



# MANAGEMENT / ADMINISTRATION and HEALTH AND SAFETY MANUAL

*Refer also:*

*Curriculum Manual*

*Emergency Evacuation Plan & Scheme*

*Performance Management*

**The following is a procedural manual.  
Shannon School has procedures rather than policies.**

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## 1. GENERAL

*Written procedures can't cover everything. Below are some general points and are in no specific order.*

- Children do not belong to one teacher or class. It is a communal responsibility to care for each child. This includes our diverse learners.
- Inclusive attitudes are encouraged. Diversity and differences are celebrated.
- What goes out of Shannon School is positive. Under no circumstances will gossip outside of the school be accepted.
- We encourage feedback and gripes within the school from all staff. The more ideas, the more criticism, the better our chance of getting things right.
- We support each other in trialling and risk-taking. It's ok to make mistakes and ask for help.
- Our children and parent community can present difficulties and we all need to support one another. Humour is important to us.
- We have high expectations of our students. We expect them to achieve at the same, or higher, level as children of their chronological age anywhere. We will never use our decile ranking as an excuse for failing any child.
- We have high expectations of all staff. We pride ourselves in working extra hard to provide the best learning environment for our children.
- We believe our organisation should serve our teachers and support staff. We try to be very organised so that we can concentrate on the core job of teaching and learning.
- Each member of our school community is expected to develop and practise acceptable social skills in our day-to-day relationships with one another. Respect, openness, and forgiveness play a major role in these relationships.
- Adults are expected to model appropriate behaviour at all times in their dealings with each other and with the children.
- Bullying behaviour is unacceptable. It is important to remember that bullying is not confined to children, it can be found in all facets of our daily life and as adults we must guard against slipping into the subtle forms of bullying often seen in adult relationships. This also applies to the behaviour we expect from parents, they can quickly become bullying in their interactions with us and we do not have to tolerate it.

- We take pride in having our entire physical environment (inside and out) being neat and tidy. It is expected that each staff member take immediate responsibility for their own work area and contribute to the school community by being proactive about moving things to their proper place.
- There is transparency in all processes. Trust is paramount!
- School Charter Strategic Goals form the basis of the current year's vision.

## 2. ANIMALS IN SCHOOL

### *Rationale*

Shannon School recognises its legal obligations to those defined as *animals* under the Animal Welfare Act 1999 and its moral responsibilities with regard to other invertebrate animals studied or kept at Shannon School.

- The day to day care of all vertebrates and some invertebrates, in the care of people and/or used in experiments and teaching will be governed by the Animal welfare Act 1999.
- All living creatures at Shannon school will be treated with care and respect.
- Responsibility for the welfare of animals in Shannon School rests with the teacher involved and ultimately, with the Principal and Board of Trustees.
- Animals kept at Shannon School will be provided with their five basic needs (sometimes expressed as the five freedoms).
- Freedom from thirst, hunger and malnutrition (including during weekends and holidays).
- Freedom from discomfort and lack of shelter (by being provided with appropriate cages or containers that are properly ventilated and hygienic and do not allow exposure to extremes of noise, draught and sunlight).
- Freedom from injury, disease and parasite infestation (by prevention or rapid diagnosis and treatment). Diseased or injured animals will be treated properly and will not be kept at Shannon School until they are recovered. If this is not feasible, they will be humanely destroyed.
- Freedom from distress (through proper care and handling).
- Freedom to display their normal patterns of behaviour.
- If appropriate care and facilitates cannot be found, animals will not be kept at Shannon School.
- Animals kept at Shannon school will be kept in accordance with the conditions, relevant to the particular species, outlined in Section 3 of *Caring for Animals 1999*. Species not covered by this section will be kept only if the approval is sought from the Principal.
- In the case of classroom pets, prior arrangement about long term care (including holiday care) will be made before any animals are kept at Shannon School. When the animal is no longer required or is no longer able to be kept, appropriate arrangements will be made to return it to its natural habitat (in the case of a wild animal) or to find a suitable home for it. Non-native classroom pets will not be released into the wild under any circumstances. If appropriate arrangements cannot be made, the animal will be humanely destroyed by a veterinarian.
- When animals are used for a specific study, the surviving animals will be returned to their natural habitat or home at the end of the study.

- Animals captured on field trips will be returned to their habitat before children/students leave the area unless their proper care in Shannon school has been pre-arranged.
- Native animals will not be kept at Shannon School.
- Where the use of animals in any study (including science fair projects) involves a manipulation in accordance with the law, the study will be carried out in accordance with the Code of Ethical Conduct approved by the Ministry of Agriculture and Forestry and with the prior approval of the Principal.

## **Guidelines**

### ***Can I use animals in my classroom without ethical approval?***

The following occasions usually **do not** require ethical approval:

- **Bringing a pet to school.** Visits from pets should preferably be planned because, depending on such circumstances as the type of pet and duration of stay, the animal may need water, shelter, food and/or a secure place away from children/students where it can be kept when it is not needed during the day.
- **Agriculture Day / Pet Days.** When pets are brought to the school, for pet day, teachers, students, children should:
  - Provide them with water.
  - Ensure they do not have food withheld in an attempt to make them more obedient during judging.
  - Provide shelter from the hot sun or bad weather.
  - Provide advice that they should be transported to and from school in secure enclosures, such as cages or pet boxes for small animals and secure, non-slippery trailers of truck's decks for lambs and calves.
  - Remember that some pets will not be used to crowds and may find it stressful to be surrounded by lots of students and children wanting to pat them and high noise levels from people and loudspeakers.
  - If they are to be tied up, check that no animals can come to harm. For example, dogs should be kept far enough apart to prevent fights and livestock should not be tethered near poisonous plants or steep slopes.
- **Classroom Pets.** Keeping an animal in a classroom as a pet and/or for observational purposes does not require ethical approval. However teachers should:
  - Make prior arrangements about long term care before any animal is obtained.
  - Provide proper care and facilities (see Section 3, Animal Care on Page 14 *Caring for Animals 1999*)
  - Provide for adequate weekend and holiday care.
- **Classroom studies involving animals** including such activities as:
  - Observing animal behaviour and movement, body structure and function, growth (including regular weighing to chart growth curve), dirt preferences and food treats.
  - Preference testing of cage equipment used to enrich the environment for the animal, for example, tubes, platforms and ramps.
  - Learning animal care and handling techniques and taking responsibility for the care of the animal.
  - Using breeding pairs to teach reproduction and development. Before breeding animals, make suitable arrangements for the placement of offspring.

- **Doing dissections and experiments involving non-living animal tissue.** However, note the requirement(s) in *Safety and Science: A Guidance Manual for New Zealand School*, page 32, for dissection material to be obtained from reputable sources.
- The following occasion **may** require ethical approval, depending what is involved:
- **Science fair projects in schools.** Although science fair projects might not be undertaken on school premises, teachers should nevertheless ensure that students are informed the outset of the ethical considerations of using any living animal. Students should also be made aware of that special procedures must be followed if any animal manipulation (as legally defined) is planned as part of the project.
- **Classroom studies** involving animals other than those listed above.

### 3. APPOINTMENT PROCEDURE

#### *Rationale*

In its appointment of new staff to the school the Board aims to ensure that the most suitably qualified and experienced people are recruited and that its procedures are consistent with all statutory and contractual obligations. Through appointing the highest quality staff the school seeks to provide excellent learning opportunities to its students.

#### *Guidelines*

- As the legal employer of staff in the school, the Board will ratify all teacher appointments.
- The Board will be involved in the appointment of the Principal, Deputy Principal and Assistant Principal.
- The Principal will be responsible for the appointment of all other positions of responsibility, the Executive Officer and Property Manager.
- The Board delegates to the Principal the appointment of all support staff, Scale A teachers, and relieving staff.
- In deciding on the nature of a vacancy full consideration will be given to the current and future needs of the school.
- All permanent teaching positions will be advertised nationally by the Principal, non-teaching vacancies will be advertised locally or as deemed appropriate by the Principal.
- All applicants to positions in the school must follow relevant procedures outlined in the process for making application including adherence to the closing date.
- Where it is considered necessary there will be consultation over appointments with staff, board members and with the community (e.g. Maori community).
- New appointees will be offered where appropriate conditions covered in any applicable collective agreement or, where there is no collective agreement covering assigned duties, and individual employment agreement in accordance with the Employment Relations Act.
- In its appointment procedure the Board will endeavour at all times to meet the requirements of the good employer provision of the State Sector Act, the Vulnerable Children Act 2014 and the requirements of the Human Rights and Privacy Acts.
- An external educational professional may be engaged at any time to assist in the process of making appointments.



- For each appointment a report will be given to the Board detailing the process followed and agreement to the final appointment.
- All (new) staff will be subject to a Safety Check as part of their employment. Under the Vulnerable Children Act 2015 these include:
  - Police vet
  - Identity check
  - Interview (for new staff)
  - Work history (for new staff)
  - Referee check (for new staff)
  - Risk Assessment
  - Record kept on staff file.

### 3.1 Police Vetting of Non-Teaching Staff, Volunteers and Contractors.

#### When?

- When appointing a new permanent employee a satisfactory police vet will need to be obtained before an appointment is confirmed.
- When a person has been employed on a casual, temporary or long-term voluntary basis at school, they must be vetted within two weeks of their first day of appointment.
- All new employees will also undergo a Safety Check (as described in 3 Appointment Procedure)

#### Seeking Consent.

- Although legally compulsory, the person will be asked to give consent to a police check. It is at this stage that the vetting process will be explained, the rights of the person outlined and the information that will be sent to the police checked for accuracy.

#### Designated Roles of Authority and Access to Information

- The police will send completed vets to the Principal. The Principal is responsible for ensuring the procedures are carried out correctly and that strict confidentiality is observed.
- Together with the Principal, the Board Chair will consider the information contained in the vet, and decide on appropriate action.
- The Executive Officer may have access to the information as part of her duties.


#### Process.

- The person consents to a police vet, checks their personal details are correct, and signs the form.
- Request sent to police.
- Principal meets with person to validate information contained in the vet.
- If the vet **does not reveal** any criminal offences or concerns by the police then the vet will be destroyed.
  - A record of the vet having taken place will be kept on the person's file.
  - An offer of employment can be made to the person.
- If the vet **does reveal** criminal offences or concerns by the police, the Principal and Board Chair will consider whether the offences or concerns should affect employment at, or access to, the school.

#### Factors to consider:

- How serious was the offence?
- How long ago was the offending?
- What were the circumstances surrounding the offence?
- What was the age of the person at the time of the offending?

- Societal conditions that may have contributed to the offence.
- Has a sentence been served or are they still doing PD or community service?
- Was it a one-off offence or is there a pattern of offending?
- Probability that an individual will continue offending.
- Individual's commitment to rehabilitation.
- What is the employee's/contractor's role in the school?
- How does this offence relate to it?

 The concern raised by a **Red Stamp** (a Red Stamp indicates police concerns about a person working with a child).

- If a person's criminal record raises issues about the suitability of a person for their role at the school, NZSTA advice will be sought.
- If after consideration and NZSTA advice, the Board decides that the information does preclude a person working in the school then:
  - Offer of employment not made
  - Access to the school denied, or
  - Agreement to work in the school outside of school hours.
- If, after considering the nature of the criminal record, the Principal and Board Chair decide that there are no concerns, the vet will be destroyed.
- A record of the vet having taken place will be kept on the person's file.

#### **Confidentiality**

- BoT Code of Practice
- The information contained in the vet is confidential, and access is restricted.
- The Board, the Principal, and the Office Manager are those people authorised to handle the information.
- While the vet is considered it will be kept in a secure place (locked cupboard in the Principal's office).
- No copies of the vet will be made or distributed.
- Office staff will pass all incoming mail marked **Confidential** to the Principal unopened.
- The information will not be kept any longer than is necessary, but a record of the vet having taken place will be kept.

#### **Relevant Offences**

- Offences become relevant based on the position held in the school.
- The personal safety of children is paramount.
- Offences which would disqualify a person holding a position include
  - Past history of sexual abuse of children.
  - Conviction for any crime in which children were involved.
  - History of using violence or sexually exploitive behaviour.
  - Offences relating to a type of work i.e. fraud or theft if involved in financial matters.

#### **Existing Employees/Contractors**

- If an existing employee/contractor or volunteer refuses consent for a police vet NZSTA advice will be sought.
- If a police vet reveals criminal offences or concerns, NZSTA advice will be sought.



## 4. ASSEMBLIES

### 4.1 Full School Assemblies

- Aim to hold three school assemblies each term, every 3 to 4 weeks.
- Teachers in each Area Hub (Junior, Senior, Rumaki) arrange these.
- Teachers and children have time to prepare in advance, practising in Hub assemblies.
- Children introduce items and run assemblies using the sound system.
- ICT is encouraged and used where feasible.
- School assemblies held on Wednesday afternoons at 2.30pm.
- Assemblies are notified through the school newsletter and School web site diary.
- Parents and caregivers are welcome.

#### Purpose:

- Provide our children with a variety of experiences.
- A platform to develop whole school spirit.
- Children displaying role models for others.
- Children given the opportunity to speak and perform.

#### Objective:

- Unite the school.
- Create positive school climate.
- Sharing across the school.
- Opportunity to push school themes.
- Opportunity of inviting the wider school community to the school.

#### Acknowledged Difficulties:

- More time out of class.
- Wide age range to cater for and keep involved.
- Large number of children to keep attentive.

#### Suggested approach:

- Keep items short (limit to 5 minute block)
- Class items should be easy to hear and of interest to all children.
- Time scheduled for principal and teacher input.

**N.B. All teachers are responsible for behaviour in the Performing Arts Centre.**

### 4.2 Area Assemblies

These are held at a time suitable for the classes involved (usually weekly).

Teachers in Area/Hub teams organise these.

#### Purpose:

- Learn and practise new songs, kapa haka items etc.
- Opportunity to practise presentations to a smaller audience prior to presenting to the whole School Assembly.
- To discuss areas of concern within the Area/Hub.
- Time to introduce outside Speakers pertaining to inclass Area Inquiry.
- Opportunity to provide awards for positive behaviour, effort and achievement.

#### Objective:

- Unite the Area/Hub.
- Create sharing time across the Area/Hub classes.
- Provide material suited to a particular age group.

## 5. ATTENDANCE

### 5.1 Registers

These are an important record.

They are subject to spot audits.

It is extremely important to know where every child is.

#### Register Procedures

- Log on to eTAP.
- **Teachers** are responsible for the accurate completion of the attendance register.
- Attendance is recorded by each teacher for their class in the attendance register twice daily and completed by: morning 9.15am; afternoon 1.45pm
- Students who are present are marked under **P**
- Students who are late are marked under **L**
- Students who are absent due to medical are marked under **M**. Place comment under child's name as to why they are away.
- If there is uncertainty as to why a child is not at school mark under? The School Office will follow this up with a call/text to parent/caregiver. The office will then recode the child's absence to reflect reason for absence.

#### Relievers

Registers will be completed using a paper roll provided to them by the class teacher. Or the reliever may use a child to complete eTap but must check before completion.

Code each child using the register procedures stated above.

Send the roll to the office for processing.

#### Office Procedures

- Log into eTAP
- Go into Unexplained Absence. Children marked with a ? - contact parent/caregiver and recode absence with appropriate absent code and record reason under each child's name.
- Children who have reported to the office with lateness—recode each child under **L** by accessing the classroom attendance register or unexplained absence.
- Enter the reliever's paper roll into eTAP under correct classroom and action any unexplained absence. Then the send paper roll back to reliever to record the afternoon absences.
- Go to 'Status Today' ensuring that all classroom registers are complete.
- Afternoon attendance register - Follow up children marked with a ? Cross reference with the morning roll and recode. Contact parents/caregiver if children's absence is unexplained - recode and place a comment under child's name.
- Print two copies of 'Pupils not inside School', one in the morning and one in the afternoon when registers are complete. File one copy in the emergency file. Move to the Record File at the end of the week.

#### Reports

For end of the year reports-	out of 394 half days (or number of half days for the year)
386 and above	- Excellent
370 to 386	- Satisfactory
370 and below	- Cause for concern

Attendance Certificates - children get a certificate for having 3 or less days off in the year.

New entrants need to have been at school a minimum of 2 terms to qualify.

## 5.2 Absenteeism and Lateness

In the first instance teachers need to do all they can to solve issues in this area. Ongoing unsolved cases are dealt with by the School Office.

### Steps

- If a child is constantly late or absent over a short period (one week) the Office will attempt to contact parents, relatives or emergency contacts. If we are unable to make contact and the problem still remains, a letter is then posted home. If the situation does not improve, a referral is then lodged as per ASA guidelines by the Office Executive Officer or nominated office staff.
- Truancy is defined as continuous absence with no acceptable reason or notification. All cases go immediately to the principal. ASA is notified where truancy remains an issue.

## 5.3 Staff

Teachers are expected to be at school from 8.00am to 4.00pm. Irregular exceptions are expected and accepted.

### Absences

- You are allowed to be sick! Don't return until you are well. It is often better to take an extra day and return on top.
- It is acceptable to take a 'mental health day'. However you need to let the principal know.
- Early notification of intending absence is essential.
- You should ring the designated relief organiser before 7.00am.
- If you are sick and certain you will not be in the next day, ring the office before 3.00pm to let them know if you will be in the next day. This allows for continuity of relievers.
- An absence of longer than 3 days requires a medical certificate.
- The school funds all relievers up to and including the 8th consecutive day.

### 5.3.1 Leave

#### Rationale

A good employer must give consideration to leave requirements for any situation that may arise.

#### Purpose

To clarify issues relating to leave.

#### Guidelines

- This overview applies to both teaching and non teaching staff. Award guidelines are given priority and the following applies only when circumstances are not covered in the award.
- In the case of sickness unrelated to school, leave on sick pay is automatic. In a case where a teacher has no sick pay, then this becomes Leave Without Pay.
- In the case of an immediate family dependent being ill, the above point also applies.
- Where an illness can be definitely related to a school epidemic (e.g. Hepatitis B) and a doctor's certificate is provided, then compassionate leave will be granted for up to eight school days. This is not a deduction against sick leave.
- Where an accident is school related and is **no fault of the employee**, and ACC accepts that there is a claim, then compassionate leave will be paid at the rate of one day per week that

the employee is absent from work, for up to five weeks. This is not a deduction against sick leave. (The intent is to compensate the employee as ACC pays 80% of the regular income.)

- Where an employee is receiving 80% of their normal pay because ACC is involved, and the no-fault clause above does **not** apply, then the employee may also be paid at the rate of one day per week that the employee is absent from work. This is a deduction against sick leave for up to five weeks.
- Bereavement Leave is not a debit against sick leave and is granted in accordance with CEC.
- Leave for weddings and family celebrations is LWOP.
- Study leave will automatically be granted where it does not affect the school financially.
- For tertiary examinations, the day before and the day of the exam, is granted as Leave with Pay.
- Leave for jury service will be granted and is Leave With Pay. However, when a staff member is not required for jury service for any day, or part of a day, the staff member must return to school. (refer also to Jury Service)
- Where possible, travel arrangements should be made to fit within term breaks.
- Regular leave to extend term breaks is discouraged.
- One-off extended overseas travel is seen as advantageous because of the experiences that can be brought back to the classroom.

### 5.3.2 Discretionary Leave

#### *Rationale*

From time to time members may request leave from school either for reasons above or for reasons other than those covered. It is important that all applications be treated fairly and equitably.

#### *Guidelines*

##### **For 5 days or fewer:**

- The Principal is delegated the authority to grant leave applications of up to 5 days.
- In making decisions the principal will consider the following:
  - The reason for the application.
  - The frequency of requests from that staff member.
  - The effect of granting a request on the running of the school.
  - The time of the year.
  - The appropriateness of the length of leave.
- In responding negatively to a request for leave the principal will provide a reason for denial.

##### **For more than 5 days:**

- No staff member is entitled to leave as of right.
- All applications must be in writing to the principal prior to a monthly BoT meeting.
- Staff should consult their relevant CEC prior to submitting an application.
- In considering an application, the Board will look at all relevant issues.
- Applicants who are seeking leave of one term or more must have served at the school for at least 5 years consecutively.
- Leave with or without pay will be at the discretion of the Board having consideration to relevant contracts.
- All decisions will be made in a manner that is consistent, fair and equitable.

### 5.3.3 Tangihanga Leave

#### *Rationale*

Tangihanga leave should be considered against the needs of the children and the duties of other staff members.

#### *Purpose*

To assist staff in making decisions on whether to take Tangihanga leave in a manner that discharges cultural obligations and takes account of the students' needs.

#### *Guidelines*

- The needs of our children are paramount and our major responsibility is to them.
- **Immediate family/friends** - Leave is automatically granted.
- **Distantly removed family or friends** - usually should be attended by other family where possible.
- Where two or more Total Immersion staff are eligible to attend, a decision as to who goes should be taken, guided in the consultation with the principal and each other, taking into account the needs of the family and students.
- Where Marae duties have to be carried out, the principal must be informed of these so that they can be considered in the decision making.
- When doubt exists about if and who should attend a tangi, the principal will consult with the school's Whakawehi komiti elders.

## 6. BELL TIMES

8.30am	children enter school
8.55	beginning bell
10.45	morning tea begins (no bell)
11.15	end of morning tea interval
12.45	lunch time begins (no bell)
1.30pm	end of lunch
3.00	school finishes (no bell)

#### *Note:*

- At Shannon School bells are used to signify the end of a break.
- Children are discouraged from arriving at school before 8.30am. However many of our children arrive very early and we take corporate responsibility for them. It is better that they are school than wandering the streets or home alone.
- Teachers are to gather their class together before 3pm so that the class may be dismissed, in an orderly fashion, at the school gates at 3pm. Children are encouraged to go home immediately they are dismissed, unless they are involved in a pre-arranged sports or cultural practice.

## 7. BREAKFAST IN SCHOOL

The aim of the Breakfast Programme is to provide children, in a warm and friendly atmosphere, with a nutritious start to the day. The programme is a face-to-face, friendly approach to providing a healthy breakfast and encourage healthy eating habits.

- Breakfast in Schools is open to all students, though the aim is to provide for students who may not have had a nutritious breakfast before school. The entire school community is both welcome and encouraged to get involved and participate in the programme - this includes parents and teachers. No-one from the extended school community will be refused entry.
- Breakfast in Schools operates each day of the School Term from the Learning Action Centre from 8.15am to 8.45am.
- An adult volunteer is rostered on each day of the week as a Health and Safety overseer. Our rostered older students are expected to do the preparation and work required.
- Each Adult Volunteer is Police Vetted every 3 Years.
- All 'breakfast' children are expected to do their own food preparation
- All children will be reminded to have washed their hands prior to handling any food
- Each Term the Executive Officer will complete a Term Update for the Kickstart Breakfast Programme which determines how much Milk and Weet-bix will be supplied to the School.

## 8. BUS STUDENTS

The schedule for the bus routes are decided in advance and may be changed throughout the year. The children will know if they are to leave class early or to wait for a later bus. The bus children list is held in the office and updated daily. Please collect this if you are the teacher on bus duty.

### 8.1 School Bus Transport

#### *Rationale*

Every child is deemed eligible to obtain, and have access to, free education at a State school. Transport assistance is therefore made available by the Government to achieve this goal. This bus service is available for students living 3.2 km away from the school.

#### *Purpose*

To provide free access to education for students who, because of distance, age or disability, cannot reasonably be expected to make their own way to school.

#### *Guidelines*

- The rules and regulations for bus transport assistance are set by the Education Act 1989.
- The Education Service Centre for the area administers the service in contract to the Ministry of Education. The final decision regarding changes, extension, etc rests with their office.
- Procedures and routes pertaining to the bus service are to be included in the School's Information Handbook.
- Eligible students are those who are:
  - Year 1 to 8 students who live more than 3.2km, and
  - Disadvantaged through physical disability.
- Eligible students are normally required to make their own way up to 1.6km to the bus stop.
- The school bus controller with the authority of the principal, is responsible for:
  - Liaising with parents and the local bus company.
  - Informing the Education Service Centre of extensions required or deletions, to the bus route.
  - Arranging bus lists of eligible students at the commencement of each school year.



- Dealing with, and informing the principal and parents of any complaints regarding the service or conduct of students.
- The Health and Safety programme will include aspects of bus safety.
- Conditions pertaining to the service will be reviewed regularly. Parents will be consulted in this process.
- Children using the bus on the odd occasion require parental permission, as it is at their own risk these children being on the bus.

## 9. BOOKING EQUIPMENT & RESOURCE AREAS

There is a list of Responsibilities for each year. Please refer to this list if you need equipment or information. Please approach people outside of class times and in plenty of time to help without causing undue pressure.

P.E. Equipment

Art materials

Laminating & binding

Lap Tops and iPads - teachers need to organise with other teachers if they wish to use more lap tops. Teachers to ensure processes for computer borrowing and care are in place. These must be locked away at the end of each school day. Senior students may borrow them to take home for a specific project under strict teacher guidelines.

Digital gear (e.g. Digital Projectors) teachers need to share and notify teachers if they are wishing to borrow gear.

All stationery and associated needs are to be accessioned through Carol at the Office. If you have needed to take some item please inform Shelley. If you see that supplies (e.g. paper) are low please inform Carol.

Performing Arts Centre (PAC) - While there is no preparation for a Show then access is negotiated with the teaching staff by checking at meetings or at morning tea etc. As rehearsals begin then a timetable will be drawn up for all classes and groups to use.

All rooms e.g. Learning Action Centre , Art Room , Performing Arts Centre are not timetabled and available as negotiated with other staff - please inform others of your intentions. Individual or small groups of children are usually able to access these rooms on a needs basis so may be working concurrently with other groups of children. The Music Room may be booked when children are involved in music lessons.

Please return all resources to their original place. Do not store resources in your classroom.

Room 1 (in the PAC holds costumes and is a general storage room at this time)

Reading Recovery Room: (the store between Rooms 3 and 4) holds all the Reading Resources. The sliding shelves hold a number of resources including, maths equipment, Art supplies, Integrated Study equipment ....

Teacher Learning Space - shelving holds many useful teacher book resources.

## 10. CARETAKER

Like other support staff, the caretaker's major task is to be there for the children and to assist teachers. An effective and attractive teaching and learning environment is paramount. Please let

him know if you want wires up or if the door's sticking etc. If you have an emergency (e.g. a kid has been sick on the carpet) please contact the Office for them to contact the caretaker.

## 11. CARPETS

Please protect your carpets from glue, paint and dyes. Use the plastic tarpaulins provided for each class. If there is an accident please notify the caretaker immediately.

## 12. CHILD PROTECTION

### *Rationale*

Children have a fundamental right to have their needs met and to be safe from abuse, neglect and maltreatment. The Vulnerable Children Act of 2014, which came into effect on 1 July 2015, requires all children related agencies to work together to improve the well-being of vulnerable children.

This policy is aimed at supporting children, their whānau, children agencies and Shannon School staff and board to provide for the wellbeing of all Shannon School students.

### *Purposes*

- To ensure the safety of each child.
- To provide teachers with guidelines and procedures so that they can identify and deal with signs of abuse or neglect.
- To provide guidelines showing which help agencies will be used, interview procedures and how parents or caregivers will be informed.

### *Guidelines*

- Adults will be receptive to children so that the children feel listened to and believed. All reported or suspected abuse cases must be reported.
- The school will use the appropriate agencies if abuse or neglect is suspected or identified.
- In the case of a report from a third party to the school, the first course of action will be the school directing that third party to a helping agency without becoming involved. The school may be involved at a later date.
- Keeping Ourselves Safe and self-esteem units will be taught as part of the Health Curriculum to increase children's assertive skills in dealing with uncomfortable situations, and to help raise teachers' consciousness of the issue.
- Parents will be informed except where the student's welfare is likely to be threatened. Whichever agency is involved in the case will be responsible for informing parents, as they have the skills to handle the situation in the most appropriate way to support the child.
- Senior Staff members will be the resource people for contact by teachers with any concerns. No outside agency will be involved without the prior knowledge of the principal.
- Procedures dealing with complaints against staff will comply with the guidelines contained in the Teachers' Collective Contract.

### *Procedures*

- Keeping in mind that children's welfare is paramount, parents may be consulted about changes in behaviour to try and identify a reason. It may be caused by a change in family circumstances.



- All information/discussions will be confidential to the staff involved. Data will be stored in one place known to the senior staff. This data will be kept for the duration of the child's stay at the school.
- Where a teacher is concerned about a child they may discuss with a Senior Staff member. If further investigation or action is deemed necessary, the principal who has overall responsibility for coordinating action, will be informed. They will document any action taken.
- Where further action is necessary the principal will contact the appropriate agency, without identifying the child, to seek advice on the appropriate action to take.
- Once an agency is involved, that agency and where appropriate, the police, will investigate and the school will act on the advice of those agencies.
- Whenever an interview is held with a child at school, an adult on the staff, in whom the child has confidence, must be present. The welfare of the child must be the first priority and wherever that is compromised the interview must be terminated. Any staff members attending such interviews would need to have the ability to make this judgement.
- Support for the staff and child concerned will be sought from the agency involved.

### 13. CLASSROOM BASIC EQUIPMENT

*See also 8. BOOKING EQUIPMENT & RESOURCE*

Every class should have the following items:

- clock
- gun stapler
- stapler
- computers (varies)
- laptops (varies)
- speakers for laptop/computer
- filing cabinet
- extension chord
- 1 pair large scissors
- set of classroom scissors
- interactive whiteboard & pens
- television with Chromecast (for each Hub)
- easel-type whiteboard
- cellophane dispenser
- rubbish bin
- multi adaptor
- blackboard ruler
- calculator (if requested)
- Lockable cupboard with keys

At the end of each day classroom laptops are to be locked away.

If any of the basic equipment is not working, broken or missing, you are entitled to immediate replacement or repair. All equipment is the Executive Officer's responsibility.

## 14. CLASS DESCRIPTIONS

Teachers are expected to write a class description at the beginning of Term One.  
The description should cover:

### Section A

- Social Attitudes:* This includes mixing and social grouping. How children interact with each other and how they deal with disputes.
- Work Habits:* Comments about the ability to stay on task, complete work in class, being organised for school, keeping up with homework etc.
- Behaviour Challenges:* Include class and playground problems whether of a general nature or specific, whichever is appropriate.
- Class Strengths:* What do you really enjoy about this class? What strength virtues are evident?

### Section B

This section should be very full and contain a great deal of general and specific data. Some children will need to be named here.

Identified *learning problems* from school wide and class testing and how students will be, or have been, addressed in your planning.

Identified *remedial and extension needs* and how they will, or have been, addressed in your proposed learning programme.

### Section C

This section (which also pertains to the Teacher Appraisal document) covers the Target Students that the teacher has nominated for accelerated learning activities and programmes within the class programme. These students are chosen firstly as priority students (i.e. Maori, Pasifika) and on a needs basis, in literacy and numeracy. There may be specific areas designated for learning e.g., oral language; numeracy; reading comprehension, or key competencies

## 15. CLASS RELEASE TIME (CRT)

### Rationale

The Primary Teachers' Collective Agreement requires all primary schools to have a policy detailing its provision to comply with allocation of class release time for teachers in its employment.

### Guidelines

- The process of allocating class release time will be implemented following full discussion with teaching staff.
- Decisions relating to this allocation will in the final instance rest with the principal and Board of Trustees.
- All full time teachers employed by the school shall be entitled to 10 hours release time per term.
- Depending upon consultation and requirements of school programmes the release time may be taken either on a weekly basis e.g. 1 hour per week in a 10 week term, or in blocks of half or full days.
- It may be deemed preferable to have a consistent approach across all teachers in the school or may be possible on a teacher by teacher basis, depending on preference.

- Part time teachers will receive CRT on a pro-rata basis allocated according to hours employed and the school CRT policy.
- From time to time it may not be possible to allocate the CRT allowance e.g. in times of emergency or staff absence. When such a circumstance occurs it is important that school management is able to call upon the services of trained teachers.
- A process of implementing such requirements will be discussed with the whole staff having consideration to giving due notice, where possible, compensatory time or reimbursement etc.

## 16. COMMUNICATION

"When communication fails so does the organisation."

We often need to over-communicate to get the message across.

**Year/Term Calendar:** A staff Google calendar will be prepared by the principal as an on-going overview of all events. It is each staff member's duty to ensure that this is kept up-to-date. Dates for all events must be placed on the calendar as soon as they are confirmed. Parents/Caregivers will receive a similar calendar with the school newsletter at the start of each term. This will also eventually be provided as a Google Calendar on the school's website.

**Weekly Overview:** This is the current weekly information held on a whiteboard in the staffroom. Once again all staff need to write in information regarding their absences etc.

**Daily Notices:** These are to be completed by staff prior to the start of school and read by all staff. All staff need to know how to access this information. Please see Carol if you are not aware of the computer system and have no access. Daily notices are to be written into eTAP and the information contained in the Daily Notices may include: visitors to the school; staff absences; child absences that have been recorded; trips; accolades; funnies; etc...

## 17. COMPLAINTS AGAINST STAFF

Often these can be avoided. If you make a mistake, be proactive and phone the parent.

### *Guidelines*

- Confidentiality must be maintained.
- Matters of concern will be directed to the person/s involved
- The Principal or Board of Trustees member may receive a complaint in writing and will direct it to the person/s concerned.
- The Principal may act as a facilitator in a meeting between the parties concerned.
- The school and the Board of Trustees will have joint procedures for managing complaints.
- The investigation of a complaint should be on a scale appropriate to that complaint, and should not escalate the issue beyond those who are immediately involved.
- At all stages staff members have the right to be supported or represented by their union, colleague or friend.

### *Handling complaints*

1. The complaint is lodged and the complainant discusses complaint with the staff member concerned.
2. The complainant is invited to raise the complaint with the Principal who will convene a meeting with the teacher and the complainant.

Complaint resolved. If not, then the following steps are to be taken involving the Board of Trustees.

3. The Board is advised of the complaint in writing by the complainant.
4. The Board acknowledges the complaint in writing to the complainant and undertakes to investigate it. At this stage the board will advise insurers. The Board may seek legal advice as well.
5. The Board also writes to the staff member detailing
  - Specifics of the complaint
  - The date by which the staff member is to respond
  - The entitlement to support/representation
6. The complaint is referred to a Board's personnel committee to consider the complaint and staff response. If the complaint is able to be resolved at this stage, a letter of closure should be sent to both parties.
7. If the complaint cannot be resolved and further investigation is necessary then the staff member should be told in writing of the unresolved issues: the date for a meeting and the right of representation. The Board may seek legal or industrial advice. If the complaint is resolved: all written information is destroyed and both parties advised that the complaint is resolved.
8. The final actions on the complaint should include a meeting between the staff members and the Board personnel committee.

## 18. COPYRIGHT

### Copyright:

- is the statutory right given to creators for their literary and artistic works.
- protects the expression of an idea, not the idea itself.
- protects the right of the creator to receive remuneration for any copying or other forms of reproduction of their work.
- prevents unauthorised use of their work.

### Guidelines:

- The school will comply with NZ copyright legislation including sections relating to educational and library use.
- While acknowledging that the school cannot control all actions of students, the school will endeavour to educate students on copyright use, including referencing, approved copying, and proper use of electronic materials and downloaded music.
- The school will ensure that to facilitate compliance with this policy that staff are educated as to their responsibilities as regards copyright.

The school will respect all copyright rights including:

- the rights of owners of third party material used in teaching,
- the rights of students in all material they create in and for school,
- the rights teachers have in material they created prior to being employed at the school and in material created while employed at the school.

While acknowledging that the school cannot control all actions of its students, the school will endeavour to educate students on copyright use, including referencing, approved copying, and proper use of electronic material and downloadable music.

## 19. CRISIS

*Refer also 26. Evacuation Procedures*

*Refer also "EMERGENCY EVACUATION PLAN AND SCHEME" booklet*

### 19.1 Fire, Earthquake and Flood

In cases of fire, earthquake or flood out of school time every effort will be made to immediately contact the Principal, and/or Board Chairperson. Action should only be taken to secure the site and stop further damage.

#### During School

In case of disaster during school time we accept that management becomes arbitrary/discretionary and:

- People safety is paramount
- Every teacher is responsible for their class
- Support staff (e.g. Reading Recovery Teacher; teacher aide) will free the D.P. and A.P. where practical
- All people stay on site
- A record of every child who is dismissed, and who they went with, is recorded
- Staff are let go in order of the age of their children i.e. those with the youngest children go first
- Media statements will come from the principal or Board Chairperson only
- Counselling will immediately be available to staff and students
- Communication to staff as to the situation will be a priority

#### Out of School

In the case of disaster, earthquake, flood out of school time:

- Minimal remedial work will be done in the first 24 hours
- Staff will be informed as soon as possible but must accept that they may hear first via the media
- Counselling will immediately be available
- In any disaster the re-establishment of a learning environment for children will be achieved as soon as is practical.
- To achieve the above, teachers may be called back during a term break period
- In case of monetary contributions following a disaster, the priority for its use will be to give teachers release to establish resources or for teachers to purchase resources

### 19.2 Emergency Lock Down

#### **SECURE - GET OUT OF SIGHT - BE SILENT**

If there is a need for a lockdown **continuous nonstop ringing (at least 12 times) and repeated if necessary** of the bell will be heard—repeated again at short intervals. Lockdown will be called by the Police (or outside agency) or the Principal or delegate who will notify the police of the situation.

This means we are locking down the school for a possible intruder or dangerous situation. A lockdown will be used anytime students may need to be contained and protected inside the

building. This will also help to prevent confusion and to make it easier for staff to account for all students.

- Classes will be taught what this procedure means and why it may be used.

## **SECURE**

Teacher will take the following steps if the students are in class:

- LOCK all doors and if possible barricade them to make them secure.
- Turn out the lights, draw any shades, curtains to cover the windows.

## **OUT OF SIGHT**

- Keep all students out of sight: take the students to a place in the room with the least visibility from your door or windows.
- Keep students out of sight from windows and doors - if necessary have them lay on the floor, against furniture, under furniture.

## **BE SILENT and STAY STILL**

- Practice having students be silent.
- Stay in the LOCKDOWN position until an *all clear* announcement is made.
- Follow directions of the Police/Armed Defenders Squad.
- Do not, under any circumstances let children out of the classroom or into the grounds.
- Staff make a list, take a roll of those students in their secured areas for later accounting.
- The all clear will be announced by the Principal or delegate.

The all clear announcement: staff/police walking the school informing you.

If a lockdown is alerted during interval students are to go to the nearest classroom.

## **19.3 Serious Illness or Death of Staff Member or Student**

In all cases:

- Staff will be told in private
- Staff will be permitted to attend the funeral
- Counselling will be available for both children and staff

### **Personal Crisis - Staff Member**

This is handled on a case by case basis. All staff members can expect sensitivity and confidentiality. In all cases it is up to individuals concerned as to how this is handled.

## **19.4 Other Incidents**

The lines of authority are as follows:

1. Principal and office
2. Deputy Principal
3. Assistant Principal
4. Senior Teacher

## **20. CURRICULUM**

For all curriculum matters refer to the Staff Curriculum Manual



## 21. CYCLING TO SCHOOL

- We discourage children below Year 4 to cycle to school. However, if parents insist that is their prerogative.
- All children will wear bike helmets.
- Bike Safety education programmes, provided by the Police, are encouraged in the Senior School.

## 22. DISCIPLINE - CHILDREN

Refer to Curriculum Folder: Behaviour Curriculum - The Virtues

## 23. DISCIPLINE - TEACHERS

*(Refer also 16. Complaints Against Staff, 55. Protected Disclosures)*

Disciplinary action is a last resort. In all cases if management is not satisfied with any aspect of performance the teacher will be told.

NZEI thinking is very clear. Disciplinary action is to protect the reputation of competent teachers.

### **We believe that:**

- EVERY effort should be made to help teachers BUT .....
- Teachers work too hard to have their work stuffed up by incompetent teachers at the next level and the level before.
- Incompetence places stress on the whole staff.
- Kids have only one chance - they deserve the best.
- NZEI policy will be followed exactly and is repeated here for your information.

### 23.1 Complaints / Discipline / Competency

#### 23.1.1 General

The following principles shall be used in addressing matters of complaints, discipline and competence to ensure that such matters can, in the interest of all parties, be fully and fairly addressed. Many complaints will be able to be resolved by discussion between the principal and the employee concerned or between the board and the principal concerned, without a need to take the matter any further. Principals and boards should, wherever appropriate, seek to resolve complaints in this first matter in the first instance.

#### 23.1.2 Discipline

The employee must be advised of the right to request representation at any stage.

The employee must be advised in writing of the specific matter(s) causing concern and be given a reasonable opportunity to provide an explanation. Before making a final decision, the employer may need to make further enquiries in order to be satisfied as to the facts of the specific matter(s) causing concern.

The employee must be advised of any corrective action required to amend their conduct and be given a reasonable opportunity to do so.

The process and any disciplinary action are to be recorded, sighted and signed by the employee, and placed on their personal file.

### **23.1.3 Suspension**

If the alleged conduct is deemed sufficiently serious an employee may be suspended with or without pay or transferred temporarily to other duties.

The employer shall not, unless there are exceptional circumstances, suspend the employee without first allowing a reasonable opportunity to make submissions to the employer about the alleged misconduct and the appropriateness of suspension in all of the circumstances. The employer shall take into account any submissions made by the employee before determining the matter of suspension.

The employer shall use its best endeavours to ensure that the period of suspension is kept to the minimum possible time consistent with ensuring that the allegations of misconduct are properly investigated and that the employee is treated fairly at all times.

If the allegation that led to the suspension is without substance, the employee shall be reinstated effective from the date of suspension.

### **23.1.4 Instant Dismissal**

Nothing in the above two sections prevents instant dismissal without notice in the case of serious misconduct.

### **23.1.5 Competency**

Where there are matters of competency which are causing concern in respect of any deputy principal or assistant principal, the principal shall put in place appropriate assistance and personal guidance to assist the employee.

When this assistance and guidance has not remedied the situation, the following provisions should govern the action to be taken:

The employee must be advised in writing of the specific matter(s) causing concern and of the corrective action required, and the timeframe allowed. This timeframe should be determined by the principal and be relevant to the matters causing concern. The process and results of any evaluation are to be recorded in writing, sighted and signed by the employee.

A copy of the report made by the principal to the employee or the Teacher Registration Board, shall be given to the employee.

No action shall be taken on a report until the employee has had a reasonable time to comment (in writing or orally or both).

If the above steps fail to resolve the matter of concern, the employer may, where justified dismiss the employee without the need to follow the provisions of "Discipline" above.

Where there are matters of competency which are causing concern in respect of the principal, the Board shall follow the process as outlined above.

### **23.1.6 Personal Grievance**

The personal grievance provisions of the Employment Contracts Act 1991 are available to an employee who is aggrieved by any action of their employer under these provisions.



## 24. DRESS CODE

**Our children are entitled to the very best of everything, including our attire.**

Staff are expected to dress:

Like the professionals that we are.

As if Shannon School is a really important place to be.

- Smart casual for everyday wear
- Formal for special occasions
- With black skirts for powhiri

We not expect to see:

- Staff with midriffs
- See through clothing
- Jandals
- Beachwear

## 25. DUTY

The duty roster is one of the means by which we address playground health and safety issues.

There are several types of duty imposed on all teaching and support staff.

- We are on duty all the time.
- Playground or classroom duty during break times.
- First aid and telephone duty.

Duty at Shannon School is viewed as a teaching and learning opportunity not a policing one. It is a chance to socially interact with our students and help where we can in their social development.

It is very important to be punctual and conscientious about carrying out duty's responsibilities carefully. If a staff member forgets their duty it is up to each of us to remind them.

Because we are all on duty all of the time, such a phrase as "go and find a duty teacher" should not be heard except on very rare occasions.

If you are going to be absent for a duty please arrange a swap with another staff member. If there is a difficulty in doing a duty, or you are called away for an emergency, please ask the principal or inform senior staff.

It is considered important to actively listen to children's concerns and take appropriate action. Expecting children to ignore bullying is not appropriate action.

As a team all the children belong to us and misdemeanours should be dealt with directly with the staff member who first observes it. Reporting wrong doings verbally to the child's classroom teacher is inappropriate. At Shannon School you are expected to communicate these incidents in writing on the Incident Form, copy and leave in the classroom teachers tote tray and give the original to the principal.

Use the language of the VIRTUES constantly while in the playground with the students.

A copy of the DUTY ROSTER will be in the staffroom and available for each staff member.

## **25.1 While on Duty:**

- Wear the 'high vis' jacket (hanging behind the staffroom door) - now optional
- Talk to as many children as possible.
- Acknowledge appropriate behaviour.
- Keep moving.
- Try to be the guardian and not the police officer.
- Monitor any strangers in the school grounds.

## **25.2 Duty Times**

10.45 to 11.15 Morning Tea.

Be prompt. Let your children out slightly early and get your morning tea.  
Another staff member is rostered for first aid and telephone duties.

12.45 to 1.05 Lunch - First Half (This is now a collective responsibility for each Hub to monitor)

Children sit together in confined area, or under the trees.

Children dismissed from 1pm once rubbish is gathered.

Another staff member is rostered for first aid and telephone duties.

1.05 to 1.30 Lunch - Second Half

Teachers to monitor outside areas, toilets, corridors and classrooms.

Another staff member is rostered for first aid and telephone duties.

## **25.3 Areas**

The left front of school is out-of-bounds for playing. Children have access to all other areas.

Children have access to classrooms unless the class teacher has locked the classroom as a result of safety or behaviour issues. On fine days it may be appropriate to tell children to play outside. Seniors should usually stay away from Junior areas and vice versa.

Skates, bikes and skateboards are feely allowed. Safety issues will be addressed, if and when they arise. Skateboards are not to be used on the tile area outside the staff room and Teacher Learning Space. Children are allowed to climb trees - this is neither encouraged or discouraged - the duty staff member deals with any concerns with safety.

## **25.4 Wet Day Duty**

Teachers are to remain with their own hub for the first part of lunch, or to set up a buddy system with hub staff team.

It is every teacher's obligation to set up wet day activities. Each classroom has a container of 'wet day' games. Teachers should take time out to practise a 'wet lunch' in class time.

All junior classes have room minders from the Senior classes.

If it rains whilst you are on duty give three short tings on the bell which will bring the children inside.

## 26. EDUCATION OUTSIDE THE CLASSROOM (EOTC)

*Also refer: 73. Trips and Visits*

*Staff Curriculum Folder*

### **Rationale**

Many children at our school do not have a wide range of experiences, therefore EOTC (including Outdoor Education) enriches the curriculum by providing further opportunities for learning, personal growth, and social development.

### **Purposes**

- To enrich the curriculum by including enjoyable learning experiences outside the classroom relevant to differing student needs and new and established curriculum programmes
- To further opportunities for personal and social development through activities outside the classroom
- To enhance the self esteem of students by giving opportunities to develop skills and abilities not evident in the classroom situation
- To provide opportunities for the community to be involved in the education of our students
- To provide experiences to foster an understanding of the environment, its recreational use value and conservation for future use
- To develop an understanding of the differing environmental values of ethnic and cultural groups and their attitudes to land and its use
- To provide opportunities for students to build up confidence, experience, and skills to move safely in our whole environment
- To introduce children to the challenges and dangers of the outdoor environment and teach the skills for coping with them
- To educate parents

### **Guidelines**

- **Staff must identify provision of money to cover all costs**
  - Ensure that students do not miss out an EOTC due to no fault of the child's own home environment e.g lack of money, clothing and resources
  - Be mindful of families where the costs of several children attending an EOTC activity cause hardship
- **Staff must be planned to meet the broad needs of individuals by taking into account:**
  - Appropriate to the age level, needs and abilities of their students which are realistic and achievable
  - The background knowledge and expertise of the teacher(s) and resources
  - The nature of the environment
  - The requirements of the school safety requirements
- **The four components to be taken into account when planning are:**
  - Physical growth and development (challenge, fitness, safety guidelines)
  - Knowledge and understanding (conservation, safety and survival, outdoor skills, learning about the environment)
  - Personal and Social development (how students react and cope in new situations, setting goals, leadership, team co-operation, self esteem building)
  - Motor Skill Development (balance, co-ordination, agility)
- **On going records need to be kept noting:**
  - Experiences
  - Personal and social and skill development

- Environmental studies
- Curriculum related studies

**An EOTC programme should be a regular component of the overall classroom programme**

### **Implementation**

- Establish a sequential school overview
- Develop an EOTC student record sheet
- Provide funding for ongoing staff development in EOTC
- Establish a school resource file to be maintained and updated regularly

### **Programmes including EOTC must:**

- Be adequately supervised (see below)
- Include a high level of community support
- Be financially available for every student
- Be available to all of our students. It must not be used as a reward

### **Teachers need to:**

- Show sound leadership and management
- Consult with senior management, the Principal, at the beginning of formulating plans and programmes
- Have permission from the Board of Trustees for overnight stays. Have the principal involved in the initial stages of the planning and the board's approval of the educational and risk management strategies prior to the overnight stay taking place
- Include and inform parents about the proposed programme and possible related costs very early in the conceptual stages
- Show informed good judgement and intensive prior planning when dealing with emergencies
- Brief parents fully about expectations and requirements

### **Procedures**

- Where possible an indication of the total costs should be advertised as early as possible to help some parents to budget
- The school will continue to follow-up unpaid monies to the best of it's ability recognising that in some cases we will need to wipe that debt in cases of genuine hardship.
- At the discretion of management, some trips may be "no pay - no go"
- Any fundraising monies are usually put towards a communal EOTC fund, so that the fundraising burden is shared equitably
- Teachers take the full responsibility when working with parents in fundraising activities
- A first year teacher must be accompanied by another teacher, unless close to the school
- Teachers must have visited the site prior to overnight camps
- Children will only travel in cars with a licensed driver. The car must have a current WOF and registration with seat belts
- The school cellphone (or personal) is to be taken on trips
- All teachers leaving the school grounds with a class must inform the office
- All parents will be informed of trips. Written permission is not needed
- Teachers are to complete a Risk Analysis Management form. These RAMs are to be discussed with senior management before the proposed trip
- All notices going home to parents must be approved by a senior teacher and the principal.
- A copy of all notices must be handed to the office, and kept on hand, before going home
- Adult/student ratios must meet minimum requirements:

- Students (year 1 to 4) 1:6
- Students (year 5 to 8) 1:8
- For high risk and water activities the minimum is 1:4
- Within 2 kilometres of the school a teacher may take their own class accompanied by at least 1 other adult
- The principal can approve exceptions e.g. where the bus delivers to a certain site

## 27. EVACUATION PLAN

*Refer 'Emergency Evacuation Plan and Scheme' booklet*

*Refer Crisis: 18.1 Fire, Earthquake, Flood; 18.2 Emergency Lockdown*

### **Evacuation or Emergency Drill**

Drills held once a term. First drill of the year pre-warning is given but the rest are not usually notified.

**SIGNAL:** continuous ringing of the bell.

If you discover a fire, then immediately **RAISE THEALARM**

Tell the office or principal.

The office will dial the emergency number '111'

Evacuate the premises

## 28. FINANCIAL

*Also Refer: 45. Money and Valuables*

### **Guidelines**

- A budget for the following year will be drafted by the Executive Officer and Principal and should be presented to the Board of Trustees before the start of the new year.
- Priorities for the budget should reflect the annual goals for the strategic plan for the coming year. The budget will aim to produce the best, affordable outcomes for staff and students.
- The approved budget will be used to monitor and review the current financial position on a monthly basis as the year progresses.
- Whenever possible use the end of October financial report to ensure that payment can be accounted for within the same financial year.
- The purchase of non-budgeted items over \$1,000 requires consultation between the principal and the board chairperson.
- The principal approves staff reimbursement of expenses up to an agreed pre-approved amount
- The principal is provided use of a mobile phone. The board pays for the agreed monthly plan, with the principal funding amounts over this agreement.
- The principal approves staff vehicle costs at 62c per km for agreed pre-approved official business.
- Allowances as outlined in staff collective employment agreements are to be approved by the principal

## **Procedures**

### **Banking of Receipts**

- All cheques received are stamped with a Shannon School a/c payee and stamp.
- All monies are to be banked by a staff member as required. Prior to that money will be kept in the school safe.
- All banking is to be classified on the lodgement butt.
- All monies received by classroom teachers must be receipted in the classroom book and then receipted in the office record book. Receipts will be issued per banking for the Auditor.
- All monies received will be recorded on a receipt schedule and sent to Education Services to coincide with the monthly financial management report.

### **Payment of Accounts**

- Each monthly invoice is to be stamped and have an account code written on it and approved by the principal
- Cheques are to be signed by any two signatories - Principal, Deputy Principal, Board Chairperson
- Cheques that are issued by the school require a payment schedule to be completed monthly and forwarded to Education Services.
- Education Services pay creditors and process accounts for monthly financial reports for the board.
- Graphical analysis reports, income statement and balance sheet are emailed to each board member prior to each board meeting. Detailed reports are made available at each board meeting.

### **Reimbursement**

- The principal will ratify the reimbursement of staff expenses and travel costs up to an agreed pre-approved amount.

## **28.1 Credit Cards**

The school retains 2 credit cards, one with the Principal and one with the Deputy Principal. These will be Business Credit Cards with a limit of \$1,000 each. Credit card purchases are to be checked and approved by the Board of Trustees Treasurer with financial responsibility. Credit Cards will be used for:

- Payment of activity fees, equipment and services while on outdoor education
- Buying school resources both directly or online
- Paying for professional development and conference costs
- Petrol for the school van

## **28.2 Depreciation**

Depreciation is charged on all property, plant and equipment. Except library resources, depreciation is charged to the income statement so as to spread the cost on an item over the useful life of the asset on a straight line basis. Library resources are depreciated on a diminishing value basis. The estimated useful lives of the assets are:

Building improvements (Crown)	-	40 years
Computers	-	5 years
Classroom Furniture	-	10 years
Playground equipment & ground improvements	-	20 years
Office Equipment	-	10 years



Office Furniture	-	10 years
Other Equipment	-	5 years
Text Books	-	3 years

### 28.3 Fixed Assets & Asset Register

- The objective of these procedures is to ensure the value of fixed assets recorded in the Financial Position is materially correct, and that the annual depreciation charge recorded by the school fairly represents the use of the assets over the life of the assets.
- The school's asset register maintenance is delegated to Education Services who will comply with all Financial Reporting Standards.

### 28.4 Hospitality

Provision is made in the budget for Presentation Gifts and catering to celebrate staff and board achievements and awards, powhiri and farewells. A sum of up to \$150 is approved for individual gifts and afternoon teas.

### 28.5 Internet Banking

- Transferring of funds by the Office Manager from cheque account to investment account or vice-versa. Keeping a limited amount into cheque account.
- Once transfers have been completed, a copy of receipt given to the principal to see what has happened and to sign off.

### 28.6 Petty Cash

A petty cash float of up to \$250 is kept.

Petty cash is recorded separately by the Office Manager.

A breakdown of expenditure is presented when reimbursement is required.

## 29. FRAUD

Fraud refers to an intentional act by one or more individuals among management, employees, or third parties intended to deceive others. Fraud may involve:

- Manipulation, falsification or alteration of records or documents
- Suppression or omission of the effects of transactions from records or documents
- Recording of transactions without substance
- Misapplication of accounting policies
- Misrepresentations in a financial report
- Misappropriation (theft) of assets

The responsibility for the prevention and detection of fraud and error rests with management through the implementation and continued operation of adequate internal control systems. These systems reduce but do not eliminate the possibility of fraud or error. It is the responsibility of the board and principal, not auditors, for the prevention and detection of fraud.

### ***Practical Steps to Protect the School***

Most fraud is opportunistic. Generally fraud is committed when an individual is presented with an opportunity to commit that fraud.

- Remain sceptical - it is better to ask the questions and follow up where necessary than to suffer loss
- Educate all concerned of the risk of fraud - the more people who are aware of the risk the harder most fraud becomes
- Revisit your financial controls whenever changes occur - you must ensure the controls in place in the school are appropriate to the systems you operate. Where possible make sure that more than one person is involved in any financial process.
- Seek independent assistance - a review of your systems and controls by an independent, expert third party can be highly beneficial
- If you do find fraud take action - if you do not take immediate legal action against a fraudster then all you are doing is setting them free to go and perpetrate a larger fraud on some other unsuspecting school because they have been given the chance to practise.

If you suspect fraud in your school, then immediately seek appropriate advice from an expert such as the Ministry of Education Financial advisor, an auditor or forensic accountant with fraud investigation experience, or a solicitor who has taken fraud cases. The reason is that it is easy to destroy the chance of recovery of funds if the correct process is not followed. It is also possible for the fraudster to make a personal grievance claim against the school.

### ***Key Internal Controls***

No single procedure will protect against fraud. Instead a full and varied set of controls provides the best chance of fraud protection. The following are some key controls to give the best chance of protection and which can generally be implemented practically and cost-effectively:

- Segregation of duties
- Rotation of duties
- Limitation to access to assets and funds - remove temptation and opportunity to defraud
- Regular key reconciliations - bank, petty cash, creditors reconciliations
- Good records of assets
- Good employer policies - through reference checks and clear policies stating what offences will result in dismissal

## **30. FUNDRAISING**

### ***Rationale***

Educational programmes are dependent on the adequate provision of teaching and learning facilities and resources. In order to provide for these and for efficient school functioning, existing funds may need to be supplemented.

### ***Guidelines***

- The Board of Trustees asks parents for a school donation each year during term one. The amount of the donation is tabled by the board. The current amount per family is \$25 per year.



- Parents or Board of Trustee's groups will consult and seek approval from the board for proposed fundraising ventures and will provide the board annually with a Statement of Accounts.
- The Board of Trustees retain authority over all finances involving the school and other organisations using the name of the school.
- Individual classes and school groups may undertake minor fundraising activities, subject to the principal's approval. All incoming monies from these activities must be accounted for through the school office.
- Where possible and/or practicable, grants and donations may be sought from sponsors and charitable organisations with the principal's or board's prior knowledge and approval.
- The Board of Trustees will report annually on all expenditure as required by the School Charter.

## 31. HARASSMENT

### *Procedures*

#### Excessive Harassment

- Harassment is defined in this instance as 'excessive verbal or physical abuse'. The staff member will define for themselves what they consider "excessive".
- The staff member should remove themselves from the situation and seek help immediately. Inform the Principal.
- The Principal will inform the Board of Trustees Chairperson and support the staff members if they wish to make a complaint to the police.
- The matter will be dealt with as an official complaint to the police.

#### Consistent Harassment

Harassment is defined in this instance by a staff member feeling or believing themselves to be harassed or intimidated on more than one occasion by the same person.

- The staff member must have made a serious attempt at mediation.
- The staff member is asked to diary each instance and as soon as possible inform the Principal.
- The principal may then take a course of action that enables the staff member to continue to teach within acceptable parameters of performance and stress. These actions may be:
  - Further mediation
  - Meeting with both parties separately
  - Referral to help agencies.
- If the harassment continues it may be necessary to have a meeting with both parties separately or together.

#### Sexual Harassment

Sexual Harassment is offensive, unasked for behaviour. It generally occurs when a person is subjected to unwelcome verbal or physical conduct of a sexual nature. It can include:

- Unwanted, unnecessary, deliberate physical contact, touching or gestures
- Questions and comments about private life
- Offensive questions, abuse, leering
- Sex-orientated jokes, cartoons, posters, pinups
- A request of the staff member for sexual intercourse, sexual contact, or other forms of sexual activity
- Implies or overtly promises preferential treatment in the school

- Implies or overtly threatens detrimental treatment in the school
- Implies or overtly threatens the present or future status of the staff member

#### **Procedure:**

- The Principal and the Board of Trustees must consider complaints of sexual harassment sympathetically and seriously, and ensure the person making the complaint is not subjected to victimisation.
  - In the event of alleged sexual harassment the complainant may approach:
    - The Principal
    - The Staff representative of the Board of Trustees
    - And NZEI staff liaison officer, counsellor, or field officer.
  - The case should be documented by the complainant with the assistance of the supporting person or persons. The Principal and/or the Chairperson of the Board of Trustees should be informed.
  - Note: it is expected that unless the person being complained about is the Principal,
  - that the Principal will be the person it is discussed with. The Principal will inform
  - the Board Chairperson as a matter of course.
  - The person responsible for the alleged harassment should be confronted by the Principal and/or Board Chairperson and informed that the behaviour is under review. Assurance should be sought that the behaviour will stop and an apology will be made.
  - (if the person responsible for the harassment is a member of the public the complaint will become a police matter).
  - If the complaint requires that further action should be taken, the harasser should be informed of this decision and a complaint will be laid in writing through one of the following avenues:
    - The Principal and/or the Board of Trustees
    - grievance through an industrial advocate or an NZEI field officer.
- Note:** Sexual Harassment is different from flirtation. Flirtation is based on mutual consent and attraction. Sexual Harassment is an exploitation of power in areas of work and personal relationships.

## **32. HEALTH AND SAFETY POLICY**

#### **Rationale**

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

#### **This is achieved by:**

- All staff having individual responsibility for health and safety.
- A Health and Safety Committee will be made up of:
  - Principal
  - Board of Trustees member
  - Staff member (volunteer or elected member)
  - Caretaker
  - Other interested personnel e.g. parent, student
- All staff:
  - Being informed of

- Understanding, and
  - Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their workplace.
- Ensuring staff are consulted on, and given opportunity to participate, health and safety management.
- Ensuring relevant union and other employee representatives are consulted regarding health and safety management.
- Ensuring the school has an effective method for identifying hazards. Significant hazards will then be controlled by:
  - Eliminating or isolating any hazard that arises out of school or school environment likely to cause harm to staff, students or other people.
  - Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.
- Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work.
- Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace.
- Providing appropriate orientation, training and supervision for all new and existing staff.
- Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and that of other visitors.
- Accurate recording, reporting and investigating injuries.
- Board of Trustees commitment to continuous improvement in health and safety.
- Board of Trustees commitment to comply with all relevant health and safety legislation.
- Supporting the safe and early return to work of injured employees.
- Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy.

### 32.1 Accidents and Ill Health

#### *Purposes*

- To provide adequate facilities for all children to be attended to, following accidents or sickness at school.
- Appropriate staff, as designated by the principal, are required to have a current First Aid Certificate.
- Record in the medical register all injuries and the attention given. Tell the Executive Officer/Office Staff and/or Principal.
- To establish an emergency telephone contact network for all parents, so that attention (doctor/hospital) can be given to all students without undue delay.
- The duty teacher, with the Principal's knowledge, will ensure that specialised aid is made available for students in the advent that the parent cannot be contacted.
- To ensure an accident register is kept.

#### *Guidelines*

- Staff are responsible for liaising with the School Health Nurse regarding current procedures and practices.
- First Aid supplies are regularly budgeted for, and safe storage practices for these supplies are implemented.

- During class teaching hours the Executive Officer and Office Assistant assumes responsibility for the care of students in the sick bay.
- The staff on duty are responsible for ensuring that all accidents/injuries in the playground are attended to.
- If in the opinion of the staff an injury is sufficient to require close examination by a doctor, they will inform the parent immediately.
- All injuries that require parent up-lifting a child will be recorded in the accident register and inform the Principal.
- Emergency procedures require staff to contact medical services first then parents. Child will be accompanied by a staff member should they have to leave the school grounds without a parent.
- Head and back injuries are regarded as serious in the first instance and the student is not to be moved. Parents are to be informed immediately and the Principal notified. Medical help must be acquired.
- All necessary precautions should be taken when handling blood or blood products (dressing etc) in accordance with the communicable diseases procedures.
- Ensure First aid supply is continually checked - expiry dates, sterility of dressings.
- Administering of medicines:
  - Staff are not to administer any form of medication, at any time, without guardian agreement.
  - All medication recorded.
- Evaluate on the side of caution and contact parents routinely when children complain of being unwell or injured.

## 32.2 Asthma

### *Rationale*

To ensure that children with asthma are safe while at Shannon School and that staff are confident in their ability to deal with acute asthma episodes

### *Purposes*

That all staff have knowledge of the following:

- Asthma triggers
- Medications and how they work
- Signs and symptoms of worsening asthma
- When and how to initiate appropriate treatment
- How to access emergency help

### *Guidelines*

- That all children with asthma are identified and documented.
- That the teachers have knowledge of management of each child with asthma in his/her class and the location of each child's bronchodilator (reliever) inhaler.
- That a written action plan for each child with asthma be written by the caregiver.
- That the school first aid kits have emergency bronchodilator (reliever) aerosols with a spacer device. All staff have knowledge of when and how to use this medication.
- Each teacher discuss with child the storage of their medication while at school.
- In event of an asthma attack that causes staff concern, the school has the right to seek medical advice.

- The school staff will receive education on acute asthma management by The Public Health Nurse annually.

### 32.3 Communicable Diseases

#### *Rationale*

Shannon school is committed to a positive approach in dealing with any serious communicable disease including Hepatitis B and C, Tuberculosis and HIV/AIDS.

#### *Purposes*

- To ensure that students with a communicable disease have the same degree of confidentiality as accorded to any other medical condition.
- To guarantee to staff and students with communicable diseases the same rights to work and study as others with a medical condition.
- To make staff and students aware of the dangers of communicable diseases and establish sensible hygiene practices.
- By having clear guidelines, enabling parents to feel confident in notifying the school if their child has a communicable disease.

#### *Guidelines*

Parents must disclose, to the Principal, if their child has HIV/AIDS or any blood borne virus.

- So the school can work with the child and family.
- So the staff who need to know are informed.
- The information will be kept on a confidential file and used only for the above purposes.
- 'Need to know' staff members will be professionals only who are concerned with ensuring effective teaching and learning and the support necessary to obtain this.
- The school will neither confirm nor deny rumours about any medical condition. Disclosure is a decision left entirely up to the person or family concerned.
- Applications from prospective students or staff to join the school will not be turned down on the basis of any known medical condition. Agreed to know person will advise parents if there is an outbreak of any infectious disease that may affect children with HIV.
- Where a staff member or student's ability to perform normal work is in question, the situation will be considered in the same way as for any case of serious illness. Should health deteriorate special programmes or outside agency support may be necessary to keep the child in the school setting.
- Education about the prevention of communicable disease will take place in the context of the school's health programme.
- Inappropriate behaviour of the affected student or others regarding the issue will immediately be discussed with parents and a solution/course of action agreed on.
- Complaints regarding issues surrounding communicable/infectious disease should be made directly to the Principal. Where there are not satisfactory results, the matter should be addressed in writing to the Chairperson of the Board of Trustees.

## 32.4 Food and Nutrition Policy

### *Rationale*

Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth and lifelong health and well being. Shannon school has a responsibility to help students and staff establish and maintain healthy eating patterns.

### *Purposes*

- To offer varied and nutritious food choices that are consistent with the National Food and Nutrition Guidelines and Food and Beverage Classification System.
- To coordinate classroom nutrition lessons with other components of the school health programme as well as the school food service.
- To reinforce healthy eating practices across the school curriculum. This includes not only opportunities that exist in Physical Education and Health but also in other teaching and learning occasions.
- The school's nutrition goals will be communicated to the wider school community

### *Guidelines*

- Food and beverages sold or served on school grounds or at school sports or social events shall reflect the aims of the school health programme and meet the standards of this policy. This includes school lunches, school breakfasts, fundraising items, school camp meals, school festivals and celebrations, school sports days, staff functions or lunches.
- The shop lunch menu will be planned with input from students, family members and other school personnel and will take into account the cultural diversity of the school and its community.
- All food will be prepared in a hygienic, smokefree and safe environment.
- The preparation, packaging and storage of foods will be hygienic, and food safety procedures will be followed.
- Staff are encouraged to model healthy eating habits.
- The school newsletter will regularly encourage students and families to make nutritious food choices.
- The Health Team will be supported to identify and take action to address food and nutritious issues within the school.

## 32.5 Food Handling

### *Staffroom*

- Food is always covered on benches or in the refrigerator.
- Hands are washed prior to serving food.
- All staff wash, dry and put away their own dishes and put them in the dishwasher.
- All staff are collectively responsible for ensuring dishwasher is started and emptied and benches cleaned.

### *Classroom & Information Action Centre*

- If food preparation or handling is part of a lesson then all students must learn safe food procedures before starting.
- When preparing or sharing food all students must wash hands before touching food.
- All food and ingredients are to be stored correctly in a suitable place and covered.



### ***Breakfast Programme***

- When preparing or receiving food all children must wash hands before touching food.
- Adult supervision is a Health and Safety measure. Adults are to have a 'hands off' role.

### ***Sausage Sizzle & Community Food Preparation***

- All food must be covered.
- Tongs must be used to select food.
- Food handlers must wear disposable gloves.

## **32.6 Infection Control of HIV/AIDS & other Blood-Borne Viruses**

### ***Guidelines***

- Before treating a child who is bleeding, make sure you cover any cuts or abrasions on your hands with a water-proof dressing.
- Wear gloves for all procedures.
- Whenever it is appropriate, children can clean their own wounds with strict supervision of a staff member.
- Don't delay treatment of a child who is bleeding under any circumstances because gloves are not immediately available. Use an absorbent barrier such as a towel, paper towel, handkerchief etc, for an actively bleeding child.
- Dispose of used gloves, soiled dressing, sanitary towels, tissues etc, in a place where they will not be handled e.g. in bags which are burnt or buried.
- Wipe clean and sterilise all surfaces and instruments contaminated with blood. Make sure you use an effective disinfectant, e.g. one volume of household bleach to nine volumes of cold water (do not use Dettol or Savlon)
- Soak surfaces for 20 minutes and then wipe dry. Prepare a fresh solution immediately before you want to use it.
- Wash hands thoroughly when you have finished. Hand washing is usually adequate for non-blood secretions, but the above precautions (i.e. gloves etc) can also be used.
- Make sure that first aid kits include disposable gloves, disposable wipes or towels, plastic bags for contaminated waste, a skin disinfectant and a bleach solution (or hydrochloride solution/or granules) with instruction for use.

## **32.7 Road Safety**

### ***Purposes***

- To inform and educate all children on aspects of road safety pertaining to their walking and/or cycling to and from school.
- To inform children of safe and considerate conduct on school buses.
- To inform parents of acceptable and safe carriage of additional children to and from extra curriculum and sporting activities.
- To encourage Ministry of Transport visits to school to reinforce safety procedures.
- Use of Senior students trained in school patrol duty.

### ***Guidelines***

- Regular visits by the Ministry of Transport Officers to classrooms and subsequent follow-up by class teachers should be undertaken.
- Emphasise safe road crossing procedures and safe walkways.



- All cyclists encouraged to wear safety helmets at all times.
- Emphasise safe practices when getting on and off buses, especially school buses.

### 32.8 Smoke Free

Shannon school will abide by the Smoke Free Environment Act to exclude smoking from school premises and prevent the detrimental effects of smoking on the health of any non-smoking person whilst in the work environment.

#### *Guidelines*

- The school site including the staffroom, workrooms and other staff facilities, school grounds and building are to be smoke-free environments at all times.
- No smoking by staff or by visitors is permitted in any classroom, foyer or school offices, grounds or buildings.
- Any person can complain to the Board if they believe that there has been a contravention of the Act.
- The Board will follow procedures to deal with any complaint as set out in the Act.
- Staff are not permitted to smoke either on school premises or while undertaking school-related activities.
- Staff or student breaches of this policy will be subject to school disciplinary procedures.

### 32.9 Sun Safety

#### *Rationale*

New Zealand has one of the highest rates of skin cancer in the world. Research has shown that prolonged exposure to the sun can cause melanomas and that children are particularly vulnerable to harmful rays.

#### *Procedures*

The school management will:

- Inform the school community of the dangers in harmful ultra-violet rays.
- Provide a safe environment for staff and students.
- Encourage sun safe practices.

#### *Guidelines*

- The school will provide bucket-type hats for parent to purchase. The school will provide naming for these purchase hats.
- Require children to wear broad-brimmed legionnaire or bucket hats when they are outside (e.g. interval, lunch, sport, excursions and activities).
- The school will incorporate educational programmes and prevention measures in the school's Health Education programme.
- During terms one and four in particular:
  - Students will be required to wear hats for appropriate outdoor activities.
  - Students will be encouraged to wear sunscreen.
  - Students not wearing a hat will be required to play in allocated shade areas.
- The Board will maintain a planting programme to provide suitable shade trees and shrubs.
- Staff will provide positive reinforcement to students who take appropriate sun safety measures and role model Sunsmart behaviour.

- While on trips or participating in outdoor sport activities, including spectators, the school will require students to use suitable protective measures.
- This sun protection policy is reflected in the planning of outdoor events.
- Outdoor activities are rescheduled where possible to minimise time outdoors between 11am to 4pm.
- Sunscreen will be provided for each child as part of each year's stationery list.
- The school will also provide sunscreen on special school outdoor occasions.

### 32.10 Swimming Pool

*See also 74. VANDALISM, Misuse of the School Pool*

#### **Rationale**

To provide measures that contribute to the safe use of the pool. All pool users have the right to feel safe and secure in the pool environment.

#### **Purposes**

- To ensure safety from drowning.
- To minimise risk of accident or injury.

#### **Guidelines**

- The swimming pool fence will be maintained in accordance with the Fencing of Swimming Pools Act 1987.
- The pool gate must be securely closed at all times.
- A copy of the Pool Users Code will be placed where all users can read them.
- The Pool Users Code will reflect the rules of the pool, use of equipment and location of amenities.
- For safety reasons, no person should swim alone.
- A First Aid Kit will be available within the pool complex. This must be regularly checked.
- The Board of Trustees will annually negotiate with the Horowhenua District Council to take over the management of the pool during the Christmas holidays.
- Pool chemicals will be securely placed away from the swimming pool and changing sheds and stored according to the manufacturer's instructions.
- The quality of the water will be regularly checked to fulfil the requirements of the current NZ Standard.
- Pool equipment which may provide hazards (e.g. vacuum hose, scoops, etc) must be away during swimming.
- The use of inappropriate aquatic or other equipment (i.e. boogie boards, jeans, etc) will be forbidden.
- Junior children will only use the junior pool unless directed otherwise by a teacher.
- The pool will have at least one adult supervisor.
- Senior pool supervision must be confidently able to rescue children in difficulties.

#### **32.10.1 Pool Use**

At the discretion of the Board of Trustees the pool may be used outside of school hours:

- An annual contract with the Horowhenua District Council whereby the community has use of the pool during the summer vacation.

- Volunteer parents (a minimum of two adults at all times) to open the pool on a daily afterschool basis and on weekends once the council contract has expired.
- Parents are notified that parent volunteers may not have swim qualifications and that they send their children to the pool with this understanding.
- Parent or community groups for specific clubs and organisations, even though these may be informal.
- The pool may be used for community-based events at the discretion of the principal. The pool is not usually made available for private events.
- The Board of Trustees condemns (illegal) community member use of the pool outside of opening hours.

### **33.        HOMEWORK**

#### *Purposes*

- To provide a link between home and school
- To encourage children to develop independence and to take responsibility for their own learning
- To start early to set habits that will help children succeed through their schooling
- To help children to organise and timetable their work effectively
- To reinforce previously learnt skills
- To give children the opportunity to share classroom experiences and programmes with parents
- To give children the opportunity to use community resources to extend ideas and to develop research skills
- To provide the opportunity for children to complete unfinished work

#### *Guidelines*

- Must be at a level where children can work independently
- Must be relevant to the class programme
- Parents must be informed of the homework requirements and expectations
- Homework will be monitored and evaluated by the teacher who sets it -where practicable
- Time requirements must be realistic according to age, ability and extra curricular activities (using teacher discretion)
- Children must have a firm understanding of tasks set
- Homework will have an appropriate age dependent inquiry component
- The scope of the work must be clear to both children and parents
- Children should not be penalised for parent's non-commitment to homework

### **34.        INFORMATION**

There are folders in the Office with all the children's/family information in them in alphabetical order. The principal holds a similar personal file on all staff in the principal's office. These are confidential files and must not be removed from the office to protect individual privacy of information held by school about any person.

### **35.        INSURANCE**

If you bring personal items to school (e.g. guitar) make sure your personal insurance covers any loss/damage. School insurance does not cover such items.

## 36. INTERNET & DIGITAL TECHNOLOGY

### 36.1 Acceptable Use Procedures for the Internet

- Use of the Internet facilities at Shannon School by staff is for educational, professional, and acceptable (under the terms of these procedures) personal purposes.
- Use of the Internet facilities at Shannon School by students is at all times solely for educational purposes.

*Note: Staff need to be aware that any incident involving material which is deemed "objectionable" under the Films, Videos and Publications Act 1993 could constitute criminal misconduct necessitating police action. As well, involvement with any material which while not illegal under the act, is nonetheless detrimental to the safety of the school environment, may constitute misconduct serious enough to require disciplinary response by the school.*

#### 36.1.1 Staff Use

- Staff (defined as Classroom teachers, Management and administrative staff) wishing to access the Internet on school facilities will be provided with an individual Login User Name and Password. This needs to be kept confidential and not shared with anyone else; any illegal and/or inappropriate use of the Shannon school computer facilities will be able to be traced to the perpetrator by means of this login information.
- Staff will be provided with individual e-mail Google accounts.
- Before any staff member can make use of the Internet/e-mail, a Shannon School Staff Internet Use Agreement from (obtainable from ICT Lead Teacher) must be signed and returned to the Principal.
- If a staff member ever wishes his/her child to make use of the school Internet facilities, the same regulations apply as itemised below for student use. In particular, note that the parent must be present at all times.

#### 36.1.2 Staff Responsibilities when using the Computer facilities with Students

- Before any student can make use of the Internet:
  - A Shannon School Internet Permission Form (obtainable from Executive Officer) must be filled in and signed by both student and caregivers. For Junior Students (Years 1 to 4) caregivers may sign for the student.
  - The school's Executive Officer will, on request, print off a class list for staff so that it is clear which students do not have permission to use the Internet.
  - Under no circumstances may a staff member permit a student to use the Internet unless that staff member has sighted official proof that the school has caregiver permission on record. It is the staff member's responsibility to ensure that this condition is met.
  - Students and caregivers must sign the Shannon School Internet Permission form on enrolment, and again when they enter Year 5. The Internet Permission form will be kept on file and then destroyed when the student leaves the school.
- Staff may supervise student use of the Internet only if the staff member is confident they have the basic internet safety skills.

- Staff members must supervise while the students are using the Internet. No students may be sent to a room unauthorised to use the Internet, in or out of class time. The staff member may delegate this responsibility to an approved adult.
- The staff member must discuss appropriate use of the Internet with their class before there is any use (a class set of guidelines should be formulated). Students should be regularly reminded that they have signed an agreement restricting use of the school Internet facilities to educational purposes only and that there are severe penalties (including possible involvement of the Police) for breaking this agreement.

### 36.1.3 Student Computer and Internet Use Agreement

- Students and caregivers must sign the Shannon School Cybersafety Use Agreement form on enrolment and again when they enter Year 5. This permission form will be kept on file and destroyed when the student leaves the school.
- In case of breaches of the agreement it states: *I understand that if I break these rules, the school may need to inform my parents. In serious cases the school may take disciplinary action against me. I understand that my family may be charged for repair costs.*
- UNDER NO CIRCUMSTANCES may a staff member permit a child to use the Internet unless that staff member has sighted official proof, or teacher's class permission list, that the school has caregiver permission on record. It is the staff member's responsibility to ensure this condition is met.

### 36.1.4 School Protocol for Incidents Involving the Internet

- This protocol deals with pornography that is illegal to possess in New Zealand. This pornography is deemed *objectionable material* under the Films, Videos and Publications Act 1993. Most of this *objectionable material* is child pornography, but some other types of material are illegal as well.
- If there are questions or doubts about images a student has been found to possess, the ISO can consult with the Department of Internal Affairs - Censorship Compliance to determine if the material is indeed illegal.
- This protocol may also be used to deal with other material found in students' possession, such as drug recipes, weapon designs and pornography which is legal but not appropriate in the school environment.
- Procedures for when student has been found accessing, possessing or distributing illegal pornography or inappropriate material at school:
  - Printed matter is confiscated immediately. Immediate audit of relevant computers.
  - When an incident occurs, it is vital to ensure students can use the school computers in safety. An immediate audit of relevant computers and a ban on student use should be undertaken until that safety is assured.
  - Material and facts discussed with the Principal and/or Internet safety Officer in the school.
  - A class teacher and/or Principal talks with the student(s) concerned, in accordance with the school's normal procedures when investigating possible misconduct. The principal assesses the situation in consultation with relevant staff.

- If it is decided that the matter is of sufficient gravity to proceed further, student(s) and their parents/caregivers are usually invited to a meeting to discuss the situation and consequences.
- Notify all or some of the following: Board of Trustees, Department of Internal Affairs Censorship Compliance, New Zealand Police, staff, parents/caregivers, students, Ministry of Education and the media.
- The school would also have to address the counselling and support needs of any staff members or students directly affected.

### **36.1.5 Incidents Involving Staff Members**

- Accessing or downloading pornographic and other material, which in itself may not be illegal; but is nonetheless inappropriate in the school, may constitute misconduct.
- In these circumstances, disciplinary action against the employee concerned should be considered by the Board, but only after a proper investigation has been conducted to establish whether such misconduct has occurred.
- The Board and management of the school should deal with accessing, possession, or distribution of any illegal material which constitutes criminal misconduct, under the disciplinary procedures available for any type of criminal misconduct by an employee.
- By having each employee sign an acknowledgement and undertaking to comply with Staff Internet Use Agreement, the Board and management of the school will be better able to enforce compliance and, if necessary, implement the disciplinary procedures.

## **36.2 Bring Your Own (Digital) Device (BYOD)**

This is an interim policy for term 4 2015 and 2016. It is hoped that that all students will eventually purchase the preferred Chromebook or iPad that the school will provide for purchase through the Te Hinaki Trust. If students purchase devices outside the Trust that child's digital device will be connected through the school's Management Console.

### **Policy and Agreement:**

This 'agreement' covers personal use of laptops, iPads and Tablets at Shannon School.

Shannon Primary School is implementing an optional Bring Your Own Device (BYOD) process for the Year 5 to 8 students for term 4 2015/2016. The purpose of this is to support the child's learning. (In 2016 the preferred device will be a Chromebook for all students in the Senior Hub).

The senior students are allowed to bring a tablet device (Chromebook, Android or Apple). (Please note no 3G devices are allowed). You may also wish to send a headset/ear phones for your child's private use.

Parents must support their children in ensuring that the device is charged fully at home before bringing to school and transporting their devices to and from school safely in a suitable protective case.

Children will bring their device home each night to use in order to create a seamless flow between school and home.



The classroom hub will have a locked facility to store the devices when they are not in use. It is the student's responsibility (under the teacher's guidance) to ensure they put their device in the storage facility.

Children are not allowed to use their devices before school, morning tea or lunch unless specifically agreed to by the class teacher. They will be locked away during these times.

The device is covered by the owner's insurance. The school cannot be held responsible for loss or damage to the device.

A computing device is a very powerful tool for engaging in the learning, but it is not the only tool that teachers at Shannon Primary School use to deliver high quality teaching. The device is used at the class teacher's discretion and with the class teacher's knowledge. Whether or not technology is used in class on any given day depends entirely upon your teacher's judgment about the best tools to use for instruction.

The school may not be able to support any technical issues and/or upgrades of the equipment/device.

Conditions of the school's Internet Use Agreement with students apply.

Parents, help your children to understand these rules. Sign below to acknowledge that you have read them and spoken with your child about their responsibilities and the school's expectations.

Parent/caregiver name: \_\_\_\_\_

Parent/caregiver signature: \_\_\_\_\_

Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_

### **37. JUNIOR SCHOOL - (Promotion Through Junior school)**

All children starting school January to The end of June will be classified as Year 1  
July to December will be classified as Year 0

Some children may benefit by a longer period spent in the Junior school. At the end of Year 2, children with June birthdays will usually be classified as Year 3. A decision will be made mid-year as to the classification of the child for the following year i.e. Year 3 or Year 4. There is some leeway around the promotion of the child and this will be decided by the class teacher, Associate Principal, Principal and parent/caregiver.



### 38. JURY SERVICE (see also 5.3.1 Leave)

A dilemma! There is no set policy on this. It is in fact a difficult one because it's your right and obligation to do jury service but it costs and disrupts the school.

It is every citizen's right to serve on the jury.

You get leave with pay.

School pays for a reliever for five days.

You get to keep the fee.

If you are in the middle of a major school event e.g. EOTC, Production, you may wish to apply for an exemption from jury duty.

You are expected to return to work as soon as possible if you are not called up on any given day.

Whatever your decision it will be supported.

### 39. KEYS

The Executive Officer will arrange to issue keys as necessary. They are the school's property and must be returned when employment ceases. Never leave your keys in a door or on your table.

You should have your keys with you at all time.

### 40. LEADERSHIP PHILOSOPHY

- **Vision**

Within a caring environment and through reflective practice, develop the skills and programmes to such an extent that it makes a real difference to our children:

- Attitudinally
- Academically
- Socially
- Culturally

- **Beliefs**

Leadership which:

- Focuses on people and positive relationships
- Questions, challenges, innovates
- Develops and inspires
- Has a view for the future
- Supports the team effort

**Students**

- Experience success in an environment that is supportive, safe, challenging.
- Teaching programmes and management systems are developed to ensure that all students are engaged in quality learning and teaching.

### 41. LEAVING STUDENTS

**If you are aware that a child is leaving school:**

- Bring all records up to date i.e. reading; maths; spelling; student files
- Ensure all exercise books are sent with the child

- Student is withdrawn from the register once the parent/caregiver notifies the school
- Send all personal records held in the classroom to the office

## 42. LEAVING STAFF

Before leaving:

- Ensure all records are up to date
- Return all resources
- Leave any documentation retaining to student data and assessment
- Clear the room of all personal gear
- Return all keys to the Executive Officer

Any resources bought with school funds belong to the school.

All teachers leaving can expect a leaving questionnaire or exit interview with the Principal

- refer to APPENDIX C: QUESTIONNAIRE - EXIT INTERVIEWS

## 43. LEAVER FEEDBACK (STUDENTS) - EXIT SURVEYS

*(Also refer 74 Student Survey Form & APPENDIX B)*

As part of the *continual improvement* philosophy, gathering feedback from parents and from staff is an important part of the school review process. Feedback gathered is treated as confidential. It is collated and presented to the Board of trustees and staff in a way so as not to identify the respondents.

Feed back will be requested:

- From parents when
  - Their last child leaves the school at the end of Year 8
  - They move as a family from the school during the year
- From staff when
  - They tender their resignation

Responding to the request is optional. Individual feedback forms will be destroyed after collation. Feedback may take place in an informal oral meeting if desired.

## 44. MEDICAL ISSUES

### 44.1 Medication in Schools

#### 44.1.1 Procedures & Guidelines for schools when in contact with blood or other bodily fluids

##### *Hygiene Procedures*

Introduction:

Since AIDS can be contracted from infected blood, clearly there is a need for a set of hygiene procedures which effectively addresses this threat, and that from hepatitis B and other similarly transmitted diseases.

It follows then, that:

- The school should have an effective set of hygiene procedures
- The school should have the equipment needed in order to effect these procedures

- And that all staff should be fully aware of these procedures

Additionally, staff should pay attention to their own cuts or broken skins, protecting them from direct contact with bodily fluids. Any fresh cut (less than 24 hours old) should be covered by an impermeable dressing.

The following procedures have been devised. They are addressed to and must be used by any member of staff or student who has gone to the assistance of a child with a cut or broken skins.

- Avoid contact with blood if your hands or lower arms have open cuts or unhealed wounds. Use disposable gloves and wash thoroughly with soap and water after the removal of gloves. If disposable gloves are unavailable at the time, thoroughly wash with soap your hands and lower arms and any other bodily parts in contact with or splashed by blood.
- Place any cotton wool, gauze, etc., that has had contact with blood in the rubbish bin
- Wipe down benches or other bloodied areas with cold or tepid tap water and then with household bleach, e.g. *Janola*, freshly diluted
- Wash carpeted areas with water and soap or call for the caretaker
- Wash scissors or other instruments thoroughly to remove any blood

#### 44.1.2 Administering Medication in Schools (by Office Staff)

##### *Rationale*

The school should only be requested to administer medication during the school day, when it is impossible/impractical for the parent or guardian to do so. Remember - we do act in *loco parentis*.

##### *Purpose*

To administer medication as prescribed by a GP or Specialist. (The first dose **must not** be given at school.)

##### *General Guidelines*

- All parents requesting the administration of medicine to their child must complete the *Medicine Administration Register*
- The exact dose of medication must be provided by the parent/guardian to the school
- The medication must be kept in a secure, locked place, in the Administration area
- The principal, will delegate the administering of medicine to the office staff
- The delegated person/s will endeavour to administer the medication as required by the parents/guardian
- Before medication is administered the school will require written confirmation by the parents/guardian
- Medication will be administered by the delegated person/s
- A record will be kept and signed of the times at which the medication is issued each time.
- One off administration of medication will also be recorded and signed off by the delegated person/s.

#### 44.2 Sick Children

Sent to the school office

Parents are to be notified by phone if the child has a serious accident/illness (wherever possible) or a note sent home for minor accidents e.g. bump on the head, twisted ankle etc.

The following should be noted for keeping your child to avoid the sickness spreading to others:

<i>Vomiting and/or diarrhoea</i>	- keep the child home until all vomiting and diarrhoea has finished and the child feels well
<i>Chicken pox</i>	- keep the child home until all blisters have crusted
<i>Measles</i>	- keep the child at home isolated until cleared by the Doctor
<i>Mumps</i>	- 9 days after the beginning of the swelling and until the child is well
<i>School Sores</i>	- Sores need to be covered and child to remain from school until treatment from the doctor has commenced

**In all cases the office should be advised why the child is away sick**

### **44.3 Staff Immunisations**

This is administered free through the school for all staff members. If unable to attend at school the staff member must organise and get a receipt. Reimbursement is only given for vaccination and nurse cost - not doctor consultation as this is not necessary.

### **44.4 First Aid Course**

Held every three years. Principal responsible for decision on attendees.

### **44.5 Medical Room/Sick Bay Implementation Overview**

#### ***Rationale***

This school is responsible for all students from the time of arrival at school, to the time of departure. This necessitates adequate procedures are developed for the care of children, in all aspects of student safety and health while they are at school. The school will give the student the care and attention that a prudent parent would

#### ***Purposes***

- To provide adequate facilities for all children to be attended to following accident or sickness at school
- To ensure that a programme of basic first aid is made available for all staff
- To provide a register to record all injuries and the attention given
- To establish a telephone contact network for all parents, so that attention (doctor/hospital) can be given to all students without undue delay
- The principal will ensure that specialised aid is made available for students in the advent that the parents cannot be contacted

#### ***Guidelines***

- First Aid supplies are regularly budgeted for, and safe storage practices for these supplies is implemented. A designated staff member will be responsible for the purchase of supplies as needed.
- During class teaching hours the office staff assume responsibility for the care of students in the sick bay.

- The teacher on duty is responsible for ensuring that all accidents/injuries in the playground are attended to. Apart from very brief treatments, which they will attend to, they will ask other staff to help so that they can return to playground duty.
- If, in the opinion of the staff member providing treatment, an injury is sufficient to require closer examination by a doctor, parents will be informed and asked to arrange for this to be done. If a parent or emergency contact is not available, staff will contact the local medical centre. They may provide assistance at the school or a staff member will take the child to the medical centre. The Principal should be informed.
- A list of all children with important allergies will be kept.
- All head and neck injuries are to be regarded as serious and parents notified by either a telephone call or note home. In in doubt as to the seriousness of the injury phone the parent to collect the child.
- Only children requiring treatment are allowed in the Medical Room, unless given staff permission.
- All serious injuries requiring treatment are to be recorded in the Medical Register in the Medical Room - date, name, room, injury, treatment, staff name.
- Staff are not to administer any form of medication, at any time, without guardian agreement
- Where possible the Dental Nurse will be consulted in the case of mouth injuries.
- Appropriate staff are encouraged to hold a current First Aid Certificate recognised by the Qualification Authority.

## 45. MEETINGS

Meetings are an important part of our professional life. Minutes are to be kept of all meetings and emailed to principal and other staff as appropriate. Staff to take turns at keeping minutes on their laptop and shared as a Google doc.

There will be times when other meetings are necessary. As much advance notice as possible will be given. Please do not ask to leave early or miss meetings.

Mondays weekly 3.15pm	Staff Meeting - professional development - school-wide issues/curriculum/data
Tuesdays	Syndicate Meeting - professional development - data; students; issues
Wednesday weekly 8am	Senior Management - Principal; DP; AP; Leader Rumaki Reo
Friday weekly 8am	Staff Meeting - administration - upcoming week and events (not usually a time for lengthy discussion or consultation)
Friday weekly 9am	Support Staff (may be used also for professional development led by other staff members)
Friday once a term 7am	Teacher Reading Group (optional)

## **46. Milk for Schools**

Milk for Schools is a Programme sponsored by Fonterra for Primary Aged Children.

- Parents are informed about Milk for Schools through the School's enrollment form where they can choose to opt into the programme or not.
- Fonterra supplies milk for each child who wishes to have milk each day of the school term.
- Fonterra supplies a Fridge, Recycling Bins and Liners to participating schools. Guidelines and Health and Safety are adhered to as outlined in Fonterra's Programme Manual.
- Student Milk Monitors will deliver milk to each class at 10.15am each morning and collect folded cartons for recycling at 11.15am.
- Each Term the Executive Officer will complete a Term Update for Fonterra which determines how much Milk will be supplied to the School.

## **47. MONEY AND VALUABLES**

Teachers are responsible for their own personal property. Any money collected on behalf of the school must be sent to the office as soon as possible.

Unfortunately, teachers who accept responsibility of minding children's money/valuables, also accept responsibility should they be lost. Place these items in your lockable cupboard or have the child leave them at the school office.

## **48. NEWSLETTER**

The school newsletter is produced once a fortnight on Thursdays. The cut-off day for inserts is Tuesday. The term overview will show which Syndicate is to have articles ready for publication. Other classes are also most welcome to contribute.

Once a term the school will publish a Shannon Community newsletter.

Class/Syndicate newsletters are expected to go home on the first day of the school year. This letter will introduce you as teachers and talk about some of the routines and expectations for the term/year. Newsletters should then go home when necessary for information parents need to know e.g. upcoming trip. A copy to the principal and office manager prior to being printed and sent home. The first week of each term is another timely point to send a newsletter home

## **49. NON-CUSTODIAL PARENTS**

Notwithstanding any legal issues:

- Non-custodial parents are able to request written reports on their child's progress.
- Non-custodial parents are welcome to attend school events and can request the school newsletter to be sent via email.
- Other types of requests from non-custodial parents will be considered on a case by case basis. The ability of the school to respond to the request could be dependent upon cost, work involved, impact on the child/ren, school etc.

## 50. PARENTS IN SCHOOL

### 50.1 Communication with

Remember for many of our parents school was not a pleasant experience.

Teachers are encouraged to have an open and honest relationship with parents.

Greet them if they are in the classroom.

Be proactive. Take every opportunity to check in with parents.

*How are things going? Are you happy with what's happening?*

Let parents know early if you are having any concerns and ask for their help or advice.

### 50.2 Concerns/Complaints

In all cases the parent is asked to go to the teacher concerned.

If the parents will not do this then a meeting is arranged with the teacher, a senior staff member and the parent.

*If you have any concerns please discuss with your child's classroom teacher. If the problem is not resolved, make an appointment and discuss the matter with the principal. If you are still not satisfied, follow up with a letter to the Board of Trustees Chairperson. The Board of Trustees will endeavour to mediate a successful outcome using the appropriate channels.*

*We look forward to a positive working relationship, and hope that any misunderstandings can be dealt with quickly.*

### 50.3 Irate Parents

Be aware that this often has nothing to do with the school but you may be the target for letting it all out. Listen, listen, listen! Find a point of agreement no matter how small and leap in with "I agree".

Always:

If you hear raised voices go immediately to the rescue.

Try to move the person to where another adult is present - preferably a senior teacher.

Don't argue, let them get it off their chest.

AND ALWAYS let the principal know as soon as possible. The principal needs to follow up aggressive behaviour promptly. We will where necessary put a trespass order on parents.

An 'alert' needs to be kept on the office file and on the child's file.

## 51. PERFORMANCE MANAGEMENT

Please refer to separate 'Performance Management' document.

All staff will have job descriptions.

All staff will have annual appraisals.

The principal will be responsible for ensuring appraisals are undertaken.

The Board of Trustees Chairperson is responsible for ensuring the annual appraisal of the principal.



All files will be confidential to the appraiser, individual staff member and ERO.

## **52. PHOTOCOPIER**

Teachers and support staff should use the photocopier in the corridor outside the Learning Centre using the code provided for them.

Teachers should attempt to keep to 1,000 copies and 50 coloured copies per term. The Office Manager will issue teachers with a report of printer usage at the end of each term. Teachers will need to seek an extension of copies from the Office Manager.

Teachers need to be prepared prior to the day starting and should not be requesting the office for copies during the school day unless in an emergency. Teacher aides can be used to photocopy quantities for the class teacher at the end of each morning, ready for the following day.

Rather than daily copies for students e.g. for spelling and basic facts, retrieval systems and masters may need to be used from which children copy and complete. Teachers also need to be aware of children printing from laptops, iPads and computers that they are printing the actual page and not a large tome. Educate children of the need to print the actual number of pages and check if colour is really needed.

## **53. PLAYGROUND**

The playground is regularly checked for danger points and worn shackles. This forms part of the building 'warrant of fitness' procedures. If you see any danger points notify both the caretaker and principal.

### ***Rationale***

This school is responsible for the safety and well being of our children from the time they arrive at school until the time they leave. By becoming aware of hazards and a range of safe practices, all children can act safely and with confidence during the time they spend on the school's play areas,

### ***Purposes***

- To minimise the number of playground accidents
- Encourage safe play attitudes among our students
- Provide the right environment around the schools play area
- Provide treatment for accidents that do occur

### ***Guidelines***

- All play areas should have features based on NZ standards
- All staff and students should be aware of each play area's dangerous elements
- Consider incorporating safe play instructions into teaching programmes
- It is the responsibility of the teacher on duty to report and record all accidents and injuries that occur
- Regularly evaluate the injury reports to see if there are and patterns or dangerous practices emerging

### Objectives

All students should be encouraged to access their abilities and accept their limitations

The practice of safe play should be promoted

All students should develop knowledge and skills to help them play safely

Students will be helped to develop strategies to cope with situations where they or others are at risk of injuries

The children themselves should be encouraged to take responsibility for their own actions while in the play areas

The children should develop their own ideas for improving playground safety

That children know where and how to get first aid if injuries occur and to apply some simple first aid

## 54. PLANNING

Refer Curriculum Manual

## 55. POLICIES

By statute we are required to have policy on Smoke Free which is reviewed yearly.

We work to procedures rather than policies.

These procedures are ours. They are there to serve us and our needs, not anyone else's. The purpose is to make life simple. You don't have to make decisions, it's all written down. If it's not helping us, if it's a hassle, it's wrong - so have it changed.

## 56. PRINCIPAL PHONE

The Board of Trustees provides the principal with a cell phone and an appropriate user plan.

The principal is to cover any shortfall due to private usage.

## 57. PRIVACY ACT

A copy of the Act can be obtained online or from the office.

## 58. PROTECTED DISCLOSURES

The Shannon school Board of Trustees ensures procedures are in place to meet the requirements of the *Protected Disclosures Act 2000*

### Procedures

- If on reasonable grounds you believe you have information that a serious wrongdoing is occurring (or may occur) within the school and you wish to disclose that information so it can be investigated, you can make a protected disclosure to the principal
- This can be done verbally or in writing. You should identify that the disclosure is being made under the *Protected Disclosure Act* and is following the board procedure, provide detail of the complaint (disclosure), and who the complaint is against.

- If you believe that the principal is involved in the wrongdoing, or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the chairperson of the Board of Trustees.
- It is then up to the person you disclose to, to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating. They can decide:
  - To investigate the disclosure themselves
  - To forward the disclosure to the board or a committee of the board to investigate
  - Whether it needs to be passed onto an **appropriate authority**. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.
- If you believe that the principal and chairperson of the Board of Trustees may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing, you can approach an external "appropriate authority" directly yourself.

### *Who is an "Appropriate Authority?"*

- As noted above, in some circumstances the disclosure could be made to an appropriate authority by yourself or the person to whom you have made the disclosure. An appropriate authority is defined in the Act as:
  - The Commissioner of Police
  - The Controller of the Auditor-General
  - The Director of the Serious Fraud Office
  - The Inspector-General of Intelligence and Security
  - An Ombudsman
  - The Parliamentary Commissioner for the Environment
  - The Police Complaints Authority
  - The Solicitor-General
  - The State Services Commissioner
  - The Health and Disability Commissioner
- Includes the head of every public sector organisation, whether or not mentioned in the paragraph above.
- The Clause above can mean that in certain circumstances, the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO)

### *Why can't I just go to the appropriate authority myself?*

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

### *What happens if even the appropriate authority does nothing?*

- You could then make the disclosure to the Ombudsman (unless they were the authority you have already disclosed to) or a Minister of the Crown.
- The Act does not protect you if you disclose information to the media or a Member of Parliament other than a Minister of the Crown in the circumstances referred to above.

### *Where can I find out more information?*

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

## **59. PROVISIONALLY REGISTERED TEACHERS**

A Training Programme will be provided to guide and assist PRT's through the two year period up to registration.

### *Purposes*

- To help assimilate new colleagues into our school and profession as successful members of staff.
- To ensure that only proficient teachers are registered.
- To continue the training and guidance programme throughout the beginning two years of a teacher's career.
- To follow the guidelines of the *Registration of Teachers*.

### *Guidelines*

- To ensure a definite structure for professional development and assistance is in place to guide PRTs.
- A suitable member of staff should be given responsibility as Tutor teacher. Tutor Teachers must be willing to attend suitable training courses.
- The role of the Tutor Teacher and the PRT shall be defined in job descriptions.
- Records will be kept by the Tutor Teacher on lessons observed and conferences held.
- Evaluation of progress will be undertaken and special assistance provided if required.
- Written reports will be made at least once each term, based on the criteria for certification—a copy of these will be provided for the principal.
- The .2 staffing allowance will be used for the induction and professional development of the PRT. Consultation about the use of this time will be made between the principal, Tutor Teacher and PRT.
- The Tutor Teacher must assist and oversee PRT planning, classroom management strategies and evaluation (student, programme and self). They should establish good communication channels to give supportive honest feedback to the PRT.

### *Guidelines for Tutor Teacher. How can I assist?*

- Observe and assist in the PRT's room (with individual children or groups)
- Provide in-class support (e.g. go in to monitor and observe specific children, techniques, management etc—in consultation with the PRT)
- "Feed in" professional reading - keep PRT informed)

- Attend Tutor Teacher meetings
- Plan and prepare specific lessons for PRT to observe
- Liaise with quality teachers for PRT to observe
- Demonstrate questioning techniques, management strategies, communication etc
- Discuss and have regular dialogue with the Principal
- Prepare notes and keep records of PRT
- Confer and evaluate regularly
- Accompany PRT on class/group trips
- Plan together
- Keep a record of the time used
- Help PRT with the collection and production of resources
- Release a teacher with other strengths to work in the classroom with the PRT
- Help with individual programmes for Special Needs/Abilities etc

### *Guidelines for Beginning Teacher. What can I do?*

- Items for the PRT induction programme
- Larger scale planning, (new programmes, gathering resources for units, LTP's) , planning development
- Discuss curriculum with resource staff, advisors etc
- Make and explore resources available for class or syndicate
- Visit other classes, other levels, other schools, and other places of professional development (Teachers College, Resource Centres etc)
- Observe Reading Recovery, Special Needs, Speech Manual, staff documents and programmes
- Recording and monitoring of Special Needs children
- Work with small groups while release teacher works with the rest of the class (trying something innovative)
- Plan and establish environment
- Share and interact with other young teachers and PRT's (visiting classes)
- Develop skills in individual conferencing, and testing (e.g. Running Records) evaluating. Get to know your children really well.
- Document use of release time, meetings, in-service development, assistance given by others, reflections, self evaluation etc
- Attend Beginning Teacher meetings
- Prepare for reporting to parents, interviews, written reports etc
- Finding out about support services - Advisors etc
- Swap classes with a colleague to try a different level

## **60. REPORTING TO PARENTS — Three Way Conferences**

*(Refer also: Curriculum Manual p. 43 'Reporting to Parents')*

This should always be totally honest. A parent has a right to know their child's performance and progress. Be factual: "Your child is "above/at/below/well below or working towards the National Standard"; "Your child is reading at \_\_\_\_"; "Fred is spelling at \_\_\_\_ or knows \_\_\_\_ words"; "Mary is having difficulty with \_\_\_\_"; "Jim's has a behaviour issue with \_\_\_\_" and give specifics.

### *Formal Reporting*

#### Term 1 weeks 5 to 7

This is an opportunity for you to meet the parents thereby making future contact easier.

It is a time to:

- Build a relationship with the parent/caregiver
- Listen to the parent/caregiver
- Have the child lead discussion about what they already know and what their next learning steps are
- Set goals for the year for the student, parent and teacher
- Set an action plan for the year
- Discuss progress against the Key Competencies
- Discuss achievement against, and progress towards, the National Standards
- Gather information
- Share your expectations
- Develop your relationship
- Parents are provided with a written summary of the Conference

#### Term 3 weeks 7 or 8

This is an oral reporting session to the parents on progress to date. According to maturity and ability, the child will lead Three Way Conferences in term 3. The child's presentation will be co-constructed with the teacher and in a format decided by the child and teacher

It is a time to:

- Reflect on progress and goals from term 1
- Set the next steps for learning, including Key Competencies
- Parents are provided with a copy of the child's presentation.

#### Term 4 weeks 8 or 9

Summative written report. This may be co-constructed with the student. Older students may write the report with overall/covering statement/s by the teacher. All reporting is to be evidence driven.

It is a time to:

- Summarise overall progress for the year
- Write progress against the Key Competencies and school values/
- National Standard achievement must be incorporated into this report (the words National Standard - at/above/below (well below) in written language, reading, maths.

#### *Informal Reporting*

Keep in contact especially if there is a problem. Be proactive and contact the parent early — do not let any issue escalate. Wherever possible use verbal communication in difficult situations, preferably face-to-face rather than by phone. Written communication can too easily be misinterpreted.

**AND: be positive. Notes to home and phone calls about good things help your cause.**

## **61. RECORD KEEPING**

Refer 5. Attendance; Curriculum Manual.



## 62. REFERRALS

Please discuss referrals with Senior Management and/or SENCO as they are likely to have background information.

Possible referrals:

Health Nurse	Any health/home issue
RTLB	Learning and behaviour
Special Education	Extreme behaviour and learning
Social Worker in Schools	Liaison with families; working with social needs
Health Camp	Through SENCO
Truancy Officer	Absence/Lateness issue
Language & specific learning needs	Through SENCO

## 63. RELIEVERS

If you need a reliever for your class please contact the member of the Management team with this responsibility early in the morning. If you know you will be away on a future day please arrange with the 'reliever' duty teacher as soon as you are aware of this.

We are entering a time of severe shortage. We need to ensure our environment is as user friendly as possible. Long term relievers are seen as full staff members and can expect all the privileges attached to that status and must take on all responsibilities of a permanent teacher.

It is our practice to welcome and look after our relievers.

- They are important to our organisation
- They have a lot to do with the reputation of the school
- The Assistant Principal is responsible for relievers
- Ensure they are welcome into the school on arrival
- Ensure they have all that they need
- Advise them of their duty responsibilities
- Introduce them at morning tea if it is their first time

## 64. RELIGIOUS BELIEFS

The Board of Trustees has approved Religious Instruction for students from Year 3 to 8 (subject to the availability of Teachers) each Thursday from 9.00am to 9.30am.

This is strictly non-denominational. Parents are advised of their right to withdraw their child from these periods, should they wish to do so, by notifying the school. At such times alternative work needs to be set by the class teacher and a supervised suitable place made available in which to work e.g. library; Learning Centre, another classroom

There may be children, from time-to-time who have various religious beliefs, and these beliefs may need to be catered for. e.g. not recognising birthdays, Christmas or Halloween, not watching DVDs.

Your obligation is to let the parents know when you are doing activities of religious significance. The parent may withdraw their child or agree to alternate activities.

The obligation is on the parents - not you.



## 65. RISK ANALYSIS AND MANAGEMENT (RAM)

All activities where there are programmed outdoor activities and/or trips outside the school the teacher must ensure that a RAM is written up.

(Also refer 25. EOTC.)

## 66. ROOM ENVIRONMENT

Refer Curriculum Folder

## 67. SCHOOL BUS TRANSPORT

### *Rationale*

Every child is deemed eligible to obtain, and have access to, free education at a State School. Transport assistance is therefore made available by the Government to achieve this.

### *Purpose*

- To provide free access to education for students who, because of distance, age or disability, cannot reasonably be expected to make their own way to school
- To ensure the safety of all students through the appointment of a school bus controller to maintain close liaison with parents, bus contractor and school
- To inform parents of 'conditions' of the service and to keep them informed of any changes
- To acknowledge that while Government Transport assistance is available and free to students the final obligation rests with parents to provide transport

### *Procedures & Guidelines*

- The rules and regulations for bus transport assistance are set by the education Act 1989
- The education Service Centre for this area administers the service in contract to the Ministry of education. The final decision regarding changes, extension, etc rests with this office
- Procedures pertaining to the bus service are to be included in the Parent Handbook
- Eligible students are those who:
  - ◆ Aged under 10 and live more than 3.2km from Shannon School
  - ◆ Aged 10 years and over, who live more than 4.8km from Shannon School
  - ◆ Disadvantaged through physical disability
- Eligible students are normally required to make their own way up to 1.6kms to the bus stop
- The school bus controller, with the authority of the Principal, is responsible for:
  - ◆ Liaising with parents and the local bus contractor
  - ◆ Informing the Education Service Centre of extensions required or deletions, to the bus route
  - ◆ Arranging bus lists of eligible students at the commencement of each school year
  - ◆ Dealing with, and informing the Principal and parents of complaints regarding the service and student conduct
- The Health and Safety programme will include aspects of bus safety
- Conditions pertaining to the service will be reviewed regularly. Parents will be consulted during this process
- Children using the bus on the odd occasion require parent permission, as it is at their own risk that these children use the bus

## 68. SCHOOL VAN

- The school van is first and foremost for children related activities.
- School camps and Class trips are the first priority followed by sports teams
- Individual students needing transport during class time take priority over messages or tasks that the staff might need to run for the school.
- There is a mobile and RD1 petrol card available for purchasing fuel. Pin number is held at the office. Petrol may also be obtained from PB Motors on the school's account.
- The log book, kept in the van, is to be completed for each trip.
- For other than school use, the use of the van must be requested through the principal.
- Drivers (staff and parents driving the van):
- (Drivers who are not the usual staff, must complete the 'Van Declaration Form'.
- Must have a photocopy of their licence in the office file
- Drivers, who are not current staff, must complete the 'Van Declaration Form'.
- They must declare any past traffic violations or criminal charges
- They must have a FULL licence
- Must notify the principal of any traffic fines issues using the school van
- They must pay in full by the due date any traffic fines

## 69. SECURITY

Don't ever under estimate the need for security in our school.  
We discourage anyone working alone at night or alone at school.

Digital technology is the responsibility of each class teacher and the digital resources pertaining to that class must be locked away at the end of each day and locked in the cupboard provided. Please ensure all classrooms are left secure at the end of the day. The last staff member for the day is responsible for ensuring the school is secure before leaving the site.

Money and valuables:

- Teachers are responsible for own personal property. No recompense will be made for loss.
- Do not leave bags in classroom, or staff room unattended
- You are welcome, and it is suggested, that valuables be locked in the office storeroom
- All money collected should be sent as soon as possible to the office

When entering the school outside school hours:

- Turn off only the alarms of the areas you will use.
- Keep the front door locked
- Use the In/Out board for all staff, on entering and leaving
- If you accidentally set the alarm going, reset it. Usually ADDT will phone. Give them your name and 4 digit code (as for photocopier). If you have no code please get one from the Office Manager prior to entering the building.

## 70. SECURITY ALARM

**To operate the school alarm** (inside the main foyer)

1. Press ENTER to light up the screen
2. Next to CODE - enter your pin

3. Press OFF when entering  
ON when leaving
4. AREA will then display - Press in the Area number you wish to alarm or disarm,  
or 0 (Zero) will do all areas at once.
5. Press ENTER

Note: If more than 1 area code is used - press ENTER after each area is activated

Note: Armourguard Monitoring Hotline 0800 111 238 quote school's code (the last 4 digits of the school's phone number i.e. 7866)

e.g. if the Performing Arts Centre (PAC) is in use and you wish to alarm the rest of the school:  
Entre your code, then 1 ON ENTER, 2 ON ENTER, 3 ON ENTER, 3 ON ENTER, 4 ON ENTER, 5  
ON ENTER, then leave.

The Performing Arts Centre also has a separate Security Alarm pad.

#### **Area Listings:**

- Area 1: Administration
- Area 2: V.T.S. (Learning Action Centre - Library)
- Area 3: Senior Block
- Area 4: Middle Block
- Area 5: Junior Block
- Area 6: Performing Arts Centre
- Area 8: Smoke Alarms ON/OFF

(Zero) activates or clears all your areas

## **71. SMOKE ALARMS - AREA ISOLATING**

#### **To stop smoke alarm:**

Press 1889 OFF ENTER or 1889 ON ENTER (to reactivate)

#### **To isolate:**

- Push Menu - the Code - then Enter
- Push 10 enter
- Area Zone Number
  - e.g. 3 enter
  - 4 enter
  - 6 enter
  - 10 enter
- At end of zone isolating - push enter
- Screen shows 0 enter - back to normal

#### **To de-isolate:**

- Push menu - code - enter
- Push 11 enter
- Area Zone Number
  - e.g. 3 enter
  - 4 enter

- 6 enter
- 10 enter

(If you forget Zone number – push next & zones will show up on the screen)

Push Enter at the end.

0 – exit screen

Push 0 enter – back to normal

## 72. SMOKE FREE ENVIRONMENT

Refer 31. Health and Safety section.

## 73. STAFF ATTENDANCE

Refer to section headed 5. Attendance.

## 74. STAFF PERSONAL INFORMATION (Collection, Storage, Access)

All employees have the right to see their personal information held by the school.

Generally the information held includes Performance Management (held by the Principal), Employment (held by the Office Manager), records of meeting and correspondence (held by the Principal).

Employment information will be kept confidential. When the employee leaves, the information will be kept for a period of seven years and then destroyed.

## 75. STUDENT SURVEY FORM

**(Also refer: 43. Leaver Feedback –STUDENTS - Exit Surveys & APPENDIX B)**

As one aspect of its self-review process the Management Team and Board of Trustees are always interested in gathering the opinions of parents and students. When children leave the school their parents, and Year 8 students on completing their last year at Shannon School, are requested to complete a questionnaire that is gathered and collated by the principal.

**Aim:** That the feedback will help us achieve our aim of delivering *high quality, equal learning opportunities in a supportive environment.*

### **Purpose:**

- To constructively identify and summarise emerging common trends
- To focus on issues and aspects of Shannon School, not personalities.

### **Content of Questionnaire:**

Reason for leaving: relocation; dissatisfaction, child moving to college; other.

Ratings on: Consultation and Information giving; exterior facilities; classroom environment; communication with staff; school tone; what things you most like about Shannon School with suggestions for change or improvements.

## **76. SUN SMART POLICY**

Refer 31. Health and Safety section.

## **77. SWIMMING POOL POLICY**

Refer 31. Health and Safety section.

## **78. TEACHER REGISTRATION**

All teachers facilitating learning in a classroom will be registered. Year 1 and 2 teachers will be provisionally registered up to the time of becoming fully registered. It is the responsibility of a teaching staff member to maintain their own registration status. Each teaching staff member will be responsible for the payment of their own registration fees.

The principal will be responsible for ensuring that advice and guidance is given to all provisionally registered teachers. The principal will appoint a fully registered teacher to the role of providing a guidance and assessment programme for the PRT.

## **79. TRAUMATIC INCIDENT (CRISIS) MANAGEMENT**

Refer 18. Crisis Section

## **80. TRIPS AND VISITS**

Refer also 25. EOTC

Day trips are encouraged where they are part of the programme of learning. They need to be extremely well organised and have follow-up curriculum learning based on it.

### ***Procedures***

- Discuss the proposed visit with Senior Teacher who will then discuss it with the Principal. Remember the Board will also need to be notified if an overnight trip. (EOTC policy)
- RAMs (Risk Analysis Management) forms will need to be drafted and accepted by Senior Management.
- Plan the details with your class. Use an inquiry approach where possible to have students involved in the whole process.
- Outline your objectives and behavioural expectations and consequences.
- Write a newsletter home to the parents. This must be approved by the Principal before being sent home, with a copy to the office. The newsletter should include:
  - Dates
  - Times
  - Transport
  - Venue
  - Curriculum and learning objectives
  - Cost
- Medical and written permission forms must be obtained if not recently on file. Arrange for parent help (discuss and decide with Senior teacher)

- Arrange to take a school first aid kit and organise cell phone (school one available)
  - Carry out a check that all conditions in the EOTC policy have been met
- Enjoy the day! Evaluate following the event. Include positive aspects and possible changes needed for the next trip.

## **81. VANDALISM, Misuse of the School Pool**

The School will work in close contact/communication with the police.

Police hold a key to the school gates, pool and school.

People who vandalise and/or graffiti school property and/or trespass into the school pool will:

1. Be given a verbal warning.
2. Receive a written warning.
3. Be charged by the school.

If vandalism is of an extreme nature i.e. a criminal offence, the offenders will be charged.

Staff are to phone 111 if there are people trespassing in the pool or vandalising the school. In this way the incident will be recorded and the police will follow up.

## **82. VISITORS TO THE SCHOOL**

Refer also to 3.1 Police Vetting

Visitors should be directed to report to the office on arrival.

The visitor will be required to sign in when they arrive and when they leave



*(Please photocopy and return to the principal or Board Chairperson)*

**CHANGE REQUEST**

**FOR MANAGEMENT AND ADMINISTRATION MANUAL**

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Requested by \_\_\_\_\_

Date given to Office Manager/Chairperson/Principal \_\_\_\_\_

*TO BE COMPLETED BY PERSON WANTING CHANGE:*

**Change Details:** *What needs to be changed and why?*

*TO BE COMPLETED BY PRINCIPAL/CHAIRPERSON*

**Action Taken:**

**Date:** \_\_\_\_\_

**Master Adjusted Date:** \_\_\_\_\_

## APPENDIX B: STUDENT LEAVER SURVEY FORM – PARENT

### SHANNON SCHOOL

The Management Team and Board of Trustees of Shannon School are interested in your opinion of the school. The feedback you provide will help us to achieve our aim of delivering *high quality, equal learning opportunities in a supportive environment*.



The purpose of this survey is:

- To constructively identify and summarise emerging common themes.
- To focus on issues and aspects of Shannon School, not personalities.

Please answer the following questions, providing comments where applicable and return in the enveloped attached. All responses will be confidential, and will be destroyed after collation.

#### 1. Reason for leaving (please tick)

- |  |  |
|--|--|
| <input type="checkbox"/> Relocation      | <input type="checkbox"/> Child moving to College |
| <input type="checkbox"/> Dissatisfaction | <input type="checkbox"/> Other                   |

Comment:

#### 2. How would you rate the following?

	Excellent	Very Good	Good	Needs Improvement
* Consultation & Information giving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
* Exterior facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
* Classroom environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
* Communication with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
* School Tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				

#### 3. What things did you most like about Shannon School? Please give any suggestions you have for changes or improvements.

*If necessary, please continue on the reverse side of this sheet.*

The Board of Trustees and Management team thank you for taking the time to complete this questionnaire, and wish you and your family all the best for the future.

## **APPENDIX C: QUESTIONNAIRE – EXIT INTERVIEWS**

*The intent of this questionnaire is to assist us in our attempts to constantly improve both as an employer and with the educational policies, procedures and practices at Shannon School.*

Staff members leaving the employment of Shannon School are asked to complete the following questionnaire.

This questionnaire will form the basis of a brief interview with the Principal and staff members of the leaver's choice.

The contents will be summarised and reported to the Board of Trustees Chairperson if necessary.

1. Please give a brief account of the reasons you are leaving?
2. What position are you going on to once finishing at Shannon school?
3. What do you see as your strengths in relation to your position at Shannon School?
4. To what degree have these strengths been recognised, fostered and utilised during your employment at Shannon school?
5. What do you see as being your personal weaknesses in relation to your position at Shannon school?
6. To what degree have those weaknesses been identified and support put in place to overcome such weaknesses.
7. What do you see as being the strengths of Shannon school?
  - As a place of employment?
  - In terms of our educational programmes and practices for students?
8. What do you see as being the weaknesses of Shannon school?
  - As a place of employment?
  - In terms of our educational programmes and practices for students?
9. What other useful feedback would you like to give to the Board of Trustees covering any aspect or observations you have made during your time employed at Shannon school?
10. I was employed at Shannon School from \_\_\_\_\_ (date) to \_\_\_\_\_ (date) in the capacity of \_\_\_\_\_.

## **APPENDIX D: STAFF CODE OF CONDUCT**

### **Code of Conduct – Shannon School**

*Also refer to our School Curriculum Manual which outlines on page 3, 4 and 5 our expectations for adult conduct and behaviour.*



- Ensure that all students and other staff are in a safe environment.
- Ensure the needs of students and their learning are paramount when planning, developing and implementing learning and teaching programmes.
- Work in a collaborative and non-confrontational manner with other staff.
- Demonstrate a commitment to continuing personal and professional growth and development.
- Ensure that all students are provided with an education that respects their dignity, rights and individuality. An education that challenges them to achieve personal standards of excellence and to reach their full potential.
- Serve Shannon School and its community to the best of their ability and be honest, reliable and trustworthy in all matters relating to their roles and responsibilities.
- Abide by statutory obligations.
- Respect the integrity of members of the Board of Trustees, Staff, the Principal, parents and students.
- Be loyal to Shannon School, its Charter, Procedures and Curriculum. (all documented)
- Promote the school in a positive manner and work actively to uphold the image of the school in the wider community.
- Respect confidentiality by keeping information on students from people who have no right to it whilst freely divulging all information on a student to any person with legal rights to the information when requested.
- Exercise responsibility and commitment in a way that fulfills the intent of the Treaty of Waitangi by valuing New Zealand's dual cultural heritage.
- Have an understanding and commitment to the elimination of sexism and racism both with respect to equal opportunities and equal employment opportunities.
- Comply with any codes of ethics or practice that may apply to your professional e.g. NZ Teachers Council Code of Ethic.



