

**West End School
Palmerston North**

Policy & Procedures Handbook

West End School
196 College Street
Palmerston North

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INTRODUCTION

It is agreed that the vision / values / beliefs of the school underpin all of the following policies and procedures.

This book is for all staff and Board of Trustees.

Each Board member has a copy and copies are also located in the staffroom resource section.

Review of the policies and procedures contained within this book can be seen in the Self-Review and Audit booklet also located in the staffroom resource area.

From time to time it may be necessary to review a policy or procedure outside of the planned review cycle.

NATIONAL ADMINISTRATION GUIDELINE 1 – CURRICULUM DELIVERY POLICY

RATIONALE

West End School will foster student achievement by providing teaching and learning programmes relating to the needs, abilities and interests of students, within the scope of the New Zealand Curriculum.

PURPOSES

1. To develop and implement teaching and learning programmes to provide opportunity for students to achieve success in all the essential learning and skill areas of the New Zealand Curriculum.
2. To give priority to student achievement in literacy and numeracy, especially in Years 1-4.
3. Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated.
4. To use this quality assessment information to identify students who are achieving, not achieving, students who have special needs, and aspects of the curriculum which require attention.
5. To develop and implement teaching and learning strategies to address the identified needs of students.
6. To consult with the school's Maori community to develop policies and plans for improving the achievement of Maori students.
7. Having assessed student achievement, the school will maintain individual records and report on student progress.

GUIDELINES

1. The Board will require the Principal and staff to set in place a Curriculum Delivery Plan which will achieve the above purposes.
2. The Principal and/or staff will inform the Board what the curriculum delivery plan is, and report on student achievement.
3. The Principal and/or staff will report to the Board of Trustees on teaching and learning strategies catering for students' needs, especially where funding for resources and staff is needed to implement these strategies.

The Board will have procedures in place for:

- Special Needs
- ESOL
- Learning Enhancement
- Gifted and Talented
- Assemblies
- Organisation of Classrooms
- Behaviour
- Timetables
- Teacher Responsibilities
- Parental Involvement
- Reporting to Parents
- Swimming Pool Guidelines

CONCLUSION

West End School will endeavour to provide a learning and teaching environment that enables the learning needs of individuals to be met.

ADDITIONAL NEEDS POLICY

RATIONALE

West End recognises that some children require additional assistance to access the curriculum in order to meet their learning needs.

PURPOSE

Educational outcomes will be improved by:

1. Endeavouring to meet the needs of these students in an inclusive learning environment.
2. The school community making a contribution through their assistance and support.
3. Accessing outside agencies to enhance children's access to the curriculum.
4. Working in partnership with parents and caregivers in endeavouring to meet the educational needs of their children.
5. Ensuring that staff have opportunities for professional development that enable them to meet the needs of all students.
6. Fostering an understanding and acceptance of diversity through inclusive practice within the school and wider community.

GUIDELINES

Children requiring additional support to access the curriculum will be identified as soon as possible under the following categories:

- Intellectual Disability
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Behavioural Disorder
- Learning Difficulty
- Communication Disorder
- Significant and Multiple Disabilities
- ESOL [English For Speakers of Other Languages]
- Gifted and Talented-Extension or Enrichment
- Reading Recovery

Classroom teachers will identify, through appropriate assessment, students who may need additional support to access the curriculum. [This may include children who require extension- See Additional needs Flowchart in CDP.] Team leaders will be advised. Parents and caregivers will indicate, prior to or on enrolment, if their child fits one of the categories above.

The SENCO [Special Education Needs Coordinator for non-ORRS funded children.] and/or SACO [Special Abilities Coordinator for gifted and talented children] and classroom teacher will consider the assessment to determine the next step. Parents will be informed and included in discussions as to what additional support is required.

When opinions of the school and parents differ, the school's Complaints Procedure will be followed.

The Special Education Liaison Officer within the Ministry of Education can be accessed for guidance when the schools complaints procedures have not led to a resolution.

The SENCO will co-ordinate learning enhancement throughout the school.

This will involve:

- Leadership of the learning enhancement team.
- Parent and agency liaison.
- Ensuring that the Special Needs Register is maintained.
- Reporting to the Board of Trustees.

The SACO will be responsible for:

- Accessing appropriate resources for gifted and talented students.

- Parent and agency liaison.
- Ensuring that the Special Abilities Register is maintained.
- Reporting to the Board of Trustees.

Reading Recovery will be supervised by the Reading Recovery Teacher and the Deputy Principal of Junior Classes.

SENCO and SACO will report annually to the Board of Trustees regarding student progress to set priorities and recommend expenditure for the following year.

A brochure detailing what additional support the school can offer is included in all enrolment packs.

CONCLUSION

The successful implementation of this policy will ensure appropriate access to the curriculum for children with Special Needs and Abilities.

READING RECOVERY POLICY

RATIONALE

The Reading Recovery Intervention Programme is designed to assist those children who on their 6th birthday are significantly behind their peers. Reading Recovery will assist in enhancing their reading achievement level.

PURPOSE

1. To provide a programme that will assist these children to reach an age appropriate reading level.
2. To provide a systematic means of monitoring these children after discontinuation.
3. To enhance self-esteem.
4. To increase independence in reading and writing.

GUIDELINES

1. Results of the Diagnostic Survey at 6 years will be used as a basis for determining Reading Recovery candidates. Entry Criteria The poorest performing 6yr old reading/Writing Re OBS survey tasks scores and stanines.
2. The diagnostic Survey will determine the individual Reading Recovery Programme.
3. Discontinuation of the programme is determined by the results of a further Diagnostic Survey administered by a second skilled 6 year tester. Exit Criteria. 1). Minimum Tasks scores expected LI=54, CAP=22, Word reading =15, Other Reading =25, writing vocab number =45, Hearing words=36. 2) Level 16 BkLevel –No lower, SC 1:1, 1:2, 1:3- any lower needs written explanation. 3) Chn need to be able to write in RR a minimum of 2 sentences with minimal TCHR support.
4. The discontinued children will continue to be monitored throughout their schooling at West End School and levels recorded in the Reading Recovery Discontinuation Book.
5. Reading Recovery books will usually be different from those used in the class programmes.
6. Reading Recovery programmes require separate funding from that used for whole school resources.
7. The Discontinuation Survey results will be sent to the Reading Recovery Tutor for further analysis and recommendations.

IMPLEMENTATION

Reading Recovery Programmes will include the following:

1. A daily half hour individual session.
2. Continued participation in the classroom reading and writing programme.
3. Results of Diagnostic Survey, administered to all children at 6 years, to be used as a basis for determining Reading Recovery candidates.
4. Communication between Deputy Principal-Junior Classes, Classroom Teacher, Reading Recovery Teacher and Parent\Caregivers shall be essential at the beginning of the programme and ongoing and up to and including discontinuation. (Parent\Caregivers to observe a session at the beginning of the programme.)
5. Relevant resources and information pertaining to Reading Recovery is to be kept by the Reading Recovery teacher. 6 year net summary copy to be kept by the DPJC .
6. The Reading Recovery Programme will continue as outlined and taught during the training of the Reading Recovery Teacher by Reading Recovery Tutors.
7. Children in the Reading Recovery Programme by arrangement with Parent/ Caregivers will attend Reading Recovery lessons unless too ill to do so.
8. The designated Reading Recovery room to be available for that purpose.
9. The current Reading Recovery Teacher will have opportunities for continuing in pre service or other related training.
10. The DPJC and the Reading Recovery Teacher will meet each term to discuss any concerns and to share any relevant information.
11. The DPJC will receive a copy of the Reading Recovery Teacher's annual report to the BOT.

CONCLUSION

Implementation of the Reading Recovery Programme will assist children with reading difficulties to be successful learners.

MAORI ACHIEVEMENT POLICY

RATIONALE

According to government statistics Maori are disproportionately represented in statistics showing scholastic achievement. This is also manifested in attendance, suspension, in leaver qualifications and there is a direct correlation to unemployment and crime statistics.

PURPOSE

- To involve Maori Community / whanau in identifying the need of their students
- To monitor and improve the achievement of Maori students.

GUIDELINES

1. The school takes responsibility for initiating and maintaining a process of consultation with whanau/parents of Maori students
2. The school effectively communicates the purpose and intended outcome of the consultation.
i.e. The purpose is to involve parents/ whanau of Maori students in identifying important learning needs of their children and to encourage their interest and support of their child's educational progress and achievement. Therefore the intended outcome is the setting of targets for improved achievements that are supported by parents/ whanau.
3. Consultation arrangements make appropriate decisions on place, methodology and protocols.
4. During the consultation process, the parents/ whanau are asked to come up with issues and suggestions concerning the achievement of their children.
5. The school keeps a written record of consultations. The record includes the information of dates and attendance at meetings. Other records of surveys are also kept.
6. Following consultation, plans are developed which set out targets for improving the achievements of Maori students. Targets are realistic and achievable in terms of the school resource and the support of the parents/ whanau
7. The school reports and reviews the achievement of Maori students in relation to the targets, as scheduled within the school's plan. The reporting to the mandated Iwi authority as mentioned in point 9 will occur annually.
8. Should parents/ whanau not respond to consultative opportunities, the school will develop targets and request feedback from Maori Parents.
9. The school is committed to consultation with Rangitaane O Manawatu, the mana whenua and consult with Te Mauri O Rangitaane O Manawatu, Tanenuiuarangi Manawatu Incorporated and Te Kaunihera O Rangitaane Ke Manawatu annually.
10. This policy will be reviewed in accordance with the Board's programme of self-review.

CONCLUSION

If educational outcomes for Maori students can be enhanced then their performance in the areas of attendance, suspension, leaver qualifications, unemployment and crime will in turn be addressed.

EDUCATION OUTSIDE THE CLASSROOM

Checklist:

Does your trip/camp comply with the following:

Location And Length Of Trips:

First priority is to be given to utilising resources in the school's local area. The teacher in charge must know the area sufficiently well:

- to compile and maintain detailed route and activity guides
- to identify and assess potential hazards
- to establish appropriate emergency procedures

No school trips will to extend beyond one week.

Safety:

The Principal must be satisfied that the teacher in charge of the trip is:

- familiar with the area being visited
- capable of carrying out the responsibility of organizing and leading activities
- competent to deal with emergencies

The following adult/pupil ratios must be maintained on all extended visits:

- | | |
|--|-----|
| • Class walk/day trip | 1:8 |
| • Overnight education tours/visits | 1:8 |
| • Residential camps | 1:6 |
| • Hazardous activities | 1:4 |
| • Boat trips (life jackets to be worn). Craft must be commanded by a licensed operator and the vessel licensed to carry passengers | 1:4 |

Restrictions:

The following activities will NOT be approved:

- aircraft flights
- boat trips, other than on vessels which are fully licensed to carry passengers.
- trips to the snow and tramping in mountain areas, excepting on recognised and maintained, well formed walkways, or in the case of approved excursions from recognised school camps.
- skiing
- water activities unless in well supervised areas, eg swimming
- river swimming

The following activities may be approved, conditional upon parental consent, and the availability of trained instructors:

- yachting, canoeing (life jackets to be worn) – not in rivers
- flying foxes, chairlifts
- controlled camp activities, eg shooting, archery, horse-riding, go-carts, mini bikes
- abseiling

Relieving Teachers:

Normally no reliever will be approved to replace a teacher accompanying a class trip.

A certificated long term reliever is entitled to take his/her class on an excursion involving an overnight stay.

Beginning Teachers:

A provisionally registered teacher must be accompanied by a registered teacher on all overnight camps and excursions out of the school grounds.

The programme being undertaken is the responsibility of the class teacher.

Emergency Vehicle:

All excursions involving an overnight stay require the availability of an emergency vehicle. Such a vehicle must be identified before the camp. (Cost of running this vehicle needs to be built into the costs of the camp).

First Aid

A complete first aid kit must accompany all groups involved in overnight and day excursions from camps.

One teacher with a current full first aid certificate must be in attendance.

The Board of Trustees will fund 2 teachers per team (4 teams) each alternate year so that 8 teacher on staff are first aid trained.

Mainstream Pupils:

Mainstream pupils accompanying groups on overnight stays must be accompanied by an adult on a 1:1 basis. An IEP should be arranged before the camp to discuss each child's circumstances.

Emergency Communication:

A cellphone (and/or emergency communication) should accompany groups involved in all overnight and day excursions from camps.

Parent Briefing:

Teachers will brief parents on safety expectations prior to the trip.

This briefing for parents could be undertaken by a briefing session or through written advice in the form of a newsletter etc. The types of things parents are likely to want to know would include such things as:

- Will there be qualified staff or volunteers supervising/running the activities?
- Advice on the ratio of teachers and trained staff to students.
- What provision has been made for first aid/other emergency medical situations?
- That a full risk analysis has been undertaken in respect of the camp activities.
- What provision has been made in respect of an early finish, or cancellation, including how and when parents will be notified.
- What provision has been made for emergencies?
- Etc.

ADDITIONAL NEEDS

ORRS STUDENTS

For children who have been verified with High or Very High Needs

NEW ENTRANT ENROLMENTS

Children are identified by their families or outside agencies (GSE-Group Special Education) as having significant needs.

Parents and/or GSE visit schools before parents choose the school they would like their child to attend. Enrolment takes into consideration the enrolment policy and available space in classrooms. The child is then visited in their home and/or their preschool environment. The ORRS teacher attends IEPs and transition meetings and assists in the preparation of the ORRS application. School visits are arranged prior to enrolment. The child can expect to start school once the Ministry of Education has verified the child as having High or Very High Needs and staff members have been employed to work with the child.

ORRS FUNDED STUDENTS TRANSFERRING INTO WEST END SCHOOL

The school must be notified prior to enrolment that the child is ORRS funded. Enrolment takes into consideration the enrolment policy and available space in classrooms. The child is able to start school once staff members have been employed to work with this child. During this time, it is beneficial if the child visits the school with their parent/Caregiver.

LEARNING ENHANCEMENT

For children who have been identified with moderate learning needs.

Children will be referred to Learning Enhancement by classroom teachers.

The Learning Enhancement Team will receive these referrals and determine the best way to meet these needs.

All children accepted on the Learning Enhancement programmes will be placed on the appropriate register. This will be reviewed each term.

Parents / Caregivers will be informed of their child's inclusion and completion of any Learning Enhancement programme by the teacher taking the programme.

Opportunity to discuss either placement or goals of the enhancement or programmes will be offered through a letter which will include learning intentions.

The following areas will be covered within school and are supported by the use of SEG (Special Education Grant).

- Numeracy
- Literacy including Reading Recovery
- ESOL

CRITERIA FOR ENTRY

ESOL

As per Ministry criteria.

READING

- Children identified via 6 year nets who have a reading at level 8 or below and/or recorded at consistent stanines of 4 or below. Between the ages of 6 and 7 children are identified who are reading 1 year below their chronological age will be considered for learning enhancement.
- Children identified via 6 year nets who have recorded any 3 stanine will be considered for reading recovery.
- Children reading 2 or more years below their chronological age.

WRITING

- Children identified from school data as being 2 or more levels below the schools and national norms. Cannot write and revise two or more simple sentences on a single topic or idea, using known high frequency words and words from their oral vocabulary.

NUMERACY

- Children identified at 6 years old who have not mastered all of Emergent stage and the first 2 bullets of Stage 1 (one to one counting) on the West End School Maths Indicator Sheet.
- Children who are mastering 2 stages or more below the national norms as assessed against the West End School Mathematics Indicator Sheet.

- By the age of 6 all children must have mastered Emergent and Stage 1 and be working at Stage 2.

Additional support from teacher in Learning Enhancement for classroom teachers can be provided for those children who needs are better met in the classroom.

EXIT CRITERIA

Children remain in the programme until they have reached a stage where the learning enhancement teacher, LE leader and with parent consultation agree that the child is able to continue to make expected progree within the normal class programme.

ESOL

CURRICULUM PLANNING

- There is an ongoing programme of work based on ELF covering each group.
- The programme reflects language learning intention that are appropriate for each level.
- Learning activities relate to learning intentions.
- The teaching programmes provide appropriate learning opportunities for students of all abilities.
- Specific barriers to learning are addressed.
- Work is evaluated regularly by staff.
- Programmes are reviewed dependent on needs of children.

INITIAL ENROLMENT, ASSESSMENT AND PLACEMENT PROCEDURES

- Enrolment information for all new learners of English is provided to the ESOL teacher .
- Families have an interpreter or bi-lingual staff member to assist at the interview if needed.
- Key information is gathered and checked.
- Initial assessment covers the four skills and informs initial placement in ESOL programme.
- Assessment information is passed on to all teachers of the student.
- An orientation pack/process gives students key information about the school.
- New arrivals are 'buddied' with students who have had training in what to do.

APPLICATION FOR MOE FUNDING (IF APPLICABLE)

- An ESOL teacher is given overall responsibility and a time allowance to apply for the funding.
- Information gathered at enrolment is used to determine eligibility for funding.
- Students assessed as 'initial' are reassessed after a term.
- Classroom teachers are involved in the assessment and have been trained in procedures.
- Standardised tests are used to determine cohort level.
- Status lists are accurate and completed on time.
- Funding is used to best meet the needs of the students.

MONITORING STUDENT PROGRESS

- A range of diagnostic assessments is used to establish levels and describe progress for individual students in:
 - reading age levels;
 - vocabulary levels;
 - written language;
 - oral language;
- On-going assessment is used to confirm or redirect initial placement decision.
- An appropriate range of formative assessment is used with clear learning goals and outcomes.
- There are summative assessment times during the year and at the end of topics/units/modules.
- ESOL Teacher maintains an accurate assessment record for each student. This is compliments the child's classroom portfolio
- Assessment information is used to identify and address learning gaps.
- On-going feedback /Feed forward is given to all students that clearly shows how they can work towards achieving learning outcomes.

ASSESSMENT INFORMS TEACHING AND LEARNING

- Identified student needs inform planning.
- Teachers adjust their teaching in the light of formative assessments and observations.
- Students are aware of the learning intentions of each lesson.
- Templates, exemplars and models are used to ensure students know the standard of work required.
- Tasks set are open-ended or set at different levels to enable students to work at different levels and paces.
- Students are actively encouraged to monitor their own progress through the use formative assessment practices.
- Assessment practice impacts positively on student motivation.
- Students are encouraged to share work and assessments with classmates , teachers and parents / caregivers.

REPORTING

- There is a clear link between student achievement and reporting.

- Report comments provide a basis for further development.
- Report format is accessible to all parents.
- Strategies are in place to encourage parents to attend interviews to discuss progress.
- Progress of ESOL children monitored through school wide reporting

STAFFING AND TIMETABLE

- All staff have a job description.
- ESOL classes are staffed with trained teachers with appropriate ESOL qualifications.
- All staff set annual goals that link with appraisal.
- Appraisal systems follow school's performance management procedures.
- Identified needs or goals drive targeted professional development.

LEADERSHIP

- Team meetings are held regularly.
- All teachers are kept up-to-date with curriculum and pedagogical changes.
- Meetings run to an agenda and minutes are kept.
- Leadership opportunities are provided for all staff members.
- Team leader regularly reviews teaching programmes and records are kept.

STUDENT MANAGEMENT

- Students are provided with information about learning and behaviour expectations at West End School .
- Assessment information helps students to know what to do next.
- Peer tutoring is provided in structured programmes and informally when required.
- There are effective links with the ESOL teachers and class teachers

RESOURCE MANAGEMENT

- There is an up-to-date inventory of equipment and resources school wide.
- Effective management systems are followed to minimise loss/damage of resources.
- Staff are consulted about resource priorities.
- Team spending is within budget.
- Resources are well stored and accessible to staff.
- Students and staff have regular access to computers.

LEARNING CLIMATE

- The class environment is welcoming and reflects the cultural diversity of students.
- Student diversity is valued and their knowledge and experiences used in teaching.
- Teaching spaces reflect a genuine learning culture.
- Strategies are used to employ maximum teaching and learning time.
- Board work and handouts are clear and easy to follow.
- Topics and resources used link with students' prior knowledge, abilities and interests.

QUALITY OF TEACHING AND LEARNING

- Student needs are identified from diagnostic assessment and inform planning.
- Students are aware of the learning intentions of each unit.
- Templates, exemplars and models are used to ensure students know the standard of work required.
- Strategies are used to encourage students to become active learners.
- The learning process is scaffolded at each stage using a variety of methods.
- The use of pair and group work results in co-operation and collaboration in the classroom.
- Tasks set are open-ended or set at different levels to enable students to work at different levels and paces.
- Students are encouraged to think critically and higher level tasks are set.

ROLE OF ESOL IN THE SCHOOL

- ESOL has a profile in the school.
- The ESOL team is involved in professional development at the whole school and curriculum level.
- Mainstream teachers are aware of the language needs of new learners of English.
- ESOL teachers are aware of what their students are learning in other curriculum areas and incorporate it in planning where possible.

- ESOL staff are involved in whole school initiatives and are well-represented on curriculum teams.
- ESOL staff liaise regularly with classroom teachers.
- Classroom teachers are provided with key information when English language learners are placed in their classes.
- ESOL staff are available to give in-class support when needed.
- ESOL staff promote the celebration of different cultures in the school.
- Parents are made to feel welcome in the school and key information and documents are translated.

The following areas can be covered by outside agencies and be accessed by the school where appropriate:

- Behaviour/Learning (RTLB[Resource Teachers of Learning &Behaviour] based at Palmerston North Intermediate) and RTLIT[Resource Teachers of Literacy based at Central Normal School].
- Communication [Children under 7 years of age.] Speech Language Therapist based at GSE.
- Hearing and Vision (Sensory Resource Centre-Somerset School).

GIFTED AND TALENTED

For children who have been identified by virtue of outstanding abilities, creative and productive giftedness and task commitment as having exceptional abilities.

Staff and/or parents can make it known to the SACO that a child has been identified as gifted and talented. Their needs will be identified through the use of...

- Teacher observation and nomination.
- Parent / student observation and nomination.
- Standardised testing as linked to the school assessment procedures.
- Portfolio cumulative assessment.
- Rating scale based on typical behavioural characteristics.
- Howard Gardeners multiple intelligences.

SACO will arrange for additional assessments and support for the student and classroom teachers as they seek to develop integrated curriculum programmes that...

- Offer high level thinking [Blooms Taxonomy], creative thinking and student orientated content.
- Programme content that involves multiple disciplines [Multiple Intelligences].
- Classrooms are learner centred rather than teacher centred.
- Allow for in-depth learning of a self-selected topic.
- Encourages self-direction and self assessment.
- Parents/Caregivers will be involved in the development of their child's learning intentions through the IEP process.
- Additional support such as the One-Day School or mentorship's can be accessed through the SECO

The Special Abilities Register will be maintained to monitor and track the progress of students identified as gifted or talented. SACO is to maintain the register.

IEP's [Individual Education Programmes] and CAP's (Curriculum Adaptation Programme)

Parents / Caregivers will be informed of their child's inclusion and completion of any Learning Enhancement and Special Abilities programme by the teacher taking the programme.

Opportunity to discuss either placement or learning intentions of the enhancement or extension programmes will be offered through IEPs/CAPs.

NOTE: An IEP involves the gathering and analysing of appropriate data, the writing of an IEP, the facilitating of meeting including people relevant to the child's learning.

(A suggested IEP format is available from the schools 'Y' server)

IEP's will be developed for:

- Children who are ORRS funded. Responsibility of the ORRS funded teacher.
- Children with Special Abilities. Responsibility of SACO.
- Children who are supported by outside agencies (e.g.: RTLB; Correspondence School; RTLit; Specialist Services [Hearing and Vision]; Speech Language Therapists. Responsibility of the classroom teacher in consultation with the agencies.

The components to be included in an IEP will be:

- Review of previous goals.
- What is happening now?
- What should be learnt next?
- How will it be done?
- How will we know he/she is there?
- Who will do what?

NOTE: A CAP involves the gathering and analysing of appropriate classroom data. Further assessment may be necessary. Specific learning intentions will be included in a letter to parents.

CAPs will be developed for:

- Children on Learning Enhancement Programmes in their area of identified need. Responsibility of the Learning Enhancement teacher in consultation with the classroom teacher.

The components to be included in a CAP will be:

- Prior assessment / current performance
- What should be learnt next? (Learning Intention)
- How will it be done?
- How will we know he/she is there? (Knowing I'm Learning)

IEP's will be developed within the following timeframes :

- Children with ORRS funding - Terms 1 and 3.
- Children with Special Abilities – Prior to the beginning of the programme and reviewed in Term 1 and 3.
- Children supported by outside agencies - Prior to the beginning of the programme each term.

CAPs will be developed within the following timeframes :

- Children on Learning Enhancement Programmes – Prior to the beginning of the programme and thereafter as determined by the agency involved.

Information about Learning Enhancement/Special Abilities Programmes that children have been on will be noted on the child's Individual Record Card. This is responsibility of the classroom teacher and is to be completed at the end of each year or prior to a child leaving the school. This pupil's Individual Record Card is then passed on to the next school by West End School along with all other documentation relating to the child's attendance and learning.

ASSEMBLIES

OVERALL RESPONSIBILITY Deputy Principals Senior & Junior

School Assembly is every second Friday in the School Hall at 2.15 pm.

Buddy classes in rotation, have responsibility for the planning of assembly.

Arrangement for above and seating to be decided by the Deputy Principals.

When assemblies finish before 2:50 pm, children will return to class until bell time.

No parent can uplift another parent's child without written notification by absent parent to the class teacher.

ORGANISATION OF CLASSROOMS

CLASSROOM ENVIRONMENT

This should be a warm, bright, stimulating child centred place, where pupils work is displayed to a high standard. The purpose and the display are prominent thereby showing the importance placed on work, effort and presentation. Arrange resources and label these so staff and pupils have easy access to them. Ensure the room is tidy; involve the children in this. Stop five minutes before the end of the day to achieve a tidy room.

INVENTORY

Each class has an inventory of teaching resource books. The Office is responsible for keeping this up to date at the time new resources are issued.

FURNITURE

Arrange furniture for easy access around the room. Check desks and chairs for any that need repair or replacement. Contact the Caretaker for this if needed.

IWB and WHITEBOARD

The children copy your example of setting out.

YOUR DESK

Keep it orderly and functional.

Consider the position of your desk, and how convenient it is for viewing all children.

Please ensure that for privacy, information about children/staff is put away at the end of each day

ROUTINES

Set up consistent routines and guidelines for working in the classroom. Consider such things as: -

- A1 Standards- See booklet in resource section of staffroom
- moving around the room
- going out of the room
- storage of materials
- monitors for specific jobs
- distribution of books and resources
- collection of books for marking
- tidying up at the end of the day

BEHAVIOUR

Refer to "Working Together Plan"

DISCIPLINE OF CHILDREN

Corporal punishment is illegal. Striking a child in any way is assault and may result in dismissal. Children must be treated with dignity and respect - even under provocation. Children must not be verbally abused or have their self esteem lowered by inappropriate comments.

REWARDS AND PUNISHMENT

Pupils are encouraged at all times to behave in appropriate ways and to work as hard as they can in their work. To develop this behaviour, praise and rewards are used. It is the aim of the school to foster such behaviour as part of the pupils internalised system of behaviour so that discipline and enterprise are self motivated.

[From time to time School wide programmes deal with pupil behaviour, expected ways of addressing adults, ways of developing co-operation and respect, etc. These should be regularly reviewed and reinforced in your classroom].

GOOD KIDS TIME

Every third Monday, 2:00 – 2:40 pm children who have in the preceding three weeks have not been to Time Out or had their name on the classroom behaviour plan are given a Good Kids Pass to reward them for always making the right choices.

TIMETABLES

HALL, LIBRARY, SWIMMING POOL, PHYSICAL EDUCATION, DUTY ROSTER.
The Deputy Principals will oversee and arrange for the organisation of the above.

TEACHER RESPONSIBILITIES

These are negotiated at the beginning of each year as part of job descriptions.

PARENT INVOLVEMENT IN SCHOOL

Parents are encouraged to become involved in the school, actively in classrooms to behind the scenes working on resources. Each teacher decides the extent to which they seek parent assistance, and should consult senior staff before sending requests home for such assistance.

Reporting To Parents / Caregivers

Six Weeks – New entrants first school report. This includes a writing sample, letter identification, colour recognition, and other aspects of the child's learning. The information in this first school report is discussed with the parents / caregivers at a discussion visit. This visit is scheduled at a time to suit the parents / caregivers and the teacher. Goals are set and discussion undertaken on how the teacher and parents / caregivers can jointly work towards the achievement of these goals. The first school report document is given to the parents / caregivers following the discussion visit. Thereafter these discussion visits are scheduled for six monthly intervals.

Six Months - Written discussion statements will be sent home prior to the six monthly discussion visit. This report is a starter document to the discussion. The child may be present during the visit. See report format for content.

Parents / caregivers and school will be encouraged to make contact at other times when there are concerns / points of clarification / successes to share. Parents / caregivers will be encouraged to make appointments so teachers will be available for such meetings and have time to gather data.

Meetings will be arranged for parents / caregivers to assist them understand the stage of development of children's learning, and the programmes the school is teaching.

GUIDELINES WHEN SWIMMING AT THE NICHOLS SWIM ACADEMY.

The following guidelines are written to maximise the swimming time for students, and allow a safe and trouble free swimming programme for school pupils of West End School.

GENERAL:

As swimming is part of the New Zealand Curriculum then the swimming programme detailed in the trust document between the school and West End Aquatics LTD is part of the schools curriculum and therefore the same expectations and procedures implemented at the school also apply here. In particular this relates to respect for all people and delegated roles and responsibilities established by appropriate pool and school management, discipline and reporting. This must be always in good faith.

SAFETY:

In the event that the pool and building needs to be evacuated pool staff will :

- Teach children how to leave the pool and return to their teacher who assumes responsibility and, who will ensure all children are present.
- Pool staff will direct children and teaching staff to the safest exit i.e. Main entrance or 'Exit door' situated at the back of the pool.
- Once assembled classroom teachers will return to the classroom and inform the principal of such event
- Pool staff to advise school office by phoning 358 2465 if/ when swimming is to resume.

HEALTH:

- If children are present then it must be assumed that they are healthy to swim unless clear evidence suggest otherwise. The decision on whether a child swims or not is a joint one and must be agreed to by classroom teacher and swimming pool management. If in dispute then this to be discussed between Pool management and the school leadership. Clear evidence must be available to justify the decision to the child, their parents and school. In general If a medical certificate's are provided then these must be accepted except where in the intervening timeframe the condition has clearly deteriorated and possess a health risk. .
- Classroom teachers to remind children before leaving school and on arrival to use toilet.
- Showers to be used only in exceptional and agreed circumstances. Parents need to communicate this need to the classroom teacher first who will then discuss with the pool management on duty that day.

ENTRY TO AND EXITING OF THE POOL FACILITY:

- Teachers to organise class to ensure that children arrive at pool via main entrance ready to enter water at timetabled time. Pool staff to ensure they are ready and prepared to assume the role of swimming coach at timetable times.
- Teachers to enter attendance details at reception
- Teachers to supervise class movement around pool to ensure safe access to changing rooms and seated area.
- Teachers to check changing rooms at end of session for damage, clothing. Report damage to pool staff and to principal.
- Teachers to organise children into swimming groups ready for pool staff to uplift. WEA to provide list of groupings to class teacher so this can be implemented. If any changes the list will be left by the attendance roll for pick on signing in.
- Teachers to remain with class at all times.
- Teachers are able to be in the water to support children / and or learn more about how to teach swimming if they choose. However they must leave the water in time to manage the end of session routine or at any other time to manage individuals.
- Teachers to remove children who become sick or if asked to by pool staff anyone causing concern – Concerns must relate to deliberate incidences of an individual compromising pool safety including learning for themselves and / or others.
- Teachers and children vacate facility via Exit door and close.

POOL SIDE:

- Children to walk at all times around pools especially when going to and leaving seating area. The direction when moving from the changing rooms is to ensure the easiest access back to the seated area and changing facilities. This may vary depending on other pool activities and storage of pool equipment.

- Classroom teacher to explain the need for this and teach the routine for entering the facility, changing rooms and going to and from seats.

ROOM 9 CHILDREN:

- Room 9 Team leader or delegate will advise pool by 10.45 am of children who are not swimming with their regular classes.
- Room 9 team leader or delegate will notify the pool at the beginning of terms 1& 4 which classroom each room 9 child is part of, who will have a Teacher Aide and any relevant notes including if they need change tables and hoist options.
- Change tables and bar on hoist for special needs children to be in position or if not then on request to be installed.
- Green slings on change tables- School staff to advise each year how many required
- Pool staff to ensure Space around hoist and change table to be kept clear
- TA's will ensure slings are left on change tables and facilities are clean and tidy

IN THE POOL:

- Approved swim wear to be worn at all times. Girls : 1 or 2 piece, Boys: Lined swim wear.. Rash suits are allowable To finish above knee, sleeve to finish above elbow.
- Hair tied back off face
- Goggles provided by WEA and children are encouraged to have their own
- Children to enter when instructed to do so by pool staff
- Children to follow instructions of pool staff. Consideration given to those with special needs. School to advise at the beginning of term1 and 3 swimming of children with special needs other than room 9 children .
- If a child is causing concern (see ENTRY TO AND EXITING OF THE POOL FACILITY) Pool staff must firstly tell child that their behaviour is not acceptable and why. A second incident will require pool staff to call for the teacher to remove the child concerned.
- Any Health and Safety issues need to be recorded for Osh requirements. Pool staff to do this.

OTHER:

- Teacher aides are employed by West End school and as such are subject to the terms and conditions of their collective agreement and school performance agreement. As such Teacher Aides take direction from the class teacher. Any matters relating to additional staffing are to be referred directly to the school leadership for consideration. These decisions are made in the best interests of the child concerned first and foremost.
- Pool staff will provide an electronic copy to the school office of the assessment certificates for the children's portfolios by the end of the second to last week of the fourth term.
- In the event that the pool management have any concerns in relation to classroom / teacher then they must first communicate these concerns to the teacher. If the pool management are not happy with the response then they must communicate this to Trevor Nichols in his capacity as pool owner who will contact the principal or person acting in this position to discuss the matter further. The same will apply to teachers when they have a concern at the pool. They will communicate with pool management or the person acting in this capacity. If teachers re not happy with the response they will discuss this with the principal or person acting in that role.

CONCLUSION :

These guidelines will assist all concerned to understand and be aware of their roles and responsibilities and ensure children of West End school and the adults associated with the swimming programme to maximise this opportunity for the benefit of the children.

NATIONAL ADMINISTRATION GUIDELINE 2 – SELF REVIEW

DOCUMENTATION AND SELF REVIEW

RATIONALE:

West End School will provide a programme of self-review and document how the National Education Goals are being implemented.

PURPOSE:

To implement processes of self-review that identify strategies for continuous improvement, which ensure that quality learning and teaching take place at West End School.

GUIDELINES:

- 'Self Review is the way the Board identifies, assesses and evaluated the effectiveness of the school in meeting the values it has adopted, fulfilling its obligations to the community and providing the education it wants for its students'. Self Review in Schools, National Education Evaluation Reports, and No.3 1994.
- There will be a timetable of review of the National Administrative Guidelines which details reporting requirements.
- The general goals of the Strategic Plan will be included in the review process.
- The National Education Goals will be implemented through the West End School Strategic Plan and curriculum, and management systems.
- The school will detail the implementation of the National Education Goals in management procedures.
- See Self Review at West End School Document

The Board will have procedures for:

- Community Consultation

CONCLUSION:

The implementation of the National Administrative Guidelines and the National Education Goals will be reviewed regularly to monitor the continuous improvement process.

COMMUNITY CONSULTATION

GUIDELINES

1. Parents and caregivers will be welcomed, and opportunities provided for involvement in school activities.
2. Arranged visits to the classroom will be welcome and encouraged and will be conducted to ensure the least disruption.
3. The school will communicate and consult with its community by:
 - Regular newsletters from school, Board of Trustees, PTA and Whanau Tahi.
 - By arranging meetings / workshops
e.g. workshops for curriculum and other school activities.
 - West End School Policy & Procedure Handbook will be held in the Office for parents / caregivers to view and obtain copies.
4. The school community will be involved where input is required eg Strategic Plan / Policy.
5. Tangata Whenua and parents of children who are Maori will be encouraged to guide and assist in school activities to acknowledge the principles of the Treaty of Waitangi.
6. Other cultural groups will be encouraged to guide and assist in school activities to acknowledge the importance of their cultures in the school.
7. The important roles of the PTA/ Taneurangi ki Manawatu in the West End School community is critical and will be encouraged.

NATIONAL ADMINISTRATION GUIDELINE 3 - PERSONNEL

RATIONALE

West End School will be a good employer and will implement employment policies that will promote high levels of staff performance. West End School will ensure that the resources of the school are used in a way, which will best meet the needs of pupils.

PURPOSES

The procedures in use at West End School will reflect the policy and procedural frameworks as set by the Government.

West End School will be a good employer as defined by the State Sector Act 1988 and its amendments.

To ensure that staff is aware of the conditions and terms of their respective employment contracts.

GUIDELINES

The board will have procedures for the following

PROCEDURAL STATEMENTS

- Complaints
- EEO
- Appointments
- Leave
- Privacy – Refer to Privacy Booklet in resource section of staffroom

CONCLUSION

The procedural statements will reflect the commitment of West End School to providing a quality learning environment. Issues of employment, equity and safety will be actively addressed to ensure optimum staff achievement.

PERFORMANCE MANAGEMENT

RATIONALE

Performance appraisal will increase staff awareness of what is expected of them and lead to greater effectiveness in terms of learning and teaching.

PURPOSE

Performance appraisal of staff will achieve organisational and personal goals through systematically -

1. Identifying desired work performance
2. Evaluating performance
3. Assisting personal development
4. Ensuring the meeting of the school's curriculum goals
5. Supporting the establishment of effective teaching programmes
6. Recognising personal achievement and areas needing improvement.
7. Giving feedback

GUIDELINES

1. Every staff member will have a conceptual job description, which will form the basis for performance appraisals.
2. Performance will be appraised in the form of mutually agreed goals, which will be established between the appraised and the appraiser.
3. The goal setting exercise will be carried out annually culminating in a review in November of each year.
4. Appraisal of the staff will be the responsibility of the Principal (but actual appraisals may be delegated to other Management Team members).
5. The Principals appraisal will be carried out by the Chairperson of the Board of Trustees or a person as approved by the BOT
6. Appraisal will establish individual and group strengths, , and identify areas for personal development in a non-threatening professional manner.
7. Every staff member will be entitled to professional development to fulfil goals and needs identified in the appraisal process.
8. All appraisals excepting that of the Principal appraisals are confidential to the appraised, appraiser and the Principal.
9. The Principals appraisals is confidential to the appraised, appraiser and the BOT.

CONCLUSION

Performance appraisal will assist teachers in recognising their strengths and weaknesses. Professional development opportunities will be provided to ensure goals are met in areas identified as needing development.

TEACHER REGISTRATION/SALARY ASSESSMENT/COMPETENCY

RATIONALE:

A process relating to teacher registration, competency and assessment for salary progression involves employment decisions affecting the career progression of every teacher. Clear procedures to do with these processes protect both employer and employee.

PURPOSES:

The purposes of this policy are to provide clear guidelines that ensure sound procedures for:

- Inducting provisionally registered teachers
- Ensuring the quality of staff seeking salary progression and renewal of their practising certificate
- Dealing with cases where aspects of a teacher's performance are causing concern.

GUIDELINES RELATING TO PROVISIONALLY REGISTERED TEACHERS:

1. Each beginning teacher will be allocated a supervisor, who has overall responsibility for the programme of advice and guidance.
2. Each term the beginning teacher and supervisor will meet with the Principal to preview the programme for the upcoming term and review progress so far.
3. The programme of advice and guidance will include:
 - Monthly meetings with the supervisor
 - Timetabled opportunities to observe teachers with particular expertise
 - Opportunities to visit other schools of particular interest
 - Participation in any appropriate course set up to help beginning teachers.
4. The process of assessment will include:
 - One formal assessment per term undertaken by the supervisor.
5. The supervisor will keep a written record of meetings and observations.
6. In meeting the requirements above, the beginning teacher will also be meeting the requirements set out in the school's appraisal policy.
 - Beginning Teachers Professional Standards Year 1 & 2 Teachers
 - Registered Teachers Professional Standards Year 3, 4 & 5 Teachers
 - Experienced Teachers Professional Standards Year 6 + Teachers

GUIDELINES RELATING TO STAFF SEEKING SALARY PROGRESSION/RENEWAL OF PRACTISING CERTIFICATE:

1. All staff must have job descriptions.
2. Incorporated in all job descriptions will be the relevant set(s) of National Professional Standards
3. All staff will be assessed annually against the appropriate set(s) of professional standards
4. The principal will be responsible for the assessments of all teaching staff
5. At the start of each year the Principal will confirm with each staff member which set(s) of standards will apply for the upcoming year.
6. The process of assessment will take three forms:
 - Self Review by each teacher.
 - Classroom observation by the Principal (or appropriate delegate)
 - Review of meetings to discuss progress against non-classroom performance expectations
7. Where a staff member is in disagreement regarding their assessment, a local review process is available (refer to Employment Agreement).
8. The results of this annual assessment will be used for decisions about salary progression and renewal of practising certificate.

GUIDELINES RELATING TO TEACHERS CAUSING CONCERN:

1. If the principal has a concern about whether a teacher is fulfilling one or more aspects of the relevant national standards, he/she must discuss the area(s) of concern with the teacher and put in place an appropriate programme of assistance and guidance.
2. If the programme fails to remedy the concern the provisions of the Employment Agreement will apply.

ALLOCATION OF UNITS

RATIONALE:

The fair and equitable allocation of management units will assist the school to meet its priorities.

PURPOSE:

1. To guarantee all staff that the process of allocating Permanent/Fixed Units.
2. To ensure the implementation of the schools priorities through recruitment, retention and reward appropriately skilled and knowledgeable teachers.
3. To ensure a balanced management team that supports school processes procedures and initiatives.

GUIDELINES

1. Allocation: The allocation of units will be the responsibility of the Principal who will:
 - Consult staff
 - Manage the process
 - Report to the Board annually on the unit allocations (or wherever any alterations are made).
2. Units:

The Units will be allocated in the following way:

Deputy Principal	3 Permanent Units
Assistant Principal	3 Permanent Units
2 Team leaders Teachers	1 Permanent Unit each
Decided on annually through staff consultation	Fixed Units

REMOVAL OF FIXED UNITS

Where there is a reduction in the number of units allocated to the school:

Step 1: The Principal will ask permanent unit holders if any holder is planning to resign in the near future or will voluntarily seek a reduction in responsibility and relinquish their unit or units.

Step 2: If there is no response to the Principal's request he/she will then identify the changes in responsibility and status required to provide a balanced management profile that best meets current school needs.

The teacher holding the position identified as surplus will be advised in writing.

ALLOCATION OF FIXED-TERM UNITS

- Through examination of the schools strategic plan short to medium term objectives will be identified. They key tasks or assignments required to achieve the objectives will be developed in consultation with staff.
- Once the key tasks or assignments are formalised, the number of units attached to the task and period of time the units will be allocated is specified.
- The opportunity to apply for the unit is offered to any staff member who wishes to carry out the key tasks and assignments.
- The units will be allocated to the person or persons identified as most qualified for the key tasks and assignments.
- They key tasks or assignments are then included in the unit holder's job description.
- Where the unit holder leaves the school, the position will be advertised nationally.
- A decision on whether a unit will be advertised with the job or advertised internally will be made in consultation with staff.
- If the unit is advertised with the job then the management components will be listed along with any other requirements (staff to be consulted).
- If the unit is to be advertised internally, then it will only be done once all permanent staff entitled to apply are officially appointed to their position.
- Where extra units are allocated due to a roll growth the process of consultation as outlined earlier will apply.
- Where a permanent unit is lost due to a roll decline the holder is entitled to a one-year salary protection (see CEC) from the time of written notification from the Ministry of Education.

CONCLUSION:

The contractual requirements to consult formalise what already happens in our school. Enormous goodwill can be generated through a consultative approach.

PRINCIPAL'S APPRAISAL

RATIONALE:

The Board, as a good employer, has an obligation to appraise the Principal for formative (professional development) and summative (performance management) purposes.

PURPOSES:

1. To provide clear guidelines for use when the Principal is appraised.
2. To ensure that the Board works with the Principal to develop the Principal's performance agreement and appraisal process.
3. To ensure that the Board delegates the actual appraisal process.

GUIDELINES:

1. The Board shall ensure that all legal and contractual requirements relevant to this policy are met.
2. The Board shall act as a good employer, in particular, through the delegation of responsibility to appraise to the Board Chair, and through consultation over the process.
3. The Board shall ensure that the budget makes appropriate financial provision for this policy.
4. The basis for annual appraisal shall be the Principal's performance agreement.
5. The key components of the performance agreement shall be:
 - The principal's 'conceptual job description' relating to the key tasks the Principal is expected to carry out.
 - The relevant national 'professional standards' relating to the important knowledge, skills and attitudes that all principals are expected to demonstrate.
 - Current 'performance objectives' relating to school initiatives that the Principal is responsible for initiating.
 - Current 'development objectives' relating to the professional development activities the Principal is undertaking to improve their performance.
6. The appraisal discussion should focus in particular on:
 - Reviewing achievement against the current performance and development objectives.
 - Setting performance and development objectives for the next twelve months.
7. The Board Chair, in consultation with the Principal, shall prepare a written appraisal report detailing the conclusions of the appraisal review. This report shall be tabled and discussed in committee, at a Board meeting.
8. Documentation related to the Principal's appraisal (the annual performance agreement and appraisal review report) remain confidential to the Principal and the Board.
9. The outcomes of the process of appraisal of the Principal shall include providing feedback on performance, identifying focus areas for particular attention, affirming success and supporting professional development.

COMPLAINTS ABOUT SCHOOL MATTERS

1. The Board will ensure that complaints are dealt with at an appropriate level. A time frame will be set in which to deal with the complaint.
2. Parents / Caregivers / Staff will be informed of the school procedure relating to the handling of complaints. A copy of the Flow Chart outlining procedures for dealing with concern / complaints will be given to any person lodging a formal complaint.
3. All parties to the written complaint will be advised of the complaint and should be involved in the resolution. Parents may be represented or assisted if they wish (family, whanau, friend, union, etc).
4. The Principal's role as manager and professional leader requires that the Principal will have a key role in complaint resolution. They will ensure that procedures are conducted in accordance with policy.
5. The Principal will inform the Board Chairperson of complaints that are unable to be resolved satisfactorily or have potential disciplinary considerations. If the Chairperson and Principal are unable to resolve the matter the Board will be informed. The Board will determine what further action to take, which may include further investigation.
6. The requirements of employment agreements, natural justice and relevant legislation will be complied with.
7. Staff members must respect the authority of the Principal to make decisions on the administration and management of the school.
8. Complainants have the right to refer the complaint to the Board of Trustees. The Board will only receive complaints in writing, signed by the complainant. If a complainant feels unable to express their concerns in writing they may request a meeting with the Board of Trustees.
9. Complaints to the Board will normally be accepted if the complainant has followed the earlier steps of the procedure and is not satisfied with the outcome or the matter is sufficiently serious to warrant the Board's involvement as the first step. All written complaints are acknowledged, as having been received, to the complainant.
10. The Board will refer complaints, pertaining to management and staff issues to the Principal to resolve or investigate. The Principal shall report back to the Board with recommendations.
11. Potential disciplinary matters will be addressed in accordance with relevant disciplinary provisions of Primary Teachers Collective Agreement.
12. Complaints against the Principal, which are not resolved through discussion between the complainant and the Principal, shall be advised to the Board in writing.
13. Complaints against the Board, individual Board members or Board policy/action shall be made to the Board Chairperson or Deputy Chairperson, as appropriate, in writing.
14. Board members are to regard complaints against individuals made to the Board as confidential and shall not express personal opinions on the matter.
15. Board members with personal knowledge or a conflict of interest should exclude themselves from participating in the complaints procedure.
16. Where a complaint may have a potential disciplinary consequence for an employee they should be advised of their right to representation.
17. Where a complaint cannot be resolved by the school, the matter may be referred outside the school for mediation.

GUIDELINES

It is important that:

1. The problem is defined. A concise statement of the facts or circumstance of the complaint is made. Establish an agreement on the facts if possible.
2. The problem is owned. Establish respective responsibilities for actions to resolve the complaint eg Principal's role, staff members role or complainants role.
3. Reflection is carried out on possible courses of action, including remedy and/or redress, strategies to prevent repetition of the situation and constructive alternative actions if the situation reoccurs.
4. Action is taken. Work for agreement between the parties. Work for acceptable remedy or redress. Evaluate action taken.
5. Agreement on action and evaluation recorded. Provide copies of agreements, where appropriate, to relevant parties.
6. If agreement cannot be reached, the Principal should decide on action that is consistent with the appropriate school policy, job description and employment agreement. This may include informing the Chairperson and referring the matter to the Board for approval of action decided.

PARENT COMPLAINTS

Where the Board of Trustees receives a concern, grievance or complaint, a set of procedures is followed as detailed in the Procedural Statement on Complaints about School Matters. Please note concerns in relation to specific children must be from the children's legal guardians.

The Board of Trustees acknowledges the signed written concern.
The Board does not discuss the matter at a meeting until the following steps have been taken.

The concern is referred to the staff member /members who can best resolve the concern.

Matter resolved

OR

If the parent feels the matter is not resolved, a sub-committee of two non-staff members hear the concern.

The sub-committee talk with staff.

The purpose of the sub-committee is to resolve the concern, not apportion blame.

The sub-committee reports to the BOT on resolution.

If the matter is not resolved they recommend a course of action the BOT should follow.

EEO

1. The Appointment Policy and procedures will ensure that there will be no discrimination in the areas of recruiting, selection, or promotion.
2. A designated staff and/or Board member will be responsible for the development and implementation of the Equal Employment Opportunities Annual Plan. The designated person may be contacted for information about EEO matters in the School. The designated person/s will collect EEO data on an annual basis in relation to gender, ethnic identification, disabilities.
3. The School will develop and implement the EEO Plan in consultation with all staff members.
4. An annual report will be written in May to review the EEO Plan for the previous 12 months. This will be submitted to the BOT for approval before sending to the Ministry.
5. These procedures will be subject to annual review.

APPOINTMENTS

APPOINTMENT OF PRINCIPAL

The Appointment Committee will be a minimum of three non-staff Board members and two staff representatives (the Staff representative on the Board and a Management Staff member), but may include the full Board if available. To ensure that a competent decision is made the BOT may undertake training.

A parent/caregiver may be co-opted to the appointment committee to ensure that the committee has a fair representation in respect to gender and ethnicity.

The incumbent Principal will be replaced by an advisor invited to assist with the appointment. The role of the advisor will be clearly defined at the beginning of the appointment process.

DEPUTY PRINCIPAL / ASSISTANT PRINCIPAL APPOINTMENT

The Appointments Committee will be a sub-committee of the Board including the Principal and staff representatives.

SENIOR TEACHERS, BASIC SCALE TEACHERS, BEGINNING TEACHERS, INCLUDING PART TIME TEACHERS

The Appointment Committee will be made up of teaching staff and/or management representatives, as determined by the management team. Part time teachers will be advertised for in the local paper. Applications can only be accepted by teachers who are currently registered or who have a letter from the NZTC proving that their application is being processed favourably.

PROCEDURES

1. Position/s of one or more year's duration will be advertised nationally in the "Education Gazette".
2. Applicants will apply for an employment package that may include an ideal person specification, job description, time lines, information about the school and application forms.
3. No late applications will be accepted.
4. The commencement date will be set at the beginning of a school term, unless the BOT gives a specified commencement time in the Gazette advertisement or by consultation with the new appointee.
5. The application must be accompanied by curriculum vitae, and up to three confidential referees must be given by applicants. Statements will be obtained from these referees (verbal and/or written) for short-listed candidates. For written statements, an approved form may be forwarded. A stamped self-addressed envelope will be asked for to enable return of CV's.
6. The appointment committee may seek statements from previous colleagues and/or employers of an applicant provided that permission to do this has been given by the applicant on the application form.
7. The full appointment committee will read all the applications and be involved in the shortlisting process. A maximum of five shortlisted applicants to interview is recommended.
8. Each appointment committee will decide the shortlisted candidates to interview. They will inform the Board of Trustees Chairperson who the candidates to be interviewed are and when the interviews are to occur. The Board of Trustees Chairperson will pass on this information to Board members. Should the Board of Trustees have information not known to the appointment committee that may invalidate any interview candidate's selection, the Chairperson will inform the appointment committee prior to the interviews so they can consider this information when making their decision.
9. The appointment committee will interview short listed candidates. All interviews will be conducted within a five-day time frame, preferably on the same day. The interviewing personnel will be the same for each interview. All applicants interviewed will be informed that reasonable expenses will be reimbursed. A sub committee will where possible and appropriate visit applicants in their present school prior to the interviews. This may negate the need for an interview in certain circumstances. This should be discussed with the full board if interviews are not required. i.e Only one candidate.

The appointment committee will decide the candidate for appointment and inform all interviewed candidates on the same day of their decision. They will also inform the Board of Trustees Chairperson

10. The successful applicant must notify the BOT in writing within seven days of notification of appointment, their acceptance or non-acceptance of the position. Written confirmation of the appointment will then be forwarded to the appointee on this advice.
11. In the case of non-acceptance, the Appointments Committee Chairperson will notify the next applicant on the ranked list, if judged suitable. In the case of non-suitability of all applicants, the position will be re-advertised.
12. Unsuccessful applicants who are not short-listed will be advised in writing of their non-appointment. CV's will be sent back. This may be done as soon as short listing has been completed, but must be done no later than when the successful applicant is first notified.
13. The appointment process can be stopped at any time for any reason. This decision is made by the appointment committee and relayed to the full board with the reason for doing so.
14. The staff and community will be advised as soon as possible of the appointment.
15. A copy of the successful applicant's documentation including their C.V. and letter of appointment will be kept on record.
16. All unsuccessful interviewed applicants will be notified in writing and all documentation will either be returned (Eg: CV's) or destroyed (Eg: referees' reports) after the successful candidate is notified of their appointment.
17. Remuneration will be in accordance with salary as set by the Ministry of Education and Employment Contract(s) applying.
18. The newly appointed staff member should have the opportunity of induction into their position.
19. As soon as is practical after finalising the appointment and taking up the position, an Annual Performance Agreement will be negotiated and put in place.

APPOINTMENTS PROCEDURES FOR ANCILLARY STAFF

The Appointment Committee will be a sub-committee of senior staff for the teacher aide positions and long term relief teachers. For the appointment of secretary, caretaker and assistant caretaker and cleaners, the Appointment Committee will be the Principal in conjunction with Board Chairperson.

1. The positions will be advertised in the local paper, specifying when applications close.
2. Applicants will receive a job description, criteria of appointment, time line, information about the School and application forms.
3. Two confidential referees will be asked for.
4. The sub-committee will short list, obtain referees statements and decide whom to interview. They will inform the Board of Trustees Chairperson who the interview candidates are and when the interviews will occur. The Board of Trustees Chairperson will pass on this information to Board members. Should the Board of Trustees have information not known to the appointment committee that may invalidate any interview candidate's selection, the Chairperson will inform the appointment committee prior to the interviews so they can consider this information when making their decision.
5. The appointment committee will interview short listed candidates. All interviews will be conducted within a five-day time frame, preferably on the same day. The interviewing personnel will be the same for each interview. All applicants interviewed will be informed that reasonable expenses will be reimbursed. A sub committee will where possible and appropriate visit applicants in their present school prior to the interviews. The appointment committee will decide the candidate for appointment and inform all interviewed candidates on the same day of their decision. They will also inform the Board of Trustees Chairperson.
6. The successful applicant will be given seven days to accept or not (in writing). In the case of non-acceptance, the next applicant on the ranked list, if judged suitable, will be notified. In the case of non-suitability of all applicants, the position will be re-advertised.

RELIEF TEACHERS AND LONG TERM RELIEVERS

Appointed by the Principal or designated teacher.

CONFLICT OF INTEREST AND APPOINTMENT COMMITTEES

No member of an Appointment Committee must be involved with assisting or advising applicants who are applying for positions. Where there is a conflict of interest then that member of the Appointment Committee must withdraw themselves from the Appointment Committee.

LEAVE

1. All applications for leave must be submitted to the principal in writing, so that the principal can make a recommendation to the Board. All applications for leave without pay must also be submitted in writing. All leave without pay requests will be actioned directly by the Principal for no more than 3 days. LWOP applications for longer than 3 days will be decided by the BOT. All leave with pay applications will be decided by the BOT.
2. All staff members should consult their Collective Employment Agreement before submitting an application.
3. Applications should be made well in advance of the time requested.
Notice must be sufficient to allow the Board to meet, and for a suitable reliever to be appointed, if at all possible. (There may be occasional circumstance where this would not be possible, e.g. sudden serious illness of a partner or dependent).
4. When considering discretionary leave the principal in his or her recommendation must consider such issues as the running of the school and past precedent.
5. All decisions should be made in a manner that staff 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 include:
 - time at the school
 - how many applications received -prioritise
 - others currently on leave
 - reasons for leave
 - time of year e.g. January - December
 - frequency (previous leave)
 - notice given
 - effects on school/benefits
 - availability of suitable relieving staff

No weighting given to the above

NATIONAL ADMINISTRATION GUIDELINE 4 – FINANCE & PROPERTY

RATIONALE

West End School will utilise its funding to maximise the learning of its students and staff.

West End School will manage its property so that it is maintained, replaced and added to, to ensure a safe, tidy, clean and attractive learning environment.

PURPOSES

Financial

1. Allocate funds to reflect the school's priorities as stated in the Charter / Strategic Plan and Annual Operation Plan.
2. Monitor and control school expenditure and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989

Property

3. Develop an Asset Register and Asset Management Plan and replace assets as required.
4. Implement a maintenance programme to ensure that school buildings and facilities provide a safe and healthy learning environment.

GUIDELINES

Financial

Set in place procedural guidelines to ensure 1 and 2 above achieved.

1. Prepare Annual Budget
2. Monitor school expenditure and report to each BOT Meeting.
3. Ensure adequate systems of internal control
4. Prepare annual reports and financial statements

Property

Set in place procedural guidelines to ensure 3 and 4 above are achieved.

1. Upkeep and maintenance of properties are in line with Ministry occupancy agreements and other government regulations
2. Provision to enable people with disabilities to access all of the school.
3. Property arrangements comply with current legislation.

PROCEDURAL STATEMENTS

1. Ordering of Goods and Services, Expenditure and Internal Control
2. Monthly BOT Accounts Procedures
3. Hall Hire
4. Property Management
5. Telephones
6. Foreign Fee Paying Students
7. Fees for Staff Undertaking Study
8. Sponsorship
9. Gifts
10. Smoke Detectors
11. Damage to School Property
12. PE Equipment
13. School Resources
14. Photocopier / Laminator

CONCLUSION

Careful management of Finance and Property will ensure that the Board of Trustees provides the best learning environment possible.

PARENT TEACHER ASSOCIATION

RATIONALE

The PTA is integral to the culture of West End School.

PURPOSE

The PTA of West End School is primarily established to host events and activities for the children, parents and community. Fundraising as a result of these events and activities is a secondary function.

GUIDELINES

The PTA is set up under the umbrella of the Board of Trustees.

- Membership of the group is open to any parent and/or supporter of the school.
- Decisions relating to the activities and expenditure of the group are reached in agreement with all other members of the PTA.
- Staff will indicate areas where PTA spending could be targeted. This must be for projects that will be of direct benefit to children. Items must not be part of an operational funding budget, which is the responsibility of the Board of Trustees to provide in the first instance.
- The PTA will operate its finances through the BOT financial package and therefore be bound by the same procedures for financial management.
- A financial report will be tabled at each Board of Trustees meeting detailing financial activities undertaken and those planned for the future.
- Fundraising ventures will be managed by the PTA except where it requires the written permission of the Board of Trustees eg applications from trusts, etc.
- The PTA will elect from amongst its members a chairperson annually. A teacher representative will maintain secretarial duties.
- Fundraising activities will be vetted one week prior to the meeting so that meetings are efficient and expedient.

CONCLUSION

Partnership between key stakeholders is vital in supporting children and their learning. Participation by members of the PTA ensures that this partnership is fulfilled.

ORDERING OF GOODS AND SERVICES / EXPENDITURE / INTERNAL CONTROL

FINANCE COMMITTEE

BOT Treasurer, Principal and Office Manager

Towards the end of each year the Principal prepares for developing the following year's budget. All the areas of fixed costs are tabulated using costs accrued over the current year as a basis eg wages (paid from grant), cleaning materials, power, gas, and water.

The amount of the incoming grant and other expected income is tabulated. The senior team then look at the non-fixed items and apportion the funding available to cover these items.

The proposed budget is then shared with the Treasurer and following any necessary changes agreed to, the final budget is presented to a BOT meeting in December for discussion and formal adoption.

All purchases are made via a school order, faxed order or online order all of which must be submitted and signed by an authorised budget holder. The only exceptions are those ongoing services such as wages, electricity, gas, water, security, photocopier contract, telephone, inservice, relief teacher or where there is a contract in place. All of these exceptions will have an invoice or report eg wages – SUE Report, but no order form.

Specific staff are responsible for purchases made against their specified budgets. Budgets involved are:

Library	Numeracy	Literacy	SN Unit
ICT	Health & PE	Learning Enhancement	Reading Recovery
Bilingual Unit	Integrated Curriculum		

Staff members given budget control of an area (as above) hold the order book for their budget. Expenditure may not exceed the budgeted amount, which is expressed exclusive of GST as per audit requirements.

The order book held in the School Office is to be used for all orders not covered by the curriculum areas listed above and the Principal or office staff must sign the order.

Purchases that are budgeted for do not need BOT authorisation to place an order but must follow the ordering procedure outlined.

Purchase of a non-budgeted item needs BOT authorisation before an order is placed.

As ordered goods are received the budget holder who placed the order must check the delivery against order and if invoices are enclosed sign off authorising payment if appropriate. Invoices are matched to their order forms and the Office Manager double checks charges against order and completes details on authorisation stamp showing the order number and ledger the expense is to be charged to as well as ensuring appropriate 'authorised for payment' signature is present. As stated above some regular invoices eg telephone, will not have an order form and should be noted as regular or contract payments.

Throughout the year as any extra substantial income arises the budget will, in conjunction with the BOT Treasurer, be revised. All revisions will be approved and minuted at a Board of Trustees meeting.

SEE ATTACHED PROCEDURES INFORMATION RELATING TO PURCHASES AND PAYMENTS / MONTHLY PROCEDURES RELATED TO BOT ACCOUNTS

MONTHLY BOARD ACCOUNTS

COLLECTION AND STORAGE OF MONEY

Cash is received from pupils for fees, donations, trips, stationery, performances, etc. Cash is also received where the school acts as an agent i.e. funds are passed on to a suppliers eg Scholastic NZ Ltd for pupil book orders.

- All money received is receipted.
- Where a teacher collects money, it is sent to the Office with an accompanying Class Cash Slip. The Class Cash Slip shows the purpose for which the money was collected. The Office will write a bulk receipt. This receipt balances with a list of pupils who have paid which is held by the classroom teacher. The list is retained in the classroom for checking of outstanding amounts, etc.
- Amounts paid to Office for stationery are placed immediately into the Office Till and receipted in bulk as appropriate – check weekly.
- Cheques received in mail are passed onto Office staff by Principal and receipted immediately.
- One receipt book is kept for all cheques and cash received. All EFTPOS transactions generate a EFTPOS receipt which must have noted on it the name of the purchaser and the type of purchase, these receipts must balance to the daily cut over receipt.
- Banking should be done as required and the banking must reconcile to the receipts issued. The receipt book is clearly marked at each banking.
- The receipt book and EFTPOS Receipts are the source documents for computer entry of all cash, cheques and eftpos transactions. Computer entry is carried out at each banking or at least once a month. Computer entries will be reconciled to the receipt book and EFTPOS receipts and each individual receipt copy will be stamped 'posted' as the entry is posted.
- The total value of banking each month must equal the total value of receipts posted.
- The total value of eftpos transactions must match the deposits appearing on the Bank Statements.
- All money belonging to staff or students must be stored in a safe and secure place.

PURCHASES AND PAYMENTS

- ALL purchase orders are made on a school order form, an appropriate fax or online order forms. Signed copies of all such order are given to the office immediately The order book is in triplicate
 - Top copy - To the supplier
 - Second copy - Sent to Office immediately.
 - Third copy - Remains in book
- All orders are signed by a person authorised to make orders ie the office staff, Principal or appropriate budget holder
- The goods on arrival are checked by the person who placed the order for:
 - invoice (correct price, missing goods, etc)
 - condition of goods
 - suitability of goods
- The invoice on arrival is stamped with an authorisation stamp and pigeonholed to budget holder for authorisation. The invoice is checked for accuracy and purchasers approval to pay and if correct signed as in 'authorised for payment' section. The invoice is then sent to Office for double checking and payment.
- The Office Manager then double checks all details are correct for payment and ensures order form attached, expense ledger recorded on stamp and 'authorised for payment' signature in place.
- Authorised invoices are entered into the computer at least monthly but usually 2 twice monthly in the 1st and 3rd weeks of the month. An adding tape is run directly from the invoices prior to entry. The total value of this tape must reconcile to the total value of the invoices entered into the computer.
- Invoices are to be stamped as 'posted' as entered into the computer.
- Invoices are to be stamped 'paid' once payment is ready for release either by cheque or direct credit.
- Print cheques prior to BOT meeting following MUSAC cheque printing routine (as per MUSAC Accounts Manual).
- All cheques require two authorised signatures
- Direct Credit schedules should be loaded onto BNZ Internet banking site by office staff who hold sub user level access rights. Office staff will include with the schedule a date by which authorisation should be received by the bank before payments to creditors are actioned.
- All direct credit payments require two authorised internet users to approve payment – these can be Principal, BOT Chair and/or BOT Treasurer or designated BOT Member. It is strongly recommended there where ever possible this authorisation is done on site with the invoices available for viewing and verification.

- All invoices filed in cheque, direct credit number or if an automatic payment in place in bank statement order. Orders and invoices to be available to BOT members for checking as required.
- All invoices will have filed with them a List of Payments in cheque or direct credit order which must be signed by the Principal to certify he has sighted all the invoices and authorised their payment.

INTERNET BANKING

Internet banking has been set up to allow payment of accounts by direct credit and the transferring of funds between West End School accounts. The 2 office staff are Sub Users of the system which allows them to view accounts and load payment schedules and funds transfers into the system but does not allow the authorisation of any payments or transfers. The Principal and a designated BOT Member are Administrators of the system which allows them to make changes in the system to add in or delete users as required. Additional users can only be added if approved and minuted at a Board meeting. The BOT Chairperson is an Authoriser in the system which allows him/her in conjunction with one or other of the Administrators to authorise payment schedules. Transfers between West End School accounts can be authorised by any one of the Administrators or Authorisers but not a Sub User.

CREDIT CARD

A school credit card is held in the name of the principal and is for his use only. This credit card is to be used to make purchases within budgeted school costs only and has a credit limit of \$3,000. All invoices relating to expenditure on the credit card must be signed by the Board Treasurer or Board Chair. An instruction is held by the bank for the balance of all amounts owing on the credit card to be paid in full each month by direct credit.

Bank Statement Items

Wages entries are entered into the system directly from Sue Reports with a '0' showing in cheque reference field. For each subsequent posting for Wages in that month an alpha reference is added e.g. 0A or 0B. Direct debits and credits to the cheque account are recorded with the Bank Statement number and an alpha reference e.g. BStat 123. BStat 123A, BStat 123B.

Direct debits or credits to other than the cheque account are recorded as journals, with a reference to the Bank Statement number.

Posting of Bank Statements items is done at least once a month.

COMPUTER ENTRY PRIOR TO BOT MEETING

- All receipts payments and journals for the month to date are entered.
- The total of entries must agree to a batch total for receipted payments and journals.
- All direct credits and debits shown on the bank statements are checked and entered into the computer.
- Print out cheques for -1 items ready for BOT meeting approval and signing
- Ensure all documentation filed in appropriate places i.e. invoices in cheque order on invoice files, BOT financial reports tabled with Board minutes, Bank Reconciliation's file with bank statements.

RECONCILIATION

Bank statements are received weekly.

Bank statements are checked for possible need to transfer funds from one account to another.

Ensure entries for all direct debits and credits are entered into computer prior to reconciliation.

Bank reconciliation is carried out prior to BOT meeting and a copy attached to Board reports.

The Operating Summary / Balance Sheet as set out in Report Generator section of MUSAC Accounts will reconcile to all bank accounts held and the Balance Sheet will be in balance.

SUE REPORTS

These are checked immediately on arrival in the school against relievers and leave information supplied to Payroll. Any discrepancies immediately reported to Payroll for correction.

Once coding complete the reports are double checked and signed off by the Principal. In addition the BOT Treasurer signs all Sue Reports at the monthly Board meeting.

INFORMATION SUPPLIED TO BOT

- Prior to each BOT meeting all inputting possible for current month will be done and all balances and checks carried out.
- Prior to each BOT Meeting the Treasurer will be provided with a full set of the monthly accounts including:
 - Operating Summary and Balance Sheet
 - Bank Reconciliation – including copies of official bank account closing ledger
 - Deposit, Cheque, Journal Summaries
 - GST Summary
 - Monthly Summary Reports
- Prior to each BOT meeting each Board member will receive an agenda for the meeting along with copies of the following financial reports:
 - Treasurers Report (which will include information on Reserve Funds Tagged)
- Operating Summary and Balance Sheet – (which will include information about PTA funds held)
 - Bank Reconciliation – including copies of official bank account closing ledgers.

GST RETURNS

These are prepared by the Office Manager on two monthly cycle - Jan-Feb, March-April, May-June, July-Aug, Sept-Oct, Nov-Dec

Information is obtained from GST printouts

Inland Revenue returns are completed and posted in time to meet IRD deadlines.

END OF YEAR PROCEDURES

As worked out in conjunction with auditors and MOE instructions and time frame set with BOT Treasurer.

HIREAGE OF SCHOOL HALL

Bookings of the Hall are available to all community groups. The Hall is not booked for 21st and alike parties.

Hireage rates:

Regular users of non-profit making group	\$7.50 per hour
Regular users of profit making groups	\$10.00 per hour
Saturday / Friday nights for cultural functions/ no alcohol	\$20.00 per hour
Special rate given to KiwiWest Swimming Club due to close relationship with School	\$7.50 per hour

Bookings made via Office Manager and recorded in hall diary. Bookings must include contact name, phone and address.

Regular users hold keys to hall and they have personal access code to Hall security system. One off users are given special code to access system.

Regular users are invoiced on a term by term basis.

One off users, pay full hireage fees and bond when they uplift keys. Bond is returned to user when key is returned if hall is left in a satisfactory condition.

Trestle tables and legs are not hired out.

Hall not hired out for any functions involving alcohol.

APPLICATIONS FOR GRANTS

All applications should be completed within a timeframe that allows the Board to approve the application and meets the trusts deadline. Where this is not possible the application can still be sent and then approved retrospectively. If in the opinion of the Board in retrospective cases that it is not an appropriate application then any grants received would be returned to the trust concerned.

PROPERTY

Any valuables found by pupils or staff to be handed into Office. If owner not found, property will be advertised in Newsletter and if not claimed within one-week item will be returned to finder.

Clothing and footwear found is put in Lost Property 'cage' which is situated in entrance to the Library.

Personal property is the responsibility of the pupil who brings it, no responsibility for loss or damage taken.

Personal property of staff is their responsibility, lockable spaces are provided in each classroom or in other areas by negotiation.

STATIONERY

All stationery is available for purchase from the School. Children will be given a list of stationery requirements for the next school year prior to the end of the school year. For additional requirements a stationery note is sent home.

These are obtained from the Office.

TELEPHONES / CELL PHONE - STAFF USE

The school number is 358 2465. Dial 1 for an outside line.

Every call made is charged. Teachers are requested not to make personal calls on this line.

PERSONAL TOLL CALLS / FAXES

Staff are asked to be prudent when making calls of this nature. Any calls over \$2.50 will be charged.

PUPILS

Children are not encouraged to use the phone except where they have permission from a teacher or office staff.

CELL PHONE USE

At no time should cell phones be in use during class time.

ENROLMENT OF FOREIGN FEE PAYING STUDENTS

WES is not currently a signatory to the code of practice that allows us to enrol FFP students.

1. FFP students must have a Permit from the NZ Immigration Services to stay (this is not a visa to visit). No permit, no school. The Permit must name the school where that child is going to study. It is not transferable without permission from the NZ Immigration Service. The Permit must be applied for by the family or guardian of the child concerned.

Contact NZ Immigration on 0508 558 855 / Fax Palmerston North 952 6910 in all cases to verify status.

2. The school must offer a placement for the student in writing.
3. Students must pay at least one term's fee in advance and a receipt showing the amount paid must accompany the letter of offer for the Permit to be issued by NZ Immigration.
4. Permits will be issued for up to one year.
5. Exemptions to the above include:
 - Students on recognised exchange schemes or dependents of a person on an approved scholarship (verified through the Ministry of Education, Wellington or NZ Immigration Service).
 - Dependents of a person on a work permit (for the duration of the work permit).
 - Dependents of a person who is a diplomat.

6. FFP students do not generate state funding. West End School will set fees annually. (An example could be \$7,000.00 + GST per annum for tuition and \$300+ GST administration fee payable on enrolment and payment can be made on a term by term basis. Includes costs associated with administration, depreciation, materials, resources, caretaking and cleaning, maintenance, heat light and water, etc and the government levy of \$600.00 per annum. Assessment by specialist ESOL staff will determine the need for compulsory tuition. This cost is additional to the fee of \$7,300.00 + GST per annum.).

Refunds will be made where annual fees are paid and the child does not complete the year. In such cases fees will be apportioned to cover costs incurred.

7. The school will claim a rebate of the government levy – refer MOE Circular 1998/15.
8. No FFP will be enrolled without the consent of the Board of Trustees. Any school who continues to enrol a student and has been notified by the NZ Immigration Service that the student cannot be enrolled faces a fine of \$2,000.00. In considering the placement of a fee paying student the risk to domestic students must be considered above all else. Factors that indicate risk could include high class numbers, other students with special needs, and the physical space available.
9. West End School is not obliged to enrol FFP students but will only enrol those who are domiciled with their parents.
10. At the point that the student becomes a resident of New Zealand then they are considered a domestic student and have the same rights as all other students and do not pay any fees associated with being a FFP student.
11. If during the course of study the child becomes a domestic student a refund of unused monies will be made.
12. West End has agreed to observe and be bound by the Code of Practice for the pastoral care of International Students published by the Minister of education. Copies of the code are available on request from this institution or from the New Zealand Ministry of Education website at <http://www.minedu.govt.nz>

YES

May enrol as a domestic student

Born in . . .
Citizen of . . .

- New Zealand
- Australia
- Cook Islands
- Niue
- Tokelau

On a recognised student
exchange scheme

Dependents of a person on a
work permit

Dependant of a diplomat?

Has received offer of place in
a school and has paid the
foreign student fee

Not eligible to enrol in a New Zealand state school

PAYMENT OF FEES FOR STAFF UNDERTAKING STUDY

1. West End School encourages all staff to undertake tertiary study. It signals a strong personal commitment to continued learning. Sound theory is the basis for sound practice.
2. Written applications from staff undertaking tertiary study are welcomed. Information pertaining to the course, the course provider and period of study are essential components of the application. Any other relevant details should be included to support the application.
3. In general applications pertaining to the field of education will be strongly favoured. However each application will be considered on its merits. For applications that are not necessarily education based, applications must demonstrate relevance to the education field. Factors could include how this study will assist student learning or how others could benefit from this area of study are strong arguments for payment of fees.
4. Consideration to pay up to ½ of the cost of the papers fee (administration charges not included) from accredited providers (see list below). The account for payment must accompany the application letter in 2 above. Consideration to pay the other ½ will be given when proof of a pass is provided and may be dependent on budget constraints.
5. The Management Team of Principal, Deputy Principals and senior staff, will consider applications.
6. Accredited providers as per NZEI documentation.

SPONSORSHIP

1. Sponsorship promoting tobacco, alcohol and drugs within the school is unacceptable.
2. Sponsorship of an ongoing nature promoting a relationship between West End School and the sponsor will be promoted.

This may involve:

- Reports from children / staff to sponsor, demonstrating the value of the sponsorship over time.
 - Visits to promote personal interest.
 - Organisation of “work parties” eg school providing labour to provide goods/money for school, sponsorship providing time/labour at school (training, assistance for special events, etc)
3. Decision making: acceptance of a sponsorship will be the Board of Trustees decision in liaison with staff, PTA and Whanau Tahi as appropriate on presentation of:
 - Sponsorship proposal
 - Implementation details

GIFTS

GIFTS OF FAREWELL TO PERMANENT STAFF

1. For staff employed longer than 4 terms a farewell or retirement gift should have the value of \$30.00 plus \$10.00 per year of service, to a maximum of \$100.00. Staff employed for less than one term’s employment are to be presented with a card, for employment of 1 to 4 a small appropriate presentation will be made.
2. Notwithstanding point 1 above there will be occasion for the BOT to depart from the guidelines in exceptional circumstances.
3. The recipient of the gift should be consulted as to what gift would be appropriate. If the recipient does not wish to indicate what type of gift is acceptable and there is no obvious choice the BOT should consider a gift of NZ origin eg art, pottery, plants, books, etc.

4. The BOT/ Staff Social Club/ PTA will work together as appropriate in the purchase of gifts.

KOHA / TOKENS OF THANKS TO THOSE WHO ASSIST THE SCHOOL FROM TIME TO TIME

Gifts to those who assist the school from time to time be of discretionary value. Where a substantial gift is called for the gift guidelines above should be taken into account.

THEFT AND FRAUD PREVENTION

1. Physical resources must be kept secure and accounted for
2. All financial systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 45C (b) and of generally accepted accounting practices for school
3. Staff members with responsibility for security of physical and financial resources must be competent and accountable in carrying out their duties
4. All staff have a responsibility to immediately inform the Principal should they suspect or become aware of any theft or fraudulent actions by any persons including employees, suppliers, contractors, students or other persons associated with the school community
5. The DISCLOSURES STATEMENT PROCEDURES provides information and guidance to employees of the school who wish to report serious wrong doing within the school
6. In the event of an allegation of theft or fraud the Principal shall:
 - Immediately report the matter to the NZ Police or
 - As far as possible within 24 hours
 - i. record the details of the allegation, the person or persons allegedly involved, and the quantity / value of the theft or fraud
 - ii. request a written statement from the person who has informed the Principal with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity / value of the theft
 - iii. decide on the initial actions to be taken including with the person who provided the information inform and consult with the BOT Chairperson of the information received
 - On the basis of the advice received, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
 - If a prima facie case is thought to exist:
 - i. invoke any disciplinary procedures contained in the contract of employment should the person be a staff member
 - ii. lay a complaint with the NZ Police
 - iii. if necessary, commission an independent expert investigation seek legal advice
 - iv. inform the Ministry of Education local office and / or the school's auditors
 - Once all available evidence and advice is obtained the Principal shall consult with the Board Chairperson who may, if they consider necessary, seek legal advice as to what further action should be taken
 - If a case is considered to exist the Principal (or person designated) shall:
 - i. inform t he person in writing of the allegation that has been received and request a meeting with them at which their representative(s) is invited to attend
 - ii. meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them obtain a verbal or preferably a written response. Verbal responses must be recorded as minutes of the meeting, and the accuracy of those minutes should be attested by all persons present.
 - iii. Advise the person in writing of the processes from this point on.
 - Any allegation concerning the Principal should be made to the BOT Chairperson who will then follow the procedures laid out in this policy
 - Any allegation concerning a member of the BOT should be made to the Principal who will then follow the procedures laid out in this policy.

- All matters relating to the case shall remain strictly confidential with all written information kept secure.
- Any allegation of theft or fraud must be subject to due process, equity and fairness.
- Should a case be deemed to be answerable then the due process of the law shall apply to the person(s) implicated
- Any written statement made on behalf of the school relating to any instance or supposed or actual theft or fraud shall be made by the BOT Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

CREDIT CARD PROCEDURES

Process for Issue of Credit Cards

1. Credit cards should only be issued to staff members after being authorised by the Board.
2. A register of cardholders should be maintained.
3. The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations. Any variations require Board approval.

Procedures to be followed when Using the Card

4. The credit card is not to be used for any personal expenditure.
5. The credit card will only be used for:
 - payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or
 - purchase of goods where prior authorisation from the Board is given.
6. All expenditure charged to the credit card should be supported by:
 - A credit card slip
 - A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
 - For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit
7. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
8. Authorisation for the expenditure should be obtained on a one-up basis (for example the Principal should authorise any travel by the Deputy Principal and the Board should authorise any travel by the Principal). Cardholders are not allowed to approve their own expenditure.
9. All purchases should be accounted for within 5 working days of receiving a credit card statement.

Cash Advances

10. Cash advances are not permitted except in an emergency.
11. Where cash advances are taken, the cardholder must provide a full reconciliation, with receipts wherever possible, of how the cash was used. Any unspent monies must be returned to the School.

DISCRETIONARY BENEFITS

12. Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the School. They should not be redeemed for personal use.

CARDHOLDER RESPONSIBILITIES

13. The cardholder should never allow another person to use the card.
14. The cardholder must protect the pin number of the card.
15. The cardholder must only purchase within the credit limit applicable to the card.
16. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
17. The credit card should not be used on the internet without prior Board approval.
18. The cardholder must return the credit card to the School upon ceasing employment there or at any time upon request by the Board

TRAVEL PROCEDURES

PROCESS FOR MAKING TRAVEL ARRANGEMENTS

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

3. Travel bookings are not to be made using manual cheques or credit cards.

TRAVEL WITHIN NEW ZEALAND

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

INTERNATIONAL TRAVEL

6. Prior to international travel being undertaken, the traveller must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.
7. All international travel should be authorised by the Board before it is commenced. A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the Board which will arise from the trip and an estimate of the costs of the trip. The Board will approve the travel in writing.
8. At the end of the trip overseas, the traveller must prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and the School of the trip.
9. Except where the flight time exceeds 10 hours, all international air travel is to be economy class. Unless the person travelling is using their own money to purchase an upgrade.
10. Business class travel may be approved, where the Board considers appropriate, for travel more than 10 continuous hours in duration.
11. If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

ACCOMMODATION

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

VEHICLES

14. When using rental cars, staff should opt for good but not superior model vehicles and should be prepared to justify any exceptions to this rule to the Board.
15. Use of private vehicles is to be approved on a one-up basis and reimbursement will be at the rate specified by the Inland Revenue Department.
16. If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement through petty cash or as part of an expense claim.

REIMBURSEMENT OF EXPENSES

17. The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as "the actual cost incurred in the particular circumstance, provided that it is a reasonable minimum charge".
18. For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs. For example, a staff member would normally incur personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than that normally incurred.
19. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges are to be paid separately by the travelling staff member.
20. All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis.
21. For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to ensure that GST can be reclaimed by the School.
22. Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.

DISCRETIONARY TRAVEL BENEFITS

23. Travel benefits, including airpoints and loyalty scheme rewards/points (Flybuys, Global, etc), accrued from official travel are only to be used for subsequent travel on behalf of the School. They should not be redeemed for personal use.
24. Staff must travel by the most direct route unless scheduling dictates otherwise.

25. The School will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the School did in no way incur additional expenditure.

ENTERTAINMENT PROCEDURES

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

SCHOOL EVENTS AND STAFF MEETINGS

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

ALCOHOL PURCHASES

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

SENSITIVE EXPENDITURE PROCEDURES

The board agrees that it has a responsibility to ensure that all expenditure of board funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).

The board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.

The board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fund raising specific to that expenditure.

Particular reference should also be made to the board's travel policy in considering expenditure which may benefit individuals or groups of individuals.

The board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the principal (as the chief executive and the board's most senior employee).

The board requires the principal, where expenditure may be beneficial to an individual or group of individuals, to take account of the following prior to authorising this expenditure:

1. Does the expenditure benefit student outcomes?
2. Does the expenditure represent the best value for money?
3. Is it in the budget?
4. Could the board justify this expenditure to a taxpayer, parent or other interested party?
5. How would the public react if this expenditure was reported by the media?
6. Would there be perceived to be any personal gain from this expenditure?

7. Does this expenditure occur frequently?

Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised for the purpose. The funds will be raised with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (eg. Charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

ACCOUNTING FOR EXPENDITURE

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.

PROPERTY MANAGEMENT

1. Clearly defined roles are set out for the Principal, Caretaker and Board members. Principal and Caretaker who have responsibility for property and security management
2. The annual budget must provide for ongoing maintenance to existing property, plant and equipment.
3. A 10-year property maintenance and a 5-year property plan are implemented and are updated as required.
4. The school complies with all requirements of legislation and the school requirements for health and safety.
5. Maintain a policy for rental of the School Hall, and procedures for hireage, bonds, checking of premises after use and accounting for hireage fees.
6. The swimming pool is managed by West End Aquatics Ltd under a legal framework approved by the Ministry of Education
7. The school does not accept responsibility for loss or damage of personal property brought to school.
 - When inappropriate use of personal property takes place, the staff needs to use discretion to modify behaviour
 - If the item does not belong to the student, it must be returned to the rightful owner.
 - Any items used in an inappropriate way are retained and held until the end of school. The item is then returned to its owner. Constant offenders are dealt with according to the Behaviour Management policy.
 - The School reserves the right to ban items from the school.
8. A monthly check of property and security ensures preventative maintenance undertaken, and vandal damage promptly repaired.
9. Site conditions for contractors are to be sent as part of any contract or work carried out in the school.

SMOKE DETECTORS

The school has smoke detectors.

DAMAGE TO SCHOOL PROPERTY

Vandalism

Damage caused by vandals or through accident will be repaired as soon as possible so that the school is secure and safe to work in. The Principal and/or Caretaker arrange for this. The BOT Property Officer and Chairperson will be notified of damage.

Where vandalism or wilful damage can be proved to have been done by a culprit, then reimbursement for damages will be sought from the culprit/s or parents of the culprit/s.

In the case of major theft or damage, the police will be notified and where it is financially viable, an insurance claim will be lodged.

Avoidance of Theft / Vandalism

The Caretaker is responsible for seeing that all buildings are secure in the evening; doors bolted or locked, windows closed, alarms set. If a staff member stays beyond this time, this responsibility becomes theirs after the Caretaker tells them he is leaving.

All items that are likely to attract the attention of burglars: computers, tape recorders, listening posts, etc, should after school be covered up or placed in positions where they are not obvious. It is better to leave curtains drawn so people passing through the school can see all is well in rooms.

The buildings and grounds will be maintained at a high standard with tidy, attractive gardens. Premises that are well kept suffer less from vandalism.

Security Systems

Couchmans [Phone 354 1142] have installed alarm systems which are monitored by Armourgard.

- Administration Block - sound intruder alarm [includes Music Room]
- Administration Block - smoke sound alarm
- All other areas have silent intruder alarms and silent smoke alarms
- Hall – sound intruder alarm and silent smoke alarms

When the alarm is activated Armourguard send out a security guard that checks premises, taking appropriate action depending on what is found and resets the alarm. A callout form is used for each callout.

PHYSICAL EDUCATION GEAR

PE equipment is organised through the teacher with physical education responsibility.

PHYSICAL EDUCATION

1. Phys Ed Monitors PE Monitors are available to:

- issue gear at lunchtime
- set up padded tennis nets before school (8.30am) collecting in after lunch (1.20pm)

Padded tennis gear is kept in the PE Shed.

2. Class Monitors

It is advisable that each class appoints its own Phys Ed monitors to collect PE gear for their class when needed.

This is collected from the Phys Ed monitors if it is not available in the hall.

If junior schoolteachers do not wish to get out their own gear you should arrange for some senior PE monitors from an obliging class.

3. Phys Ed Shed Key

The teacher in charge of PE gear holds the key. Gear is given out and returned by monitors. Requests for gear are made to the teacher in charge of PE gear, and gear is returned to this classroom.

BALLS IN THE HALL

The use of balls in the Hall must be strictly controlled to avoid hitting structural surfaces.

SCHOOL RESOURCES

All resources borrowed must be returned straight after use, neatly to the place taken from. List items borrowed and number taken/ or issues through Resource room computer to ensure all resources are returned.

Any damage to resources or breakages to be reported to the teacher responsible for the resource. No child is permitted to return / select / file resources.

PARENT ASSISTANCE

For some resources parents are organised to collect and/or return items.

PHOTOCOPIER / LAMINATOR

Teachers have free access to the photocopier / laminator.

NATIONAL ADMINISTRATION GUIDELINE 5 – HEALTH & SAFETY

RATIONALE

West End School will provide a safe physical and emotional environment for its students and staff.

PURPOSES

1. To ensure a safe environment is provided that caters for the physical and emotional well being of students.
2. To ensure pupils are safe and their whereabouts during school hours is known.
3. To ensure the school has a working environment that is both safe and healthy for its students and employees.
4. To ensure that senior students are helped to make sensible choices and decisions about their use of drugs, through knowing what choices are available and how to deal with peer and society pressures.
5. To ensure that students are aware of the dangers of exposure to the sun and ways of protecting themselves. West End School will have a 'No Hat, No Outside Play' policy for Term 1 and 4 and provide sunscreen.
6. To ensure that pupil behaviour allows a happy and safe school, where effective teaching is maximised, and a learning environment free from disruptions, that encourages and recognises effort, success, improvement and on task behaviour is developed.

GUIDELINES

1. The school will have procedures, which will achieve the above purposes.
 - Working Together Plan
 - Emergency Drills
 - Grounds
 - Children Inside at Lunchtimes
 - Physical / Social / Emotional Well Being
 - Infectious Diseases and Blood Borne Viruses
 - School Based Health Care
 - Pupil Access to the Internet
 - Civil Defence Emergency
 - Traumatic Incidents
 - Smoke Free
 - Staff Health Issues
 - Sun Smart
 - Duties
 - Child Safety
 - Lockdown Mode
2. The following documents support these Procedural Statements:
 - Emergency / Evacuation Plan
 - Accident Register
 - Duty Rosters
 - Civil Defence
 - Pupil Health Record
 - Parent / Teacher Booklets
 - Monthly Maintenance Checks
 - Traumatic Incident plan

CONCLUSION

The West End School Board of Trustees will comply in full with legislation to ensure the safety of its students and employees.

HEALTH & SAFETY IN THE WORKPLACE

RATIONALE

The Health and Safety in Employment Act requires employers to take responsibility for ensuring that employees and other people at the workplace are safe.

PURPOSE

To ensure that employees, students and other people are safe in the workplace.

To eliminate significant hazards wherever possible.

To fulfil the requirements of the Health & Safety in Employment Act.

GUIDELINES

The Act is primarily concerned with the safety of employees. In this policy students will be accorded the same concern as staff.

A Health & Safety committee will be established to implement the Health & Safety policy. Significant hazards will be identified and action taken to eliminate, isolate or minimise the hazard as required by the Act.

Strenuous and urgent efforts will be made to eliminate significant hazards where possible.

A record will be kept of identified hazards and actions taken, and of accidents causing or likely to cause serious harm.

The school has responsibilities under the act for contractors and their employees when working at the school.

This policy covers workplace in the broad sense, not just the school site.

PROCEDURES

1. Health & Safety committee will comprise of at least one Board member and a Staff Rep and the Caretaker.
2. The Health & Safety committee will formally inspect the school for significant hazards within four weeks of the beginnings of Term 1 and Term 3. Consideration will be given to inviting an outside expert to assist. Staff members will be asked to identify hazards and report them using the book held in the office, to the committee prior to the inspection.
3. Significant hazards will be recorded, and action on each determined by the committee. Identified hazards will be isolated, minimised or eliminated as soon as practicable. The Code of Conduct written by the MOE will be used for guidance and where necessary, the committee will seek advice from the OSH service of the Department of Labour.
4. Where there is no immediate risk from the hazard, staff and, where appropriate, students, will be advised of the hazards and the actions taken to isolate it.
5. Where it is not practicable to eliminate or isolate the hazard, procedures will be written specifying the necessary measures to minimise the hazard to staff and students. Staff and, if appropriate, students, will be advised of these procedures and will be required to exercise them.
6. All accidents where serious harm has or might have occurred will be recorded in a Register of Accidents. The Health & Safety Committee will review each accident to determine whether a significant hazard exists, and, if so, take action as required in 2, 3 and 4 above.
7. Accidents which have resulted in serious harm will be reported as soon as possible to the Occupational Safety and Health Service of the Department of Labour. A written report will be provided within a week using the Department's form.
8. Contracts let by the school will include the clause "The contractor must comply with the Health & Safety in Employment Act" and School Site Conditions. Regular contractors working at the school on small informal contracts will be advised by letter that the school requires its contractors to comply with the Health & Safety in Employment Act. The school will take the necessary steps to ensure that the staff and students are safe from the contract work and that the site is safe for contractors. If any staff of the school believe that actions of the contractor or their employees are likely to result in serious harm they will report at once to the Principal. The Principal will as soon as possible report the hazardous activity to the contractor and, if the hazardous activity continues, terminate the contract.
9. When the workplace is outside the school grounds, the staff responsible for that workplace will act in place of the Health & Safety committee. Significant hazards will be identified and eliminated or isolated or minimised as in 2, 3 and 4 above so that staff and students are safe. Where the workplace is temporary in nature, documentation of identified hazards and actions taken will be recorded as part of normal excursion planning and reporting procedure. Any accidents which resulted or might have resulted in serious harm must be recorded and reported as described in 6 above.
10. The Health & Safety committee will report regularly to the Board of Trustees

The following procedures support this policy

1. Emergency drills
2. Working Together Plan
3. Grounds
4. Children inside at Lunchtimes
5. Physical/Social/Emotional Wellbeing
6. Infectious Disease and Blood Borne Viruses
7. School Based Health Care
8. Civil Defence Emergency
9. Traumatic Incidents
10. Smoke Free
11. Staff Health Issues
12. Child Safety
13. Site Conditions for Contractors
14. Emergency/Evacuation Plan
15. Monthly Maintenance Checks
16. Disclosure Statement
17. Hazards Identification Sheet
18. Staff at work outside of normal school hours. 8-5

WORKING TOGETHER PLAN

Supports the values of our school – Respect and Responsibility

Refer to Behaviour Management Document held in staffroom resources section

COOL SCHOOLS MEDIATION PROGRAMME

Children will be made aware of appropriate ways to deal with conflict situations and to develop conflict resolution skills (where win/win solutions are attainable).

Given training, trust and opportunity, children can learn the skills to solve their own problems.

A group of senior pupils are trained annually to assist children work through their conflict situations (in the playground).

Mediators do not impose solutions, but get the children to come up with a solution acceptable to all.

LUNCH ORDERS

Parents and pupils may order lunches at the West End Dairy/Bakery. Delivery at 12.25 pm and issued outside the quad entrance to Admin Block by monitors

LUNCH EATING / LITTER

Interval snacks and lunch are eaten in the quadrangle on fine days. No one is released from lunch before 12.35 pm and only then when lunch has been eaten. The children hold rubbish until they are dismissed and then place rubbish in their own containers to take home.

Lunch is eaten inside on wet or cold days (duty teachers to make decision on wet or cold days). Two teachers supervise the pupils whilst their lunch is eaten (see Duty Roster). Drinks to be consumed on lino areas.

EMERGENCY DRILLS – FIRE / EARTHQUAKE

SEE CLASSROOM EMERGENCY PROCEDURES

GROUNDS

GRASS AREAS

A red triangle on a white board will be displayed on grassed areas when they are too wet for playing on. Pupils must be informed of this procedure. The teachers will make the decision for this on duty.

USE OF BALLS ON HARD SURFACES

No large balls are to be kicked on any hard surfaced area or thrown against walls.

RETRIEVING BALLS FROM SCHOOL ROOFS

No children are allowed to retrieve a ball from the roof. The Caretaker is to be notified.

CHILDREN INSIDE AT INTERVAL AND LUNCHTIME

Pupils have the choice to play inside or outside on fine days. Only children of the class are allowed in the classroom unless the teacher's permission is given. Teachers to write up names of children from other classes on whiteboard.

Teachers are to establish activities that their pupils can use in the classroom. Pupils not making the right choices can be taken to Time Out area.

If it rains during break time a double ring on the bell is the signal to go back inside.
On wet days all children are to be inside. Teacher on duty to make this decision. .

PHYSICAL / SOCIAL / EMOTIONAL WELL-BEING

CARE FOR STUDENTS AND THEIR FAMILIES

1. Patterns of behaviour or changes in behaviour should be noted by the classroom teacher, and if causing concern should be discussed with the Team Leader. Concerns noted by other staff members, parents / caregivers, other children or disclosures from the specific child should also be similarly discussed. A Management Team member will be responsible and keep dated summaries of all discussions and areas of concern and/or Agency Referral Forms, and decide on follow up action. All discussions will take place in a private place so that confidentiality is protected.
2. After consultation

OPTION 1

No further action is taken at this time.

OPTION 2

That the issues causing concern should be investigated and dealt with by the School in consultation with the parents / caregivers. The 'School' here includes the classroom teacher, Assistant Principal/Deputy Principal/(as appropriate) and the Principal.

Issues in this area would include behaviour difficulties, IEP's, referrals to learning support agencies, SES, Public Health Nurse, RT.Lit. The Principal will be informed of all referrals.

OPTION 3

When the physical, social and/or emotional safety of a child is threatened, a decision as to the appropriate action to be taken will be made in consultation with those who may hold relevant information about the child. The consultative group could include the classroom teacher, social worker, AP, DP, Principal and any outside agency already involved with the child.

Agencies that may then be contacted after consultation with the Principal are NZCYPS, Police, Public Health Nurse, and family/child support agencies.

Note: If the issue of concern is directed against a staff member, then the chairperson of the Board of Trustees will be informed, and the procedures under the relevant employment contract will be instituted.

Note: If the concern is physical or sexual between adult/adult, or adult/child, or child/child then it will immediately be referred to the Police for investigation.

3. When an issue, alleged to have occurred within the School is investigated by an outside agency, the School needs to be fully informed. No child or staff member will be interviewed without the consent of the Principal and no child will be interviewed without the consent of the parents/caregivers (unless the parents / caregivers are the alleged offenders or where prior notification may prejudice the investigation. Notification will follow the interview within a time frame agreed by the School and the investigating agency). The School reserves the right to refuse access to a child at School by an outside agency.

Where a child is interviewed at School, a staff member or parent/caregiver (if appropriate) will be present as an advocate for the child. This support role should be clearly defined.

When an issue, alleged to have happened outside of the school is investigated by an outside agency and it involves interviewing a child at school, the procedures outlined above will apply.

4. Information resulting from an interview or investigation will be communicated to those who need this information. This will include the classroom teacher, classroom teachers of siblings, Social Worker, designated Senior Teacher, Assistant Principal, Deputy Principal and Principal.
5. Information held on file about child will be forwarded directly to the Principal of a child's new school. In cases of abuse or suspected abuse, then prior contact will be made.

6. School-wide learning programmes that empower children to make informed decisions will include some of the following: Cool Schools, KOS, DARE, Kia Kaha etc.
7. Indicators of abuse for staff information will be available for the Management Team leader. Ongoing training for staff will be undertaken annually with appropriate outside agencies.
8. The Management Team member will be expected to be familiar with the procedural processes required by agencies such as CYPF service.
9. In cases where personal safety is an issue, counselling and support will be available to members of staff and children. Parents/Caregivers will be assisted to access support as appropriate.
10. Emotional safety surveys will be carried out at regular intervals to ensure that children feel safe emotionally and are able to focus their attention on learning
11. Refer to CYF booklet “ An interagency Guide to Breaking the Cycle ‘ Let’s Stop Child Abuse Together” for specific procedures. Held by Teacher in Attached Unit.

BLOOD-BORNE VIRUSES (BBV) INCLUDING AIDS/HIV AND HEPATITIS AND OTHER INFECTIOUS DISEASES

Enrolment

1. On enrolment of a student with a blood-borne virus or where a student is subsequently infected, the parents are encouraged to inform the school of their child's condition in writing. This information is made available to staff members who have specific health and safety responsibilities eg Office Manager, Dental Therapist, Principal and Classroom Teacher.
2. The school will inform the parents of its policy regarding blood-borne viruses eg in the Enrolment Pack. Once this is done, parental consent will not be sought when sharing information with people or organisations that need to be informed.

Staff

Any member of staff who has a blood-borne virus will have their medical information protected in accordance with this Statement. The Principal and staff member will develop a plan to ensure the safety of all.

Safety of the School Community

1. In dealing with an injury, the injured person will be treated as if they have a blood-borne virus.
2. All blood will be treated as infectious.
3. Any person dealing with injuries must always wear gloves and avoid contact with blood.
4. Students must not deal with injuries.
5. Staff with specific health and safety responsibilities should be knowledgeable about the risks and safety practices involved. All staff members will be informed annually about safety and health procedures. New staff will be advised on appointment.
6. All staff will be given opportunity to participate in a First Aid Course
7. Staff will be instructed in the procedures to deal with contaminated waste eg tissues with blood on go in the Medical Room bin.
8. Staff on duty will have a Personal Protection Kit ("bum" bag) carrying medical gloves, a disposable facemask, and a basic flow chart for CPR and wound dressings to deal with emergencies. Staff must, if they use any items from the "bum" bag, restock it from the supplies held in the Medical Room.
9. List of contents of Personal Protection Kit ("bum" bag)
 - Three pairs of disposable latex or rubber gloves.
 - Disposable face shield for mouth to mouth resuscitation.
 - Wound dressing pad
 - Basic flow chart for CPR
10. School health education programmes will develop the knowledge, understanding; skill and attitudes needed for student's safety and the procedures for seeking help.
11. These programmes will be based on the Health and Physical Education in New Zealand Curriculum document.

Safety and Well-Being of Students Carrying Blood-Borne Viruses

The Office Manager will hold any medical information relating to a child or staff member with a blood-borne virus in a secure area. Use of personal information is covered by the Privacy Act 1993.

Procedures Following an Incident Involving a Child with a Blood-Borne Virus.

1. Notify parents of the child with the blood-borne virus.
2. Notify parents of the child/children involved, or any other affected party:
 - To inform them of the possibility of infection.
 - To remind them of the privacy provisions.If parents are not able to be contacted the school will seek medical advice.
3. Inform the Chair of the Board of Trustees
4. Contact the school's insurer to advise them of the situation.

APPENDIX A: GUIDELINES FOR INFECTION CONTROL OF HIV/AIDS AND OTHER BLOOD BORNE VIRUSES IN SCHOOLS.

Introduction

This document has been prepared to minimise the possibility of any blood-borne viruses being transmitted between any members of the West End School community.

These Guidelines Are Intended To:

1. Advise staff that anyone who comes into contact with blood may be at risk of contracting blood-borne viruses.
2. Identify the most common forms of blood-borne viruses.
3. Provide the best practice for dealing with blood contact.
4. Ensure the safety of staff and pupils as far as practicable.
5. Provide information to staff on how to best protect themselves and others from the risk of infection (universal precautions).
6. Ensure members of the West End School community are able to continue their education or employment to the highest possible standard.
7. Clearly outline West End School enrolment policy regarding blood-borne viruses.
8. To comply with legislation to ensure the safety of all members of the West End School community.

APPENDIX B: GATHERING AND USE OF INFORMATION – PRIVACY ACT 1993

Enrolment

One of the over riding principles adopted by West End School is that no students enrolled at the school are discriminated against for any reason and they have access to quality, free education.

As part of the enrolment process parents / caregivers will be asked if the child has any blood-borne virus, they will also be requested to advise the school if the child should contract a blood-borne virus subsequent to enrolment.

If a child has at the time of enrolment or later develops a blood-borne virus the parents / caregivers will be advised that staff who could be reasonably expected to have contact with the child will be advised of the situation.

The use, security and sharing of personal information supplied to an agency (West End School) is covered in Principles 3 and 11 of the Privacy Act 1993.

Gathering Information – In General Terms Principle 3 of the Act States:

Prior to gathering information directly from a person that person shall be advised that:

- The information is being collected.
- The purpose behind the collection of the information.
- The intended recipients of the information.
- The fact that the school will retain the information.
- The right to access and correct the information provided.

Disclosure of Information – In General Terms Principle 11 of the Act States:

The Agency (West End School) shall not disclose the information unless it believes on reasonable grounds that:

- The disclosure is one of the purposes the information was gathered for.
- The source of the information is publicly available.
- The disclosure is authorised by the individual concerned.
- The non-compliance (disclosure) is necessary to avoid prejudice to the maintenance of the law by any public sector agency.
- That disclosure is necessary to prevent or lessen a serious and imminent threat to the public health / safety or the life or health of the individual concerned or another individual.

OR

The disclosure is in accordance with authority granted under section 54 of the Act.

APPENDIX C: SOME USEFUL INFORMATION ABOUT HIV/AIDS AND HEPATITIS B & C, MEDICAL EQUIPMENT

General

- The most common forms of blood-borne viruses are Hepatitis B, Hepatitis C and HIV.
- The most likely incidents that would put staff and students at risk of contracting blood-borne viruses in descending order of likelihood are:

A penetrating injury from a sharp object that is contaminated with blood.
A superficial wound with blood to blood contact.
Contact of blood with intact skin or mucous membrane.

When proven universal procedures are taken there is little risk of infection with the lesser incidents of:

Blood contact with intact skin or mucous membrane.
Spills of blood onto clothes, floors, etc.

There is no risk of infection from normal everyday contact with infected persons provided normal hygiene precautions are followed.

Universal Procedures

- These precautions have been developed to protect all members of the West End School community.
- All people should be treated as being potentially infectious.
- At the start of each working day staff must cover all broken skin cuts and abrasions with dressings. Staff sustaining any cuts or abrasions during work must ensure that such wounds are covered.
- Any students suffering from broken skin cuts or abrasions must be encouraged to cover such wounds with dressings.
- Staff must wash their hands, skins and mucous membranes after coming into contact with any moist body fluids, even after wearing medical gloves.
- Penetrating injuries caused by blood contaminated objects should be allowed to bleed.
- Medical advice should be sought as soon as possible if it is believed the source of the blood has some form of blood-borne viruses.
- Any surfaces that have blood split on them should be wiped clean then sterilised with a solution of one volume of household bleach to 2 volumes of water.
- Dispose of any equipment that has come into contact with blood in a place it will not be handled and should ultimately be burnt or buried.

Personal Protection Kits

Duty staff is to carry personal protection kits which will consist of:

- 3 pairs of disposable latex or rubber gloves
- Disposable face shield for mouth to mouth resuscitation.
- Basic flow chart for CPR
- Wound dressing pads

The contents of the Personal Protection Kits, in particular the gloves, shall be used during the course of attending any accidents or injury to any person while on duty, that may involve contact with blood or moist body fluids.

It is the responsibility of the Office Manager to keep the medical room stocked. Staff will restock Personal Protection Kits when equipment has been used.

SCHOOL BASED HEALTH CARE PROCEDURES

9. HEALTH CARE AND ACCIDENT PROCEDURES

- Guidelines
 - i. If a pupil is ill or suffers a minor accident another pupil or teacher will take them to the medical room. In the situation where the moving of the patient could cause harm to the patient an ambulance will be called.
 - ii. The office staff or a teacher will be notified of every child coming to the medical room, and they will attend to the illness or accident. At lunchtimes when the office staff are not there the duty monitors will get a teacher from the staffroom.
 - iii. If it is considered that a child needs to go home or be taken to a doctor the parents or caregiver will be contacted. If no caregiver or emergency contact adult can be contacted the school will assume the responsibility of the caregiver.
 - iv. All staff handling accidents or sick children will wear disposable gloves when dealing with bodily fluids. All bodily fluids are to be treated as though contaminated. Parents of children who present with diarrhoea or similar are not to return to school for 24 hours or longer to ensure that the child does not pose a risk to others.
All disposable gloves, tissues, etc contaminated by bodily fluids will be placed in the medical room bin which has a plastic liner.
 - v. All accidents are logged on an Accident Report Sheet in the Medical Room. Where accidents involve equipment, buildings, trees, etc, the Secretary will alert the Principal and the Principal will organise for the sites of the accidents to be checked to see if a danger exists; and that any necessary repairs, replacement, modification, or removal are carried out.
 - vi. Pupil asthma and allergy (eg bee sting) medication is held in a named container in the Medical Room cupboard. Class lists of children requiring such medication is held in the Medical Room and by each teacher. Some children who may require immediate medication following an attack or sting will hold their medication with them; this will be noted on the class medical requirements sheet.
 - vii. All head injuries must be treated seriously. All effort to contact parents must be made immediately and documented. Parents need to make the decision about the next step. Where the situation is not considered urgent, and parents cannot be contacted, information will be left for parents on answer phones or a note sent home at the end of the school day. The child will be monitored by staff for the remainder of the school day. Where the situation is considered urgent staff will seek appropriate medical help.
 - viii. Where a child is found unconscious / unresponsive in the playground or has suffered a possibly significant injury.
 1. Do not move child.
 2. Cover or ask someone to get something to cover child to keep warm.
 3. Stay with child
 4. Keep talking calmly to the child – hearing is the last sense to go.
 5. Contact office staff, in the first instance via walkie talkie or by having a child / teacher go to the office to find them. If they are not available then any currently trained first aider is the next appropriate person.
 6. Advise principal or person acting in their place asap.
 7. Office staff or other trained first aider will then assess and implement plan which may or may not include contacting 111, parents and other staff as required.

10. ADMINISTRATION OF MEDICINES PROCEDURES

- Only medication prescribed by a GP or medical specialist {excluding antibiotics – see o & p} will be administered.
- A consent form is to be completed by parents/caregivers before any medication will be given to children. These forms will be held in the Office. All information is confidential.
- All medicine will be personally delivered to the School by an adult caregiver.
- All medicines will be clearly labelled with the child's name and room number, the date, the name of the medicine, and required dosage and frequency. If there is a change in the medication a new consent

form will be completed by the parent / caregiver. The school will need to sight the doctor's instructions regarding dosage, Eg: the instructions on the medication from the chemist.

- No more than one week's supply of medication per child will be on hand at school.
- All medication will be stored in a locked drawer or if refrigeration is required in the Staffroom refrigerator. The only exceptions will be asthma inhalers and allergy medication which will be held in the locked Medical Room cupboard (some children hold inhalers and allergy medication for immediate use). Requests for inhalers and allergy medication held in the Medical Room will be made to a staff member. Staff are trained in inhaler use.
- Each class teacher has a class list distributed at the beginning of each term, which lists all known medication conditions and necessary medication (copy held in Office).
- Parents will be responsible for ensuring that medication for asthma inhalers are current and that an adequate supply is maintained at school.
- The secretary or a designated staff member will give all medicines.
- The school will not administer medication past its use by date where this is known.
- The first dosage of any medication is not to be given at school.
- A Medicines' Register will be stored with the medication. The person giving the medication will note alongside the child's name: the date, time and dosage given; and then sign the Register.
- The child must come to the office for their medication – it is not the responsibility of the person giving the medication to look for the child.
- If the medication is refused, or not taken this will be noted and the parent/caregiver contacted.
- No staff will administer antibiotics at school unless exceptional circumstances prevail.
- Where exceptional circumstances prevail these will be discussed with the appropriate staff so that safe strategies can be agreed upon.
- For Unit students needing medication, the above procedures apply, but the medications and Medicines' Register for these students are held in a locked safe in the Unit Office.

11. DEALING WITH NITS

In response to constant queries, the NZPF has obtained legal advice in relation to this problem. Like all advice, how you use it, should be tempered with understanding and wisdom greater than Solomon.

- The NAGS require each Board of Trustees to provide a safe physical environment for students. This is reflected in the requirement in the Education Act 1989 for ERO to ensure that schools are providing a safe physical (and emotional) environment. It is also reflected in other legislation.
- The Health and Safety in Employment Act 1992 for example, requires a school to provide a safe environment for those on the premises which includes both students and employees. In particular it requires these people to be protected against serious harm. The definition of "serious harm" includes communicable diseases.
- The Health Act 1956 defines both communicable and infectious diseases. For the purpose of this opinion you can take them to be the same, and the definition of "infectious disease" in the Act includes head lice.
- The Health and Safety in Employment Act requires employers to eliminate a workplace hazard if that is practicable. It clearly is practicable for the employer (the Board) to eliminate a communicable disease such as head lice for the reasons given below. Accordingly it has a statutory obligation to do so.
- The Health Act, makes it an offence for any person to allow someone in their charge who they know to be suffering from head lice (being a defined infectious disease) , into any public place (including a school) without having taken proper precautions against the spread of infection.
- Accordingly not only the Principal, but also the parents, could well be criminally liable for allowing a child known to have head lice to attend school.
- Against that background, the Education Act allows a Principal who has reasonable grounds to believe that a student is not clean enough to attend school, or may have head lice (or other communicable/infectious disease) to "preclude" the student from school. On doing so the Principal must make all reasonable efforts to tell the Board, the student's parents, and the Medical Officer of Health (in the case of a communicable disease).
- If the preclusion is for not being clean enough, the Board can either cancel the preclusion, or confirm that the student will stay precluded until the Principal is satisfied the student is clean enough to return to school.
- Similarly with a communicable disease, the Board can decide that the student should stay precluded until a certificate has been received from a doctor stating that the student is well enough to return.

- As you know, parents are required to ensure their children attend school. If a child is precluded for having a communicable disease, then the parent has a defence to any charge arising from their child not attending school. But this is only to the extent that the absence was necessary for the student to get well. In other words if a child is precluded for a lengthy period because the parent takes no action to cure the child's disease and so allow them to return, the parent has no defence to a charge that their child is not attending school.
- Interestingly, in 1998 the wording in the Education Act was changed so that a child who has a communicable disease is "precluded" from school rather than "excluded" from school. This enables a different set of procedures to apply, and takes the preclusion outside the Stand-down, Suspension, Exclusion, and Expulsion rules.
- Because the Principal has clear power to preclude a child who is not clean enough, or who has a communicable disease, and a statutory obligation to do so, the Principal must also have the power to require reasonable examination of children at the school to ensure they are clean and healthy.
- The child of course has a right to refuse medical treatment (and therefore medical examination). Whether an examination for head lice would come into this category when an examination for cleanliness clearly would not, is a matter that would require more research. But is probably of academic interest only. While the Principal cannot physically force an examination, it is a reasonable rule for the protection of other children and staff. A refusal to allow the examination could be treated in the same way as any breach of school rules.
- But it is probably simpler to remember that the Principal needs only reasonable grounds to believe a child has head lice to preclude him or her. Refusal of an opportunity to demonstrate freedom from lice could in most cases be considered reasonable grounds. There will of course be exceptions which would need to be dealt with on a case by case basis.
- Given the Principal's duty to maintain a safe environment, and the low level of invasiveness of the examination, it is in our view entirely reasonable for a Principal to require an examination for head lice if a child is to be allowed to attend school. If an actual examination discloses the presence of head lice, and no action is taken by the parents, then not only is the Principal entitled to preclude the child, he or she would be committing an offence under the Health Act, and would be breaching the Health and Safety in Employment Act if that action was not taken.
- Similarly the parent is committing an offence under the Health Act by allowing the child to attend school, or under the Education Act by not taking the action necessary for the child to be able to return to school.

In conclusion the procedure will be that where it can be determined that LIVE nits are present then the child's parent will be contact for treatment to be applied.

Where it can not be determined notices will be sent to the parents of the children's whose class is affected to notify them that headlice are present.

PUPIL ACCESS TO THE INTERNET AND EMAIL

- 1.1 School Internet and Email access is for students enrolled at West End School and staff at West End School to enable them to explore thousands of libraries, databases and bulletin boards while exchanging messages with people throughout the world. School staff will blend the use of such information sources throughout the curriculum. It is available for school related activities. This information may be accessed by:

Staff identifying key information for pupils to use school wide (Intranet).

Staff bookmarking suitable sites – selected sites in a Favourites File on the Desktop for pupils to click on.

Activities which list a number of sites where information may be found. The pupils type in address.

Search Engines may be used to locate appropriate information.

- 1.2 Email provides contact with other pupils in relation to their classroom programme, and to resource persons to gain or give information related to the same.

- 2.1 To use the Internet, pupils will be required to abide by the rules for internet online safety as stated below. Children will be provided with instructions in the use of internet access. There must always be at least two people using Internet. Copyright and privacy laws will be abided by.

RULES FOR ON-LINE SAFETY

- Personal information such as names, addresses or telephone numbers are not to be given without a teacher's permission.
- Pictures of children will not be sent without teacher permission.
- Pupils will always work in pairs or groups, and may access bookmarked sites or use key words or key questions that have been agreed upon, to search for information.
- Pupils will be on-line only when a teacher is present in the classroom.
- Pupils will tell a teacher immediately if information that is inappropriate and/or makes them feel uncomfortable is accessed.
- No attempt will be made to gain access to material that is illegal or offensive, pornographic, or racially or religiously offensive.

- 2.2 To use Email, pupils will be required to abide by the rules for email online as stated below. Children will be provided with instructions in the use of email. Copyright and privacy laws will be abided by

RULES FOR ON-LINE SAFETY

- Customary greetings will be used. Spelling and grammar will be checked and approved by a staff member before any messages are sent.
- Information sent will be constructive, informative or inquiring, and in the interest of both the sender and receiver.
- No profanity, obscenities, or language that could be construed as such is to be used in Email messages.
- No private information is to be given. This includes reposting of information sent by another party.
- The Internet is not to be used by any pupil to purchase any items or services.

- 3.1 Where an inappropriate Internet site is accidentally or intentionally accessed, the following actions will take place:

- If an inappropriate site is accessed the screen will be turned off and the teacher told immediately.
- The teacher will then refer this incident on to the ICT representative in their area team who will investigate it further.
- If any inappropriate internet sit is identified then it will be added to our list of blocked sites.
- If a site has been accessed deliberately, the matter will be regarded as a serious breach of school rules. The Principal and parents will be informed, and the Principal will deal with the issues. Loss of the internet and email privileges will be one of the disciplinary actions considered.

- 3.2 Where an inappropriate Email is received or sent, the following actions will take place:

- Where an inappropriate Email is received, the teacher will be immediately told.
- The teacher will then refer this incident on to the ICT representative in their area team who will investigate it further.
- Where inappropriate Emails are sent, the incident will be dealt with according to the school working together plan and/or the agreed staff code of ethics.. A serious breach will be referred to the Principal. Parents will be contacted and loss of internet and email privileges will be considered.
- No pupil will access or alter any other person's Email messages. The privacy of these will be protected. The teacher will have access prior to messages being sent to ensure that 2.2 (a) to (f) are followed and sender and receiver privacy and integrity are safeguarded.

LIABILITY

West End School will take all possible precautions to maintain the safety of all users and these guidelines are written and enforced in the interest of all users' safety and effective use of the Internet. The school, however, cannot be held responsible for pupils who misuse the Internet or Email, but will take steps, as outlined, to ensure this does not recur.

CIVIL DEFENCE EMERGENCY

1. Prior to a Civil Defence Emergency

The children will be instructed in and practise evacuation procedures and routes as outlined in the Emergency Drill procedures displayed in each classroom. Staff will be responsible for the establishment of these routines.

- Parents will be involved in practicing evacuations every two years. This will involve them in coming to the school hall and from there the procedures for evacuation will be implemented.
- Administration staff will keep an evacuation kit and up to date Family Files details to ensure that children are uplifted by only those people whose parents have given permission to do so.
- Administration staff will update details annually. They will establish themselves in the most appropriate way to ensure safety for all concerned, especially children, to ensure that no child is able to leave without being noticed.

5. During a Civil Defence Emergency

Children and staff will follow procedures as outlined in the Emergency Role/ Responsibilities. Staff will take Class Registers/Rolls and check those against children present. The principal will be immediately advised of any missing children.

6. Post Disaster Rescue and Relief

Staff, and Civil Defence Staff (when they arrive), will assist in any rescues, and will assist in minimising trauma, administering first aid where needed, and where possible and appropriate communicate with parents/caregivers and reunite children with their families/caregivers. All children collected by parents/caregivers will have the name of the person collecting them marked with a tick on the Family File (this is to allow anyone else arriving to collect child/children to ascertain who the child is with). I

If necessary, children will be sheltered in the most appropriate school building, after it has been checked by the Civil Defence Emergency Team and found to be "safe".

If an overnight stay at the school is required, the needs of the children will be catered for by:

- # accessing food and drink from nearby stores
- # if necessary plastic bags will be placed over toilets to maintain sanitary conditions
- # in the event of there being no lighting, science resources will be used.

Where medical help needed is beyond the capability of the staff, help from local medical service providers will be sought. Sector Post Civil Defence Staff will assist in this.

The Civil Defence Emergency Team will be responsible for turning off the electricity, gas, water, and heating if necessary; and organising equipment needed for rescue and first aid. When Civil Defence Staff take over the Sector Post, they will assist with rescue and relief.

DISASTERS

The most likely disasters to affect the school are:

- | | |
|-----------------------|----------------------|
| # Fire | # Earthquake |
| # Hazardous Materials | # Storm |
| # Flood | # Dangerous Person/s |

ACTION FOLLOWING DISASTER

Fire, Earthquake Signal: - Bell rung continuously for fire, earthquake as it happens

Follow procedures as on Emergency Drill notice displayed in every classroom.

Hazardous Materials Signal: - Observation, or notification

- Evacuation if needed (emergency bell). The evacuation route/assembly area may be changed depending on the hazard.
- First aid sought if necessary.
- In case of chemical or gas drift everyone to remain indoors closing windows and doors. If necessary wet cloths to be placed over faces to breathe through.

Storm Signal: - Observation, Principal or Civil defence to determine.

1. Children and Staff to remain indoors. Windows will be closed. Everyone to keep clear of the windows.
2. If access between buildings is necessary, it will be via the sheltered side of the buildings.
3. Children will not be dismissed except on the authority of the Principal.

Dangerous Person/s Signal: - Principal to notify, or by observation

1. Children will remain inside under the supervision of a staff member, or designated person.
2. Normal movement about the school will cease.
3. Principal or designated staff member to contact Police.
4. Normal activities will resume following "all clear" advice.

Flood Signal: - by radio, telephone, or Civil Defence

1. Children will remain at school.
2. Advice will be sought concerning the safe movement of children beyond the school.
3. The Principal will decide on advice of Civil Defence, arrangements for the children going home.

Children Going Home

1. Any decision to send children home will be made by the Principal subject to advice from Civil Defence.
2. Until children are picked up, they will be cared for in a "safe" place under supervision.
3. A record will be kept of all children handed into their parents/caregivers' care using Family File to mark off person collecting.
4. Children whose families do not or cannot collect them will be kept under supervision. Sector Post Civil Defence Staff will arrange persons to care for these children to release staff to attend to their own families.
5. Telephones during the emergency will be restricted to essential use. Contact with parents will be by a staff member if this is necessary.

STAFF RESPONSIBILITIES**Principal**

- To ensure staff is aware of the emergency procedures and that they instruct the children in these.
- To hold drills once a term.
- To be aware of local Civil Defence plans and procedures. For training – phone 356 8199.
- To appoint a deputy who can assume leadership if the Principal is absent during an emergency.
- Leadership during the emergency. Civil Defence will assist after taking over the Sector Post.
- To implement and control emergency operations, especially checking on the safety of all children and staff as soon as possible (this may be delegated).
- To control internal and external communications including contact with Civil Defence.
- Decide on the need for evacuation and other critical issues.
- Keep a record of decisions and actions. The Principal will need to have a copy of the Procedural Statement with him to note these details on.
- Designate a person to deal with the media and enquiries.
- In contact with Civil Defence decide how long children are to be kept at school before being released to the care of their families/caregivers.
- To establish all staff is accounted for.

Staff – Teachers

- To know and be able to follow the emergency procedures and to instruct the children in these.
- Having reached a place of safety with the children, to call a roll (class register), to identify any children missing. To stay with and calm frighten children. A Staff member will be designated the task of reporting injured and missing children.
- Assume positions around school to ensure that parents/caregiver arriving to collect children do so in an orderly and calm fashion.

Staff – Teacher Aides

- To know and be able to follow the emergency procedures.
- If with a designated child or children, follow the teacher's instructions and ensure the safety of the designated child or children in their care.
- If not with a specific child or children, follow the emergency procedures.

Office Manager

- To know and be able to follow the emergency procedures.
- To ensure first aid kits are maintained.
- To check the administration area cleared in case of an evacuation.
- To take school family files, class lists, additional ringing list and Evacuation Supplies Kit (from Interview Room)
- To take a first aid kit and emergency asthma kit to the assembly area.
- To assist with first aid as required.
- To assist with other duties as required.

Caretaker

- To know and be able to follow the emergency procedures.
- In an emergency to report to the Principal for direction and help as required.
- Set up emergency sanitation if required.

Board of Trustees

- To have effective planning and safety procedures, ensuring that all school occupants are familiar with any emergency drills and for the protection of property.

Map to show location of all buildings, fire alarms, hydrants, etc.

EVACUATION ROLES/RESPONSIBILITIES

Principal or person with responsibility

- Alert local radio stations to advise parents that an evacuation will happen:
 - Radio Network 350 3550
 - Radio Works 358 4069
 - Access Radio 357 9340
 - Kia Ora 89.8 FM 357 5898
- Contact emergency services/Civil Defence if required.
- Establish contact with key personnel through communication aides to ensure positions are or are being established or to problem solve where needed.
- Co-ordinate people to assist with other tasks as required if not already assigned.
- Liaise with emergency services and media.

Caretaker

- Establish toilet areas if usual toilets unavailable.
- If directed contact diary to requisition food and water/ medical supplies.
- Carry out any other tasks as directed by Principal or Civil Defence staff.

Teachers

- Take class to safe zone (Hall) or other places as directed.
- All teachers to wear fluro Civil Defence tops (these are held in the Evacuation Kit held by admin staff).
- Take up positions as identified on map in grounds or hall and assume responsibilities. (see below).
- Carry out any other tasks as directed by Principal or Civil Defence staff.
- On direction of Principal/Civil Defence leave to attend to personal family matters.

Room 9 Teachers /Teacher Aides

- Move to Evacuation area.
- Teacher Aides to support students.
- Teachers to move to designated area on map.

Admin Staff

- Take Family Files, Absence Lists, First Aid Kits, spare Parent Ringing List and Evacuation Supplies box to safe zone (Hall) or other places as directed.
- Give out fluro CD tops from Evacuation Kit to staff to wear.
- Give class absence list to each classroom teacher to mark roll
- Distribute communications aides to self, Principal, the 2 Deputy Principals, persons at ground positions 1, 5, 6, 10.
- Establish post directly inside the main hall in front of main doors. At least four people need to be handling parent inquiries. This should involve a minimum of 2 admin staff and 2 teachers from learning enhancement. More people available should mean a faster evacuation
- Take advice from Office Manager about how the system will work and only hand over children to people who are on the emergency list and can identify their credibility through the giving of their telephone number.
- Attempt to call parents/caregivers of children who have not been picked up within a certain time frame as directed by Principal.
- Attend to any child's pastoral needs as required.
- Carry out any other tasks as directed by Principal or Civil Defence staff.

Parents /Other Caregivers

- On notification of evacuation by radio follow procedures as set out during practice. DO NOT attempt to call school as phone lines need to be free for outgoing calls if possible.
- Enter through main Admin gate and continue around (with direction from designated staff wearing fluro coloured tops) to field to ensure orderly evacuation flow. Go to hall to collect children.

BOT

- Where possible assist and support all actions.

Civil Defence

On arrival ascertain current situation and release staff to attend to own families.

Hall Designations

In general ALL Junior class teachers are required to remain in the hall and provide pastoral care to ALL chn. Younger children in these situations need a familiar face. Teachers need to support all children to ensure that they are as comfortable as possible in the circumstances.

NO child goes to the toilet unless attended. A teacher must accompany every child. Stand outside in the foyer of the toilet area. Staff to arrange who will do this at the time.

Grounds

In general teachers who teach Year 4-6 children and teachers in Room 9 will be involved. A total of 10. These teachers will be issued with numbers 1-10 and need to proceed to their marshalling point after they have delivered their class and roll to the hall. Teachers in the hall will take over the responsibility for settling all children. Class teachers need to leave immediately their class is handed over to a teacher who is required to be in the hall.

A map and these instructions are to be kept in the Evacuation Kit along with the numbers 1-10. What ever number is given is the numbered position on the map that you will take up.

YOUR JOB is to direct traffic in and out of the school by telling the driver to 'Please proceed and follow the directions of the next Civil Defence staff member'

TRAUMATIC INCIDENT MANAGEMENT

Any situation likely to seriously affect the whole school, which means students and teachers are not able to continue with normal school activities for a period of time, can be considered a crisis which requires specific management.

Events that could be considered a crisis are:

- Death of student or staff member. *
- Major vehicle accident involving the above
- Major fire
- Civil defence emergency
- Civil disturbance-Hostage, shooting etc.

*In the event of suicide nothing should be done that glorifies or sensationalises the act itself. At all times it needs to be made clear that suicide is a poor behaviour choice

Following any one of these events the principal or in their absence a core member of the trauma team who first receives notification of a possible incident should:

- Assess the situation and gather accurate data to determine the need to go to the next stage. Where practical consult with members of Core Traumatic Incident Team
- Ensure personal safety and that of others especially those who may have witnessed the incident.
- Activate the Phone tree including emergency services if not already involved and families of victims.(see phone tree diagram that follows)
- If necessary evacuate according to established plans (see Civil defence procedures)
- Assemble the core Traumatic Incident Team and any other person with relevance to the situation e.g. (classroom teacher or sports coach). GSE Trauma Team contactable on 358 3026 or if out of school hours 025 272 6115. The Core Traumatic Incident Team will be the members of the schools Management Team/ BOT Chair and the Office Manager.
- Keep accurate written records of actions and decisions.
- Ensure that witnesses are identified but not questioned in any depth.
- Be aware of and avoid where possible collusion between any parties. You may be called as witness in a court of law.
- Principal or BOT Chair only to deal with media requests. First response is that a statement will be made. (advise time and place). The person in charge of media will need to know that:
 - Accuracy is paramount.
 - "No comment" not to be used.
 - There is no such thing as "off the record".
 - Statements must not breach the privacy of individuals (check Privacy Act).
 - Indicate one point of contact (name/number) for enquiries

GUIDELINES - At all times the following must be worked towards

- Ensuring that the school returns to normal routines as soon as is practical.
- Provision of a supportive environment where individuals work through their feelings especially of fear and guilt.
- Manage the crisis in a culturally sensitive manner.
- In the case of suicide to prevent "copy cat" reactions.
- Regular updates re information to key stakeholders especially where any student/staff is hospitalised.
- Formative review of process so far with Core Team, with final debriefing to involve self review of procedures.
- Where a death has occurred allow for teachers/students with parent permission to attend funeral. (this might not be appropriate in the case of suicide).

IMPLEMENTATION

PRINCIPAL - CO-ORDINATION AND COMMUNICATION

On receipt of substantiated notification the Principal or other delegated person will

- Consult with family / Police / BOT Chair what information will be given. Prepare a written statement (template accessible office computer – Traumatic Plan Incidents Folder) to inform all school personnel, families (notify victim's family that school families will be informed), media, BOT and MOE.
-

- The Core Trauma Incident Team will ensure that any written statement(s) pertaining to the incident:
 - Have accurate and consistent information.
 - Avoid distressing detail.
 - Outline school support for students.
 - Are culturally appropriate.
- Consult with principals of other schools where siblings might be involved to ensure consistency in approach.
- Maintain contact with family, which will in time include how the transition back to school will occur.
- Notify administration staff to provide set replies to telephone enquiries.
- Arrange administration staff to give out only the written statement and direct enquiries to appropriate personnel.
- A whole staff meeting will be arranged as early as possible to tell staff what they need to know, what they can say and to whom and inform them of assistance available to staff and pupils and what to do to monitor children for behaviour changes. Emphasise that no one is to speak with media - that is the domain of the Principal/BOT Chair.

DEPUTY PRINCIPAL – SENIOR or person delegated this role.

- Activate Phone tree
- Work with students at risk e.g. Copy cat behaviour and also those not coping with grieving process
- Arrange for relievers for staff (including duties). Extra staff on duty during this time. The school relief budget is used for this in the first instant and on receipt of a written notification from GSE is able to be compensated as a later date.
- Keep and Record all actions and decisions electronically. Email to office to ensure back up and off site

DEPUTY PRINCIPAL – JUNIOR or person delegated this role.

- Activate phone tree
- Establish trauma area for students and staff to be warm and supportive e.g. drinks, heating, privacy, etc. Record names of students attending including time and support provided. Advise parents of these students
- Advise parent when it is deemed that child is not thought to be at risk.
- Contact GSE trauma s team to engage appropriate support for students and staff.
- Arrange for personal items to be removed from classrooms where necessary. Police may require items. Do not return any items until police have given permission. Desks remain.

TEAM LEADERS

- Activate phone tree.
- Arrange for gifts, flowers and offers of support.
- Assist as directed.
- Contact any staff or groups of students who are away and read the prepared statement.

TEACHERS – do not gather children in mass groups

- Time allowed for teachers to express their grief prior to student contact. Use of relief teachers for this happen
- Initial and prompt briefing to students to clarify, support and advise. May mean referral to Trauma Rooms and support.
- Allow opportunity for children to talk about what has happened.
- Generate activities to reduce impact of trauma and return to normality as soon as possible.

ADMINISTRATION STAFF

- Activate phone tree.
- Manage incoming parent / caregiver / emergency contact calls / personal enquiries by reading prepared statement. Keep record of name, address and time of call. Log of media personnel kept and referred to Principal /BOT Chair.
- In conjunction with Principal prepare media / newsletter statement for distribution to class teachers / parents / children.
- Distribute written communications.
- Each holiday period build a database of contact details of staff and distribute to members of the Core Traumatic Incident Team.
- Cancel any visitors due into the school.
- Contact any parents of children who are away by reading the prepared statement or leaving messages on answer phones.

STAFF MEETING AGENDA - Initial

- Briefing on incident.
- Prepare information /scripts to inform students and how best to do this including what support is available.
- Identify staff needing personal support.
- Relief for teachers.
- MOE / GSE / Core Traumatic Incident Teams role/support
- RULES for media inquiry explained
- Action/Role and response of teachers
- Inform staff of possible reactions to be aware of.
- Identification of other 'at risk' students. Record and send to deputy principals for support and recording of names as part of the record.
- Discuss importance of normal structure and routines

STAFF MEETING – END OF DAY

- Time for review
- Focus on getting back to normality
- Availability of support
- Debriefing and questions
- Set time for meeting next day for updates and changes

SMOKE FREE

1. Smoking will not be permitted anywhere at anytime within the school (Buildings and Grounds)
2. Any organisation or individual that uses the school facilities must agree in writing to comply with the Smoke-free Environments Act (As amended)
3. Contractors and others working within the school facilities are to be advised of the Smoke –free Environments Act.

STAFF HEALTH ISSUES

The Board of Trustees will provide flu / hepatitis injections and/or their homeopathic equivalent in addition to treatment for headlice as required.

Sexual Harrassment: This matter will be dealt with under the relevant discipline sections of the Collective agreements that cover all employees employed by the school. Where an employee is not covered by a collective agreement then they will be deemed to be covered and dealt with in the same way.

SUNSMART

These procedures are to be implemented in Terms 1 and 4.

Behaviour

- Require children to wear broad-brimmed legionnaire or bucket hats when they are outside (e.g. interval, lunch, sport, excursions and activities) during Terms 1 and 4.
- Implement a "No Hat, Play in the Shade" policy. Require children without hats to play in shade or indoors.
- Work with wider school community to promote students' use of SPF 30+ broad-spectrum sunscreen. (1)
- Encourage children to wear clothing that protects the skin from the sun (e.g. sleeves and collars).
- Encourage staff to role model SunSmart behaviour, particularly the use of appropriate hats, within the school grounds and during outdoor school activities.
- Regularly publicise and reinforce the SunSmart Policy, for example, through newsletters, parent meetings, student and teacher activities.
- Regularly Inform parents of the SunSmart procedures including enrolment, especially the use of appropriate hats, clothing, SPF 30+ sunscreen, and encourage parents to practise SunSmart behaviour themselves.

Curriculum

- Incorporate SunSmart education and activities at all levels when delivering the curriculum where appropriate.

Environment

- Work towards developing and improving existing shade, particularly in areas where students congregate. Shade can be both built and natural (e.g. constructed shelter and trees).
- Whenever possible schedule outdoor activities and sports events before 11am. (2)
- Organise outdoor activities to be held in areas with plenty of shade whenever possible.

Reinforcement and evaluation

- Ensure ongoing assessment of Sun Smart behaviour, shade provision, and curriculum emphasis.
- Review of the Sun Smart procedures in line with the schools self review and audit plan.

TEACHER DUTY – SEE DUTY ROSTER

Teachers who undertake activities during lunchtimes or outside normal school hours are compensated for this by having reduced playground duty.

Duties

The list of duty teachers is on the staffroom wall and each teacher has their own copy. Walkie talkies to be used at all times

1. 8:30 am Be at the College Street lights to supervise and remain until 8.50. Duty teacher rings 8:30 am bell.
2. 2:50 pm After school crossing duty.
3. 10:45 am Morning interval notices in staffroom.
4. First half duty 12:25 –12:55 pm
Second half duty 12:55 –1:20 pm
Lunchtime: children sit in the quadrangle to eat lunch and are dismissed by teachers at 12.35 pm or when they have finished eating. No one to move around until dismissed. Check that all litter is put in bins.
5. Duty teachers are to carry a bag containing medical gloves, sterilised pads to stop excess bleeding and a mask for resuscitation. If items are used the teacher will inform the secretary who will arrange replacement items.
The bags will be hooked underneath staff pigeonholes when not in use.

STUDENT TEACHERS AND DUTIES

Student teachers are expected to be on duty with their associates. (See Booklet for Teacher Trainees at West End)

CHILD SAFETY

For information regarding sickness, accidents, fundraising, medication see appropriate sections

CHILDREN LEAVING THE SCHOOL GROUNDS

Once a child arrives at school, they will not be able to leave the school grounds except:

When the parents/caregivers permission is given to leave the school grounds such as on a trip.

For supervised visits to the Awapuni Library, Esplanade, sports trips, observations of local area and power walking, parents will be advised of the activity. Children unable to undertake any of these activities because of injury can be withdrawn (note or phone call to school). They will be catered for in another classroom during this time

Where the parent/caregiver or authorised representative takes a child out of school for an appointment or family reasons. Those taking children out of school are to contact the school office prior to collecting so that the child's absence from school can be noted on the school's Daily Absence Sheet.

Where a note is received from the parent/caregiver to say the child is going home for lunch.

Children are not permitted to ride to or from school under the age of eight unless accompanied by an adult. Pupils are to use the hall entrance, the swimming pool entrance, the foot entrance on Botanical Road and the Dental Clinic entrance [which is the bicycle entrance].

Taxis dropping off and picking up Special Needs pupils and mini buses picking up after school care attendees use the hall car park.

SWIMMING POOL INSTRUCTION

During swimming pool instruction the pool is considered an extension to the normal classroom and routines around safety and instruction are the responsibility of the school and pool staff jointly. Parents are not allowed to enter the changing rooms unless they are specifically asked to do so by teachers and or pool staff. All routines around changing room safety are the responsibility of the teacher. The Trust Deed that operates between the school and the pool states that members of the public are not to be in the pool or changing room areas during instruction times. If this does happen then staff should immediately raise this concern and any other concerns with the pool staff in the first instance and then relate any incident to the principal for follow up.

Children who are unable to swim because they have been excused due to sickness are to be sent to another room for this period of instruction. This allows the teacher to focus solely on their professional development in swimming by learning from the professional coaches at the pool and secondly ensures that any child who is unable to swim for the whole of the swimming time due to illness or behaviour is adequately supervised.

NON CUSTODIAL PARENTS

All inquiries from non custodial parents are to be reported to and dealt with by the principal. In their absence either of the two Deputies will act in the principals place.

TRAFFIC WARDENS

Year 5 and 6 pupils elect to be wardens. Police Education Officers train them. The teacher with responsibility for traffic wardens should be contacted regarding any issues.

VISITORS TO SCHOOL

All visitors to school are required to sign in on arrival. Signs around the school make this clear. All visitors will wear a 'Visitor' sticker and all staff should inquire as to a visitor business at the school if they are not. A 30 second rule applies. No visitor to the school should go unwelcomed for more than 30secs. If they are supposed to be here then they will enjoy the attention, if not then they will remove themselves. Any suspicious activity must be reported to the principal or members of the senior team immediately. See visitors book at office for further details and about informing visitors and contractors about Health and Safety in our school.

Teacher Safety While At School During Out Of School Hours.

1. Let family and friends know that you are coming to school and for how long approximately.
2. Put name on whiteboard by alarm.
3. Lock all doors as you go.
4. Have own cell phone or get walk phone from office.
5. Call 111 if you are concerned about anything.

PS If alarm goes off please ring 0800 111 238 immediately and cancel the security people. Keep trying until you get through. Keep a note of the time and day in case we get charged and leave note / email Raewyn with the details.

BULLYING PROCEDURES

West End school has a moral obligation to provide a "Safe Physical and emotional environment" for all its pupils. (Nag 5). As a school we are committed to ensuring the all round safety of pupils. It is the responsibility of every member of the community to ensure that bullying behaviour is actively rejected.

Definition of bullying

Bullying is different from fighting resulting from one – off conflict or argument. It is different from play fighting.

Bullying usually has three common features:

- It is deliberate hurtful behaviour
- It is repeated
- It is difficult for those being bullied to defend themselves

Bullying happens in a relationship between one child and another child or group, where some form of abuse or power is used to hurt, reject or depower someone.

Forms of bullying

1. Verbal (include but not exclusive of name calling, insulting remarks, nasty notes, excluding, tormenting, threatening gestures, spreading rumours, teasing)
2. Emotional (include but not exclusive of being left out of things, no – one talking to you, being threatened, pressured to do things. Racist racial taunts, gestures. Cyber (all areas of the internet, mobile and text threats)
3. Physical (include but not exclusive of being kicked, hit, pushed, punched)

Types of Bullies (Stephenson and Smith 1989)

- Confident bullies who are physically strong, enjoy aggression, who feel secure and are of average popularity
- Anxious bullies, who are weak academically, have poor concentration, and are less popular and secure
- Bully/victims who are bullies in some situations and are bullied in other. Bully/victims are unpopular

Victims

- Often have poor social skills
- Lack the confidence to seek help
- Don't have the support of the teacher or classmates who find them unappealing
- Blame themselves and believe it is their own fault
- Are desperate to fit in
- View is often reinforced by the attitude of adults in their lives.

Guidelines

- Talk openly about bullying, what it is, how it affects us, and what we can do about it.
- Teach our children social skills which will build their self esteem, and empower them to take responsibility for their behaviour. These skills are taught throughout the year, as part of our "Learning together" strategy.
- All staff should treat any report of bullying seriously.
- All members of the school have a responsibility to recognise bullying and to take action when they are aware it is happening.
- If there are ongoing incidents of bullying occurring in a classroom, the teacher will use targeted programmes. For e.g. DARE.
- West End School operates a mentoring scheme for children who are identified as at risk of displaying bullying behaviours to others.
- Emotional surveys will be carried out twice year with a random sample across the school to monitor bullying and any other issues
- The school will contact outside agencies for support should they feel the need

Procedures and Systems- Intervention

The aim of our intervention programmes, are to stop the immediate abuse.

Our intervention programmes will emphasise changing the behaviour of the bullying student(s), while providing support for the student(s) who have been harassed.

Steps involved when:

1. A student reports to their classroom teacher that they have been bullied
2. A student reports that another student has been bullied (the student should be assured that they have acted correctly in reporting the bullying).
3. A staff member witnesses incident of bullying in the classroom or playground.
4. Bullying reported on the way home or to school results in an immediate phone call to the parents of the victim and bully for immediate resolution.

In the first instance children at West End School are encouraged to report a bullying incident to their classroom teacher, who will deal with the issues.

Serious cases of bullying will be referred immediately to the appropriate team leader. The Principal may be involved.

STEPS - in all cases

1. Staff will withdraw the students involved to interview.
 - They will listen to the student or students, and make such enquiries as may be necessary to clarify exactly what has been happening. During this time anecdotal records will be taken.
2. They will ensure the victim is :
 - Given advice of how to deal with any repeat incidents. This may involve recommending a "safe place" during play and lunch times.
 - Use reliable peers as an option.
 - Help the victim to act more decisively to increase his or her confidence.
 - Spend time with the isolated pupil as a short term measure.
3. Parents of the students involved will be contacted. Decisions about appropriate actions will be in accordance with the laws of natural justice and will be in collaboration with parents whenever possible. If agreement of action can not be agreed to then the school given it's obligations under Nag 5 will take all necessary steps to ensure a safe environment for all concerned.
4. Delegated Staff will:

- Monitor all students involved in the days following
- Report back to the classroom teacher
- Inform duty staff of what has happened.
- Explain what systems we have in place to deal with the bullying incident.
- Meet with Parents to inform of progress o any unresolved issues.
- Further support to outside agencies is an option where a child is not making satisfactory progress.

IMPLEMENTATION OF NON VIOLENT CRISIS INTERVENTION

GENERAL

- All staff need to be trained in order to carry out any of the roles detailed below.
- Training will be the part of a new staff member's induction process.
- Provision for new staff training will be made annually and will occur during holiday breaks.
- Ongoing training will be made available annually.
- The training dates are arranged and completed in agreement with GSE staff responsible. Currently Michelle Jacobs/ Josh Couperous
- All staff are reminded to consider the level of intervention required in relation to the level of behaviour. In summary these are:

Crisis Development /Behaviour Levels	Staff Attitudes/Approaches
1. Anxiety	Supportive
2. Defensive	Directive
3. Acting out	Non Violent
4. Tension reduction	Therapeutic rapport

NON VERBAL BEHAVIOUR

- Need to keep self safe (Proxemics-personal space)
- Supportive stance
- Body language

PARAVERBAL COMMUNICATION- How you say something

- Tone
- Volume
- Delivery

VERBAL INTERVENTIONS to escalations of:

- Questioning - rational response/redirect
- Refusal - set limits/walk away
- Verbal outburst - passive, CPI supportive stance/ removal of audience/individual
- Intimidation - take seriously. Seek 'Team'. Avoid hands on approach.
- Tension reduction. Communicate options

TEAM INTERVENTION

- Team leader - First person on scene, confident and competent, rapport with individual
- DUTIES - Assess situation (safety / level of crisis), plan intervention, direct other team members, communicate with individual
- Auxiliary team members duties: –
Check physical, psychological environment
Address - stage, safety concerns, dynamics
Recognise - need for additional assistance or change intervention strategies
Engage in – verbal de-escalation, support other team members

CLASSROOM 'TEAM' INTERVENTION

Teachers with identified high risk individuals – use walkie talkies - contact office who call 'Team' to location.

Back up. For all other teachers it is a RED CARD with room number printed on it sent to other close classrooms and office to alert principal.

Teachers need to make this card and its purpose explicit for relieving teachers in their notes/ planning that they leave for them.

DUTY TEACHER 'TEAM' INTERVENTION

Use walkie talkie to call back to office staff - Office staff to mobilise all teachers in staffroom. Any trained staff member in the staffroom MUST respond. If not enough available then others in the school need to be alerted. Other duty teacher to disseminate the audience.

Back up - RED CARD in duty bags sent to staffroom with a responsible child to notify of help required and location.

'TEAM REQUIRED' AT ANY OTHER TIME BY STAFF MEMBERS

Attempt to gain attention of teachers with communication tools if outside.

Send responsible runner to staffroom/office with message "Team and Location"

Assume the duties of the team leader at least initially until support arrives. (see above).

POSTVENTION

CONTROL - individual concerned is back under emotional and physical control

ORIENT yourself with basic facts

PATTERNS - past behaviours and triggers

INVESTIGATE alternatives to the appropriate behaviour and available resources

NEGOTIATE a contract with individual concerned

GIVE control back to individual responsible for behaviour with support and encouragement.

REPORTING OF SUSPECTED CHILD ABUSE

DEFINITION

Child and Young Person

A **child** is someone under the age of 14 years and a **young person** is someone aged 14 years and over, but under 17 years who is not or has never been married or in a civil union (section 2, CYP&F Act).

Child Abuse

Child Abuse means the harming (whether physically, emotionally or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person (section 2, CYP&F Act).

Notification Referral Reporting

Notification, referral and reporting are all terms used to describe making a report of concern to Child, Youth and Family and/or Police.

Child abuse/neglect includes:

- Physical abuse.
- Sexual abuse.
- Emotional/psychological abuse e.g. family violence, exposure to illegal activities, rejection.
- Neglect e.g. medical neglect, abandonment, neglectful supervision

Guidelines for reporting child abuse/ neglect

- The child's safety should always be the paramount consideration in the notification process.
- 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.
- A consultative approach is essential to ensure the safety of the child and the staff member. Staff must discuss their concerns with the principal or nominated person/advocate. Where applicable follow the board's complaint policy.
- Decisions about informing parents or caregivers should be made after consultation between the school and CYF.

Key Contacts Child, Youth and Family - 0508 326 459
 Local Police
 MoE - 0800 TI TEAM (0800 848326)
 NZSTA - 0800 STAhelp (0800 782435)

REPORTING PROCESS FOR SUSPECTED OR DISCLOSED CHILD ABUSE

Child abuse is either suspected or disclosed.
Ensure the child or young person is safe from immediate harm.

- Physical/behavioural observations and anything said by the child should be carefully documented (include date, time, who was present).
- Consult immediately with the principal or nominated person in charge, or other staff member if the allegation concerns the principal.
- The principal or their nominated person in charge that received the information should contact CYF (0508 326 459) or local Police.
- If advised to do so, complete a referral form to CYF/Police.
- The board chair should be advised.
- If there is disruption to the school or community, negative impacts on other children and/or staff, media interest or a public profile, seek support from Special Education Traumatic Incident Coordinator (0900 84 8275).

Alleged abuse by board employee, including the principal. *Note that there are two separate procedures to be followed at the*

(1) The reporting procedure in respect of the child/young person:

- Follow the advice of CYF/Police
- Avoid further risks to the child(ren), or young person(s). Ensure there is no contact between the child and the person whom the allegation is against.

Alleged abuse by non-staff.
The principal or nominated person should:

Follow the advice of CYF/Police.

(2) Process for employee investigation.

- Initiate an initial employment investigation.
- Maintain close liaison with the police and avoid any action that may compromise their investigation.
- Immediately seek advice from NZSTA or another approved employment advisor and advise your insurer.
- It is important that no one person has responsibility for dealing with both the reporting issues and employment issues as there is potential for there to be tension between the two.
- Notify the employee of the allegation and advise of the potential consequences.
- Consider whether it is appropriate for the employee to remain in the school (follow advice).
- Advise the employee of the right to seek support from union or other representatives.
- The board needs to determine whether they will defer their process while the police do the preliminary investigation, or whether they will proceed. Criminal investigations are separate from any employment investigation that the employer will follow.
- Ensure records are kept of any comments or event relating to the complaint(s) and/or allegations, and follow-up action is taken.

Deciding when and who will inform the parent(s) and/or caregiver will be determined by CYF and Police in consultation with the school.

Specific Actions When Reporting Child Abuse/Neglect

- If the child or young person is in danger or unsafe, act immediately to secure their safety.
- Listen to the child or young person and reassure them they did the right thing in disclosing.
- Write down what the child says, check that comments and events surrounding the concern are also recorded.
- Do not formally interview the child or young person. Obtain only necessary relevant facts for when clarification is needed.
- If the child or young person is not in immediate danger and is not upset reinvolve the student in usual school activities.
- If the child or young person is visibly upset provide appropriate activity for them under supervision with someone familiar (i.e. teacher) until they are able to re-join classroom activities.
- Hold immediate discussion with guidance counsellor, school social worker or student support personnel.
- Inform the principal, nominated person, or other staff member if the allegation concerns the principal.
- Notify CYF Contact Centre or the Police.
- Obtain during the notification an indication of likely action and their time frames. Seek advice from CYF on what to tell the child or young person (decisions concerning after school arrangements and notifying the parents will be made by police and social workers in consultation with the school).
- Get support for yourself from appropriate people if needed.

Notifications should be made to the Police or the Child, Youth and Family National Contact Centre. The Contact Centre telephone number is 0508 FAMILY (0508 326 459; fax number (09) 914 1211 or email CyfCallCentre@cyf.govt.nz

Information Required For Reporting

When a notification is made to Child, Youth and Family the school needs to provide the following information in the attached notification:

- Name of child/children (also known as/nicknames).
- Date of birth (if known).
- Ethnicity (if known).
- Name of caregivers, parents and other family members and current living situation.
- Current legal custodians.
- Reasons why it is believed that the child or young person is at risk.
- Other significant background information.
- The name of the contact person for Child, Youth and Family

What Happens Once Reporting Is Made

Steps & Action

1. CYF Contact Centre will generate a letter to the person named as 'notifier' acknowledging the reporting, and advising which CYF site the matter was referred to recommending either further action or no further action.
2. CYF site will make the final decision as to whether or not further action will be taken and by whom.
3. Depending on the assessed level of needs for the child/young person and their family a referral may be made to a non government organization (NGO) social service for their support.
4. If further action is to be taken the social worker allocated to the case will develop an investigation plan. This may require input from the notifier.
5. Once the reporting has been investigated CYF will contact the notifier to advise if any further action has been taken or will be taken or whether a referral will be made to an NGO for either an assessment or for provision of family support.
6. If reporting is urgent the above actions will take place immediately.
7. Decisions concerning after school arrangements and notifying the parents will be made by Police and social workers in consultation with the school.
8. The notifier may contact the CYF Contact Centre at any stage to obtain information on the status of the notification.

Confidentiality of the Notifier

A person's name will not normally be released in the absence of a request under the Official Information Act or Privacy Act. If a request is made the information will be released unless there is a reason to withhold such as:

- The client has a history of violence and has threatened or abused staff on previous occasions; or
- The client is closely related to the notifier.

However we cannot guarantee confidentiality.

(Refer to Appendix 1: Release of notifier details under the Official Information Act 1982 and Privacy Act 1993.)

NATIONAL ADMINISTRATION GUIDELINE 6 - LEGISLATION & REGULATIONS

RATIONALE:

West End School will comply with all general legislation and regulations concerning requirements for the operation of the school.

PURPOSE:

To ensure that the laws of New Zealand concerning school operations are fully met.

GUIDELINES:

1. The school will have written management procedures that are actively practiced and regularly reviewed for compliance.
 - Absences
 - Enrolments
 - Attendance – Child / Staff
 - Privacy
 - Truancy
 - Suspensions
 - Disclosures
2. Management procedures will reference current legislation.
3. Compliance reporting is documented in National Administration Guideline 4.

CONCLUSION:

The school will have a set of implemented management procedures that will result in compliance with legislation and regulations.

TREATY OF WAITANGI POLICY

RATIONALE

The Maori at the Tangata Whenua of Aotearoa and their language and culture are a living part of New Zealand society. All New Zealanders should therefore recognise and understand the dual cultural heritage of New Zealand.

PURPOSE

1. To enable our children to understand, respect and show sensitivity for Tikanga Maori i.e. values, attitudes, behaviours and Te Reo Maori.
2. To provide opportunities where children experience Tikanga Maori.
3. To recognise our obligations to the Treaty of Waitangi.
 - Article 1 – Partnership. The Treaty guarantees to Maori a share in the power over decision making in our school.
 - Article 2 – Protection. The Treaty guarantees to Maori the power to define and protect treasures.
 - Article 3 – Participation. The Treaty guarantees to Maori equality of opportunity and outcomes.

GUIDELINES

1. Article 1 – Partnership

- The Board of Trustees will endeavour to involve the local Maori community in order to gain an insight into their particular needs, values, etc. This can be done by:
 - i. Consultation (see community consultation NAG 1).
 - ii. Parent involvement.
 - iii. Inviting Maori Board membership and/or leadership.

2. Article 2 – Protection

- The Board of Trustees will provide opportunities for students to learn in and about language and culture.
 - i. Maori language programme.
 - ii. Future development of a cultural programme.
- School programmes will incorporate the values and knowledge of the Maori and in particular the local Maori knowledge.
 - i. Staff development should include Te Reo Maori, Tikanga Maori and cultural sensitivity.
- The school will provide cultural experiences and recognise Maori needs.
 - i. Marae visits.
 - ii. Consultation.
 - iii. Parental involvement.
 - iv. Use of Maori resources in the community.

3. Article 3 – Participation

- Through good assessment information and analysis the Board of Trustees will gain a realistic perspective of the achievement of Maori students and will implement programmes to allow the Maori students to realise their potential and talents.
- The school will provide a welcoming atmosphere for all parents and children by reflecting both cultures.

CONCLUSION

We will work towards the promotion of a Maori perspective in our school and provide programmes that help the children to value our dual cultural heritage across all the curriculum areas.

STUDENT ATTENDANCE FOR A PRIMARY SCHOOL WITH eAR

RATIONALE:

- Many New Zealand schools have high rates of non attendance.
- This focus is expected to have beneficial flow-on effects, on student achievement.
- Electronic attendance software will provide schools a comprehensive tool set to analyse the factors that influence student attendance.
- In turn, this will enable schools to take appropriate corrective action.

WHAT ARE THE ADVANTAGES OF USING EAR?

- eAR software has numerous built in statistical calculations to help you analyse trends and patterns of attendance.
- Attendance objectives can be measured and related back to school targets.
- Over time, links can be made between attendance, behavioural and achievement data.
- The time taken per teacher to enter data is minimal.
- Teachers no longer have to fill out the E19/1.
- The attendance data operator in the school has a clear set of guidelines informed by school policy.
- Attendance information is available more quickly.
- Information is more reliable.
- Casual truancy and therefore students at risk of serious truancy can be identified quickly.
- Student retention should improve – truants will be identified quickly.
- Easier, more accurate targeting of where resources are required.
- The level, or richness of information is much better.
- The attendance process is faster.
- Comparisons can be made between schools anywhere in the country.
- The biennial attendance survey will be able to be done at the touch of a button.

IMPLEMENTATION

The school will take pro-active steps to increase student attendance. The Principal will set annual targets on this and will report to the Board on student attendance at least twice a year.

1. Student attendance will be recorded twice per school day through the School's Student Management System; together with the reason for any absence.
2. Parents/caregivers will be contacted as soon as is practicable in relation to any unexplained or unjustified absence.
3. The Principal will develop protocols on the recording of student attendance/absences and on the steps which the school will take in order to maximise student attendance. The protocols will include an outline of which kinds of absence the Principal will accept as 'justified', together with the steps to be taken in the case of 'unjustified' absences. The Principal will present these protocols to the Board at a Board meeting.

Justified absence	Unjustified absence
Cultural or sporting representation (regional or national)	No explanation – truanting
Overseas	Whitebaiting season, lambing season, any farming 'pressure' season
Bereavement	Driver's licence test
Force majeure – road closure, flooding, bus breakdown, car accident, flood, fire	Holiday in New Zealand
Exceptional family circumstances – (many of these can be very sensitive and involve other agencies) – domestic violence, protection order, family separation etc	Sleeping in Recovering from weekend's activities Sales/shopping/birthday Cat run over
Illness (hospitalisation) – may imply confidentiality and parents/caregivers could be reluctant to provide details Sickness Visiting (very) ill relative Appointments other than medical/dental	Babysitting – could possibly fit into exceptional family circumstances Mother sick – child had to cook and clean Waiting at home for service person to call
Exam leave	Staying away from home (caregivers may be away) with no means of transport to school

Bullying (follow up)	Taking the dog to the vet Moving house, packing, unpacking
Medical or dental appointment (these count as present in ½ day summary statistics)	Working early morning – always late
Internal school activity, appointments school trip – sporting or cultural, camp (these count as present in ½ day summary statistics)	Travel and attending sporting event or (rock) concert Ballet/music (etc) exam

4. Remember guidelines used by a school do not preclude the Principal from using discretion over a specific student absence.
5. The Principal will devise and, when approved by the Board, will implement a strategy to inform parents/caregivers and the community-at-large about the school's policy on attendance/absences (and to keep the community aware of it on an ongoing basis).

CONCLUSION

Using an electronic attendance register will ensure that the school and the parents are aware of a child's attendance patterns and be able to respond to negative attendance to ensure that students increased engagement at school will lead to better leaning outcomes for that student.

ATTENDANCE PROCEDURES

Recording Attendance

1. Student attendance will be recorded twice a day, by 8.55am and 1.25pm. This will be done electronically by the class teacher using the school's Student Management System accessible from the class room. Relievers or other non classroom teachers will be provided with a hardcopy to complete and return after marking each period. I.e. morning or afternoon. This hard copy will then be entered by the office. The class hard copy will be kept for audit purposes by the office.

N.B. The person responsible for relievers will communicate with the office when a reliever is in for the day and ensure that they have a hard copy of the class roll for marking attendance and that they are aware of the process and the need to return the marked class roll directly to the office immediately after recording the absences in the morning and again in the afternoon.

2. The Office will subsequently record in the SMS the reason for each student's absence, using the Attendance Codes 2011.

Students Arriving Late -Pass-In

3. Students arriving at school late will be required to report first to the Office, who will record the lateness in the SMS and will issue the student with a *Pass In* to take to the class teacher. A note will be made against the child's in the eAR to show time of arrival

Pass Out

4. If a student is required to leave school during the school day, the parent of the child will call to the office first, collect a *Pass Out* and complete the signing out register. The parent will take the *Pass Out* to the classroom teacher to indicate they have been to the office. In this way the Office will be able to record absences, occurring during the course of the day.
5. If a student is absent without explanation during the course of the school day, the office will input that information directly into the SMS, using the Attendance Codes 2011

Impending Absence

6. Whenever possible, parents/caregivers will be encouraged to advise the school of an impending absence ahead of time. When this is not possible, then parents/caregivers will be asked to inform the school as soon as possible after the event (see Explanations section below for advising of absence), on the day of a student's illness, or by note on the first day when the student returns to school.
7. If parents/caregivers advise the school of an impending absence of five school days or more, and request work to be provided for the student, then the class teacher will make the work available. However, work will not normally be provided for absent students under any other circumstances.

Explanations

8. The following methods of explaining student absences, either before or after the event, will be accepted from parents/caregivers:
 - a phone call
 - a face-to-face explanation
 - Text message to the school cell phone
 - a note
 - a message left on the school Ultrinet LMS system
 - an email message to office a
 - certificate from a health professional

All notifications should include the following information:

- i. the student's name
- ii. the date of the absence and
- iii. the reason for the absence

Unexplained Absence

9. When a student is marked absent and that absence hasn't been explained beforehand, the Office will contact a parent/caregiver by phone on the first day of absence. If an explanation is received by the Office it will be entered into the SMS, using the Attendance Codes 2011.

Caregiver Contact

10. If the absence remains unexplained when the student returns to school, the office will seek to obtain an explanation through the parents. If that is unsuccessful after three days, the principal will attempt to contact the parents/caregivers. If no satisfactory explanation for an absence has been received by the school within a week of the student's return to school, then the office will record the student as having been truant. The SMS system is set up to automatically code such absences as 'T' =truant after seven (7) days. All such contacts and attempts at contacting parents must be recorded within in the electronic notes section for that child. (If a satisfactory explanation is subsequently received, then the coding of the absence will be changed by the class teacher in the SMS)

Unjustified Absence

11. When an absence is deemed (in terms of school policy) to be 'unjustified', the office will contact the parents/caregivers within 24 hours. The aim of this contact is to alert parents/caregivers to the fact that the absence falls outside what is acceptable to the school and that any repetition of this will require further action by the school. Contact will be recorded in the notes section for that child if parents not advised at the time.

Escalation Points

12. If a student has more than one period of 'unjustified' absence in the course of a school term, the principal will discuss this with the parents advising of the likely consequences if this behaviour continues.
13. If in the event of a subsequent period of 'unjustified' absence in the course of a school term, the principal will begin the truancy process and follow the procedures agreed to as part of our membership of the Palmerston North ROCK on Initiative, a joint NZ Police and school initiative.
14. If a child can not be tracked down for a period of 20 school days then the school will follow the ENROL procedures for advising the MOE that the child is absence and is being removed from the schools' roll.

Statistics

15. Twice each term the Principal will review the school's attendance/absence statistics and, where there is a concern, will discuss it with the relevant class teacher and parent, with a view to agreeing on a strategy to deal with the concern. The principal may analyse the data in terms of gender, ethnicity, year levels, etc which will draw attention to any negative patterns that may emerge, together with a proposed strategy on how to address them. At the end of Terms 1 and 3 the Principal with a statistical analysis can report to the Board on student attendance.

Enrolment Pack

16. Information on attendance requirements and absence protocols will be given to parents/caregivers as part of the school's Enrolment Pack. This information will also be placed on the school's website

Roll Audit

17. In order to comply with the requirements of a roll audit, as well as doing the normal computer data entry, class teachers will complete and retain paper returns for five days around 1 March and 1 July (i.e. for the two school days prior to the date in question, on that date, and for the two school days immediately after that date). On these days printed class lists will be used for each session and signed by the class teacher. These pre-printed forms will be taken by a runner to the Office who will retain these documents until the roll audit has taken place. The Office will do the usual data entry for teacher's not entering data into the computer in the classroom.
18. eAR must be securely archived in paper copy at the end of each term.

Principal's Discretion

19. In the case of a student who is engaged in learning that is taking place not under the direct supervision of the school, i.e. Hospital school enrolment the Principal will use his/her discretion to decide as to whether the student will be marked as present or absent from school. Each case will be taken on its merits.

Annual Targets

20. Using the previous year's attendance statistics as a benchmark, the Principal will set annual targets for attendance when each year's Annual Plan is drawn up.

ATTENDANCE AT SCHOOL

PHONES

No child is allowed to ring home after school to arrange to go to another child's home. All such arrangements must be made with parents before the child comes to school, or phoned in during the day.

SUSPENSIONS, STAND DOWNS

See "Guidance – for Principals and Board's of Trustees on STAND-DOWNS, SUSPENSIONS, EXCLUSIONS AND EXPULSIONS" (copy held in Principal's filing cabinet).

TRUANCY

The school is part of the Palmerston North Truancy Scheme and uses this facility as thought appropriate by the Principal.

PROSECUTION

Prosecution for irregular attendance should be regarded as a last resort, after all other attempts to return a student to regular attendance have failed.

Boards of trustees have the power to appoint an attendance officer to carry out prosecutions on their behalf.

Where prosecution is necessary, it is recommended that schools follow the best practice procedures outlined on the Ministry of Education's website.

The Ministry of Education's NET (Non Enrolment Truancy Service) must be contacted when a child has been marked absent for 20 days unless this absence is due to a temporary situation. Regular monitoring of potential truants is carried out on a daily basis through the system of recording the names of children absent and contacting by phone the parents of children who have not notified their child as a daily absence.

ABSENT PUPILS

Parents or caregivers are expected to ring in before 9:00 am if children are away

At 8:55 am and 1:25 pm teachers mark attendance in eAR and list absent pupils with a '?'. Office staff will note absences and call will be made to the parents or caregivers of children with unexplained absences.

Children must not absent themselves from the school grounds. If a child absents themselves from class and leaves the School grounds during the course of the day the Principal should be informed immediately.

TEACHERS

Teachers who are unfit to attend school are to notify the teacher in charge of relievers between 6.45 and 7.00 am.

Teachers on Professional Development courses will ask the teacher with reliever responsibility to arrange a reliever.

RELIEVERS

Teachers will have available at all times

Timetable

Planning

Attendance register

Duty List

Medical Information of Students

If teachers wish a reliever to follow closely to their planning, then this planning must be available in sufficient detail for the reliever to be able to follow it.

ENROLMENT PROCEDURES FOR WEST END SCHOOL

West End School operates an enrolment scheme. See enrolment scheme folder in office

CATCHMENT AREA

West End School defines a catchment area bounded by:

Pioneer Highway, West Street, Church Street, Linton Street, Park Road, Ruha Street, Dittmer Drive, Pitama Road, College Street, Panako Place, Newbury Street, Cardiff Street

Children outside the catchment area have the right to enrol at West End School however all enrolment decisions will be subject to the enrolment scheme in place at that time.

UNIT CHILDREN

West End School provides places for children with special teaching needs who have ORRS funding irrespective of where their family resides. They are mainstreamed and added to the total roll.

NEW ENTRANTS

There are new entrant intakes on the first school Monday of each month. New entrants can start on the first intake following their fifth birthday. Up to four classroom visits may be made prior to starting. Two are required.

Children are able to stay at pre-school (up to one term beyond their fifth birthday for kindergartens) until they start school. Please note children legally do not have to be enrolled at school until they are six.

OTHER ENROLMENTS

Apart from new entrants, all other new pupils will start school on a Monday following enrolment.

This will enable the best class placement to be made. Where possible the teacher will meet the parents and child prior to starting to share information and to carry out some assessment, so the child's needs can be catered for when they first enter the class. A desk and other resources will be arranged for the new pupil and if needed a "buddy" can be organised to ease the transition.

West End School aims to ensure that the transition to a new school should be a positive, welcoming experience, where the new pupil is expected and provision made for his or her arrival.

BI LINGUAL UNIT

The bilingual unit is currently available for children in years 4-6 only. The BOT may consider a unit for y1-3 at a future date. This will be decided in consultation with the local community.

Enrolment in the unit is open to every child .

Eligibility is determined by but not limited to:

Parent and child wishes based on a strong interest and /or passion and/or commitment to Te Reo and Tikanga Maori. A strong first language base-this is determined by the child's mastery at the level of the NZC appropriate for their age in literacy and numeracy.

Parents will be invited to put their child forward for enrolment in the Bi lingual unit in term 4 for the preceding year. If numbers exceed the desired limit then in consultation with parents discussion will be held to determine eligibility based on the criteria above.

As is the case for all class placement the final decision will be that of the Principals

PRIVACY

SEE PRIVACY BOOKLET – in Resource Area of Staffroom

SCHOOL HOURS

TEACHER TIMES OF ARRIVAL AND DEPARTURE

Being available to children when they arrive at school is an important part in developing relationships with pupils.

Teachers are required to be in the classroom from 8:30 am onwards.

Staff is also expected to be back in their classrooms by the end of each break.

WHOLE TEAM MEETINGS

Whole team and area meetings are on alternate Tuesdays at 3.00 pm (see Staffroom Whiteboard)

BELL TIMES

8.30 am Pupils enter school buildings

8.50 am Prepare for school start

8.55 am Start of school

10.30 am Morning Interval

10.50 am Resume

12.25 am Lunch

1.15 am Prepare for school

1.20 pm Resume

2.50 pm End of school day

(3.15 pm All pupils to leave School grounds, unless having a sports practice)

DRESS

Staff members should dress appropriately for the job - for teachers this means dressing in a professional manner which is clean, neat and a good role model for children and parents.

STAFF LEAVING THE SCHOOL GROUNDS

The Principal is to be informed when staff leave the school grounds during school hours for activities other than courses. The Principal is also to be informed before staff take their class or a group of children out of the school grounds.

DISCLOSURE STATEMENT

PROCEDURE

Any employee of the West End School who wishes to make a protected disclosure should do so using the following procedures.

1. **How to Submit a Disclosure**

The employees should submit the disclosure in writing.

2. **Information to be Contained**

The disclosure should contain detailed information including the following:

- The nature of the serious wrongdoing.
- The name or names of the people involved.
- Surrounding facts including details relating to time and/or place of the wrong doing if known or relevant.

3. **Where to Send Disclosures**

A disclosure must be sent in writing to the Principal who has been nominated by the Board of West End School under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

If you believe that 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 them, then you can make the disclosure to the BOT Chair.

4. **Decision to Investigate**

On receipt of a disclosure the Principal must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal or arranged by him/her as quickly as practically possible, through an appropriate authority.

5. **Protection of Disclosing Employees Name**

All disclosures will be treated with the utmost confidence. When undertaking an investigation and when writing the report the Principal will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing.

- To ensure an effective investigation.
- To prevent serious risk to public health or public safety or the environment.

6. **Report of Investigation**

At the conclusion of the investigation the Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board of Trustees.

7. **Disclosure to an Appropriate Authority in Certain Circumstances**

A disclosure may be made to an appropriate authority (including those listed below) if the person making the disclosure has reasonable grounds to believe.

- The Board Chairperson in the school responsible for handling the complaint is or may be involved in the wrong doing: or
- Immediate reference to another authority is justified by urgency or exceptional circumstances: or
- There has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate Authorities include (but are not limited to):

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

- Solicitor General
- State Services Commissioner
- Health and Disability Commissioner
- The head of every public sector organisation

8. **Disclosure to Ministers and Ombudsman**

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure :

- Has made the same disclosure according to the internal procedures and clauses of this policy.
- Reasonably believes that the person or authority to whom the disclosure was made:
 - has decided not to investigate: or
 - has decided to investigate but not made progress with the investigation within reasonable time, or
 - has investigated but has not taken or recommended any action; and
 - continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

CLASSROOM RELEASE TIME

RATIONALE

This is an operational policy designed in consultation between the principal and teaching staff of West End School. The policy is written in conjunction with clause 5.30 of the Primary Teachers Collective Agreement 2004-2007.

PURPOSE

1. The intent of classroom release time is to address teacher workload while maximising benefits for student learning.
2. The use of classroom release time will be professionally useful for the school's teaching and learning programmes, the teacher's professional growth and the learning needs of the students.

GUIDELINES

This policy contains a list of the most common uses for classroom release time in our school. The list may be amended from time to time through consultation with teachers. Principal and individual teachers may also agree to other uses from time to time

USE OF CLASSROOM RELEASE TIME :

Assessment

Planning

Preparation

Evaluation

Reporting to parents

Personal professional development

Observing other teachers

Reading/Research

Area Team meetings

Any other use agreed to from time to time between teacher and principal

ALLOCATION OF CLASSROOM RELEASE TIME

In consultation with staff the following has been agreed to: That each area team will determine each term the basis for allocating the CRT to entitled teachers.

The following examples are all permissible and additionally other forms of release not mentioned here can be negotiated with individual teachers and with the principal's agreement. An example of this may be teachers who are entitled to CRT who may be working in special education situations.

The preferred options in order are:

Each teacher will be allocated 2 days per term. The roster will be generated by area team leader's taking into account where possible the requests of individual teachers

Each teacher will be allocated two hours per fortnight. The roster will be generated by area team leader's, taking into account where possible the requests of individual teachers.

Each teacher will be rostered one hour per week. The roster will be generated by area team leader's taking into account where possible the requests of individual teachers.

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

ALLOCATION OF OTHER FORMS OF RELEASE TIME

In addition to Classroom Release Time the following positions will be allocated release time with an example described below.

Position	Time	Allocation Reason
Team leaders	.1 FTE per week	Leadership of teams/Management
Beginning Teacher	.2	Advice and Guidance

When CRT cannot be provided for genuine reasons

Where for genuine reasons, during term planning or at short notice, it is not possible to provide CRT to an individual or group of teachers the school will:

- Record the reason for non-delivery in the Area team minutes.
- Endeavour to reallocate the CRT in a future date in that school year.
- Review the CRT policy if required.
- Use the record of non-delivery when reviewing the policy.

CONCLUSION

This policy will be reviewed annually in line with the West End School Self Review and Audit programme. or as required in the following instances:

- Staff turnover
- Recruitment/retention issues
- New education initiative (e.g. introduction of specialisation)
- Concern about benefits to student learning
- Any other genuine issue or concern