee; and
- maintain confidentiality by only discussing issues with those who need to know, with information kept in a secure location at the worksite.

If illicit drugs, or a substance believed to be illicit drugs, are found in possession of an employee or in the workplace, the principal must:

- secure the drugs in a manner that maintains workplace safety;

- contact the police and arrange for collection of the drugs (the principal does not have authority to dispose of or distribute drugs to other parties); and
- report the matter to the Board Presiding Member if the drugs relate to an employee.

Animal Care in the Classroom

Responsibility of the welfare of animals kept in a classroom or at school rests with the teacher and any creature kept in a classroom must be housed and fed properly, have cages/containers of an appropriate size and be ventilated and hygienic. Any injured or sick animals must be treated and not kept at school. Creatures captured for class study must be returned to their habitat as soon as practical.

Annual Reporting

The Board is responsible for the completion of reports from the Presiding Member, Principal and Financial Convenor. This occurs at the Annual Meeting held in April / May each year. Annual Report to be uploaded to SDP by 31 May

Appointment of Staff

The School Board has a policy of being an Equal Opportunities Employer.

Appointments will be made without prejudice. The Human Rights Act prohibits the discrimination against any potential applicant on the following grounds:

- [age](#) (from age 16 years)
- [colour](#)
- [disability](#)
- [employment status](#)
- [ethnic or national origins](#) (includes nationality and citizenship)
- [family status](#) (having dependents, not having dependents, being married to, or in a civil union or de facto relationship with, a particular person or being a relative of a particular person)
- [marital status](#) (single, married, in a civil union or a de facto relationship, separated, a party to a marriage or civil union now dissolved, widowed)
- [political opinion](#) (including having no political opinion)
- [race](#)
- [religious belief](#)
- gender
- childbirth and pregnancy
- [sexual orientation](#) (heterosexual, homosexual, lesbian, bisexual etc)

Taking all of the above into account, the overriding principle for any appointments will be “the best person for the job”.

The Board recognises the current Collective Agreements and other Agreements relevant to staff employed.

An appointment sub-committee consisting of Board members, the Principal and, where possible, the staff member who will be working most closely with the successful candidate will be responsible for shortlisting and interviewing candidates for all positions. The subcommittee will be responsible for the final appointment decision. The Board has the right to invite any additional person(s) to

assist them in the selection process and/or the interviewing of candidates. That person(s) would be required to be present at each interview.

Detailed records of all procedures for each appointment must be kept by the Principal or Board representative.

Appointment Of Principal

The incumbent Principal may be replaced on the appointment sub-committee by a Principal Adviser, Education Consultant, School Support Services Representative or Principal from another school.

Procedures

- Application period will be decided upon, being no less than 10 days and no more than four weeks, from the final advertisement of the vacancy. Closure date of the vacancy will be specified in gazette Notice of Vacancy.
- No late applications will be received.
- Commencement date will be at the beginning of the school term, unless the Board gives a specified commencement time in gazette notice or by consultation with the new appointee.
- Job description, person specifications and criteria for appointment will be available to all genuine enquiries during the application period.
- In the case of Principal applicants, the application must be accompanied by a Curriculum Vitae and nominations of up to three confidential referees. Such referees may be asked by the Board for a referee's statement.
- The Board, with the candidate's permission, is able to make confidential enquiries as to the suitability of each candidate.
- The Board's appointment sub-committee may shortlist a number of selected candidates for interview purposes. The final preference ranking of the applicants interviewed is to be made by consensus.
- The appointment will be made by the full Board, or quorum, as soon as possible after the interviews.
- Wherever possible all interviews will be held within a period of five days (although preferably within a closer time span). The interviewing personnel will remain the same for each interview.
- The Principal (or Board Presiding Member in the appointment of the Principal) will advise the successful applicant as soon as it is reasonably possible after the Board has reached its decision.
- The successful applicant must notify the Board within five working days of their acceptance or nonacceptance. Written confirmation of the appointment will then be forwarded to the successful applicant.
- In the case of non-acceptance, the Board Presiding Member may notify the next applicant on the ranked list immediately. All applicants will be advised in writing of non-appointment using a standard form letter, as soon as the Board has received an acceptance.

- In the case of non-suitability of all applicants, the position will be re-advertised.
- The Board has the right to invite any additional person(s) to assist them in the selection process and/or to interview the candidates. That person would be required to be present at each interview.
- The community will be advised as soon as possible of the Board's decision.

Appointment Of Deputy Principal Procedures And 3.0 Basic Scale Staff Including Part-Time Teachers

Procedures

- Application period will be decided upon, being no less than 10 days and no more than four weeks, from the final advertisement of the vacancy. Closure date of the vacancy will be specified in NZ Education Gazette Vacancies.
- No late applications will be received.
- Applications must be accompanied by a Letter of Application, a Curriculum Vitae and nominations of up to three confidential referees including current employer. Such referees may be asked by the Principal or Board for a referee's statement.
- The Principal / Board, with the candidate's permission, is able to make confidential enquiries as to the suitability of each candidate.
- The Principal and board Chair may shortlist a number of selected candidates for interview purposes. (Sub-committee involved where practical)
- The appointment will be made by the appointments sub-committee as soon as possible after the interviews.
- Wherever possible all interviews will be held within a period of 5-10 days. The interviewing personnel will remain the same for each interview.
- The Principal will advise the successful applicant as soon as it is reasonably possible after the sub-committee has reached its decision.
- The successful applicant must notify the Board within five working days of their acceptance or nonacceptance. Written confirmation of the appointment will then be forwarded to the successful applicant.
- In the case of non-acceptance, the Principal may notify the next applicant on the ranked list immediately. All applicants will be advised in writing of non-appointment using a standard form letter/email, as soon as the Board has received an acceptance.
- In the case of non-suitability of applicants, the position will be re-advertised.
- The Board has the right to invite any additional person(s) to assist them in the selection process and/or to interview the candidates. That person would be required to be present at each interview.
- The community will be advised as soon as possible of the Board's decision.

Will be as above except:

- The Principal may select and shortlist a number of applicants. A recommendation can then be made to the Board appointment sub-committee. However, the sub-committee reserves the right to consider all applications, should this be considered desirable or appropriate.

- Written notices of appointments or non-appointment will be signed by the Principal.
- The application period will be three weeks as stipulated in the Education Gazette unless, at the discretion of the Principal, the advertisement of the vacancy states otherwise.
- If necessary, interviews will be called for, and conducted by the Principal. In which case, a representative or representatives of the Board appointment sub-committee or their co-opted representatives, may be present.
- Part-time or shared positions may be advertised in the local newspapers.

Ancillary Staff Procedures

- The Board recognises the relevant collective agreements for teacher aides, secretaries, cleaners & caretakers, and other ancillary staff.
- The Principal and/or Board advertise vacancies and may select and short list suitable applicants and then consult with the Board regarding the recommendation.
- The Principal on behalf of the Board will confirm in writing the appointment or non-appointment of all applicants.
- Job descriptions will be available.
- Reports and previous employer recommendations will be required.

General Procedures

- ACTING UP - For positions of acting up, procedures are put in place to ensure all staff have the opportunity to express interest and apply, written or verbally.
- REVIEWS OF NON-APPOINTMENT
 - Relevant NZEI Guidelines will be used for this purpose.
- VENUES FOR ANY INTERVIEWS will be at the Board discretion. They may act, on advice, of co-opted representatives or on the Principal's advice in certain circumstances.
- TRAVEL AND ACCOMMODATION ALLOWANCES may be granted at the discretion of the Board.
- FINAL APPROVAL OF ALL APPOINTMENTS EXCEPT RELIEVERS rests with the Board which means board must be involved in the employment sub committee unless it is delegated to the Principal to do so. All relievers, daily or long term, will be appointed by the Principal.
 - All support staff that are likely to work with children without a teacher present must be police vetted. This must be updated at least every 3 years.
 - The regulations require that the worker safety checks include:
 - identity verification
 - police vetting
 - reference checks
 - employment verification checks
 - checks with professional registration bodies or licensing authorities
 - interviews
 - a risk assessment that considers the specific child safety related risk.
 - From 1 July 2015, all these steps of the safety check must be completed before a person is employed or engaged to start in a new role as a children's worker.

Teacher Certification and Police Vetting

All teachers and the ePrincipal employed by the school should be registered by the Teaching Council of New Zealand. Teachers are responsible for renewing their registration every three years. The cost of this is not met by the school.

Contact the Teaching Council for the necessary documentation and guidelines.

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

There are different vetting requirements for teachers and non-teachers.

The Education Council vets teachers as part of the renewal of their registration, but the school must apply for police vetting of non-teachers. Appointment packs for support staff must include details about vetting requirements and the candidate's agreement to be vetted.

The school maintains strict confidentiality throughout the process, sharing the vetting information with the person concerned only.

Vetting Requirements for Teachers

Who?	Who by?	How often?	Who pays?
Teachers and Limited Authority to Teach (LAT) staff members	Education Council	Every three years when they seek renewal of their practising certificate.	The cost is contained in the application processing fee and is paid by the teacher.

Police Vetting for Support Staff and Unregistered Teachers

This applies to all teachers who are not currently registered, and non-teachers, including support staff and contractors and their staff members. Police vetting is not a complete background check and should be used as part of a robust recruiting and screening process.

It is the Board or management's duty to apply for the vet; a vet supplied by the person concerned, or obtained from a previous employer, cannot be used. The school applies to the police to receive vetting services, and is provided with the correct Consent to Disclosure of Information forms. Board or management are also responsible for verifying the identity of the person concerned.

- Vetting can only be carried out with the consent of the applicant given on the correct form. Applicants should be told they are to be vetted and offered an explanation of the process.
- See the [Police Vetting Guidelines](#) for an explanation of the vetting process.

Completed vetting requests are returned to the organisation and are dealt with in confidence.

If the person passes the vet, go on with the appointment procedure.

If the person does NOT pass the vet.

If the person has a police record, review it and decide how to proceed. Depending on the nature of the record, you may choose to offer them the opportunity to explain the result, and if satisfied, may continue with the appointment procedure.

- The subject of the vet should be given the opportunity to view and correct the information supplied by the police, and should take up any discrepancies directly with the police. No adverse action should be taken until the person has validated the information in the vet.

Confidentiality must be observed for police vets, in applying and receiving the vet, and in storing the results. Only those requiring the information should be able to access it, and it should be destroyed when no longer needed.

The application must be directed to the [Vetting and Validation Section of NZ Police](#) (not the Education Council). For further information, refer to the [NZ Police website](#).

Assessment & Evaluation

1. See Schoolwide doc

2. Pupil Assessment Files:

Individual Pupil Files – Containing learning and achievement data. Including– running records, assessment information, additional documentation. Held for 12 months.

Day to Day Assessment– Recorded in teachers assessment folders, including unit planning. Additional data may also be kept in Teachers Day Planners.

Special Needs Pupils– A copy of IEP's, MOE / Specialist contacts, etc will be kept in the Principal's filing cabinet and by relevant classroom teachers.

Associate Teacher

Any classroom teacher that is fully registered is able to apply to be an Associate Teacher with a recognized School of Education, with the Principal's agreement.

Behaviour Management

Lake Rerewhakaaitu School Expectation

- **Respect self, others and property.**

Phrases to support expectations:

1. Kia āta tau – be calm and settled
2. Kia āta whakarongo – be attentive and take heed
3. Kia āta tirohia – be observant
4. Kia āta whakaarohia – think it out / think it through
5. Mahia kā tika – work through things in a considered way

Summary of consequences:

Level 2-3 behaviours

First Time:	Reminder
Second Time:	Redirection
Third Time:	Move to another desk or workspace within the classroom

Do this twice if necessary - then move to out of class timeout. (timeout should be no more than 10-15 minutes - less for younger students).

Look in the mirror before you look out the window.

Level 3-4 Behaviours or continuous misbehaviour Level 2

Fourth Time: Time out – out of classroom- 5 minutes max

Fifth Time: Behaviour reflection form (form home to parents)- Two reflection forms in a day or 5 in a week, contact parents - Inform Principal
Signed copy of form to Principal once returned

If the in-class time-outs and out of class time-outs are not leading to an improvement in behaviour: Inform the Principal

Severe behaviour: Move to Principal’s office (contact parents)

At any of these stages, children may be required to attend a restorative conversation in their break. They may also be required to participate in activities that will help restore relationships and make up for their actions.

For some children individual behaviour plans and personalised interventions are needed to address behaviour.

<p align="center">Level 1 (Tier 1)</p> <p align="center">Trying to deal with the behaviour without drawing the attention of the whole class to it or disrupting the teaching and learning.</p>	
<p align="center">Strategies:</p> <ul style="list-style-type: none"> ● Thanking the students who are behaving correctly. (eg. Thanks for listening so well.) ● Discreetly get the child's attention ● Pause and wait for correction of behaviour. ● Give a teacher look ● Say the student’s name. ● Non verbal redirection <p>NB: Be aware of not having children sitting too long.</p> <p>Ensure that your planning and class organisation caters for children with underlying cognitive differences and engages children. Many of these low level behaviours can be an indication of lack of engagement rather than trying to be naughty.</p>	<p align="center">Low Level Behaviours: E.g:</p> <ul style="list-style-type: none"> ● Talking when not supposed to be talking ● Off task ● Not joining in ● Fiddling with stuff ● Calling Out ● Swinging on chair ● Touching someone (but not hitting) ● Wandering ● Messy Work (deliberate scribbling - not just untidy writing) ● Untidiness - clothing, bags ● Answering Back
<p>For more serious behaviours, or if the above strategies don’t work for the low level behaviours and it moves to Level 2.</p>	
<p align="center">Level 2 (Tier 1)</p> <p align="center">Still try to manage behaviours as unobtrusively/quickly as possible.</p>	
<p>Strategies: Relate to class expectations. Try to keep your voice calm and neutral</p> <p>1.</p> <ul style="list-style-type: none"> ● State what you see the students doing. (descriptive) ● State what the student should be doing. 	<p>Behaviours: Continuation of low level behaviours listed above</p> <p>And</p> <ul style="list-style-type: none"> ● Swearing – not at someone ● Name calling, teasing

<ul style="list-style-type: none"> ● Use the broken record technique. <p>If the behaviour doesn't change:</p> <ol style="list-style-type: none"> 2. Ask what the student is doing. Ask what the student should be doing. Ask what rule applies here 3. Use "I understand ... however ..." statements. 4. Move to choice: "Either you sit down or ... you work at this table." "When you have donethen you can do .." Consequences to be mild, relevant, natural, logical and known. 5. Broken Record - eg. You need to get your reading book, it's time to sit down on the mat, 6. Could use a type of 'Brain Break System' - 5 minute run to a designated place, drink and sensible re-entry to classroom. Guidelines and procedure should be established with children so they understand expectations. 7. Monitoring computer use Do as much as you can to ensure students screens are visible to the teacher if roving around the room. Children should not sit with backs against their wall or in a corner. 	<ul style="list-style-type: none"> ● Misuse of computers <p>Consequences could be: 2 warnings then</p> <ul style="list-style-type: none"> ● I'll talk to you later ● Move to another desk or space within the classroom ● Time-Out (15 mins max), out of classroom ● Take something off the student by asking student to give it to you, eg: ipad, piece of equipment ● Remove a privilege ● Pick up rubbish ● Paying for broken or damaged equipment <p>Always follow up with a quick restorative chat at some stage during the day. These tier 1 behaviours can become tier 2 behaviours if they continue ...</p> <p>If the child does not respond to strategies at this level and consequences are needed, the behaviour should be recorded on etap.</p> <p>A behaviour reflection form is to be filled out at the lunch break and a copy sent home for parents to sign.</p>
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Level 3 (Tier 2)
For serious behaviours or a continuation of low level behaviours

<p>Strategies /Consequences:</p> <ol style="list-style-type: none"> 1. See later at playtime/lunchtime 2. Use timeout options – particularly if student is threatening the safety of the teacher or students or continuing to impact on teaching and learning programmes: <ol style="list-style-type: none"> a) Move to a time-out space within the room (if behaviour continues - b) b) Move to a timeout space in another room/outside (15 min) c) Move to principal's office (for serious behaviours or continual misbehaviour after in-class timeout/out of class timeouts have not worked and if behaviour has not improved. <p>If the child is refusing or aggressive possible strategies include: Send a student to get the principal or another teacher Remove the class from the room.</p>	<p>Behaviour Examples:</p> <p>Punching All types of Bullying Intimidating looks, threatening signs and anti social behaviour Knocking into each other Repeated refusal to change low level behaviours Abusive behaviour Swearing Inciting others to unacceptable behaviour Swearing at someone Continuous/Serious misuse of computers Stealing Deliberate or intentional acts of vandalism</p> <p>These sorts of behaviours often need specific intervention to address. It should be integrated within the classroom programme and outside expertise can be sought (see LSC) Teachers should be in communication with parents so they are aware of the issues and they should</p>
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<p>3. Behaviour Reflection Sheet at an appropriate time</p> <p>The teacher who dealt with the incident must record in etap, have restorative conversation with students involved, do behaviour reflection form with student and to advise the principal.</p> <p>MEDICAL incidents must be entered on etap. Please notify the principal for serious cases.</p> <p>Ongoing negative behaviour may result in students being allocated a defined play area.</p>	<p>be discussed with parents at termly interviews and improvement noted. (nb. these may be handled differently if they are on-going and if the child is 7 or younger)</p> <p>Strategies /Consequences: At this level, the behaviour should be recorded on etap</p> <p>Always followed by a restorative discussion on the same day, possibly involving the victim if appropriate. http://pb4l.tki.org.nz/PB4L-Restorative-Practice</p> <p>For ongoing misbehaviour Tier 2 Contact LSC - refer - LSC will observe and support the teachers to put in an intervention plan. SENCO involvement at this stage Contact parents to let them know of the behaviour and aim to get support from home.</p>
<p>Level 4: (Tier 3) For serious behaviours and continual mis-behaviour despite interventions.</p>	
<p>Strategies /Consequences:</p> <p>Remove from learning environment (to Principal's office as appropriate)</p> <p>Stand-down OR Suspension (board informed)</p> <p>Followed by a restorative conference including parents</p> <p>Tier 3 Contact parents Contact RTLB Contact Group Special Education (GSE) - MOE Other services may be required such as counselling or mentoring or other programs</p>	<p>Behaviours:</p> <p>Continual misbehaviour with no sign of improvement despite interventions Excessive Violence Bringing weapons to school with intent to use Sexually inappropriate behaviour</p>

At playtime and lunchtime:

Ensure there are activities available throughout the week. Year 8 leaders can run these activities but will need support from teachers.
Eg. Music room, library, woodwork table, dynamo sports

Figure 2: School culture of wellbeing

Focus	From	To
Culture	Adult focus.	Student focus.
	Punitive systems and approach to managing student behaviour.	Restorative approach that focuses on accountability, healing and needs. ²
Values	School values are implicit in intentions, planning and practices.	School values are explicit and visible in all aspects of school operations and practices.
Thinking	Deficit thinking prevails in a culture of blame and negativity.	The strengths and potential of students, teachers, parents and whanau is the focus for promoting and responding to wellbeing.
Attitudes	It is not easy or okay to ask for help.	Asking for help is 'normalised' and encouraged.

Restore - Plan - talk about students positively

Board Meetings

1. Board Meetings are Public Meetings and therefore operate under NZ Standing Orders for Meetings of Local Authorities Act. Parents and Members of the Community are welcome to attend these meetings unless the meeting meets the requirements of Section 48 of the Local Government Official Information and Meetings Act 1987.
2. An agenda will be followed. Written Reports will be circulated to all Board members.
3. Meetings will take place twice each term, usually at the beginning and end of each term.
4. Copies of the Minutes will be circulated to all Board members within one week of the Board meeting. A copy will also be available in the school foyer.

Budgets & Finance

See Policy

Calendar of Events

1. A year planner will be available for staff to enter upcoming events in the staffroom.
2. A term events calendar will be sent home to all parents early each term.

Child Abuse / Protected Disclosure

The Protected Disclosures Act 2000 encourages people to report serious wrongdoing in their workplace by providing protection if they 'blow the whistle'. ...New Zealand was one of the first countries in the world to introduce legislation to protect people for speaking up in the public interest.

See further information at the following website - [Ombudsman](#)

Procedures for making a protected disclosure under the [Protected Disclosures\(Protection of Whistleblowers\) Act 2022](#).

If, on reasonable grounds, you believe you have information that a serious wrongdoing is occurring (or may occur) within the school and you wish to disclose that information so it can be investigated, you can make a protected disclosure to the Principal.

This can be done verbally or in writing. You should identify that the disclosure is being made under the Protected Disclosures Act and is following the board procedure, provide detail of the complaint (disclosure), and who the complaint is against.

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

It is then up to the person you disclose to, to decide if the disclosure constitutes serious wrong-doing and that the allegations need investigating. They can decide:

- to investigate the disclosure themselves
- to forward the disclosure to the Board or a committee of the Board to investigate
- whether it needs to be passed on to an appropriate authority. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.

If you believe that both Principal and the Presiding Member of the Board may be party to the wrong-doing or in close relationship with the person/s involved in the wrong-doing you can approach an external "appropriate authority" directly yourself.

Who Is An "Appropriate Authority"?

As noted above, in some circumstances the disclosure could be made to an appropriate authority by yourself or the person to whom you have made the disclosure. An appropriate authority is defined in the Act as including:

- "(a) includes ...
 - (i) the Commissioner of Police
 - (ii) the Controller and Auditor-General
 - (iii) the Director of the Serious Fraud Office
 - (iv) the Inspector-General of Intelligence and Security
 - (v) an Ombudsman
 - (vi) the Parliamentary Commissioner for the Environment
 - (vii) the Police Complaints Authority
 - (viii) the Solicitor-General
 - (ix) the State Services Commissioner
 - (x) the Health and Disability Commissioner
- (b) includes the head of every public sector organisation, whether or not mentioned in paragraph (a)".

Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).

Why Can't I Just Go To The Appropriate Authority Myself?

There are three circumstances when you can go directly to the appropriate authority.

- When you believe that the head of the organisation is also a party to the wrong-doing or has an association with the person which would make it inappropriate for them to investigate.
- If the matter needs urgent attention or there are other exceptional circumstances.
- If, after 20 working days, there has been no action or recommended action on the matter to which the disclosure related.
- Otherwise you need to go through the internal process.

What Happens If Even The Appropriate Authority Does Nothing?

You could then make the disclosure to the Ombudsman (unless they were the authority you have already disclosed to) or a Minister of the Crown.

The Act does not protect you if you disclose information to the media or a member of parliament other than a Minister of the Crown in the circumstances referred to above.

Where Can I Find Out More Information?

If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the Human Rights Act 1993 if the disclosure leads to victimisation.

Link to [Office of the Ombudsman and further information](#)

Neglect, Physical, Emotional and Sexual Abuse of a child or young person may adversely affect their functioning well into adulthood. Early detection, and the following of agreed procedure, allows the legislation provided for the protection of child or young person to function effectively.

The welfare and interests of the child or young person should be the first and paramount consideration in all decisions and actions taken with regard to this policy.

- To provide an effective procedure in responding to cases of suspected child abuse or neglect.
- To provide a quick and effective response in the case of confirmed child abuse or neglect.
- To provide quick and effective response in the case of the child being in immediate danger or being unable to go home that day.

Child Abuse

Refer to Reporting of Suspected or Actual Child Abuse and Neglect: Protocol between the Ministry of Education, the New Zealand Schools Trustees Association and Tamariki Oranga - amended 2015.

<https://www.education.govt.nz/assets/Documents/School/Traumatic-incidents-and-emergencies/MoE-STA-CYFProtocolForReportingActualOrSuspectedChildAbuseNov09Amendment-3-2015.pdf>

Staff shall bring all cases of suspected abuse or neglect to the attention of another staff member and/or the principal as soon as there are concerns of abuse or neglect so that the incident can be documented and recorded. Collected data can include diagrams, checklists and observations. If further action is needed the principal will decide whether to consult with the child's parents or report the concerns to CYF and/or the Police.

No decisions or actions in respect of suspected or actual child abuse are to be made by any staff member in isolation unless there are concerns for the immediate safety of the child or young person. A consultative approach is essential to ensure the safety of the child/young person and staff member.

If urgent, as in above (3), the principal will make an immediate referral to the police or Tamariki Oranga services. The children's caregivers will then be advised by the statutory agency involved (Tamariki Oranga, Police) of any action taken as required under the Children and Young Person and their Families Act.

In the case of an employee, action is guided by the applicable employment contract, Complaints Policy and/or principles of natural justice.

The school should facilitate training for staff (teachers and support staff) to help them identify suspected abuse or neglect and **know how to respond appropriately**. To assist with training the school may liaise with Tamariki Oranga (Child Youth and Family) Services, the Police, or Group Special Education.

Through curriculum delivery the school provides programmes to develop skills in children that may assist them in identifying and protecting themselves from abusive situations. Eg **Keeping Ourselves Safe** to be implemented every two years.

References And Sources

Reporting of Suspected or Actual Child Abuse and Neglect: Protocol between the Ministry of Education, the New Zealand Schools Trustees Association and Child, Youth and Family Child, 2009

<https://www.education.govt.nz/assets/Documents/School/Traumatic-incidents-and-emergencies/MoE-STA-CYFProtocolForReportingActualOrSuspectedChildAbuseNov09Amendment-3-2015.pdf>

Children, Young Persons, and Their Families Act 1989 (CYP&F Act)
website: http://www.cyf.govt.nz/documents/BTC_StopAbuse.pdf.

Working Together to Keep Children and Young People Safe (*Me mutu tā tātou tūkinō tamariki*)
<http://www.cyf.govt.nz/documents/about-us/publications/27713-working-together-3-0-45ppi.pdf>

Civil Defence Preparedness

Civil Defence Emergencies could include:

- * Flooding
- * High Winds
- * Earthquake
- * Volcanic Eruption
- * Chemical Spill
- * Snow
- * Fire
- * Other

Playground supervision

Duty Roster

Times	Monday	Tuesday	Wednesday	Thursday	Friday
11.00 - 11.30 INTERVAL					
12.30 – 12.45pm LUNCH					
12:45pm - 1.15pm					
Lunch Swimming					
3.05pm Walkers					
3.05pm Bus					

- Please be punctual to duty and inform others of their arrival at changeover times.
- Wear Hi-Vis vests
- Wintertime eating - Children sit down outside class area while eating during the first 10 minutes of play (Senior Prefects supervise 10 mins eating at morning tea time so duty teachers can get sorted. Duty teacher MUST be out by the end of the 10 min eating bell).
- Interval children must eat outside classrooms **before** heading off to play.
- Please give the duty board to the next duty person once you have completed details.
- Make sure the cover page is on the top of the duty board.
- The duty teachers are responsible for determining if it is wet enough to call students inside by ringing a bell. **IN 2 bells OUT 3 Bells**

Emergency Measures

Lake Rerewhakaaitu School will become a Civil Defence Post in the event of a major emergency. The school will have the following provisions:

- * Torches & batteries
- * Transistor Radio
- * Water
- * Emergency food supplies
- * First Aid Kit
- * Several blankets

Emergency Management for Lake Rerewhakaaitu School.

Introduction/Rationale

An emergency is any sudden large-scale event that threatens the school, staff, students and/or visitors.

There are many events, natural and man-made, accidental and malicious, that can cause harm to members of the school community and affect operations of the school.

Schools must plan and teach all members of the school community how to respond and be safe in any emergency situation.

Emergencies may include:

Personal Emergency	Physical Emergency
<ul style="list-style-type: none">● Serious assaults● Armed offenders● Bomb threat● Death or serious injury● Intruder● Medical emergency● Missing child	<ul style="list-style-type: none">● Chemical spill● Earthquake● Fire● Flooding● Gas leak● Power failure● Storm● Volcanic eruption and ash fall

- Testing of emergency drills should occur at least 6-monthly.
- Testing the CB radio with CD control centre every Wednesday at 9.00am

Roles And Responsibilities

Board

- Provide effective emergency planning and procedures to ensure the safety of students and staff
- Review the adequacy of the Emergency Response Plan annually
- Ensure that the Plan is regularly tested
- Maintain contact with support groups

Principal

- Participate in training exercises
- Provide leadership during an emergency or disaster
- Recommend policies for emergency preparedness to the Board
- Appoint an Emergency Coordinator where necessary
- Provide leadership in the development of emergency response plans and training programmes
- Develop and coordinate in-service training for staff
- Incorporate emergency preparedness in the school curriculum
- Conduct exercises and initiate revisions of the plan
- Arrange for the purchase, storage and maintenance of emergency supplies and equipment
- Maintain liaison with local emergency services and council officers

Staff

- Assist with the development of the Emergency Response Plan

- Participate in emergency response training
- Provide leadership for students during an emergency or disaster
- Teach students to care for themselves and others during and after an emergency or disaster
- Participate in training exercises
- Participate in first aid training

Board/Property Manager

- Maintain a location plan for utility service cut-offs, valves and switches
- Inspect facilities for structural safety and report defects
- Assist the principal, teachers and students as directed, e.g. help locate missing child, source power failure
- Ensure that dangerous goods including swimming pool chemicals are stored appropriately

4 "R" Approach To Emergency Management

The 4 "R" approach is a widely used model for Emergency Management. It features 4 key components:

- **Reduction:** reduce the risk of emergency events occurring and their potential impact
- **Readiness:** plan the schools response to an emergency event
- **Response:** what to do when an emergency event occurs
- **Recovery:** review emergency response after the event

Involving staff in the 4 "R" process will ensure the emergency plans have more meaning for them and they are therefore better prepared to respond if there is an emergency.

Reduction

The first step in reducing the risk of emergency events and their potential impact is through the management of hazards.

- Identify and assess likely events that could occur in the school. Schools will need different emergency event plans depending on their local situation - i.e. flooding may be an issue for some schools and not others
- Identify the potential hazards from those events
- Implement processes for the minimisation of those potential hazards
- Refer Toolkits

Readiness

The School Emergency Response Plan

- Refer to Emergency Evacuation Procedures Document
- List of emergency contacts - see Action Guide 2,
- Site maps - see Action Guide 2,
- Plan for providing assistance to staff, students and visitors with disabilities - see Action Guide 2,
- First aid checklist - see Action Guide 2,
- Emergency information for visitors - see Action Guide 2,
- Evacuation procedures including emergency wardens - see Action Guide 2,
- Volcanic eruption and ashfall emergency,
- First Aid

The Board is required to ensure that:

- There is an appropriately trained or experienced person in charge of all first aid supplies and first aid rooms. The number of these people is depends on the size of the school
- First aid qualifications are updated every two years
- The first aid person or their deputy is known and available during school hours for students and staff
- Schools of 100 or more staff and students have a dedicated first aid room
- The school provides:
 - A suitably stocked first aid cabinet to service the main school area
 - Further stocks of first aid supplies for separate work areas as necessary such as technology areas and caretaker's workshop
- First aid kit in the pool complex
- Portable first aid kits for taking on trips outside the school grounds

Civil Defence Emergency Background Notes

Lake Rerewhakaaitu School is designated by the Rotorua Civil Defence organisation to provide resources and functions to the community during a Civil Defence emergency.

The safety of students and staff who are at school during an emergency must be given priority. The continuing operation of the school will be determined by the nature of the emergency and the availability of resources such as buildings, staff, employees and other resources. The responsibility of whether or not to continue school functions rests with the Board, in consultation with the Principal. For schools designated as Civil Defence Centres, the continuing function of the school as an educational facility needs to be considered in consultation with Civil Defence.

Schools' responsibilities for civil defence preparedness fall into two categories:

- Ensuring the safety of students and staff at school during a civil defence emergency
- Helping the wider local community during a civil defence emergency, as part of a response coordinated by the local territorial authority.

Civil Defence Response

The school's incident list includes 'Civil Defence Emergency', because when a state of civil defence emergency is declared, the school has a number of obligations that relate specifically to this kind of emergency. The Emergency Response Plan outlines the actions to take in a range of emergency situations and focuses on the immediate needs of students and staff.

Safety Of The School Community During A Civil Defence Emergency

The school will make arrangements to look after the well being of members of the school community who are at the school during a civil defence emergency

Specifically, under the Civil Defence Act 1983, a school is required to:

- "...Maintain plans for the continuation to the fullest possible extent of its essential functions during and following a state of national emergency or civil defence emergency" (Section 43)
- "...Make adequate provision in premises under its control and occupied by it (whether or not the premises are owned by it) for the purpose of performing its functions and duties or exercising its powers for the rescue of endangered persons in the premises, first aid to casualties occurring there, and the relief of distress during a state of national emergency or of civil defence emergency, and shall provide the necessary training, equipment, facilities, and accommodation to perform those functions"

Wider Community Role

The Civil Defence Act 1983 requires organisations that have been identified as having a role in providing services during a civil defence emergency to prepare to fulfil that role.

In the case of schools, their role is currently defined under the National Civil Defence Plan,

There are essentially three kinds of functions schools might be called on to assist with:

- A communications centre to receive information on what is occurring in the local area and send it to the Civil Defence headquarters
- A welfare centre, where members of the local community can go for help (individuals are expected to be able to provide for their own welfare for three days)
- A coordination centre, to coordinate provision of assistance in the local area

Civil Defence Preparedness

Civil Defence emergencies could include: fire, earthquake, volcanic activity, chemical spill, high winds, flooding, snow, etc.

Emergency Measures.

Lake Rerewhakaaitu School will become a Civil Defence Post in the event of a major emergency. The school will have the following provisions: torches and batteries, First Aid kit, water, several blankets, emergency food supplies, emergency phone list, generator, civil defence radio, school, keys secured but available in an emergency.

Emergency Evacuation Drills

Drills are an important means of ensuring that members of the school community know what to do during an emergency situation. They also provide an opportunity to test the efficiency of planned procedures.

The school's Fire Evacuation Plan and evacuation drills must be approved and regularly tested by the NZ Fire Service.

Regular evacuation drills ensure that members of the school community know what to do during an emergency situation and that plans and procedures will actually work.

Refer to Emergency Evacuation Procedures

Emergency Wardens

Schools must appoint fire wardens in line with NZ Fire Service recommendations

Information And Training

Staff, students, visitors and contractors must have information about the school's emergency management plans and procedures, which should include:

- Visible emergency evacuation plan in all work areas which shows muster points and safe exit pathways
- Prominent signs in all areas
- Emergency information in staff and student induction packs/handbooks/training
- Visitor information on emergency procedures
- First aid training and information

This information and training must be provided:

- To new employees/contractors
- To students and visitors
- Following a change in any of the information
- At regular specified intervals

Emergency training information must be maintained in staff training records.

Response

Emergency Management Plans which are appropriate to each type of potential emergency. Please see attached.

Recovery

The Health and Safety Coordinator/Principal must convene a meeting after an emergency event or exercise to formally review what occurred. This review should be done with input from the Health and Safety Committee and any affected staff or students. A particular focus should be on assessing current readiness measures in the light of the recent experience. The Coordinator may recommend changes to the current plans and procedures and corrective actions.

Members of the school community may need a debriefing process to enable them to work through their reactions to the events, and in some situations the school may need to provide post trauma or grief counselling.

Toolkit 5 - Emergency Management Checklist

Does your school have	Yes	No
1. A list of emergency wardens?	<input type="checkbox"/>	<input type="checkbox"/>
2. An up-to-date printed list of all staff and student names?	<input type="checkbox"/>	<input type="checkbox"/>
3. A training schedule for staff, students and wardens?	<input type="checkbox"/>	<input type="checkbox"/>
4. A record of emergency drills and their testing frequency?	<input type="checkbox"/>	<input type="checkbox"/>
5. A process to ensure all fire alarms are working, fire extinguishers are current, and all fire exits are kept free of obstructions?	<input type="checkbox"/>	<input type="checkbox"/>
6. A list of emergency contacts held in the office?	<input type="checkbox"/>	<input type="checkbox"/>
7. A site map held in the office (and possibly at the local police station)?	<input type="checkbox"/>	<input type="checkbox"/>
8. A plan for assisting persons with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
9. A first aid room if more than 100 staff and students?	<input type="checkbox"/>	<input type="checkbox"/>
10. At least one trained first aid person if more than 50 staff and students?	<input type="checkbox"/>	<input type="checkbox"/>
11. A first aid cabinet with the appropriate level of supplies?	<input type="checkbox"/>	<input type="checkbox"/>
12. Prominent emergency signs in all areas?	<input type="checkbox"/>	<input type="checkbox"/>
13. Detailed responses to potential types of emergency situations?	<input type="checkbox"/>	<input type="checkbox"/>
14. Evidence that emergency responses have been communicated to all staff?	<input type="checkbox"/>	<input type="checkbox"/>

Where necessary link any major initiatives back into your Health and Safety Plan. Refer to Action Guide 3,

Signed _____

Dated ____/____/____

Emergency Contacts

Principal Rick Whalley 021 304622

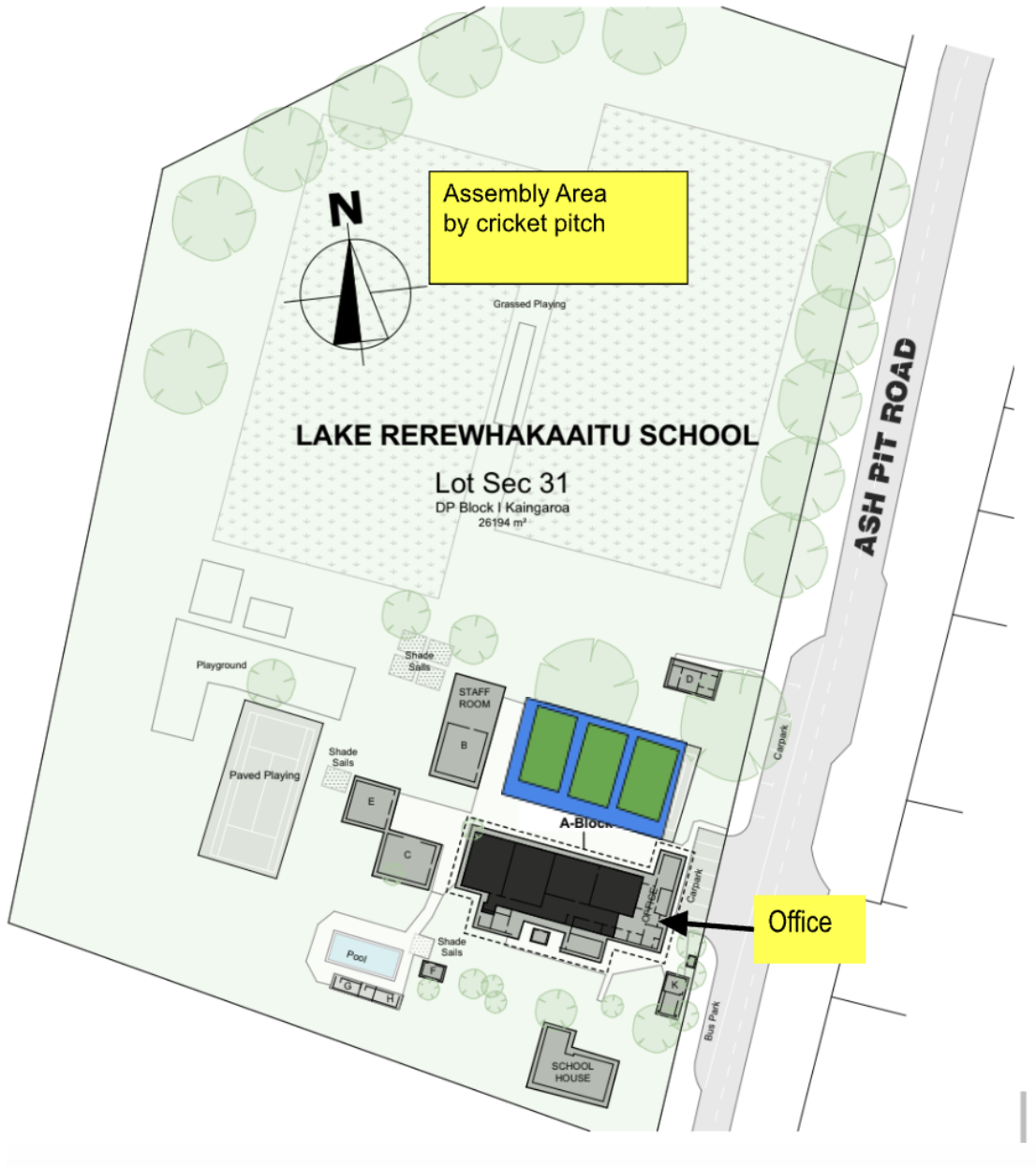
Presiding Member Mathew Armer 0274488887
Board

Deputy	Natalie Gow	027 4230228
Civil Defence Warden	Name	Contact Details
School Caretaker	Anna McMillan	
First Aiders	All staff	Lake Rerewhakaaitu School
School Doctor	N/A	
Ambulance	Ring 111	Contact Details
Police	Ring 111	Contact Details
Fire	Ring 111	Contact Details
Electrician	Name	Contact Details
Glazier	Quantum Glass	Ian Philpot 027 3537579
Plumber	Roseline Plumbing	Phoebe 021 0855 1314
CYPF	Name	Contact Details
Specialist Education Services	Name	Contact Details
EAP	Name	Contact Details
Power Supply Authority	Name	Contact Details
Gas Supply Authority	N/A	
Civil Defence	Name	Contact Details

Date last reviewed ____/____/____

Date to be next reviewed ____/____/____

Evacuation Point



Date last reviewed ___/___/___

Date to be next reviewed ___/___/___

Assisting Person/s With Disabilities During An Emergency

Assistance Register For Persons With Disabilities

Date	Likely location of persons requiring assistance	Person requiring assistance	Person assigned to assist

Register Of Staff Members Assigned To Assist Person With Disability Visiting The School

Staff Member	Date appointed	Person/s assigned to assist

Date last reviewed ____/____/____

Date to be next reviewed ____/____/____

Emergency Information For Visitors

Lake Rerewhakaaitu School



In the Event of:

- FIRE
- EARTHQUAKE
- BOMB / ARSON THREAT
- MEDICAL EMERGENCY
- VIOLENCE / PERSONAL THREAT

Please follow the instructions of our Receptionist/Floor Warden

Or the person you are visiting

If you wish to view more detailed instructions please refer to the Emergency Response Guide held at Reception

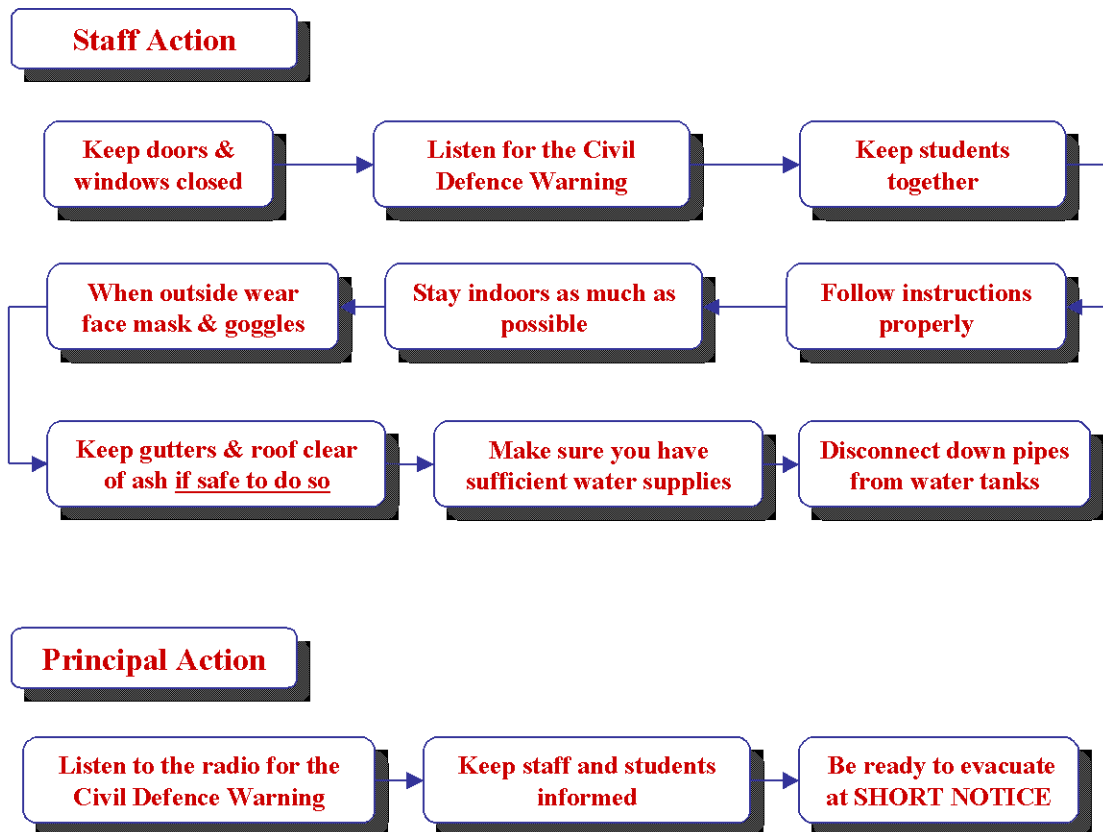
Volcanic Eruption And Ashfall Emergency Response

New Zealand has several active volcanic zones, all of them in the North Island.

Civil Defence will warn of impending life-threatening eruptions.

Be prepared to respond rapidly.

Managing [Traumatic](#) Situations - Click on link.

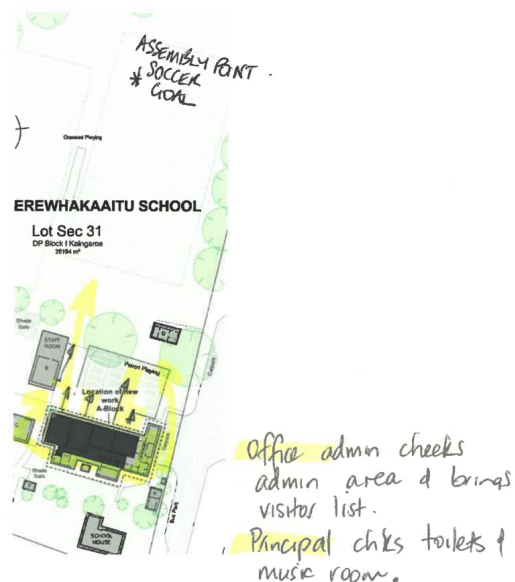


Emergency Phone List

- * Enables all school families to be contacted
- * Children whose parents / emergency contacts are not able to be contacted in the case of an emergency will be cared for by the Staff / Principal.
- * Under no circumstances will children be sent home from school by themselves.

Evacuation Plan & Procedures

- * Should an emergency happen, the Principal or Evacuation Coordinator, will raise the alarm and the students will assemble in the designated area
- * Their designated helper will assist children with disabilities
- * The toilets, library, office and non-classroom areas etc are checked
- * Rolls are used to account for all students
- * Staff are to receive training in following the evacuation plan
- * At least two staff should hold a current first aid certificate
- * Trial evacuation drills will occur once a term and be recorded as taking place



Post Emergency Procedure

- * The Principal in conjunction with relevant agencies or designated board members will assess the circumstances and decide when the school will reopen for instruction.

Emergency Closure of the School

- * Due to an emergency such as the school having no water supply the Board shall determine if the school will need to be closed.
- * Students safety must always be the priority
- * All persons associated with the school (especially bus operators) are to be notified as soon as possible.
- * The local MOE office is to be notified as soon as possible

Fire:

Evacuation system will be activated. Teacher will instruct children to move in an orderly manner out of class to the assembly area. (soccer goal at far end of field) Teachers will take roll and check designated areas. Teachers check roll and report to Evac. Coordinator. Pupils sit/stand in orderly lines.

Invacuation:

Earthquake:

Upon shaking teachers instruct children to move under desks. When shaking stops children shall return to normal work until they receive further instructions. A continuous bell will signify to teachers to evacuate the children from buildings to the assembly area.

Volcanic Ash/Chemical Spill:

If ash is falling, seek shelter indoors. Avoid confined spaces where gases may accumulate. If instructed to move outdoors, cover head and body with substantial clothing such as hats, coats, jerseys or blankets. Breathe through a cloth and carry a torch even in daytime.

Close windows and doors.

Lock Down:

Everybody is to stay indoors and get below the line of sight of the windows. Where possible and safe, doors to the exterior should be locked and curtains closed. Parents and caregivers should be informed via facebook, seesaw, email and or text that we are in lock down and they are not allowed to pick up children or come near the school until the lock down has been lifted. In the event of an immediate threat it is good practice to have staff at several different parts of the school on the phone to 111 to be updating the situation. As much as practical all staff should stay with their class indoors. The Principal and admin staff need to lock down in the central office area around the photocopier area.

If a lock down is called during a break, children are returned to the nearest classroom. Teachers need to access their laptops and mobile phones to keep in touch with the principal and/or office administrator.

Complaints

Dealing with Complaints

Rationale

Clearly defined steps to be taken in dealing with complaints ensure that correct actions are taken to reach resolutions. (For the purposes of this policy "complaints" are defined as being statements which express in writing concern about some matter or matters).

The complaints procedures are based on the Natural Justice Approach and the following:

- All complaints are acknowledged
- All parties to a complaint are involved in the resolution
- The Principal's role as manager and professional leader requires that he/she deals with complaints, reporting to the Board, and receiving and responding to the recommendations of the Board
- Award provisions in regard to complaints procedures are followed. See Primary Teachers Collective Employment contract or other Employment Contracts as may be relevant.

Guidelines

1. Discussion between parent/s, the Principal and teachers (where appropriate) may resolve matters of concern. Where this is not the case, further action can only be taken if those matters become complaints.
2. The Principal, as professional leader and chief executive of the Board, has the major responsibility in decision making on action to be taken in the resolution of complaints.
3. Any complaint concerning the Principal is to be addressed to the Board via the Presiding Member.
4. Any complaint (other than 3 above) should be referred directly to the Principal.
5. Complaints must be signed by the complainant. Unsigned or anonymous complaints will be disregarded.
6. All complaints will be acknowledged in writing as having been received by the Principal or the Board.

7. Upon the receipt of a complaint the "Complaints and Discipline Procedures" attached will be followed.
8. Any member of the Board who is personally interested in a complaint shall take no part in a Board discussion about it but may submit a statement on the matter.
9. Once a complaint has been resolved to the satisfaction of the Board, any records of the complaint will be destroyed on the expiry of an interval determined by the Board.

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

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

If the complaints are addressed in the correct manner as outlined and the procedures are followed as outlined on the back of this page, then a satisfactory conclusion will be reached.

Consultation with Community

1. The Parents / Caregivers may be invited to comment on, and participate in, a full survey likely to be carried out every two to three years.
2. Community groups will be contacted at times throughout the year to ask for their input into strategic and curriculum planning. These could include:

Parents / Caregivers	Local Iwi	Play Centre
Community Groups / Agencies	Cluster Schools	School PTA
4. The above groups are invited by our school to meet with the Principal and Board at appropriate times by arranging a meeting.

Copyright

The school is to comply with the Copyright Act 1994 with respect to the use of musical scores, videos, books, films and other materials protected by copyright.

1. All staff including ancillary staff are to be informed of sections of the Copyright Act as they apply to educational institutions and of the conditions of any copyright licence that the school subscribes to.
2. The school will take out such licences as it sees fit and will comply with the conditions described in these licences
3. Individual staff members will be personally liable for any breaches of the Copyright Act
4. Beside all photocopiers, general provisions of the Act as they relate to educational institutions will be displayed

Cover Up (Sun smart)

We are aware that Sun-Smart behaviour is particularly important for children as the potential for developing skin cancer during their lives is determined to a substantial degree by their sun exposure in childhood.

1. To protect students and staff from excessive exposure to the sun's UV radiation while they are at school.
2. To educate children and our school community about sun-smart practices, and increase awareness of the effects of excessive sun exposure and associated skin cancer risks.

During Terms 1 and 4, between 10am and 4pm, introduce a behaviour code to ensure staff and children are encouraged to take the following steps to protect themselves:

- Wear their school-provided, broad-brimmed hat whenever they are outside and involved in school activities. Especially sports days and school camps. Students not wearing a hat are required to stay in allocated shade areas or borrow a hat from the spare provision.
- Use a broad spectrum SPF 30+ sunscreen
- Wear clothing that protects the skin from the sun (e.g. shirts with sleeves and collars)
- Staff, (*parents/caregivers*) **must** role model appropriate Sun-Smart behaviour when outside and involved in school activities by wearing hats and staying in the shade.
- Parents and caregivers are strongly encouraged to role model appropriate Sun-Smart behaviour when outside and involved in school activities by wearing hats and staying in the shade.
- Seating for lunch during terms 1 and 4 will be in the designated shaded areas. Where possible, outdoor sports and activities will be scheduled to minimize sun exposure. Sun protection will be included in Risk Analysis Management Systems developed for Education Outside the Classroom activities.

We will include Sun-Smart education programmes in the curriculum at all levels every year and regularly publicise and promote our Sun-Smart policy (e.g. newsletter).

We use the Cancer Society Sunsmart curriculum to guide lessons so that children have a growing understanding of the effects of sun.
<http://www.sunsmartschools.co.nz/teachers/curriculum-resources>

Develop a growing awareness of weather forecasts for school events and possible sun damage at the start of term 2 and end of term 3 as well.

We are taking precautions to protect students from exposure to the sun's UV radiation. The board and Principal will review this policy at least every 3 years.

Cultural Awareness

1. Lake Rerewhakaaitu School welcomes children from all cultures. It is important to respect each culture and teachers need to be aware of cultural differences when planning and teaching.
2. Special programmes may be run using community members to celebrate the diversity of cultures within our community and New Zealand

3. Opportunities will be given for children to perform in cultural groups.
4. Teachers will always be aware of segregation of any child by either the children or staff because of their culture and / or beliefs.

Curriculum Delivery

Refer to policy section

[Schoolwide Doc](#)

Discipline of Staff

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

EOTC

Refer to policy section

ESOL

Students with English as a second language will be monitored in relation to achievement. If achievement indicates the child is in risk of not achieving ESOL support and resources will be obtained. (see p.16 English for Speakers of Other Languages (ESOL): Effective Provision for International Students - A Resource for Schools)

Enrolment of Pupils

All new entrant pupils need written proof of their date of birth and their Immunisation Records. All pupils / parents will be shown around the school, given an enrolment pack.

Equal Employment Opportunity

The purpose of this procedure is to ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without regard to irrelevant details.

All personnel policies and practices will be developed and reviewed to ensure they adhere to EEO principles. Areas to be considered are:

- recruitment and selection
- promotion and career development
- conditions of service
- staff professional development
- sexual harassment
- appraisal
- performance management

Financial Management

[Refer to policy section](#)
[Cash/credit card policy](#)

Sensitive Expenditure

The Board ensures that all expenditure of LRS school funds is clearly linked to the business of the school and that no individual, or group of individuals (staff or students), gains unreasonable and/or personal benefit from those funds. All funds under the control of the Board are automatically public funds, including fundraising, sponsorships and grants.

At times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals, such as travel expenses (especially international travel), or koha, gifts and other payments to individuals. Any such expenditure will be carefully scrutinised by the Board before approval and may require appropriate and specific fundraising. The Board also refers to its travel policy in considering this expenditure.

Funds raised for specific expenditure which may benefit individuals or groups of individuals are raised with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (e.g. charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

Authorising sensitive expenditure

The Board requires **the Principal** to take account of the following prior to authorising expenditure which may be beneficial to an individual or group:

- Would the expenditure benefit student outcomes?
- Is it the best value for money?
- Is it in the budget?
- Could the Board justify this expenditure to a taxpayer, parent, or other interested party?
- How would the public react if this expenditure was reported by the media?
- Does there appear to be any personal gain from this expenditure?
- Does this expenditure occur frequently?

All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the Board.

First Aid

The school is responsible for all pupils from 8.30am to 3.15 pm. This necessitates adequate facilities and procedures are developed for the care of children in all aspects of pupil safety and health while they are at school.

Purposes:

1. To identify at least one staff member as the designated First Aid Officer. That staff members must hold a current first aid certificate.
2. All teaching staff are to have a current NZQA Full First Aid certificate.

3. To provide adequate facilities for all children to be attended to following accidents or sickness at school.
4. To ensure that a programme of basic first aid is made available to all staff.
5. To record all incidents and the attention given.
6. To establish a group text network for all parents so that attention (doctor/hospital) can be given to all pupils without undue delay.
7. The staff will ensure that specialised first aid is made available for pupils in the event that the parents cannot be contacted.
8. To ensure that medical details are kept for each child and that each class teacher has access to this. Individual specialised medical needs are kept in a red file inside the medical cabinet.

Guidelines:

1. A designated First Aid officer is appointed from within the staff for consultation and advice to all staff members concerning the well-being of pupils.
2. The Principal is responsible for liaising with Reporoa Health regarding Health Education programmes that they can provide for students to support our curriculum.
3. First aid training and supplies are regularly budgeted for, are regularly updated and safe storage practices for these supplies are implemented.
4. Any medication is kept out of reach of children and the administering of that medication is recorded in the accident, injury and medications booklet.
5. The teachers on duty are responsible for ensuring that all accidents/injuries in the playground are attended to.
6. If, in the opinion of the duty teacher, an injury is sufficient to require closer examination by a doctor, he/she will first consult with another staff member and then inform the parent immediately and notify the Principal.
7. All injuries that require a parent uplifting a child will be recorded and the Principal informed.
8. Head and back injuries are regarded as serious in the first instance. Parents are to be informed immediately and the Principal notified.
9. The Office Administrator or a staff member working nearby must be notified if a child is in the sick bay.
10. A First Aid kit will be taken on all school outings.
11. Children with medical needs are identified on the Special Needs Register
12. A visual reminder of a child's specific medical needs must be displayed in the sickbay, staffroom and child's class.
13. All serious accidents are to be debriefed at staff level and an incident report to the board through the Principal's report. MOE notified - through senior advisor.

The school will give the pupil the care and attention that a prudent parent would.

Gifted and Talented Students.

Every child is a unique individual and has the right to receive the best possible educational opportunities in order to achieve their potential. Gifted and talented students have special needs and characteristics which require differentiated learning programs. Our school accepts responsibility for identifying gifted and talented students and developing individual learning goals to address their special needs.

Purposes

- 1) To ensure that gifted and talented students are identified as early as possible on the basis of comprehensive assessment information

- 2) To provide suitable professional development and resources to enable staff to plan and implement differentiated learning programmes which will challenge and extend gifted and talented students in all areas of the curriculum.
- 3) To establish effective management systems to support the continuity of these programs throughout the school.
- 4) To identify whether external resources or personnel are required.
- 5) To make equitable provisions within the budget for ongoing funding to address the special needs of gifted and talented students.

Definition

Our school defines gifted and talented students as those learners who have the potential for outstanding performance and achievement in one or a wide range of areas, including:-

- General intellectual ability
- Specific academic aptitude
- Creative and productive thinking
- Social leadership skills
- Visual and performing arts
- Physical and sporting ability
- Cultural knowledge and skills

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

Guidelines

- 1) The Principal or Deputy Principal will be delegated specific responsibility for coordinating all aspects of provisions for gifted and talented students within our school.
- 2) Teachers will establish a responsive classroom environment which provides appropriate opportunities for gifted and talented students to display their special talents and abilities.
- 3) Teachers will be suitably trained to identify gifted and talented students and adequately resourced to cater effectively for this group of learners within their own classroom programs.
- 4) Identification procedures will be flexible, wide ranging, ongoing, and inclusive of all groups drawing from a number of different sources to ensure that all relevant information is considered.
- 5) From entry into our school, specific data and assessment information about gifted and talented students will be recorded in students' individual folders.
- 6) A variety of approaches will be used to provide regular opportunities for gifted and talented students to work with other children who have similar needs and abilities. E.g. cluster groupings; cross-class groupings; withdrawal programs; extra-curricular activities; and competitions etc.
- 7) Other program and resource options, such as Individual Education Programs (IEPs), dual enrolment with the Correspondence School, use of online resources, external expertise and accelerated class placement will be considered for the individual students who are capable of working at a highly advanced level.
- 8) The strength and interests of staff, as well as mentors from the wider community, will be utilised to maximize the learning opportunities provided for gifted and talented students.

- 9) Parents/caregivers and talented students will be fully informed and consulted with regarding their child's progress and achievement prior to placement in special programs.
- 10) Staff professional development needs, purchase of resources and additional support to meet the needs of gifted and talented students will be considered as part of each year's budget round.

Guidance and Counselling

1. The staff of Lake Rerewhakaaitu School will endeavour to provide counselling for all children through health programmes, school wide initiatives eg: cornerstone values etc, having teachers attend courses to develop counselling skills and ensuring that children know who to go to for guidance and assistance. We will also use outside agencies.
2. Year 7/8 children will be taught Careers as a unit on a two year rotation.

Health & Safety

[Hazard Register](#) 2023
[Safety checklist](#)

Homework

1. All children may be given homework relevant to the age of the children.
2. Homework is set from Monday to Thursday night. It will usually be for 15- 40 minutes per night.
3. Homework will be regularly marked by teachers and feedback provided to all children. Teachers may incorporate self marking or parent marking.
4. All homework should be related to work that has previously been done in class and is achievable for the students.

Internet Acceptable Use

Refer to policy section – cyber safety

Induction of Staff

It is important that all new staff at Lake Rerewhakaaitu School are provided with the necessary information to allow them to become part of the school community.

1. Systems will be in place to support all newly appointed staff.
2. Provisionally registered teachers will be provided with appropriate programmes of support.
3. All new staff will be made aware of the School Charter obligations, school organization documents and school policies.
4. Syndicate and curriculum leaders will provide details on curriculum content and assessment procedures.
5. Use will be made of support and guidance by using the 0.2 staffing entitlement for Beginning Teachers.

All new teachers will be shown the planning expectations, behaviour management guidelines, and appropriate documentation on the team drive.

6. All staff will be involved in a yearly appraisal process involving attestation against the professional standards and teaching as inquiry.

Job Descriptions

All staff employed by the Board will have written job descriptions signed by the employee and the Principal on behalf of the Board.

Job descriptions may be used as a reference in terms of PGC of staff and therefore information needs to be accurate and relevant.

Library Books

All children have the opportunity to issue a maximum of two books from the library at a time. Loss of a book may result in a request for payment to replace it. The Mobile Library delivers books to classes which have opted in each term.

Lost Property

This is stored in Ngahere. At the end of the term all of the lost property will be collected and donated to a charity. Regular reminders will be given to the children and the parents via the newsletter. The school takes no responsibility for items of any value lost at school. It is the responsibility of the caregiver to have all items named.

Lunches

The school is part of the School lunches scheme. Children can choose to bring their own lunch with parent consent

Machinery & Motors

1. No pupil is to operate any motor or machine with an engine, either on site or on any EOTC activity without parental consent.
2. Staff, Board members and Parents may only operate school owned machinery or motors with the approval of the Board Presiding Member or Principal.

Medical Room / Accident / Illness / Injury

Refer to Policy Section

1. Any medication is kept out of reach of children and the administering of medication must be by a staff member and recorded in eTap (booklet)

NZEI — Teacher/Support Staff Union

1. The Principal and / or Staff Representative will be available to consult with the Board on NZEI / Union matters.
2. Lake Rerewhakaaitu School will award pay and employment conditions outlined in the Collective Employment Agreement.

3. The appropriate Collective Employment Contract will be used as a guide when considering / negotiating rates of pay, terms and conditions with non-union members. Individual Agreements, documentation and employment letters will be signed annually.

Non-Custodial Parents

1. In cases where children are in the custody of separate caregivers, the school must have clear instructions in writing as to who can have access.
2. These instructions will be kept with the pupil emergency contacts in the office and are available to staff where access to children may be questioned.
3. The information should be updated regularly eg: at enrolment / class change / annually / circumstance change / June 1st.
4. In cases where a non-custodial parent arrives at school to see / remove the children the Principal will be informed immediately.
5. The Principal will meet with the non-custodial parent and discuss the law in relation to the custody of the child. The Principal will not release the child to the non-custodial parent without a note from the regular parent or by way of permission over the phone.
6. If permission is not granted then the Principal will not allow the release of the child into the non-custodial parents' care. However, the Principal will not put him / herself, other staff or children at risk. In this case the Police shall be informed immediately.
7. This will be discussed regularly at staff meetings.

Pandemic

In the case of a Pandemic being recognised, the co-ordinator will be the Principal in the first instance or the Deputy Principal if the Principal is not able to take on that role for any reason. Back up: Civil Emergency coordinator Vicki Arnott.

Take steps as per the pandemic plan. Any cases are to be catered for in an area away from other children/staff. Contact the local DHB for advice, contact the child's emergency contacts, care for the child/person as required according to their needs at the time. Staff caring for others need to take precautions themselves, ensuring they use masks, gloves, and practice excellent personal hygiene to reduce the spread of illness.

For further information, refer to the [Pandemic Plan](#) in the medical bay.

Parent Involvement

Parent Involvement

Parents may wish to support the school by spending time in school involved with class programmes, and on trips and camps outside the school. Other opportunities for involvement may include helping with sports, fundraising, becoming a member of the whanau group or board of trustees, attending and participating in school events, and taking part in scheduled policy reviews.

Parent involvement contributes to a strong school community and has benefits for everyone involved. Many events would simply not take place without the involvement of parent volunteers.

General guidelines

- Parents are welcome to offer their time and assistance, but please check with the principal in the first instance.
- Parents are invited to help by the individual class teacher when the need exists.
- Parents are informed of their obligations and role as helpers via a parent help agreement form.
- Activities involving parent help are monitored by staff.
- When there are more offers of help than required, school declines some of these offers.
- The school reserves the right to decline offers of help at any time. Parent volunteers, excluding camp parents, are not required to be vetted, although the school board or management may choose to do so.
- It is not always appropriate for siblings to come along with the parent helper. Please discuss this with the teacher before the event/activity.

Care and protection of children

- The school's child protection policies apply to anyone helping in the school. For example, helpers must also maintain confidentiality regarding other children, and should be aware of not being alone with children.
- It is likely that parents working within the school will sometimes become aware of issues relating to individual families or specific children. Any issues or concerns about such children should be communicated immediately to the classroom teacher who should be able to reassure parent volunteers that the school is managing the situation.
- If the parent continues to have concerns these should be raised with the principal. They must not be discussed with other parents.

In the classroom

- Prior to providing parent help and support, please check with the principal.
 - All volunteers onsite must sign in at the office.
 - While support in the classroom is appreciated, each teacher has their own preference for the extent of this involvement.
 - Parents are welcome to offer their time and assistance and are invited to help by the individual class teacher when the need exists.
-



PTA— Parent Teacher Association

1. The PTA will hold a monthly meeting, usually the first Monday of the month.
2. Meetings will follow Parliamentary Guidelines.
3. The PTA will consult and seek Board approval for proposed fundraising ventures.
4. The PTA will provide the board a Statement of Accounts annually.
5. The PTA must gain Board approval on the spending of funds on items of \$5000 or more. Remembering, the Board has overall control of spending of school funds.
6. Internal controls for finance will be clearly outlined and adhered to.
7. All parents are encouraged to join and support the PTA and their fundraising.

Physical Activity

All students will participate in physical activity through the classroom fitness and PE programme, Friday sports and termly cluster sports events. The Go4It programme is in place to develop foundation skills particularly in children from years 0 to 3.

Physical Contact with Students / Corporal Punishment

1. Staff are reminded that through inappropriate action a teacher could face the possibility of criminal proceedings by the police and / or disciplinary action by the employer.

2. It is illegal to administer any form of corporal punishment to any child and under any circumstances.
3. Physical contact needs to be sensibly considered. If children are deemed to require physical restraint there needs to be a safety plan in place. See Behaviour Management policy and Physical Restraint guidelines.

Placement of Pupils

1. Lake Rerewhakaaitu School classifies pupils into 'year' groups: year 1, year 2 etc. The second step to year two does not commence on the child's birthday, but at the commencement of the school year. This means some children will be considered year one for more than one year.
2. The Principal, possibly in consultation with staff, will look at the distribution of the children into classes. The classes will take into account student needs, class sizes, age of children etc. This will be done in December, in preparation for the following year and it may also need to be done at other times throughout the year, including June 1st.
3. The School accepts that placement and classification for some pupils may be reviewed, initiated by either parents or the school. Paramount consideration will be given to the best interests of the child.

Privacy

Refer to policy section

Professional Growth Cycle

LRS Principal and Teacher Professional Growth Cycle Guidelines
Updated: February 2023

PRINCIPAL PGC:

The Professional Growth Cycle (PGC) is the learning-focused process that has replaced performance appraisal for the purposes of determining whether professional leaders meet the Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga. Using the elements as a guideline professional leaders can develop a PGC that works for them in their setting. The elements are intended to structure the growth cycle, while leaving room to craft a process that is authentic to the professional learning focus. The design of the PGC centrally positions the distinctive contexts of learning environments, and as such, allows meaningful growth to occur for professional leaders.

The principal plans the PGC. In consultation with others within their setting and beyond who understand the Standards | Ngā Paerewa, can bring a valued contribution to the plan that supports meaningful professional reflection, conversations and growth. As part of the design, it is expected that the endorser would be identified. Element b also indicates the importance of sharing the plan with the presiding board member or ECE employer. This is in order to honour that partnership, ensure

that there is a good understanding of the benefits to learners and support needed for successful implementation and valuable learning.

1. The Principal PGC shall be undertaken annually and shared with the presiding member.
2. The Principal shall be responsible for appropriate staff development programmes and activities which aim to achieve the best possible learning and teaching outcomes. This shall give all staff the opportunity to develop skills, recognise strengths and to provide constructive feedback on actual teaching practice.
3. The Principal will report to the board on wider issues relating to Staff and School Development.

TEACHER PROFESSIONAL GROWTH CYCLE FRAMEWORK:

4(a). The Principal and/or delegated Senior Staff member will facilitate a common understanding of the Standards or Paerewa within our own context here at Lake Rerewhakaaitu School and what meeting and using them in our practice looks like. This may be reviewed and updated as needed.

4(b). The Principal and/or delegated Senior Staff member will design/revisit with teachers an annual cycle of professional growth in our setting, using the Standards or Paerewa and support teachers to engage in it.

4(c). Every teacher will engage in professional learning using the Standards or Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners.

4(d). Every teacher will be given the opportunity to discuss and receive feedback on their practice including observation, particularly for teachers holding Tōmua practising certificates.

4(e). The Principal and/or delegated Senior Staff member will confirm annually that each teacher has participated in the cycle and provide a statement to the teacher about whether they meet the Standards or Paerewa.

4(f). If in the Principal and/or delegated Senior Staff Member's judgment the teacher does not currently meet the Standards or Paerewa, they will discuss that with the teacher and provide support to enable improvement.

5. Refer to the PGC timeline for an outline of the annual process.

6. Annual pay increments under statutory legislation will be based on successfully meeting the Standards or Paerewa.

Professional Development

1. All staff will be involved in a Professional Development Programme. Professional Development will allow staff to enhance their skills and curriculum strengths.
2. Professional development can be external or internal and must be within Professional Development budgets.
3. Professional development will be negotiated with the Principal and should be in areas that are the school's current focus and linked to student learning and achievement outcomes.

LRS Principal Appraisal and Teacher Professional Growth Cycle Guidelines

PRINCIPAL APPRAISAL:

1. The appraisal of the Principal shall be undertaken annually either by the Board Chair or by a suitably qualified external consultant in consultation with the Board Chair. Specific, measurable, achievable goals will be linked to the strategic plan, annual plan, teacher learning and development, student learning and achievement outcomes, registered teacher criteria and professional standards. A summary of the appraisal, including clear next steps, will be provided to the full Board.
2. The Principal shall be responsible for appropriate staff development programmes and activities which aim to achieve the best possible learning and teaching outcomes. This shall give all staff the opportunity to develop skills, recognise strengths and to provide constructive feedback on actual teaching practice.
3. The Principal will report to the board on wider issues relating to Staff and School Development.

TEACHER PROFESSIONAL GROWTH CYCLE FRAMEWORK:

- 4(a). The Principal and/or delegated Senior Staff member will facilitate a common understanding of the Standards or Paerewa within our own context here at Lake Rerewhakaaitu School and what meeting and using them in our practice looks like. This may be reviewed and updated as needed.
- 4(b). The Principal and/or delegated Senior Staff member will design/revisit with teachers an annual cycle of professional growth in our setting, using the Standards or Paerewa and support teachers to engage in it.
- 4(c). Every teacher will engage in professional learning using the Standards or Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners.

- 4(d). Every teacher will be given the opportunity to discuss and receive feedback on their practice including observation, particularly for teachers holding Tōmua practising certificates.
- 4(e). The Principal and/or delegated Senior Staff member will confirm annually that each teacher has participated in the cycle and provide a statement to the teacher about whether they meet the Standards or Paerewa.
- 4(f). If in the Principal and/or delegated Senior Staff Member's judgment the teacher does not currently meet the Standards or Paerewa, they will discuss that with the teacher and provide support to enable improvement.
5. Refer to Appraisal/PGC timeline for an outline of the annual process.
6. Annual pay increments under statutory legislation will be based on successfully meeting the Standards or Paerewa. Provisionally registered teachers – will receive teacher release and an advice and guidance programme in line with Ministry of Education guidelines and NZEI contractual provisions.

Pupil Duties

Year 7-8 leaders	Run lunchtime games	Lunch Duties
Bus Monitors	Class Duties	House leaders

Reading Recovery

The school will endeavour to employ a reading recovery teacher when the need arises. If this is not possible, learning needs will be addressed through 1-1 teacher support, RTLB advice, and/or teacher aide assistance.

Reporting to the School Community

Also refer to Policy Section

A detailed outline of our Reporting process can be found in the schoolwide doc. Lake Rerewhakaaitu School will provide accurate feedback to all parents in the progress of their child. This will be done through the following means:

Written Report x2	Collaborative Learning Conversations	
Seesaw	Phone Calls	Informal discussions
Interviews when deemed necessary by Parent or Teacher		

Risk Management

A risk management form will be completed prior to any trip away from school. The risk management form also applies to camps etc. Parents who are attending overnight camps will be police vetted before attending camp.

School Hours

9.00am	Classes Commence	11.00am	Interval
11.30am	Classes Commence	12.30pm	Lunch
1.15pm	Classes Commence	3.00pm	End of School day

School Year

The school year will be decided as per MOE guidelines each year. The start date will be recommended by the Principal and confirmed by the board in consultation with other local cluster schools.

Serious Misconduct

The appropriate Employment Contracts for staff allow for instant dismissal of employees, without notice in the case of Serious Misconduct.

Guidelines

Each case must be considered on its particular facts

To be effective, Board policy must be known to employees and the community and it is recommended that policies be published from time to time.

In each of the below cases, the Board is still required to:

- Specify the complaints
- Give the employee an opportunity to answer or explain
- Listen to, and take account of the answers
- Not prejudge the matter

The following matters which could be reasonably specified (ie. The list is indicative only) in this policy include:

- Theft
- Fraud
- Physical violence against any person on the employer's premises, or at a workplace where the employer's employees work
- Refusing to obey lawful orders
- Being intoxicated (whether drugs or alcohol)
- Lying or otherwise providing false information
- Undermining Board policy or otherwise seriously damaging the integrity of the Board
- Serious breach of trust which renders an employee unsuitable for employment in a school environment
- Interfering with safety equipment or otherwise acting in a manner that threatens safety, health or hygiene in the workplace or in a manner that hinders the safe and proper performance of the duties of other employees
- Racial, sexual or other improper harassment of any other employee or of any clients
- Inappropriate use of school property

Conclusion

In each case, the Board should adhere to the requirements of the relevant Collective Employment Contract and consider the question of degree of misconduct and relevance of misconduct to the work place before determining whether instant dismissal is justified.

1. Staff are advised to keep their school keys secure at all times. Should they be misplaced, the principal must be informed immediately.
2. The alarm code will be changed as required.
3. Staff are advised to keep valuables locked in the filing cabinets within each class. Where possible, money and valuables should not be brought to school.
4. Students should not bring valuables to school.
5. Notify the principal immediately in regard to any valuables or assets going missing.

Sexism, Racism & Harassment

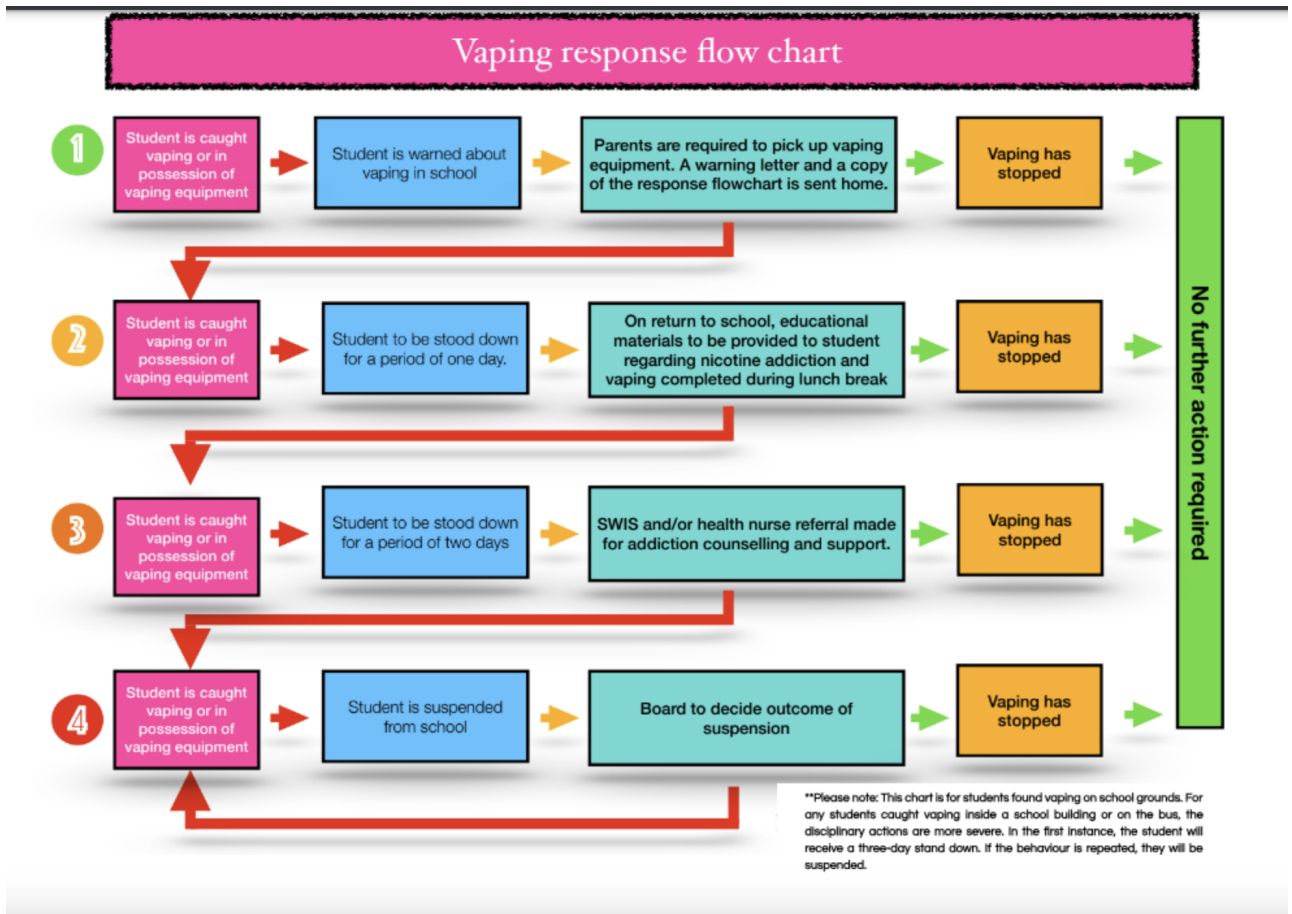
1. It is not acceptable to Lake Rerewhakaaitu School that any staff member, pupil or parent be subject to disadvantage, harassment or abuse on account of their gender, religion or ethnicity.
2. Complaints or concerns should be directed to the Principal or Presiding Member of the Board.
3. Each matter referred will be documented as a written report and investigated by a person or persons appointed by the Principal or Board Presiding member.
4. They may elect to undertake the investigation themselves. Each matter shall be handled under strict confidentiality.
5. Serious allegations will prompt immediate consultation with STA and NZEI to ensure procedures and representations are in order. The Board will take legal advice as soon as any personal grievance case is likely to emerge.
6. The Teachers Collective Contract will be applied regarding any complaint against a teacher.
7. All complaints will be directed through the Principal.
 - * The Principal will inform the board Presiding member, STA, NZEI, Insurer.
 - * Principal and Board Presiding member will be present to inform the staff member.
 - * Staff member will be advised to seek legal / union representation
 - * The School will inform the Union.
 - * The staff member may be suspended on full pay while under investigation.
8. The School undertakes to ensure all staff are aware of appropriate behaviour.

Skateboards, Rollerblades & Scooters

1. These are allowed at school at the Principal's discretion.
2. They are to be used on the bottom court only. Any child not using the equipment correctly or in an unspecified area will not be able to bring the equipment to school.
3. Students must wear a helmet and are encouraged to wear safety equipment.

Smoking / Vaping

This is illegal in any school grounds or buildings in New Zealand.



Special Needs Pupils

[See schoolwide doc](#)

Sporting Activities

1. Any child not participating in sports will need a note / phone call from home.
2. Staff organizing events will decide on postponements / cancellations.
3. Teams representing our school are expected to wear our Activity Uniform.
4. The School encourages weekend sports and may provide equipment, coaching etc for this to occur.
5. Fairplay and Sportsmanship will always be encouraged for children, parents & coaches.

Staff Leave

Purpose

1. To provide consistency when dealing with staff leave applications.
2. To act in the best interests of the students when granting discretionary leave.
3. To follow the relevant employment agreements.
4. To provide guidance for employees who may be considering applications for leave.

Guidelines

1. The Board will use relevant Employment Agreements as the basis of decision making and all staff members should consult their Collective Employment Agreement before submitting an application.
 2. All leave applications for more than 5 days, with or without pay, apart from illness or tangihanga/bereavement leave, must be submitted to the Principal on the Leave Application form. The Principal will make a recommendation to the Board.
 3. The Principal shall have the delegated right to grant leave up to 5 days with or without pay.
 4. Applications should be made well in advance of the time requested to allow the Board time to find a suitable reliever and usually with at least 5 weeks notice.
 5. All decisions will be made fairly and equitably.
 6. Applications for leave with pay will be considered on their merit but benefits to the education of the children should be clearly argued, and the school should not be disadvantaged.
 7. Factors to be taken into consideration in considering the application for discretionary leave with or without pay include;
 - Length of time the employee has been at the school.
 - Number of applications received at any one time.
 - Validity of application
 - Previous leave
 - Effects or disruption to the school
 - Availability of suitable relieving staff
- No weighting given to the above.
8. The Board will inform the applicant of their decision for applications of 5 days or more.

As a good employer the Board will operate a consistent and fair policy in relation to the current Collective Agreements and the application for leave from any individual staff member.

Staff Meetings

Will usually occur weekly on a Monday from 3.15pm—5.00pm. An agenda will be available on the team drive and staff will have the opportunity to add to the agenda. Admin/PLD meetings take place from 3.15pm—5.00pm on a Wednesday afternoon.

Stand downs, Suspensions & Expulsions

The Principal and Board shall use MOE, STA & NZEI guidelines in every instance when Stand downs, Suspensions & Expulsions are being considered. The sequence of events and actions taken by the school will be carefully documented. The rights of the child and their family will be respected.

Stationery

The school will provide stationery lists for students to purchase required items.

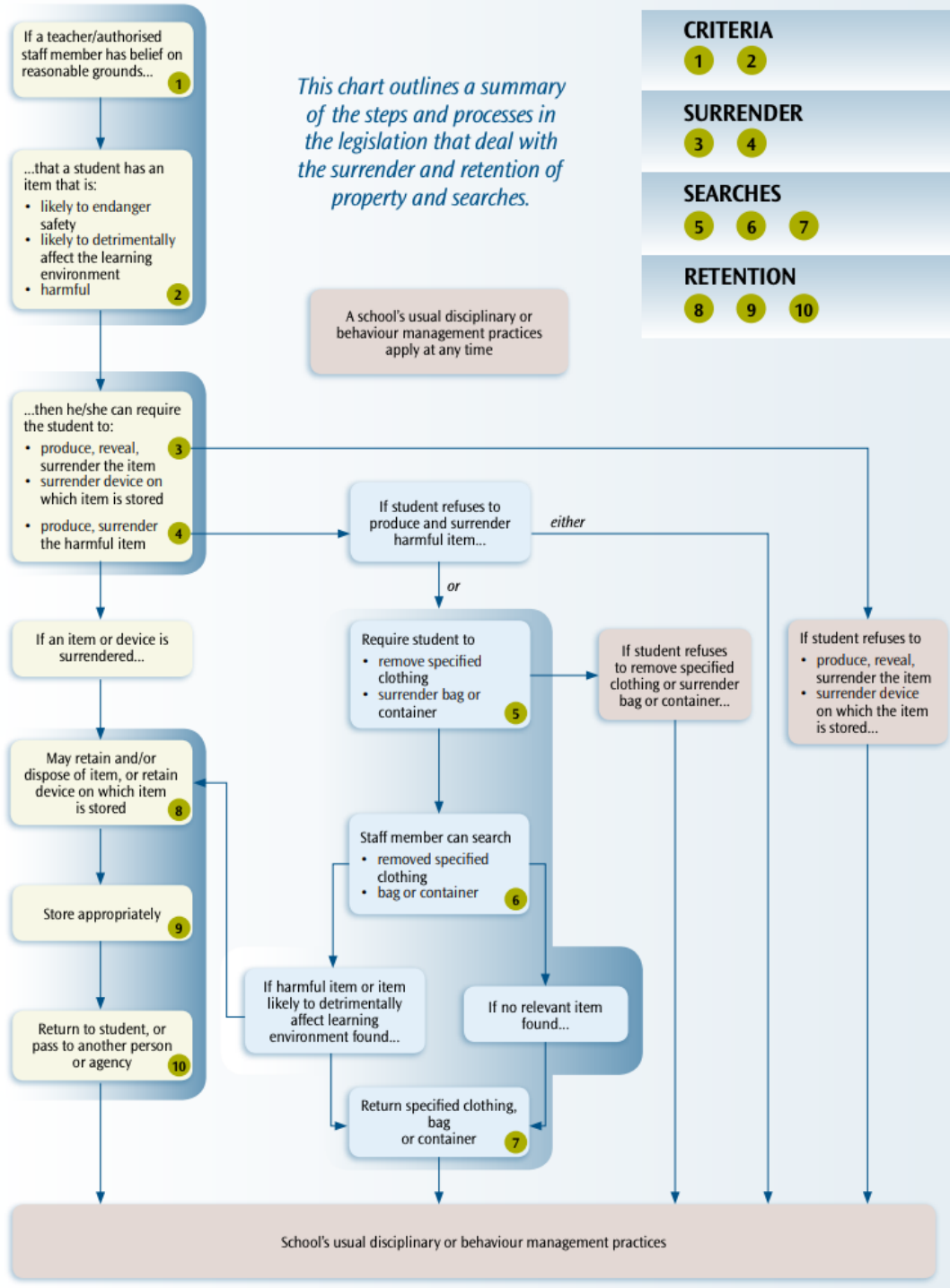
Surrender and Retention of Property and Searches.

See below:



Summary Chart

Surrender & retention of property and searches



Transport

School Bus Transport

Every child is deemed to be eligible to obtain, and have access to education. Transport assistance is made available by the Government to eligible pupils, who because of distance, age or disability, cannot reasonably be expected to make their own way to school.

PURPOSE

1. To endeavour to ensure the safety of all pupils.
2. To consult with the Transport division of the Police regarding safety aspects of the bus route and operations.
3. To inform parents / caregivers of 'conditions' of the service and to keep them informed of any changes.
4. To provide the necessary reports to the Government Servicing Contractor and Ministry of Education as required.
5. To acknowledge that while Government Transport Assistance is available and free to pupils, the final obligation rests with parents / caregivers, to arrange attendance at school.

GUIDELINES / PROCEDURES

1. The rules and regulations for bus transport assistance are set by the Education Act 1989.
2. The Government Servicing Contractor for this area administers the service in contract to the Ministry of Education. The final decision regarding changes, extension etc. rests with their office.
3. Routes pertaining to the bus service should be included in the School's Information Handbook.
4. Eligible pupils are those who are:
 - a) aged under 10 years and live more than 3.2km from the school
 - b) aged 10 years and over, who live more than 4.8km from the school.
 - c) disadvantaged through physical disability.
5. Eligible pupils are normally required to make their own way up to 1.6km to the bus stop.
6. The School Bus Controller with the authority of the Principal is responsible for:
 - a) Liaising with parents and the local bus contractor.
 - b) Informing the Government Servicing Contractor of extensions required or deletions to the bus route.
 - c) Arranging bus lists of eligible pupils at the commencement of each school term.
 - d) Dealing with, and liaising with the Principal and parents of any concerns or complaints regarding the service, or conduct of pupils.

7. The Health and Safety Programme will include aspects of bus safety
 - a) Discipline: The School Bus Controller may discipline children if their behaviour is disruptive. Monitors inform teachers of unacceptable behaviour.
 - b) Break-down Procedure: Driver uses mobile phone to contact school if in coverage area or flag down passing motorist.
 - c) The school must be contacted if home-going arrangements are altered.

All complaints regarding buses must be received in writing giving specific incidents, dates etc, and handed to the School Bus Coordinator.

- 8) The Board takes the view that final responsibility for acceptable conduct of pupils on the bus rests with parents / caregivers. The Board has the right to withdraw any child from the service who continually offends.
- 9) Conditions pertaining to the Service will be reviewed annually. Parents will be consulted in this process.
- 10) Ineligible children are accepted for transport to school only with the approval of the local bus contractor.
- 11) This policy applies also to those children travelling to and from Technical Arts Classes.
- 12) Should a situation arise where a bus is unable to transport children to or from school, the bus driver is required to notify the school bus coordinator. Should the coordinator be unavailable, the Principal, Deputy Principal or teacher on duty will be notified to ensure all parents are phoned to be informed of the situation by that staff member. Both parties will then be made aware of how that child will get to or from school and by when.

Trauma - Managing Emergencies and Traumatic Incidents

Nine-step checklist Links below to Emergency management and traumatic incidents pages on Ministry of Education website:

1. Step one - gather the facts
2. Step two - immediate actions for the service manager or principal
3. Step three - immediate actions for the traumatic incident response team
4. Step four - inform and support your community
5. Step five - respond to people who are injured
6. Step six - prepare for the media
7. Step seven - respond to the media
8. Step eight - support staff, students, parents and the community
9. Step nine - evaluate your plan, procedures and practice

Units– M & Fixed Term

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

Guidelines

A needs analysis of the school's management structure will be undertaken in Term 4 of each year.

Staff will be informed and consulted about the nature of the job linked to management units. What it's for and how long.

Management units can be redistributed upon the resignation of the holder or if the holder relinquishes the unit by informing the Principal in writing.

The Principal will be responsible for fully informing staff about the allocation of units.

Unit holders will be required to include their management tasks in a Performance Agreement which will be appraised according to the Appraisal Policy.

The Principal will compile an accurate record of Management Unit holders for the purpose of informing the Board and notifying the Salary Service Centre.

If a unit holder leaves during the year the selection process will apply.

Management units may be allocated on a permanent basis, or fixed term basis to permanent full-time or part-time teaching staff (or shared teacher full-time) for Deputy Principal duties, and on a fixed term basis for other management responsibilities.

A review process will involve addressing a written complaint to the Board. A sub-committee of the Board will meet with the staff member and if required, an NZEI representative, to attempt to resolve the matter.

Conclusion

Agreement on a clear, transparent and fair process on the allocation of units will ensure that a career structure for middle management is retained and meets the needs of the school.

Use of school equipment or grounds outside of school hours

1. Staff and community members will be able to use school equipment outside of school hours at the principal's discretion and on the understanding that any damage or loss will be paid for by the borrower.
2. The school grounds are available to be used by family and community groups for recreational purposes outside of school hours.
3. Where the grounds are to be used for special events etc the Board will allow access at their discretion.
4. Pool keys will be available for community members for a fee. Key holders are to fill out a pool use agreement and are responsible for ensuring the safe and appropriate use of the key and pool area. Children under 16 must be supervised by an adult.

Visitors to School

1. All visitors to the school are required to report to the office and sign in and out via the Visitor registry.
2. School leaders may be required to meet visitors and escort them to appropriate areas.

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3. All people that will be employed by the school to work onsite, during school hours and where they are likely to have contact with students, must fill out a Police Vetting form and be approved to work onsite. (MOE guidelines).