



Policy Review Timetable

Operational Policies	Last Reviewed	Next Review
Health and Safety	Term 2, 2025	Term 2, 2028
Personnel Policy	Term 2, 2023	Term 2, 2026
Privacy Policy	Term 1, 2023	Term 4, 2026
Finance and Property Policy	Term 1, 2023	Term 4, 2026
Protected Disclosure Policy	Term 1, 2024	Term 2, 2027
Reporting to the Board Policy	Term 2, 2024	Term 2, 2027
Responsibilities of the Principal Policy	Term 1, 2024	Term 2, 2027
Curriculum Policy	Term 4, 2024	Term 3, 2027
Equal Employments Opportunities Policy	Term 3, 2023	Term 3, 2026
Creative Commons Copyright Policy	Term 1, 2025	Term 1, 2028
Child Protection Policy	Term 2, 2025	Term 2, 2028
International Student Policy	Term 3, 2025	Term 3, 2026
International Student Refund Policy	Term 3, 2025	Term 3, 2026
International Student Fee Protection Policy	Term 3, 2025	Term 3, 2026
Principal Professional Growth Cycle Policy	Term 4, 2024	Term 3, 2027
Minimising Physical Restraint Policy <small>(review annually)</small>	Term 4, 2025	Term 4, 2026
Cellphone Ban Policy	Term 3, 2025	Term 1, 2026
Attendance Management Plan and Stepped Attendance Response	Term 4, 2025	Term 4, 2028

Governance Policies	Last Reviewed	Next Review
Governance Definition Policy	Term 1, 2023	Term 1, 2026
Meeting Process Policy	Term 1, 2023	Term 1, 2026
Relationships Policy	Term 4, 2025	Term 4, 2028
Role Definition Policy	Term 4, 2025	Term 4, 2028
Committee Principles/Delegations Policy <small>(schedule of delegations completed annually)</small>	Term 1, 2023	Term 4, 2026 Term 1, 2026
Board Orientation Policy	Term 3, 2024	Term 3, 2027
School Board Member Register Policy	Term 3, 2024	Term 3, 2027
Board Review Policy	Term 1, 2025	Term 1, 2028



Triennial Review Procedure Policy	Term 1, 2025	Term 4, 2027
Code of Conduct Policy	Term 1, 2025	Term 1, 2026

Procedure review timetable

Curriculum	Last Reviewed	Next Review
C1 Special Character Education	Term 3, 2024	Term 3, 2027
C2 Assessment	Term 3, 2024	Term 3, 2027
C3 Cultural Diversity	Term 2, 2023	Term 1, 2026
C4 Special Needs including Remedial, GATE, ESOL	Term 1, 2024	Term 3, 2026
C5 Health Education – every two years	Term 2, 2024	Term 2, 2026
C6 Homework	Term 3, 2024	Term 1, 2027
C7 EOTC	Term 1, 2025	Term 4, 2028
C8 Curriculum	Term 3, 2024	Term 3, 2027
C9 Cybersafety	Term 3, 2025	Term 3, 2028

Finances	Last Reviewed	Next Review
F1 Monitoring Expenditure	Term 3, 2024	Term 1, 2027
F2 Credit Card	Term 3, 2024	Term 1, 2027
F3 Gifts	Term 3, 2024	Term 1, 2027
F4 School Expenses	Term 3, 2024	Term 1, 2027
F5 Travel Expenditure	Term 3, 2024	Term 1, 2027
F6 Financial Management	Term 3, 2024	Term 1, 2027

Health and Safety	Last Reviewed	Next Review
HS1 Care and Management of Children	Term 3, 2024	Term 3, 2027
HS2 Supervision of Students	Term 2, 2025	Term 2, 2028
HS3 Staff Health and Safety	Term 2, 2025	Term 2, 2028
HS4 Sun Safety (as per policy)	Term 2, 2025	Term 4, 2028
HS5 Harassment	Term 4, 2024	Term 4, 2027
HS6 Evacuation Plan	Term 1, 2024	Term 4, 2026



HS7 Disaster and Crisis Management Plan	Term 4, 2025	Term 4, 2028
HS8 Pandemic Management	Term 4, 2025	Term 4, 2028
HS9 Head Lice	Term 3, 2024	Term 2, 2027
HS10 HIV and infectious diseases	Term 2, 2025	Term 4, 2028
HS11 Food and Nutrition	Term 3, 2024	Term 3, 2027
HS12 Positive Guidance (Behaviour Management)	Term 4, 2024	Term 4, 2026
HS13 School Closure	Term 3, 2023	Term 2, 2026
HS14 Separated Parents	Term 2, 2023	Term 1, 2026
HS15 Visitors	Term 2, 2024	Term 2, 2027
HS16 Abuse Reporting Procedure	Term 4, 2023	Term 4, 2026
HS17 Accidents, Illness and Injury	Term 2, 2023	Term 4, 2026
HS18 Administering Medicines	Term 1, 2025	Term 1, 2028
HS19 Bicycles and Scooters	Term 2, 2023	Term 1, 2026
HS 20 Smokefree Schools	Term 2, 2023	Term 1 2026
HS 21 Search and Retention	Term 3, 2023	Term 2, 2026
HS22 Discipline Procedure for International Students	Term 3, 2024	Term 3, 2027
HS23 Animal Management	Term 1, 2025	Term 1, 2028

Legislation	Last Reviewed	Next Review
LR1 Enrolment	Term 4, 2024	Term 4, 2027
LR2 Attendance	Term 1, 2025	Term 4, 2027
LR3 Privacy Guidelines	Term 2, 2023	Term 4, 2026

Other	Last Reviewed	Next Review
O1 Parent Helpers	Term 4, 2024	Term 4, 2027
O2 Uniform	Term 4, 2024	Term 4, 2027

Property	Last Reviewed	Next Review
PP1 School Security	Term 2, 2025	Term 2, 2028
PP2 Asset Register	Term 2, 2025	Term 2, 2028
PP3 Property Maintenance	Term 4, 2025	Term 3, 2028



Employment and Personnel	Last Reviewed	Next Review
PS1 Appointment Procedure	Term 1, 2024	Term 3, 2026
PS2 Appraisal / Professional Growth Cycle	Term 3, 2025	Term 2, 2028
PS3 Beginning Teachers	Term 2, 2023	Term 1, 2026
PS4 Management Units	Term 3, 2023	Term 4, 2026
PS5 Concerns and Complaints	Term 3, 2024	Term 3, 2027
PS5a Complaints for International Students	Term 3, 2025	Term 3, 2027
PS6 Protected Disclosure	Term 3, 2024	Term 2, 2027
PS7 Staff Leave	Term 2, 2023	Term 1, 2026
PS8 Classroom Release Time	Term 1, 2024	Term 4, 2026
PS9 Teacher Registration and Police Vetting	Term 3, 2024	Term 3, 2027
PS10 Personal Grievance	Term 3, 2023	Term 2, 2026
PS11 Staff Laptops	Term 3, 2023	Term 2, 2026

Strategic Planning / Self-Review / Reporting	Last Reviewed	Next Review
RPR1 School Planning and Reporting	Term 4, 2024	Term 4, 2027
RPR2 Curriculum Review	Term 3, 2024	Term 2, 2027
RPR3 Reporting to Parents and the wider community	Term 3, 2024	Term 2, 2027
RPR4 Reporting to the Board	Term 3, 2024	Term 2, 2027

Note: if there is a difference of less than 3 years between the last and next review, changes have been made due to an event or changes to legislation.



Timaru Christian School Attendance Management Plan and Stepped Attendance Response

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030. Timaru Christian Schools supports that target.

Board responsibilities

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

0. having a commitment to support students return to regular attendance
1. having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students
2. recording all absences, and responding accordingly
3. having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance
4. publishing this attendance management plan on the school's website.

Principal responsibilities

The principal is responsible for:

1. developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
2. communicate to parents the importance of regular attendance
3. ensure that student absence is investigated, responded to and actions taken recorded aligned with the thresholds
4. ensure all students, whanau and staff understand the processes and procedures that support student attendance
5. Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.



Procedures

Attendance Register

Follow this process to record attendance:

Responsibility: Action

Classroom teachers

By 9:15 am, record and save attendance information in SMS:

0. Record children who arrive between 9:05 - 9:15 am as L (for late). Year 9 and 10 students will be marked late if they arrive after 8:45am.
1. Late students must report to the Office Administrator upon their arrival.
2. Record children who are absent for an unknown reason with a question mark (?). The Office Administrator will change this later if the reason is established.
3. Record children who are absent for a known reason with the appropriate code as per the Attendance Code Decision Tree and Descriptions (see above).

Office Administrator

At 9:15 am, check absences room by room, and change codes after following up any children who are un-notified absent. Ring or text provided contact numbers listed for the student. If contact is not made, the calls are logged and the process is complete.

By 9:15am, record all class absences in the emergency evacuation folder. Keep this in the office.

Classroom teachers

At the beginning of the afternoon teaching session, record and save attendance information in SMS as described below.

Justified	Unjustified
<ul style="list-style-type: none">• Sickness• Doctor's appointment• Dentist appointment• Specialist appointment• Funeral• Sporting representative• Cultural representative• Extreme weather events• Alternative Education eg health school, correspondence school• Justice/Court proceedings• Exams• Representative sports and cultural events.	<ol style="list-style-type: none">0. Family holiday within New Zealand1. Visiting families who are based overseas.2. Family holiday overseas3. Birthday celebrations4. Recovering from weekend activities5. Lack of transport6. Haircuts7. Spending time with visiting family and friends8. Does not want to be at school9. Having a 'family' day



Attendance Code Decision Tree



Attendance Code Descriptions



Present for 1/2 day calculations

P Present

Student is present in class. This includes supervised dual tuition with Te Kura.

L Late to class

Student is late to class. Schools set the threshold for lateness (e.g. 10 minutes) in their school policy.

A Alternative provision

Student is present in a Ministry-approved alternative provision, such as a teen parent unit, alternative education, secondary-tertiary program, health school or activity centre.

V Unsupervised exam study

Student is present in an examination or unsupervised study where the student is on-site.

N Present but out of class

Student is present but out of class due to an on-site school activity (cultural or sporting event), internal appointment, temporary removal from class, or time in the sickbay.

Q Board approved offsite learning

Student is present in Board-approved off-site learning, including courses, school-organised activities, and work experience.

D Approved external appointment

Student is present but has a medical appointment which is unable to be scheduled outside of school hours (e.g. doctor or dentist and includes travel time) or is participating in court proceedings.

Justified absence

J Explained and approved

Student is absent due to explained and approved reasons (e.g. family emergencies, bereavement, representing in national / cultural events, approved exemptions, or accompanying parents on overseas diplomatic / military postings).

M Illness / Medical absence

Student is absent due to illness or medical reasons, including mental health-related absences (e.g. anxiety).

X Exam leave

Student is absent studying offsite preparing for exams. NOTE: Time allocated to this code is not included in Ministry attendance calculations.

U Stood down or suspended

Student is absent due to formal stand down or suspension. This code applies to the period of the stand-down or suspension, excluding the day it was imposed.

Unjustified absence

T Truant

Student is absent without explanation or permission from a parent / caregiver (e.g. skipping class).

E Explained but not approved

Student is absent and the reason provided does not meet the school's policy for a justifiable absence (e.g. a parent states their child didn't want to attend sports day).

G Holiday during term time

Student is absent due to a holiday taken.

? Unknown (temporary)

Temporary code used when the reason for a student's absence is initially unknown. This will be updated once the reason is confirmed.



Illness

1. Classroom teachers must speak with Senior Management about any students who may need to go home sick. If Senior Management advises they go home, teachers or the Office Administrator calls the parents and the absence is recorded onto the Student Management System (SMS).

Sending Students Home/Early Release

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

If a student becomes ill at school, follow the procedure for sending sick students home.

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

Monitoring

- The Ministry of Education will be receiving daily attendance reports.
- At the end of each week, the Office Administrator will identify students who have been absent for more than 5 days in a term or who have been consistently late (arriving after 9:15am more than 2 or more times per week).
- The Board will receive attendance data through the Principal's Report and information provided through the Every Day Matters Report.
- The Guiding Coalition will review attendance data and determine if there are connections with achievement data, and if any patterns are arising that may need further attention or action.

Stepped Response

Less than 5 days absence in a school term

Parents/Guardians	Ensure student attends on time everyday they are able Reinforce good attendance habits Open communication with school Follow school procedures around reporting absences Ensure contact details are up-to-date
School	Clear communication about the importance of attendance and being on time Monitor attendance: Office Administrator tracks absences and lateness and alerts the classroom teacher if there have been 5 or more absences or an average of 2 or more lateness events per week in the past term Maintain contact details of parents Report to parents the number of days present through written / verbal reporting each term Ensure the school is a welcoming and safe place so students want to attend



Up to 10 days absence in a school term

Parents/Guardians	Return student to regular attendance, on time Contact school to discuss reasons for absence Support student to catch up on missed learning Engage in supports offered
School	Teacher makes contact with the parent to notify them of their child's attendance and/or lateness rate and to discuss reasons for absences (phone call or face-to-face) Support students to catch up missed learning where required. Use in-school resources to assist if required eg funding, transport, etc

Up to 15 days absence in a school term

Parents/Guardians	Return student to regular attendance, on time Attend meeting at the school to analyse reasons for absence and to collaborate on a support plan Implement strategies at home
School	Formal notification sent by Team Leader Hold meeting to analyse reasons for absence and to collaborate on a support plan Develop and implement a plan tailored to the reasons and circumstances around the child's absence Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed

More than 15 days absence in a school term

Parents/Guardians	Return student to regular attendance Engage in improvement plan Participate in regular meetings
School	Send warning notice (from Principal) and make contact to arrange meeting with parents Escalate to multi-agency response including Truancy Officer Participate in multi-agency response Implement and monitor improvement plan Undertake school-led prosecution, or request Ministry-led prosecution, when considered appropriate if supports are offered and not taken up Unenrol students who will not be returning to school

- External agencies can include, but are not limited to, the Public Health Nurse, Arowhenua Whānau Services, South Canterbury Principals' Panel.



Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)



Cellphone Ban Policy

Schools must ensure students do not use or access a personal phone while they are attending school, including during lunchtime and breaks. This includes students who are on a school course or visit outside the school grounds.

The Timaru Christian School Board has decided that the following rules will apply to all digital communication devices eg cellphones, smartwatches etc.

- Students are not permitted to bring a digital communication device to school unless permission is sought and gained from the Principal, by the parents.
- If permission is granted, the digital communication device will be stored in the Principal's Office for the duration of the school day and returned to the student at the school gate.
- If a student needs to contact their parent, it can be done through the School Office or classroom phone.
- If a parent needs to contact their child, it must be done by phoning the School Office. When the Office is unattended in the afternoons, phone calls are diverted to the principal's cellphone. Answerphone messages will be checked throughout the day. Alternatively, parents can contact the classroom teacher via email (for non-urgent messages) or on relevant classroom apps, if the teacher utilises one.
- Students with disabilities or learning support needs will be provided with a tablet in place of a phone.
- Students who bring a digital communication device to school will have the device removed and placed in the Principal's Office before being returned to the parent directly.
- If a student continues to bring a digital communication device to school in spite of removal measures and discussions with parents, a meeting will be held with the student, parents, classroom teacher and principal to determine the best course of action.

Search and Retention rules will be adhered to as part of the formal process. (Note: The Search and Retention Procedure will be updated to include 'banned devices eg digital communication device'.)

Relevant Legislation:

Education (School Boards) Regulations 2020 Amendment 22



Child Protection Policy

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us.

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

The School Board has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with The Children, Young Persons and Their Families Legislation Act 2017 (Section 18), any person in our kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow kura procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the principal must:

2. Develop appropriate procedures to meet child safety requirements as required and appropriate to the kura
3. Comply with relevant legislative requirements and responsibilities
4. Make this policy available on the kura's internet site or available on request
5. Ensure that every contract, or funding arrangement, that the kura enters into requires the adoption of child protection policies where required
6. Ensure the interests and protection of the child are paramount in all circumstances
7. Recognise the rights of whānau to participate in the decision-making about their children
8. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
9. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented



10. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
11. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person
12. Seek advice as necessary from NZSBA advisors on employment matters and other relevant agencies where child safety issues arise
13. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
14. Ensure that this policy forms part of the initial staff induction programme for each staff member.

Procedures which assist in the implementation of this policy include the following:

- C4 – Special Needs including Remedial, Gifted and Talented and ESOL Children
- C7 – Education Outside the Classroom
- C9 – Cybersafety
- HS1 – Care and Management of Children
- HS2 – Supervision of Children
- HS5 – Harassment
- HS11 – Food and Nutrition
- HS15 – Visitors
- HS16 – Abuse Reporting Procedure
- HS18 – Administering Medicines
- O1 – Parent Helpers
- PS1 – Appointment Procedure
- PS5 – Complaints
- PS9 – Teacher Registration and Police Vetting

Relevant Legislation

- Children's Act 2014
- Children, Young Persons, and Their Families (Oranga Tamariki) Legislation Act 2017
- Privacy Act 2020
- Health and Safety at Work Act 2015



Creative Commons Copyright Policy

Preamble

Timaru Christian School wishes to encourage the open and free exchange of information, knowledge and resources, and support the collaborative production of copyright works that are freely available to all. Timaru Christian School encourages both staff and ākonga to support free and open access to works by using a Creative Commons or a similar copyright licence.

Policy

The School Board of Timaru Christian School:

6. Will transfer to the original creator the copyright in created works licensed by the kura under a Creative Commons Attribution or Creative Commons Share-Alike licence.
5. Does not make any claim over the ownership of copyright works produced by ākonga. The copyright to these works remains with the creator.
10. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
4. Recognises that the copyright in works produced by an employee other than in the course of their employment by the School Board of the kura remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.
5. Delegates authority to the Principal to ensure all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school.

Definitions

Creative Commons: An international non-profit that provides free open licences that copyright holders can use to share their work.

Teaching Materials: Copyright works produced by employees of the kura for the purposes of teaching.

Policies and Procedures: Copyright works that determine, and provide guidance around, a course of action adopted by the kura.



Disputes

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance the dispute should be documented and presented to the kura Principal.
0. If the dispute is still not resolved then the documentation should be presented to the Presiding Member of the School Board.
0. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

Copyright Licensing

The school will purchase copyright licences from CLNZ (Copyright Licensing New Zealand) for photocopying, screenrights and music each year. Employees will honour the terms and conditions of the Copyright Act 1994 (www.copyright.co.nz). Teachers will be reminded of their obligations at the start of each year and during staff induction process.

Relevant Legislation

- Copyright Act 1994
 - o Copyright Regulations 1995
 - o Copyright (New Technologies) Amendment Act 2008
 - o Copyright (infringing File Sharing) Amendment Act 2011



Curriculum Policy

This policy is to be read alongside the School Foundation Document.

The Timaru Christian School Curriculum will be delivered in a way which will foster ākonga progress and achievement and meet all legislative requirements and Ministry and board expectations.

Our curriculum will be:

Bible-based (Col 2:8 & Proverbs 1:7)

- An approach to learning that ensures that all areas of the curriculum are measured against the Bible.
- To foster and develop our Judaeo-Christian heritage.

God-centred education teaching wisdom (Proverbs 4:4-5)

- Curriculum to teach wisdom as practical insight with spiritual implications, directing children toward God.

Education from a Christian worldview (Romans 12:2)

- Curriculum to teach that God is the beginning and end of all (Rev 1:8). Christ's atoning death and resurrection to be central to teaching. Where possible subjects are to be taught to include Christian principles.

Preparing the children to interact in the world (life skills) (Titus 2:7-8)

- Equipping children to apply Christian principles to everyday living. Giving a Christian perspective to the world's systems, problems and challenges.

Directing children's attitudes (Eph 4:22 & 5:1-2)

- Teaching to establish lasting Christian character. Helping children to form attitudes that reflect Christ in all areas of life.

Providing successful academic education leading to a high individual standard (Col 3:23-24)

- A curriculum structured to nurture individual ākonga to reach their fullest potential, academic or otherwise
- A curriculum to develop ākonga self-examination of personal development without comparison with others (Gal 6:4)
- A curriculum to develop academic skills to allow ākonga to successfully continue in secondary education



Our Kura's Vision and Values

Vision and Values

Our kura's vision is that we become 'Christ-centred learners with servant hearts'. It is something that we want to have modelled by everyone – board members, kaiako, parents and ākonga.

Our kura's values are 'Love and Grace through Servanthood, Truth and Perseverance'.

Our symbols represent each of these vision and value qualities:



At Timaru Christian School we have developed the Cornerstone Approach to our teaching and learning programmes. It ensures that everything is based on a Christian Worldview.

All topic units have four key elements: Vocabulary, Special Character/Tikanga, Inquiry, Presentation. We believe that by covering each of these aspects, we are developing skills and understanding in our ākonga which are important to our kura community.

Planning and Assessment documents all incorporate the Cornerstone Approach to ensure we are consistent across all levels.





The following procedures relate to our Curriculum Policy:

Curriculum
<u>C1 Special Character Education</u>
<u>C2 Assessment</u>
<u>C3 Cultural Diversity</u>
<u>C4 Special Needs including Remedial, GATE, ESOL</u>
<u>C5 Health Education – every two years</u>
<u>C6 Homework</u>
<u>C7 EOTC</u>
<u>C8 Curriculum</u>
<u>C9 Cybersafety</u>



Equal Employment Opportunities Policy

1. In accordance with the Public Service Act 2020, and under the provisions of our Special Character Statement, the kura supports Equal Employment Opportunities.
2. We are committed to the goal of freedom from discrimination in the same spirit as expressed in scripture:

...there is neither Greek nor Jew, slave or free, male or female, for we are all one in Christ Jesus (Galatians 3:28).

0. We recognise the need for an active approach to the achievement of equal opportunities in employment, to ensure that the person best suited to the position obtains it.



International Student Fee Protection Policy

Policy:

Timaru Christian School must protect the fees of all ākonga.

International Student fees must be handled in a way that ensures those funds are accessed in a way that is consistent with normal accounting practice. This means that those funds are secure from misappropriation and are kept in an Investment Account.

Purpose:

To ensure that if in the event that the kura is unable to continue to run a course or programme, that the unspent portion of the fees are available to be returned to the ākonga as per the Refund Policy.

Guidelines:

1. Timaru Christian School operates a "Timaru Christian School International Students Account"
2. All fees are paid directly into this account where possible.
3. If the fees are paid directly to the kura through direct debit or cheque Timaru Christian School will pay the funds into the International Students Account within one working day.
4. Timaru Christian School will draw down the fees per term in advance.
5. Fees charged by Timaru Christian School that will be held in the International Students Account:
 - . Enrolment
 - I. Administration
 - II. Tuition Fees
0. Timaru Christian School will issue an invoice to parents for Activity Expenses at the end of each term. This is paid by the parent directly to the kura. The Activity Expenses cover the costs of stationery, uniform and swimming lessons.
0. Timaru Christian School issues an invoice to the intending ākonga or their agent. The invoice may include tuition and related fees as well as personal expenses.
0. Timaru Christian School keeps accounting records of all fee transactions.
0. Timaru Christian School fees will be audited on an annual basis.

This Policy and Procedures are reviewed annually by the School Board.

Relevant Legislation: Education (Pastoral Care of Tertiary and International Learners)

Code of Practice 2021



Finance and Property Management Policy

The School Board complies with legislation on financial and property matters. The School Board is the guardian of public money and is publicly accountable for the way it is controlled and spent.

Specifically, the board:

- allocates funds to reflect the kura's priorities as stated in the charter
- monitors and controls kura expenditure
- ensures that annual accounts are prepared and audited
- manages assets and implements a maintenance programme to ensure that the kura's buildings and facilities provide a safe, healthy learning environment for ākonga.
- takes responsibility for protecting the kura's resources, both physical and financial.

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

Relevant Legislation:

Public Finance Act, 2019

Education and Training Act, 2020

The following procedures relate to this policy:

Finances
F1 Monitoring Expenditure
F2 Credit Card
F3 Gifts
F4 School Expenses
F5 Travel Expenditure
F6 Financial Management



Health and Safety Policy

At Timaru Christian School we will seek to create a socially, emotionally, mentally, physically and spiritually safe environment for all staff, ākonga, parents, visitors and whānau.

This will be achieved by carrying out our school's Health and Safety Procedures which will be regularly reviewed following consultation with the school community and complying with the Health and Safety at Work Act 2015.

Drugs, including alcohol, will not be consumed on integrated school property.

Expectations and Limitations

The board will, as far as is reasonably practicable, comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke-free, vape-free environment
- ensure a risk analysis management system (ERASP) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every 2 years regarding the health programme being delivered to students
- provide information and training opportunities to employees



- advise the presiding board member (chair) of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
 - o cooperate with school health and safety procedures
 - o comply with the health and safety legislation and duties of workers
 - o ensure their own safety at work
 - o promote and contribute to a safety-conscious culture at the school

Note: Reasonably practicable means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

The six due diligence obligations are:

1. Know about work health and safety matters and keep up to date
2. Gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
3. Ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks
4. Ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
5. Ensure there are processes for complying with any duty and that these are implemented
6. Verify that these resources and processes are in place and being used.

The following procedures will be regularly reviewed, updated and followed:

Health and Safety
<u>HS1 Care and Management of Children</u>
<u>HS2 Supervision of Students</u>
<u>HS3 Staff Health and Safety</u>
<u>HS4 Sun Safety (as per policy)</u>
<u>HS5 Harassment</u>
<u>HS6 Evacuation Plan</u>
<u>HS7 Disaster and Crisis Management Plan</u>
<u>HS8 Pandemic Management</u>
<u>HS9 Head Lice</u>
<u>HS10 HIV and infectious diseases</u>
<u>HS11 Food and Nutrition</u>



HS12 Positive Guidance (Behaviour Management)
HS13 School Closure
HS14 Separated Parents
HS15 Visitors
HS16 Abuse Reporting Procedure
HS17 Accidents, Illness and Injury
HS18 Administering Medicines
HS19 Bicycles and Scooters
HS 20 Smokefree Schools
HS 21 Search and Retention
HS22 Discipline Procedure for International Students
HS23 Animal Management

Health and Safety Committee

Responsible for oversight of Health and Safety Practices at TCS

Key Tasks:

Each term - View/Approve Safety Action Plans (RAMs) for all overnight camps in that term; provide feedback for Health and Safety policy and procedure reviews.

Term 1 - Walk-round site to look for obvious health and safety issues.

Term 2 - Carry out one Health and Safety audit per year eg Staff well-being and safety, ākonga well-being and safety.

Term 3 - Walk-round site to look for obvious health and safety issues.

Term 4 - Provide recommendations for maintenance and modifications to programmes based on observations and audits to Board for forward planning.

Committee Members:

Principal, one staff member, 1-2 board members

Meetings would occur once per term during working hours. Day to be confirmed.

Relevant Legislation:

Health and Safety at Work Act 2015

Children's Act 2014

Smoke-free Environments and Regulated Products Act 1990

Civil Defence Emergency Management Act 2002

Food Act 2014



International Students Policy

Policy:

Timaru Christian School will have appropriate policies and procedures for the safety, well-being, pastoral care and education of all International Students studying at TCS.

Purpose:

- Timaru Christian School offers general ESOL based courses for International Students incorporated into the general kura curriculum.
- Timaru Christian School is able to offer placement for a number of International Students, approximately 10% of the kura roll. Each enrolment application will be considered on an individual basis taking into account the kura's existing ākonga demand, class sizes and available resources.
- Timaru Christian School will have (an) experienced staff member/s responsible for the oversight of international education programmes and in-kura pastoral care as set out by the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 and for the academic programme including specialised ESOL support.
- Ākonga may be recruited from a number of countries.
- Ākonga must be living with a parent in New Zealand.
- Ākonga must be enrolled in Years 0-10 only.

Relevant Legislation:

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021



International Student Refund Policy

Policy:

Timaru Christian School will protect the fees of all international ākonga (student) and be able to refund those fees. Conditions may apply.

Purpose:

1. To ensure that if in the event that the kura is unable to continue to run a course or programme that the unspent portion of the fees are available to be returned to ākonga.
0. To ensure that if ākonga is unable to attend a course and suitable notification, as below, is received, fees will be refunded.
0. To ensure fair practice is observed if ākonga leaves a course and applies in writing for a refund or partial refund of tuition fees for the remaining part of the course.

Guidelines:

1. All fees for foreign ākonga are held in the "Timaru Christian School International Students Account".
0. Withdrawal from Course – Ākonga may not leave before the end of their course unless written permission is sought from the parents. A letter signed by parents must be presented before ākonga may be withdrawn.

3. Refund of Fees: If ākonga withdraws from their course of study before the course completion, they may be eligible for a refund of kura fees. Any application for refund of fees must be made in writing to the School Board, explaining why they have withdrawn from the course and the reasons for seeking a refund.

If the application is made before the start of the course, the fees will be refunded in full less the enrolment fee of **\$500.00**.

If ākonga withdraws following arrival in New Zealand, the refund structure for a four (4) term kura year is as follows:

- Before the end of the first term
 - 3 terms' tuition fees only
 - less administration fee



- less government levy
- less non-refundable enrolment fee
- Before the end of the second term
 - 2 terms' tuition fees only
 - less administration fee
 - less government levy
 - less non-refundable enrolment fee
- Before the end of the third term
 - 1 term's tuition fees only
 - less administration fee
 - less government levy
 - less non-refundable enrolment fee.

Except in exceptional circumstances where ākonga returns home after the end of the third term, no refund will be made.

Exceptional circumstances include returning home in case of:

- ākonga's serious illness.
- Death or serious illness of a close member of ākonga's whānau. Medical evidence must be provided. In these circumstances under New Zealand law, the Kura must retain amounts to cover the costs already incurred. The balance of tuition fees will be refunded.
- Extraordinary circumstances such as natural disasters.

Change of Ākonga Status – NO refund will be made to ākonga enrolled at the kura prior to 1st March who becomes a Permanent Resident after the 1st March (in any year). For the following academic year, ākonga must apply for enrolment as a New Zealand resident. Automatic right of re-enrolment may not apply.

All refunds will be remitted to the parents of ākonga.

NO REFUND will be made to ākonga expelled from the kura by the School Board or required to leave the kura because of misbehaviour, poor attendance, non-compliance with the kura rules and regulations or breach of New Zealand law.

Relevant Legislation:

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021



Personnel Policy

Colossians 4:1 "Masters, provide your slaves with what is right and fair, because you know that you also have a Master in heaven."

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

The board:

- takes all reasonable steps to ensure that good and safe working conditions exist for employees, and responds to all reasonable requests made by employees. Refer to Health and Safety procedures.
- complies with the kura's Equal Employment Opportunities statement within Appointments Procedure (refer to Appointment Procedure).
- makes budget provision to support training and professional development programmes intended to enhance the abilities of individual employees.
- takes all other reasonable steps to ensure that it is a good and fair employer by responding to issues and concerns raised by employees.
- Employment records are maintained and all employees have a written letter of offer of employment, an up-to-date job description and, for non-union employees, an IEA (Individual Employment Agreement).
- Advice is sought, as required, from NZSBA advisors where employment issues arise and the kura's insurer is notified.
- The Personnel Committee is delegated authority by the School Board to make decisions regarding hiring of personnel and employment issues as they arise. They will inform the School Board of decisions made. The Committee is appointed in August of each year.

Relevant Legislation:

Employment Relations Act 2000, Education and Training Act 2020, Privacy Act 2020, Health and Safety At Work Act 2015, Relevant Collective Employment Agreements, Individual Employment Agreements, Smokefree Environments and Regulated Products (vaping) Amendment Act 2020

Employment and Personnel Procedures:

Employment and Personnel
PS1 Appointment Procedure
PS2 Appraisal
PS3 Beginning Teachers
PS4 Management Units



PS5 Concerns and Complaints
PS5a Complaints for International Students
PS6 Protected Disclosure
PS7 Staff Leave
PS8 Classroom Release Time
PS9 Teacher Registration and Police Vetting
PS10 Personal Grievance
PS11 Staff Laptops



Minimising Physical Restraint Policy

Use of Restraint

Use of physical restraint is a serious course of action that must be used only when necessary to prevent imminent harm and the person using restraint reasonably believes there is no other option in the circumstances to prevent the harm.

Authorised Personnel

- Teachers who have undertaken the Physical Restraint modules are authorised to use physical restraint if required. Training in safe physical holds will be provided by the school.
- Staff members will show evidence of mandatory training completion to the Principal prior to using physical restraint. This must be completed within 10 weeks of starting a teaching position. Staff who are currently trained are: Bethany Rentoul, Kathryn McKie, Wendy Hamilton, Bernadette Knewstubb, Linda Thompson, Mentanie Clarke, Grant Phillips, Willem Pretorius, Ellie Ross, Jared Grant, Eunice Standfast, Robert Goulet, Erin Mulholland.

Physical Restraint Guidelines/Procedures

Teachers who are authorised to use physical restraint will follow the Physical Restraint guidelines found in the HS12 Positive Guidance Procedure.

Relevant Legislation: Education (Physical Restraint) Rules 2024



Principal Professional Growth Cycle

The Professional Growth Cycle (PGC) is the learning-focused process that has replaced performance appraisal for the purposes of determining whether principals, meet the Standards for the Teaching Profession. The design of the PGC centrally positions the distinctive context of our kura and, as such, allows meaningful growth to occur for Principals

How the PGC will operate at TCS:

- At the beginning of Term 1 each year, the Principal will draft a Professional Growth Cycle (PGC) for the upcoming year which focuses on areas they need to develop professionally. This may include developing knowledge, understanding or skills required to fulfil his/her role effectively. The PGC will be shared with the Presiding Member and Critical Friends group for feedback before adopting it.
- A Critical Friends group will consist of other principals and, where possible, they will be from Christian Schools. The Principal is also encouraged to regularly meet with other local principals for professional development discussions which will support their PGC goals for the year.
- The PGC should identify other people who can be involved in having input to the Principal's learning journey and the School Board will budget for such expenses.
- A focus on research and best practice should be incorporated into the PGC to ensure the Principal is informed and up-to-date with new developments in both education as a whole, and in Christian Education.
- When meeting with the Critical Friends group, principals will share new knowledge and seek feedback from their peers.

Endorsement:

- An endorser will be identified at the start of Term 1 each year. This person must understand the Standards I ngā Paerewa, and hold a Tūturu Full (Category One) practising certificate. The Presiding Member will make that decision along with the Principal.
- The endorsement decision is a professional judgment about the PGC participation and the way the Principal's practice meets the Standards. They should have confidence that the Principal meets the Standards through their conversations and 'naturally occurring evidence' throughout the cycle. Within a Critical Friends group, principals should not involve only two people each endorsing the other.
- The endorser will be required to provide a statement confirming that the Principal has participated in a PGC, and that they meet the Standards for Tūturu Full (Category One) or likely to meet for Pūmau Full (Category Two).



- If the endorser has concerns about the practice of the Principal in terms of meeting the Standards, they will discuss that with them. There will be a section in the Endorser Guidelines to be followed in this instance. The Principal must let the Presiding Member know and a plan will be made to support the Principal towards meeting the Standards.
- Once the Principal has had their endorsement completed, the Presiding Member will be notified.



Privacy

Out of respect for staff, students, parents and the wider school community, all information will be collected in a discreet manner, appropriate to the context.

We will comply with the Privacy Act 2020.

The Privacy Procedure guidelines will be followed to ensure the privacy of all parties is protected.

Principle 1 of the Privacy Act 2020 ensures that businesses and organisations do not collect identifying information from people if it is not necessary.

The Principal is the Privacy Officer.

Disclosing Information Overseas

Under principle 12, an organisation or business may only disclose personal information to an agency outside of New Zealand if the receiving agency is subject to similar safeguards to those in the Privacy Act.

If a jurisdiction does not offer similar protections, the individual concerned must be fully informed that their information may not be adequately protected and they must expressly authorise the disclosure.

Notifiable privacy breaches

According to the Privacy Act 2020, if a business or organisation has a privacy breach that it believes has caused (or is likely to cause) serious harm, it will need to notify the Office of the Privacy Commissioner and affected individuals as soon as possible. Under the Act, it is an offence to fail to inform the Privacy Commissioner when there has been a notifiable privacy breach. As noted above, the Act clarifies that liability for breach notifications sits with the business or organisation, and not the individual employees.

Relevant Legislation:

Privacy Act, 2020

Official Information Act, 1982

Education Act, 1989

Children, Young Persons and their Families (Oranga Tamariki) Legislation Act, 2017

School Records Retention Disposal Schedule (Ministry of Education)



Protected Disclosure Policy

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

Out of respect for students, parents, staff and the wider school community, all information will be treated in a discrete manner, appropriate to the context.

The Protected Disclosure procedure (PS6) will be followed to ensure all parties are protected.

We will follow the Protected Disclosure Act 2000.



Reporting to the Board Policy

The principal reports to the board as a whole and keeps it informed, in a timely manner, of the true and accurate position of

- the outcomes of curriculum
- teaching and learning
- financial position
- all matters having real or potential legal considerations and risk for our school.

This ensures the Board is supported in its strategic decision-making and risk management.

(Refer to the Reporting to Board Procedure.)



Responsibilities of the Principal Policy

The principal is responsible for overseeing the implementation of board policy including the Charter. When there is any reference in documentation to the school, management and staff, it is the principal's responsibility to ensure implementation.

The responsibilities of the principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with board policies
4. Develop an annual plan that is aligned with the board's strategic plan and meets both legislative requirements and any MoE expectations
5. Seek approval from the board each year for the annual plan so that MoE expected dates can be met
6. Implement the annual plan and give priority to the school's annual targets
7. Use resources efficiently and effectively
8. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place
9. Approve staff attestation for salary increments
10. Allocate pay units for management positions
11. Oversee staff appraisals and staff professional development
12. Hire, deploy and terminate relieving and auxiliary staff positions
13. Hire teaching staff as per the appointments policy and Special Character/Integration Deed
14. Preserve assets (financial and property)
15. Communicate with the community on operational matters where appropriate
16. Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record
17. Keep the board informed of information important to its role
18. Report to the board on the compliance or lack of with their policies
19. Organise operations within the boundaries of prudence and ethics established in board policies on operations and the Charter
20. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
21. Appoint, on behalf of the board, the Privacy Officer and EEO Officer
22. To uphold and promote the Special Character of TCS including our Statement of Faith.



Only decisions made by the board acting as a board are binding on the principal. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it. The relationship is one of trust and support with expectations documented in the relationship policy. Both parties work to ensure “no-surprises”.

The principal is not restricted from using the expert knowledge of individual board members acting as volunteers.



Special Character

Timaru Christian School is a non-denominational, Christian school catering for years 1 to 8. It was established by the Timaru Christian School Trust in 1996 to bring glory to the Lord Jesus Christ and to provide a learning environment that sets a firm foundation for life in keeping with Christian beliefs and values.

The special character of the school is determined by Christian beliefs and values as set out in the Statement of Faith. The proprietor, North Haven Limited, has the responsibility to determine from time to time what is necessary to safeguard the special character. All members of the school community, proprietors, board members, parents, staff and pupils are expected to support the special character of the school.

All school policy and guidelines are developed and implemented in ways supportive of the special character of the school.



Board Orientation

The board is committed to ensuring continuity of business and a smooth transition when new board members join the board. Therefore,

1. New board members will receive a phone call from the Presiding Member, a link to the induction booklet and Google Drive on their joining the board where they can access the following information: charter, policies, current budget, last ERO report, last annual report, triennial review programme, dates of board meetings, Presiding Member and Principal email addresses.
2. The Presiding Member or a delegate will meet with new board members to explain board policy and other material in the governance folder and explain the organisational structure of the kura.
3. The Principal will conduct a site visit of the kura, if required.
4. New board members are advised of the professional development that is available to them from the NZSBA and other relevant providers.
5. After 3 months on the board the effectiveness of the induction process is to be reviewed by the Presiding Member with the new members.

[TCS Integration and Special Character Document](#)

[TCS Structure and Roles](#)



Board Review

Board Members will participate in the review of board governance policies as per the triennial review schedule.

The evidence of the board's effectiveness is revealed through the following:

- The Annual Report including Statement of Variance
- The Triennial Review programme
- The ERO report including School Improvement Framework
- Any other means deemed appropriate by the board eg feedback from staff, parents, ākonga, Māori whanāu and whanāu from other cultures.
- Board Audits eg School Improvement Framework
- Student Achievement Data
- Staff and Student Wellbeing Data
- Special Character Review

Relevant Legislation:

Education and Training Act 2020



Triennial Review Policy

TRIENNIAL REVIEW PLAN

2025	Legal Requirements	Policy Review	Student Achievement	Consultation	Review and Improvement	Special Character
Term One – Meeting A	Roll Return 1 st March Approve Annual Plan Approve Budget Finalise Strategic and Annual Implementation Plan (Publish on website) Finalise Analysis of Variance		Core Curriculum – end previous year			<p>Work- streams throughout the year: Teaching Christianly – what would set us apart from non-Christian Schools?</p> <p>Inclusivity in a Christian School – how to embed within our documents</p>
Term One – Meeting B	Accounts to Auditors by 31 st March	Creative Commons; Board Review			School Improvement Framework – Partnerships	
Term Two – Meeting A	Annual Report to Auditors by 31 st May (Publish on website)				School Improvement Framework – Te Tiriti o Waitangi	
Term Two – Meeting B	Roll Return 1 st July	Health and Safety; Child Protection		Literacy	GV Leavers Programme	
Term Three – Meeting A			Core Curriculum – Mid-year data	Parent and Student Codes of Conduct drafted		
Term Three – Meeting B		Int Stud Policy; Int Stud Refund; Int Stud Fee Protection		The Arts		
Term Four – Meeting A					Relationship-based Learning	
Term Four – Meeting B		Relationships; Role Definition; Physical Restraint		Scripture		



2026	Legal Requirements	Policy Review	Student Achievement	Consultation	Review and Improvement	Special Character
Term One – Meeting A	Roll Return 1 st March Approve Annual Plan Approve Budget Finalise Strategic and Annual Implementation Plan (Publish on website) Finalise Analysis of Variance Elect PM		Core Curriculum – end previous year		Develop external adaptive review plan	Work- stream: Connections to local churches
Term One – Meeting B	Accounts to Auditors by 31 st March	Governance Definition; Meeting Process			School Improvement Framework – Inclusion and Wellbeing; Evaluation for Improvement	
Term Two – Meeting A	Annual Report to Auditors by 31 st May (Publish on website)				Reporting - content and processes	
Term Two – Meeting B	Roll Return 1 st July	Personnel		Health Curriculum Consultation; PE/Sport		
Term Three – Meeting A			Core Curriculum – Mid-year data		School Improvement Framework – Curriculum	
Term Three – Meeting B		EEO; Int Stud Policy; Int Stud Refund; Int Stud Fee Protection		Social Sciences		
Term Four – Meeting A					Professional Growth Cycles and Coaching processes	
Term Four – Meeting B		Privacy; Finance and Property; Physical Restraint; Committee Principles/ Delegations				



2027	Legal Requirements	Policy Review	Student Achievement	Consultation	Review and Improvement	Special Character
Term One – Meeting A	Roll Return 1 st March Approve Annual Plan Approve Budget Finalise Strategic and Annual Implementation Plan (Publish on website) Finalise Analysis of Variance		Core Curriculum – end previous year			Workstream: Evaluation of Long-term impact of TCS on students and families – how to do it etc
Term One – Meeting B	Accounts to Auditors by 31 st March				Planning for Special Character Review	
Term Two – Meeting A	Annual Report to Auditors by 31 st May (Publish on website)				School Improvement Framework – Teaching and Learning	
Term Two – Meeting B	Roll Return 1 st July	Protected Disclosure; Reporting to the Board; Responsibilities of the Principal		Science		
Term Three – Meeting A			Core Curriculum – Mid-year data		School Improvement Framework – Leadership; Professional Capability and Collective Efficacy	
Term Three – Meeting B		Curriculum; Int Stud Policy; Int Stud Refund; Int Stud Fee Protection; Principal PGC; Board Orientation; School Board Member Register		Technology		
Term Four – Meeting A					School Improvement Framework – Partnership; Stewardship and Governance	
Term Four – Meeting B		Physical Restraint; Triennial Review; Code of Conduct		Maths		



Timaru Christian School Board Code of Conduct

Philippians 2:3-4 "Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others."

At all times, board members will endeavour to honour God in all we do, upholding the Special Character of the kura.

- I act with integrity - I act with high standards of professional and personal integrity, including being honest, open, transparent, and trustworthy.
 - *2 Corinthians 8:21- For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of man.*
- I am culturally responsive and fair - I do not act or advocate in a way that discriminates against, nor act in a way that unjustifiably favours particular individuals, groups, identities or interests.
 - *James 2:1-4 - My brothers and sisters, believers in our glorious Lord Jesus Christ must not show favoritism.*
- I actively promote a safe school environment - I speak up when I see unethical behaviour. I treat all concerns raised seriously. I encourage an open culture where all staff, communities and students feel safe speaking up.
 - *Proverbs 31:8-9 - Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy.*
- I am respectful of my fellow board members and act consistently with the designated or special character of my school - I follow the board's policies and procedures. I work with my fellow board members in a respectful way, even when we disagree. I act consistently with the school's Christian character. If a board member personally has a concern with a member of the staff or an incident at the kura, or someone approaches them with a concern, the board member will refer to the kura's complaints procedure. Where a board member has a dispute or concern with another board member, he/she is to arrange a meeting with the person concerned and the Presiding Member should be informed and/or invited to attend the meeting. When a meeting has been requested, all board members concerned must make every effort to attend.
 - *1 Corinthians 14:40 - But everything should be done in a fitting and orderly way.*



- I respect the process of collective decision-making - I recognise that only (a member authorized by the board to do so) the Presiding Member may speak on behalf of the board. I do not act independently of the board's decisions.
 - *1 Thessalonians 5:12-13 - We ask you, brothers, to respect those who labor among you and are over you in the Lord and admonish you, and to esteem them very highly in love because of their work. Be at peace among yourselves.*
- I treat school staff, students and members of the school community with respect - I treat the principal, staff, students, and school volunteers, and members of the school community with courtesy and respect. Board members will be loyal to the kura, never speaking negatively about the board or management to other members of the kura or wider community.
 - *Romans 12:10 - Be devoted to one another in love. Honor one another above yourselves.*
- I take responsibility for ongoing development in my role - I make myself available to undertake appropriate professional development at least once per year, including a focus on Te Tiriti o Waitangi and good governance.
 - *Colossians 3:23-24 - Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ.*
- I engage with our community in sensitive and appropriate ways - I work with my fellow board members to authentically engage with all people in our school community, including whānau, local Māori communities, iwi and hapu, fairly, impartially, promptly, and sensitively to help inform the decisions we make.
 - *1 Peter 4:8-10 - Above all, love each other deeply because love covers over a multitude of sins. Offer hospitality to one another without grumbling. Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.*
- I speak up for all students - I put ākonga's wellbeing (emotional, spiritual, physical and mental needs), progress and achievement first and foremost, unaffected by my personal beliefs or interests.
- I come prepared - I come to board meetings prepared to fully participate in decision-making, making every effort to attend each board meeting.
 - *1 Corinthians 10:31 So, whether you eat or drink, or whatever you do, do all to the glory of God.*



- I use my position responsibly - I maintain confidentiality when I receive non-public information gained in the course of my duties and use it only for its intended purpose. I publicly represent the school in a positive manner and do not publicly disclose information that may be harmful to the school. I do not pursue my own interests at the expense of the school or community's interests.
 - *James 1:26 - Those who consider themselves religious and yet do not keep a tight rein on their tongues deceive themselves, and their religion is worthless.*
- I do not seek gifts or favours - I follow our board policy procedures in relation to any offers of gifts or hospitality. I never seek gifts, hospitality or favours for myself, members of my family or other close associates.
 - *Philippians 2:3-4 - Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others.*
- I am politically impartial in my role as a board member - I do not endorse or campaign for a political party or candidate in my capacity as a school board member.
- I meet statutory and administrative requirements - I act in accordance with all statutory and administrative requirements relevant to the role of the school board (including as an employer) and will seek guidance and support if and where required.
 - *Romans 13:1-7 - Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God. Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment.*
- I identify and manage conflicts of interest - I identify, disclose, manage and regularly review all interests. I become familiar with, and follow, all conflicts of interest requirements, including those of the board, the school, and all statutory requirements.

Signed _____ (Board Member)

Date _____



Committee Principles / Delegations

Committee Principles

- The board may set up committees/working parties to assist the board to carry out its responsibilities and due process (eg staff appointments, finance, property, disciplinary)
- Education and Training Act 2020, Section 285 gives the board the authority to delegate any of its powers to a special committee except the power to borrow money.
- The board must document, in the board minutes, the precise powers that are delegated to an individual committee. In addition the same delegation motion must name who has delegated authority. For example, the committee can:
 - Investigate and report their findings to the board
 - Investigate and make any recommendations based on those findings to the board
 - Investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the board what they did.
- Members of each committee are expected to demonstrate a commitment to the Special Character of the Kura.

Board Committees:

1. Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-board members. Committees must have a minimum number of 2 persons, at least one of whom must be a board member. Non-board members are expected to demonstrate a commitment to the Special Character of the school.
3. May not speak or act for the board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the principal or the Presiding Member.
4. Help the board (not the staff) do its work.
5. Assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board committees are not to be created by the board to advise staff.
6. Have the Presiding Member and/or principal as ex officio members (not including Audit Committees).
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
 - a. Purpose



- a. Committee members
 - b. Delegated authority
2. Must keep minutes of the meetings.



Governance Definition

Governance and Management

There are important distinctions between the governance role of the Board and the management role of the executive staff and kaiako.

The Board acts in a stewardship role and is entrusted to work on behalf of all stakeholders (ākonga, parents, staff, proprietor). It is accountable for the kura's performance, emphasises strategic leadership, sets the vision for the kura, within our Christian character, and ensures compliance with legal and policy requirements.

As Governors, the Board:

- Focuses on the on-going improvement of ākonga progress and achievement
- Focuses primarily on the present and the future
- Provides leadership
- Is vision-oriented
- Seeks to establish and monitor policy
- Is proactive
- Is an initiator
- Does not involve itself with the day-to-day running of the kura

The Board's role complements, but functions separately from, the management of the kura which is delegated to the Principal who is both a full Board member and the Board's Chief Executive in relation to the Kura's control and management.

The Principal, as Manager:

- Focuses primarily on the past and present
- Provides management
- Is task and detail-oriented
- Seeks to establish and carry out policy
- Is responsive
- Is an administrator
- Is accountable to the Board for the day-to-day operational organisation of the kura
- Ensures compliance with the Board's policy framework and the law of New Zealand

The Board focuses on the Strategic.

The Principal focuses on the Systemic.

The Kaiako focus on the Situational.



Meeting Process Policy

Meeting Process

- The Board is committed to effective and efficient meetings that are focused at a governance level and provide the information the board needs to be assured that all policies, plans and processes are being implemented and progressing as planned.
- Meetings are based on the Triennial Review Plan which is the responsibility of the Presiding Member and Principal and agreed upon at the end of each year for the coming year or at the start of the new year.
- Meetings are held with the expectation that Board members have prepared for them and will participate in all discussions within the principles of acceptable, God-honouring behaviour. (If a member hasn't read a document they cannot comment on it at the Board meeting.)
- All meetings are held in public but they are not public meetings. The Board has the right, by resolution, to exclude non-board members from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board in committee are fully recorded, on different coloured paper, but remain confidential. The Board needs to make the reasons for excluding the public clear and reserve the right to include any non-board member it chooses.

Meeting procedure

- Dates for meetings are set in December for the following year.
- The quorum shall be more than half the members of the Board currently holding office.
- Only apologies received from those who cannot be present must be recorded. Board members who miss three consecutive meetings without the prior leave of the Board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a Board member must request leave from the Board at a Board meeting and the Board must make a decision.
- The Presiding Member shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected Board.
- Any Board member with a conflict or pecuniary interest in an issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate. A pecuniary interest arises when a Board member may be financially advantaged or disadvantaged as a result of decisions made by the Board eg contracts, pay and conditions etc. A conflict of interest is when an



individual Board member could have, or could be thought to have, a personal stake in matters to be considered by the Board.

- Only Board members have automatic speaking rights.
- The Board delegates authority to the Deputy Principal in the times of absence of the Principal.
- Attendance fees are set by the Board. They are currently \$55 per meeting for a Board member and \$75 per meeting for the Presiding Member. They are non-taxable.
- All decisions and resolutions of the Board are minuted.
- Minutes of meetings are kept at the Kura Office.
- Any member of the public may inspect the minutes of any meeting or part of any meeting of the Kura Board (not being a meeting or part of a meeting from which the public are excluded), and may take notes from these minutes.
- In recognition of the unity of purpose expressed in the Special Character, decisions are made unanimously wherever possible. In the event of dissent, the Board may defer the decision to the next meeting. If taken to a vote, a majority is required of those present.
- The Presiding Member may exercise a casting vote in the case of equality of votes in addition to his/her deliberative vote.
- All policy recommendations of committees are to be ratified by the Board.
- Regular meetings will last a maximum of 2 hours.
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.
- A special meeting may be called by delivery of notice to the Presiding Member signed by at least one third of Board members currently holding office.
- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the Presiding Member and are then open for discussion.
- Motions and amendments, once proposed and accepted, may not be withdrawn without the consent of the meeting.
- When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.
- Correspondence that requires the Board to take some action should be photocopied/emailed and distributed prior to the meeting. Other correspondence can be listed and tabled so that Board members can read it if required.
- If a decision needs to be made before the next meeting, a motion can be approved via email if moved by the Presiding Member and responded with a 'Yes' from all members of the Board. Board members should be given at least 3 days to



respond. Board members must 'reply all' with their response to allow for discussion/clarification to be shared. If any fail to respond, they will be followed up by phone.

Agenda

- An agenda for the meeting should be circulated at least one week before the Board meeting.
- Any additional items for the agenda must be notified to the Presiding Member or Principal at least 4 days before the meeting to allow for proper consideration and preparation.
- Late items will only be accepted with the approval of the Board and in rare circumstances where a decision is urgent.
- Papers requiring reading must be sent out to Board members one week prior to the Board meeting and will not be accepted if tabled at the meeting (not including financials).
- A draft set of minutes is to be completed and sent to the Board members within 7 working days of the Board meeting.
- Prayer and Scripture are always the first item on the agenda.
- Each term the first meeting (Meeting A) will focus on Annual Planning and Curriculum and the second meeting (Meeting B) will focus on Policy Review and Future Focus.



Relationship Governance Policy

The Relationship between the Board and the Principal Policy

The performance of the kura depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The Board and the Principal form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Principal and the Role Definition policies should be read alongside this policy.

1. This relationship is based on mutual respect based on trust, integrity and ability.
2. The relationship must be professional.
3. The Principal reports to the Board as a whole rather than to individual board members.
4. Day to day relationships between the Board and the Principal are delegated to the Presiding Member.
5. All reports presented to the board by the staff arrive there with the Principal's approval and the Principal is accountable for the contents.
6. There are clear delegations and accountabilities by the Board to the Principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The Board must maintain a healthy independence from the Principal in order to fulfil their role.
11. The Principal should be able to share their biggest concerns with the Board.



Role Definition – Governance Policy

The Board

- Protects the Special Character of the kura and be accountable to the Proprietor for Special Character and Property
- Give effect to its obligation in relation to 1) any foundation / national curriculum statements and national performance measures; ii) teaching and learning programmes; iii) monitoring and reporting of ākonga progress
- Enables every ākonga to attain their highest possible standard in educational achievement
- Ensures the kura is a physically and emotionally safe place for ākonga and staff and gives effect to relevant ākonga 'human' rights, and takes all reasonable steps to eliminate discrimination
- Ensures the kura is inclusive of and caters for ākonga with differing needs
- Sets strategic direction and long-term plans and monitors the board's progress against them.
- Monitors financial management of the kura and approves the budget
- Effectively manages risk in all areas of responsibility
- Ensures compliance with legal requirements
- Takes an active role as a board member and all members attend board meetings
- Approves major policies and programme initiatives
- Approves and monitors personnel policy and procedures and acts as a good employer
- Appoints and supports the principal, ensuring his/her obligations as part of a professional growth cycle are adhered to
- Deals with disputes and conflicts referred to the board as per the kura's concerns and complaints procedures
- Represents the kura in a positive, professional manner
- Oversees, conserves and enhances the resource base
- Effectively hands over governance to new board/Board Members at election time
- Respect the views of staff, parents and pupils
- Oversees and fosters the vision of the kura
- seeks to achieve equitable outcomes for Māori students
- takes all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents and caregivers, and;
- takes reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity.



Presiding Member

- Builds quality relationships with key stakeholders eg principal, proprietor
- Oversee general performance of the Board
- Ensure information about the financial performance of the organisation flows to the Board
- Establish and maintain systems for information to flow to the Board
- Attend and chair Board meetings
- Make recommendations to Board about prudent management of Board matters
- Establish and maintain an on-going working relationship with the Principal
- Deal with disputes and conflicts referred to the Presiding Member
- Ensure the Principal's obligations as part of a professional growth cycle are completed on an annual basis
- Welcomes new members, ensure that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new board member induction
- Ensures the work of the board is completed
- Ensures that the board members act within board policy and delegations at all times and do not act independently of the board
- Ensures that the meeting agenda content is only about those issues which clearly belong to the board to decide
- Represents the board to external parties as an official spokesperson for the kura except for those matters where this has been delegated to another person
- Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
- Upholds and acts in harmony with the Special Character of the kura

Principal

- See Responsibilities of the Principal Governance Policy
- Act as Protected Disclosure Officer, as required

All Board Members

- To work within the board's Charter
- To abide by the board's governance and operational policies

Proprietor Member

- The member is first and foremost a board member and must act in the best interests of the kura
- To keep Proprietor informed of relevant matters



- To draw Board attention to Special Character agreement with the Crown and implications for the Board and Management
- Proprietor's property is managed and maintained in the best interests of the proprietor and the educational vision for the kura

Staff Member

- It is not necessary for the staff member to prepare a verbal or written report for the board unless specifically requested to from the board
- The staff member is first and foremost a board member and must act in the best interests of the ākonga at the kura at all times

Ākonga Member

- It is not necessary for the ākonga member to prepare a verbal or written report for the board unless specifically requested to from the board
- The ākonga member is first and foremost a board member and must act in the best interests of the ākonga at the kura at all times



Timaru Christian School Board Schedule of Delegations

Delegations Retained by the Board

The Board retains for itself and does not delegate to any executive management or staff position the following responsibilities:

- a. Approval of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets;
- b. Approval of all budgets for locally generated revenue, including donations, fundraising, sponsorship and income from fee-paying students;
- c. Setting the fees for fee-paying students;
- d. Approval of any fundraising venture with target proceeds greater than \$1500;
- e. The disposal of fixed assets with a residual value in excess of \$2,000;
- f. The transfer of money between any Board operating accounts and term deposit account in excess of \$10,000 and for a period longer than 12 months (the Finance Committee can approve this);
- g. The appointment of any permanent staff;
- h. Approving discretionary leave for staff (when employed) in excess of 5 consecutive days, whether paid or unpaid, or any other leave in excess of the provisions of the relevant employment agreement;
- i. The termination of employment of any paid employee;
- j. Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
- k. Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson;
- l. Interviews with the media and the distribution of media releases on any matter which involves controversial issues related to the School;
- m. Approval of any formal consultation with the community;
- n. The initiation of any legal actions and any communications in relation to these actions;
- o. Signature of any formal or legal agreement which is in the name of the School and must involve the Board.



- p. Approval of any proposed Education Outside the Classroom (EOTC) activity classified as Level 4 or Level 5 in the School EOTC procedures, including overnight camps.
(Approval can be given through the Health and Safety Committee.)

Delegations to the Principal

The Board delegates to the Principal the responsibilities listed below:

- a. The day-to-day curriculum and resource management of the School, the achievement of the School's Strategic Plan objectives, producing results in Government's National Education and Learning Priority areas and meeting requirements as specified in official educational policy documents;
- b. The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a Government department, or in collective and individual employment agreements;
- c. Approval of any orders for goods and services up to the budgeted amount;
- d. Transfers to deposit accounts of amounts less than \$10,000 and for periods less than 12 months;
- e. Ordering fixed assets for which the capital expenditure has the prior approval of the Board;
- f. The appointment of relieving and casual staff, provided such appointment is within the budget allocation for this particular service, and provided that delegation for the appointment of long term relieving staff is not given to any other staff member;
- g. Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities; and
- h. Delegation in writing to specified staff positions of responsibilities

During any absence of the Principal from the School for more than 5 days these delegations shall be exercised by the Acting Principal (Grant Phillips, Deputy Principal) with the separate and prior approval of the Presiding Member.

Signed _____

Board chair on behalf of the Timaru Christian School Board

Date: _____

Signed _____

Principal

Date: _____



School Board Member Register

The Office Administrator will keep an up-to-date register of kura board members including contact details, position on the board (e.g. Secretary, Presiding Member, Finance/Treasurer, Deputy Presiding Member, Staff Representative, Ākonga Representative, Principal), type of member (e.g. co-opted, proprietor representative, parent-elected representative), start date and term expiry date.



C1 - Special Character Education

We believe God is involved in every aspect of our lives.

We also believe God's Word plays an important part in our learning so do the following things at Timaru Christian School:

- Meet together as a staff for devotions at 8:15am daily. During this time, staff members share what they have learnt at church, listen to a devotion, listen to a Bible reading and share what stands out for them, and share a blessing they are grateful for.
- Classes have their own devotions programme.
- Prayers are shared in class with students being encouraged to take part. A karakia (prayer in Te Reo Māori) is led by the teacher every day. This could be at the start or end of the day, or before food is eaten (karakia kai). Teachers are encouraged to find other times to pray during the day with and for the students.
- Topic units will include Scripture-based concepts and learning activities.
- All students will learn about verses each week which are directly related to the scripture topic.
- Chapel services will be held fortnightly with worship songs, a speaker and prayer.
- Parents will be given a written statement about their child's participation in devotions/Scripture, as part of the written reporting process.



C2 - Assessment

Teachers record assessment information in:

- Google Drive
- their own individual record systems
- Individual Education Plans where appropriate
- the school's student management system, where appropriate
- reports and reviews to the School Board

Teachers obtain student achievement information with a range of assessment practices, including:

- informal assessment
- observations
- conferencing
- self assessment
- peer assessment
- portfolios
- exemplars
- testing.

Teacher planning includes an Assessment Focus outlining which indicators (derived from the Achievement Objectives) will be assessed.

Assessment results are given to the DP/Principal via the Tracking Document throughout the year to assist with evaluating the effectiveness of teaching and learning programmes and to assist with setting school targets and allocating resources. The Ako Leader collates and analyses assessment data, in consultation with the DP/Principal.

Assessment results are used to assist with identifying students who require extension or remedial assistance at the beginning of each term, in consultation with the SENCO coordinator.

Feedback to Students - Monitoring and Marking

Marking should be positive, clear and appropriate. Its purpose is to:

- recognise, encourage, and reward students' effort and achievement, and celebrate success
- focus students on achieving learning intentions and setting future goals by indicating 'next steps'
- identify students who need additional support, consolidation, or extension activities



- provide evidence of assessments made in terms of learning intentions and levels achieved.

Student Files – Year 1-8

Teachers keep a manila folder for each child with information relevant to their current (and recent) learning. It is passed on to the next teacher or school, when the student leaves their class, along with a student transfer form when appropriate.

Contents:

- IEPs, if relevant
- Details of any RTLB (Resource Teacher of Learning and Behaviour), Specialist Teachers, Learning Support, Pediatrician etc notes
- Latest running record
- Latest spelling test (essential spelling test until it is completed)
- Latest Numpu or Gloss assessment
- Information that is relevant and important for the next teacher to know



C3 - Cultural Diversity

Recognition of Cultural Diversity

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

- integration of cultural perspectives throughout unit studies across all levels
- consultation of Māori and Pasifika families every two years
- accessing cultural advisors, cultural dance/food festivals, as appropriate
- classroom programme incorporates different greetings
- offering a second language to Year 7&8 students\

We respect the special position of Māori as tangata whenua (the indigenous people) of New Zealand and Te Reo Māori (Māori language) as an official New Zealand language in accordance with our commitment to the Treaty of Waitangi. In recognising the unique position of the Māori culture, we provide instruction in tikanga (culture) and te reo Māori for students.

We currently foster Māori culture through:

- teaching te reo Māori to an elementary level (greetings, counting, mihi, basic vocabulary for everyday items, pronunciation of place names)
- singing waiata (Māori songs) in assembly, and classroom music time.
- using resources in the curriculum (especially reading, maths, science, social studies, art, music and phys. ed) which recognise New Zealand's dual cultural heritage
- integrating Māori through all curriculum areas where appropriate
- visits to marae in Year 5/6 (every second year, where possible)
- offering a lesson for Māori learners in which they can learn Te Reo, waiata, etc each week

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

- further explanation of existing programmes
- extension of the existing programmes if and as appropriate eg through dual enrolment with Te Kura
- combining with a neighbouring school for parts of the day/programme
- providing in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the child's classroom
- using community expertise (people and places) to help with any of the above



Improve Educational Outcomes for Māori Students

The board and staff consult with the Māori community every second year. This assists with preparation of our school charter. These aims are in accordance with the principles of the Treaty of Waitangi and are legal requirements in relation to Māori under the Education and Training Act, 2020.

Timaru Christian School regularly monitors and reports on Māori and Pasifika student achievement. To ensure success for Māori students, Timaru Christian School:

- tracks the achievement of all Māori students
- identifies any areas where a Māori student's educational achievement is not in line with peers
- ensures that support programmes for Māori students are provided, if necessary
- supports staff in implementing effective practices that promote success for Māori students
- evaluates the impact of these programmes and practices and uses this information in our self review



C4 - Special Needs including Remedial, Gifted and Talented and ESOL Learners

Students with Special Needs

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

- All aspects of special needs delivery are coordinated by the SENCO.
- Teachers plan programmes and strategies to cater for the individual needs of the students in their class.
- A student who is not achieving success may be offered extra support by the school.
- Learners who have been identified as needing alternative or additional resources receive extra assistance, and adapted programmes or learning environments.
- Some students, who have been identified as having ongoing special needs may qualify for extra funding. After assessment and approval through the Ministry they may receive extra support through Ongoing Resourcing Support (ORS).
- Support for Inclusion Funding provides funding for the support of other children regarded as needing extra support at school. These may include gifted and talented students or students who are achieving below their expected level.
- Students with non-English speaking backgrounds may receive ESOL assistance. This may include extra teacher time, teacher aide time, small group time, or other learning resources.
- The Special Needs budget is set by the end of the year for the following year.

Identify Learning Difficulties

A learning difficulty may be recognised by school or home, or identified at school through:

- various assessment tools, procedures, and observations
- consultation - with previous teachers, principal, parents, advisers, therapists, Special Education Services, etc
- professional diagnosis from outside agencies, aided and assisted with guidance and support from the school.

All teachers can refer students and groups of students for assessment and possible extra assistance. Teachers can make referrals to the RTLB (Resource Teachers of Learning and



Behaviour) and the RT Lit (Resource Teacher of Literacy), through the SENCO. Parents are also welcome to request referrals.

When a child's needs are identified as ongoing, an Individual Education Plan is developed. This process involves parents, teachers, and other support agencies as appropriate.

Ongoing Resourcing (ORS)

Some students with significant educational needs may receive ongoing resourcing. This resourcing is additional to teacher funding and operational grants.

A record of teacher aide and specialist teacher hours is maintained by the SENCO coordinator and reported back to the Ministry of Education at the end of each term.

Dual Enrolment

A student may be enrolled as a dual-enrolled student with The Correspondence School (Te Kura), if required. Their programmes will complement the programmes planned by the classroom teacher. They can be used to assist students who are working below their expected level, or to extend Gifted and Talented Students.

Gifted and Talented Students

Teachers plan programmes which meet the needs of all the students in their class. Sometimes students emerge with abilities far beyond the normal range of a class. Timaru Christian School provides support for these students and their teachers to ensure that they meet their potential.

Gifted and talented students are identified in a number of ways, which may include:

- consultation with parents, previous teachers, principals, advisors, therapists, GSE, etc
- cumulative records
- teacher completed checklists
- norm referenced assessments
- psychological assessments.

Once identified, gifted and talented students are extended through careful programming within the class. This may include an ongoing and monitored individual education plan (IEP) and dual-enrolment at The Correspondence School, as required.

Students are only promoted to an older year group following careful consideration and with the clear support of the IEP objectives.



Special Needs Coordinator

At our school, the Special Education Needs Co-ordinator (SENCO) is responsible for all special needs children including the gifted and talented, and for all aspects of special needs delivery across the school.

Funding is provided from different sources. The coordinator develops an integrated approach to special needs support within existing class programmes.

ORS - Ongoing Resourcing Scheme

SIF – Support for Inclusion Funding

ESOL - English for Speakers of Other Languages

and, sometimes, operational funds.

The key tasks and responsibilities of this role are to:

- Assist the principal by making recommendations about appointments of support staff
- Coordinate the teacher aide timetables
- Use teacher input and assessment data to determine the allocation of teacher aide hours for each student
- Make applications for funding and assistance from outside agencies
- Inform parents/caregivers about the type and amount of teacher aide support their child(ren) are receiving
- Liaise with Specialist teachers eg RTLB, R.Lit, SES etc
- Appraise teacher aides
- Oversee the Special Needs budget including ORs funding
- Attend and have input into IEPs, supporting the classroom teacher, teacher aides, parents and specialist teachers
- Keep the principal informed about developments in the area of Special Needs
- For CTA/LLI/ICS/BTA funded students, the SENCO will oversee the programme with the teacher aides, create IEPs with Specialists and the teacher, and report to the Ministry on a 6 monthly basis, as per funding requirements

English Language Learners

Some students are recent immigrants to New Zealand, or live in homes where English is not the first language used. These students can access support through the ESOL programme.



The SENCO is responsible for the ESOL programme, including planning, teaching and assessment. They will work with the Principal to access funding.

ELL (English Language Learners) students are identified at enrolment. Identified students are usually placed in classes with their peer group.

Students are assessed according to the ESOL Checklist (Ministry of Education funding forms.)

Each year in Terms One and Three a return on ESOL students is made to the Ministry of Education, and eligible students receive funding which may be used to employ a teacher aide, or to provide other forms of support.

Special Needs Teacher Role

The key tasks and responsibilities of this role are to:

- Set goals and create IEPs in consultation with parents, teachers and SENCO
- Review goals at the end of each term, at which time an IEP is created for the next term
- Plan, teach and assess individual programmes as per IEP goals
- Set up an individual classroom programme to be overseen by the teacher aide and teacher (there should be at least ½ hour of additional follow-up work per day, per subject area)
- Meet with the classroom teacher in Weeks 1 and 9 to set and review goals, and in Weeks 3 and 6 to track progress against the goals and discuss student class work that has been set eg quantity, level, manageability etc
- Update SENCO re: progress in Week 6 to assist with teacher aide timetable design
- Note: for students who are SIF-funded, the same tasks apply but without SENCO input into the goals

The Class Teacher's Role

The class teacher:

- includes the student in classroom descriptions and in ongoing planning
- plans and assesses an inclusive programme for the student
- supervises and supports the delivery of service from the teacher's aide
- meets with the Special Needs Teacher in Weeks 1 and 9 to set and review IEP goals, and in Weeks 3 and 6 to track progress against the goals and discuss student class work that has been set eg quantity, level, manageability etc
- liaises with family, teachers, teacher aides, the principal, the Special Education Needs Co-ordinator and other professionals as necessary.



Special Needs Support Staff

Teacher aides work with teachers to support children with ongoing special needs, funded through ORS, other funding agencies or with groups or individuals funded through the Special Education Grant.

For ongoing special education needs, the teacher aide:

- supports the mainstreaming of the child into the classroom
 - must be regularly safety-checked as per The Children's Act 2014
 - follows the advice and guidance and requirements of the classroom teacher and the special education needs coordinator
 - contributes to the development of the Individual Education Plan
 - works to meet the objectives of the Individual Education Plan
 - fosters independence as far as possible
 - maintains confidentiality within the school
 - assists with other children to allow the child time with the teacher. These duties are specified and clear.
-
- supervises and assists as appropriate with routine needs such as toileting, personal hygiene, and pupil safety. When toileting, only the trained teacher aide or classroom teacher will be present in the toilet room. The adult will maintain an ongoing conversation so others can hear them and the door will remain unlocked.
 - prepares and maintains resources to assist the class or pupil programme.

For special education, the teacher aide:

- may work within the classroom setting or, at times, largely unsupervised by the teacher and the Special Education Needs Co-ordinator. When working unsupervised, the teacher aide and child must be in an easily-accessible room with windows uncovered and the door ajar.
- works with individuals or groups to support teaching and learning and curriculum delivery across the school
- uses existing resources as directed by teachers to assist children with learning problems
- works hours negotiated with the principal and SENCO coordinator



- may be asked to accompany a child on camps or trips. When accompanying on trips, the teacher maintains overall responsibility and the teacher aide will not be left to work or sleep alone with a child.

Only teacher aides working at Grade B or above can be left unsupervised with a child.

Relevant Legislation: Children's Act 2014



C5 - Health Education

The Education and Training Act 2020 requires schools to consult "once in each two years" on the delivery of the health curriculum, and to adopt a statement on the consultation process.

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

Consultation on the Health Curriculum

The purpose of the health consultation process is to:

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

The School Board may adopt any method of consultation that it considers appropriate.

As part of the consultation process, members of the school community will be given an adequate opportunity to comment on the programme. Any comments will be considered and the programme will be adapted as required.

Relevant Legislation: The Education and Training Act 2020



C6 - Homework

We believe that it is important for children and their families to enjoy time together to be creative and follow out-of-school pursuits in their primary schooling years without the pressure of huge amounts of homework. As of Term 3, 2018, TCS started a homework-optional programme.

In Years 1-6, children take home a book to read. This is because we know that reading mileage is important for students as they work towards fluency in their reading. Beyond that, it is up to the parents to decide what additional learning will take place.

In Years 7-8, children will be assigned work that hasn't been completed in class. This is to encourage them in setting up good time management for high school. They will also have access to reading books to take home.

In Years 9-10 students will be set projects during the term and will be given work to finish at home if it hasn't been completed in class. There will be a strong focus on self-management, organisational, personal responsibility, and time-management skills.

Links to useful websites and information will be available to parents on the school website.



C7 - Education Outside the Classroom

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

The school's EOTC activities support and enhance the New Zealand Curriculum.

EOTC activities must be approved by the principal, and overnight camps by the School Board, through the Health and Safety Committee, who hold the ultimate legal responsibility for approved excursions. All school health and safety policies apply to EOTC activities.

To make EOTC effective and safe, the school will:

- involve students, parents, caregivers, and the community at all relevant stages of planning, preparation, performance and evaluation
- be aware of cultural considerations of participants
- ensure, where possible, that students are not excluded for financial or special reasons
- provide alternative learning situations for students unable to participate
- follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements, adhering to the Health and Safety at Work Act 2015 and The Childrens Act 2014.
- ensure adequate ongoing training for all staff involved in EOTC, including support staff attending approved workshops, seminars, courses and training and assessment schemes.
- view and approve an Event Risk Assessment and Supervision Plan (E-Rasp) prior to the excursion (through the principal). This will be given to all adult helpers, teachers and the office administrator, and teachers will discuss the safety precautions with their students prior to departure.- Note: overnight camp E-Rasp forms are approved by the Health and Safety Committee.

Supervision

- All events must be led by staff who are appropriately trained and competent in those areas. Competency can be measured by experience and/or qualifications. Staff have the right to say no to taking an event.



- Parents, contractors, volunteers and student leaders must be checked for their suitability to work with children and adults.
- On overnight trips, a male and a female staff member or volunteer must be available at all times for overnight supervision if the event includes both male and female students. A minimum of two staff members or approved volunteers must be on site at all times.

No adults (i.e., staff, instructors, visitors, or parent volunteers) participating in an EOTC activity may consume alcohol, illegal drugs, or other harmful substances.

Supervision ratios

The supervision ratio is established as part of the E-Rasp. The Principal determines the ratio based on the following considerations:

- the competence of the staff, including volunteer assistants and student leaders
- first aid cover
- gender, age, behaviour and ability of students
- any special needs of students (medical, educational)
- the duration and the nature of the activity, for example, whether it is land based or water based
- the nature of the site, and its remoteness
- contingency options
- access to emergency services
- the time of year
- the weather forecast

EOTC First Aid/Medicines

- Ensure that one adult has a current first aid certificate and that the first aid equipment is accessible at all times.
- Ensure that individual medication is administered as required and recorded (on the Medication Administered form). Medicines, except asthma inhalers, are held by the teacher in charge.
- Record any first aid treatments on a first aid log, and any accidents on the accident register on Edge/Helix SMS system. If a student sustains a head injury, monitor them for delayed concussion.
- If a student becomes ill at camp, alert the teacher in charge.



Covid Precautions – applicable if an outbreak is occurring locally

- Covid tests and face masks should be taken on all overnight camps. If a child tests positive while away, they will be isolated, and their parents will be contacted to collect them as soon as possible. If they do not take a covid test but are displaying symptoms of covid, for the purpose of the excursion they will be treated as covid-positive and the above course of action will be followed too.

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

EOTC Transport

Private car:

Any private car provided for students must be registered and have a current Warrant of Fitness. All parents providing transport must have their full driver's licence even if they are only transporting their own children.

Parents must travel in the most direct route to and from a destination. Any variation or stops must be approved by the teacher in charge.

Car seats must be used as required by law.

Public transport or chartered transport:

The operator's licence determines the conditions of travel.

School or hired minibus:

- The minibus can be driven by an adult with a car licence, as long as there is a maximum of 11 passengers.
- The driver's name and licence must be recorded by the office administrator.
- Each vehicle transporting students should carry a first aid kit, and a list of students in the vehicle.

Note: On overnight trips, a 'camp vehicle' must be accessible at all times in case of an emergency.



Parent Help

Teachers will determine how many, if any, parent helpers are required for the event. Teachers will brief parent helpers and instructors of their specific roles, including supervision, driving guidelines, medical needs of specific students, and any other relevant information.

Parent volunteers, including camp parents, are not required to be vetted, although the School Board or management may choose to do so.

Parental Consent

At Timaru Christian School, parents complete, at enrolment, a blanket permission form which covers low risk activities (levels 1 and 2 as described in the table below). This is updated at the start of each year. Parents are notified about level 2 activities.

Higher risk activities or overnight camps (levels 3 and 4) always require informed consent from parents. Informed consent forms describe the activities planned, their associated risks, and other logistical information. Each student must have a signed permission form from their parent before they can participate in the activity. This may be done electronically.

Levels of activity and the consent required

1. At school, or within the immediate local area. For example: Sports events, fun days, nature studies.	Blanket permission is provided on enrolment.
2. Off-site events occurring entirely in school time and finishing no later than 4 pm. For example: Zone sports, class trips to the museum.	Blanket permission is provided on enrolment, but parents are informed that the event is to occur.
3. Off-site or on-site events occurring in one day involving risk assessed to be greater than that associated with the average family activity.	Parent/caregiver informed consent is required for each specific event.



	For example: water activities (apart from swimming sports), rock climbing.	
4.	Events involving an overnight stay. For example: school camp.	Parent/caregiver informed consent is required for each specific event.

Unacceptable Behaviour

If a student's behaviour on an EOTC activity is unacceptable, they may have to be returned to school. The teacher in charge must document the incidents/behaviour and contact the principal before taking any action.

The principal informs the student's parents of the unacceptable behaviour and the arrangements for bringing the student back.

Relevant Legislation: Health and Safety at Work Act 2015; The Children's Act 2014; EOTC Guidelines 2016



C8 – Curriculum Procedures

The principal will:

- Provide opportunities for success for all students in all essential learning areas and skill areas of the New Zealand Curriculum
- Give priority to student achievement in literacy and numeracy
- Give priority to regular quality physical activity that develops movement skills for all students
- Report on progress and achievement of all students
- Identify students at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address needs
- Ensure there is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting
- Consult with the school's Māori community about the policies/plans for improving the achievement of Māori students, partnering with them to ensure their needs are met, and protecting their language and culture
- Seek board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made
- Ensure achievement of the Strategic Plan / Annual Implementation aims and targets

In accordance with Government Policy, every student in Years 0-8 will receive an average of one hour per day each of Maths, Reading and Writing instruction.

Relevant Legislation: The Education and Training Act 2020



C9 Cybersafety

As our children's access to the internet increases, both at school and home, it is our responsibility to ensure they know how to protect themselves and their identity in the online community, and use those technologies in a God-honouring way.

- At the start of each year, Year 5-10 teachers will incorporate a lesson in Cybersafety with their construction of Class Rules. It will highlight the dangers of social media and internet use and include rules for how ICT is to be used in the classroom.
- The school maintains the right to monitor, access, and review ICT use, including email use; and to audit at any time material on the school's equipment. The school may also ask to audit privately owned ICT devices/equipment used on the school site or at any school-related activity.
- The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. Staff may also use school ICT for professional development and personal use which is both reasonable and appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on or off the school site.
- The use of any privately-owned/leased ICT equipment/devices on the school site, or at any school-related activity must be appropriate to the school environment. This includes any images or material present/stored on privately-owned/leased ICT equipment/devices brought onto the school site, or to any school-related activity. This also includes the use of mobile phones.
- When using school ICT, or privately-owned ICT on the school site or at any school-related activity, users must not:
 - Initiate access to inappropriate or illegal material
 - Save or distribute such material by copying, storing, printing or showing to other people.
- Users must not use any electronic communication (e.g., email, text) in a way that could cause offence to others or harass or harm them, put anyone at potential risk, or in any other way be inappropriate to the school environment.
- Staff are reminded to be aware of professional and ethical obligations when communicating via ICT with students outside school hours. This should only be done via email. Staff and students are not to be 'friends' on social media. This is a form of protection for both parties.
- All material submitted for publication on the school website/intranet(s) should be appropriate to the school environment. Such material can be posted only by those given the authority to do so by senior management.
- Parents must give their consent for their child's face or work to be published on the internet. This is done on the enrolment form and start year permissions form.



- The school will operate a blocking/filtering system which will deny access to inappropriate websites.
- BYOD – students are not allowed to bring their own internet-capable devices to school eg smartphones, mobile phones, tablets, kindles, iPods, iPads, Smart Watches and any other transmitting device, unless permission has been obtained by the parents from the principal. In this case, they must give them to the office for safe-keeping. Students may collect their devices from a senior teacher at the gate at the end of the day.
- Students are not allowed to take school devices home, unless with permission of the Principal.
- If a teacher has used a school device at home or school to access inappropriate content, their device will remain at school outside of work hours and they will undergo a discipline process with the Principal and BOT, including a plan to assist them with any personal issues that have been highlighted in the process.
- Random checks can be carried out on students and teachers' devices at the Principal's discretion.



F1 - Monitoring Expenditure

Budget

The principal consults with staff to draft a budget for each year. In drafting the budget, the identified priorities of the school, and the school's local curriculum and professional development planning, are considered.

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

The Budget Variance is reviewed jointly by the Finance Committee prior to each Board meeting. Income and Expenditure graphs, Working Capital and Banked Staffing graphs are presented to the School Board prior to each Board meeting.

To monitor expenditure, the school uses the following guidelines:

- Any unbudgeted expense over \$500 must be approved by the Presiding Member
- No budget is overspent without informing the principal who will inform the School Board as part of Financial reporting.
- Competitive quotes are obtained, where possible and practical, for capital items or operating expenses over \$1000.
- Requests for reimbursement must be in writing (using the school's reimbursement form), detailing costs and enclosing receipts.
- Internet transactions must be signed off by at least two authorised signatories.
- Financial statements for the reporting period must be tabled at each board meeting.
- Summary Account Reports, where possible, must be given to every board member at least three days before any planned board meeting.
- The school runs an ordering system which is controlled and monitored by the Office Administrator and overseen by the principal

Sensitive Expenditure

Expenditure on travel outside of the requirements of the professional development programme (especially international travel), koha or payments to individuals must be approved by the Board and may require specific fundraising.



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

Authorising sensitive expenditure:

The principal takes into account of the following prior to authorising expenditure which may be beneficial to an individual or group:

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

Entertainment Expenditure

The school may incur costs of this nature through:

- social functions, such as internal functions, representing the school socially, relationship building and providing hospitality to people in the course of school business.
- meetings, conferences, seminars, etc.

This expenditure must be monitored, and linked to the business of the school. The amount spent must be shown to be reasonable and appropriate.

In selecting venues and catering the school takes into account the nature of the event, total cost, and quality required.



F2 - Credit Card

- Only staff authorised by the School Board can use the card.
- The credit card limit is approved by the School Board.
- The card must only be used for school related purchases, and for actual and reasonable costs associated with school business.
- It must never be used for personal purchases.
- The user needs to present a detailed tax invoice and receipt.
- The statement must be certified by cardholder and signed off by the Presiding Member.
- No cash advances are allowed (unless approval is given by the cardholder and in unique situations eg when overseas)
- Any discretionary benefits (such as, membership awards) must only be used for the benefit of the school, not for personal use.
- The credit limit cannot be exceeded.

The cardholder/ user must:

- immediately report its loss to the credit card company.
- Return it as soon as possible after the purchase, whenever the Board requests it, or upon ceasing employment at the school.



F3 - Gifts

The board ensures that expenditure on gifts incurred by the school is clearly linked to the business of the school. The board has delegated responsibility for the implementation and monitoring of this process to the principal.

- All gifts are purchased through the school's normal purchase procedures.
- If the gift is to be given during travel, then the staff member should receive authorisation for the value of the intended koha/gift before the travel.

Receiving Gifts

Gifts should not be accepted if there is concern that acceptance could be seen by others as an inducement or a reward that might place the staff member under an obligation.

- If gifts received are small and of little value (up to and including \$50), then the recipient may keep the gift.
- If the gift is larger and more valuable, then the recipients must advise the principal who keeps a formal register of gifts valued at over \$50.



F4 – School Expenses

Student Activity Expenses

- The activity expenses go towards the costs of optional educational experiences, and services which are extra to the school's curriculum obligations eg sports teams. School uniform items may also be put onto these accounts.
- Activity Expense accounts are sent out at the end of each term.

Attendance Dues

- State Integrated schools do not receive funding from the government for buildings and therefore are required to charge parents for this.
- The school could not operate without charging attendance dues. These are currently set at \$650 plus GST per student per year. The attendance dues are payable to the proprietor of Timaru Christian School. Payment of attendance dues is compulsory.
- Accounts are sent to each family at the beginning of each term, payable for one term in advance. Parents are encouraged to use automatic payments.



F5 - Travel Expenditure

The board ensures that travel expenditure incurred by the school is clearly linked to the business of the school. The principal has responsibility for the implementation of the following guidelines:

- Any travel expenditure is on the school's business, and the school obtains an acceptable benefit from the travel when considered against the cost.
- Expenses are reimbursed on an actual and reasonable basis.
- Staff required to travel on business do not suffer any negative financial effect.

Process for Making Travel Arrangements

- No staff member approves their own travel.
- All booking arrangements for any travel are conducted through the school's normal purchase procedures. (See the office administrator).
- Travel bookings are not to be made using cheques.

Travel within New Zealand

- The justification for travel within New Zealand must relate to school business. Travel within New Zealand is to be authorised on a one-up basis.
- All domestic air travel is to be economy class.

International Travel

- Any international travel is authorised by the board before it is commenced. A proposal is put to the board detailing the purpose of the trip, the expected benefit to the board which will arise from the trip and an estimate of the costs of the trip. The minutes record this process and the board's decision.
- At the end of the trip overseas, the traveller prepares a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the school.
- If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

Accommodation

- Staff book 'good' but not 'superior' accommodation.
- Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift.

Vehicles

- When using rental cars, staff choose 'good' but not 'superior' model vehicles.
- Use of private vehicles is approved on a one-up basis (principal permission) and reimbursement is at the rate outlined in the relevant collective agreement.



- The school will cover the excess for insurance claims incurred as a result of using a private vehicle for school business, where it is not the fault of the driver, up to a maximum of \$500 (aligning with the costs the school covers for the excess of its school van)."
- If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt, and seek reimbursement through petty cash or as part of an expense claim.

Reimbursement of Expenses

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

Discretionary Travel Benefits

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



F6 - Financial Management

To ensure that finances are effectively managed and reported, the School Board delegates responsibility to the Principal who works with the Office Administrator and accountants, when required, to:

- present a set of financial summaries with budget comparatives at each board meeting (working capital, income and expenditure graph, banked staffing)
- present the draft **annual budget** for adoption at the November/December board meeting.

The Board will:

- discuss points of interest
- seek clarification
- ensure funding/expenditure is acceptable
- sign accounts and SUE reports (Presiding Member)

Annual Audit

The school appointed auditor meets each year, as required, with the office administrator and the principal to assess and monitor:

- school circumstances
- extraordinary expenditure
- financial management
- reporting to the board
- property spending
- surplus/deficit.

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

Theft and Fraud Prevention

Note: this procedure refers to allegations of theft or fraud by adults in the school. Petty **theft by students** is dealt with through the school's behaviour management procedure.

The Theft and Fraud Prevention procedure enables us to:

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



To achieve this:

- The school's physical resources are kept secure *and accounted for*
- The school's financial systems prevent and detect fraud and meet the requirements and standards of generally accepted accounting practice, and relevant legislation.
- Staff members inform the principal immediately if they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, or other persons associated with the school. See also *Protected Disclosure*.
- The school investigates any allegation of theft or fraud. The principal may decide to notify the police immediately, or may begin an investigation using the *Investigate a Complaints procedure*. This should be done as soon as possible.
- SUE reports will be signed by the office administrator, principal and presiding member.
- Prior to each Board Meeting, the presiding member and principal will go through the Budget Variance report to ensure we are tracking as expected and any significant variations will be discussed with the Board.
- Any payments made to the principal and related family members will be signed off by the Presiding Member. The payments will be authorised by the Deputy Principal and Office Administrator (the other token holders).
- When a person with banking authorization ceases their role at the school, they will surrender their banking token and be removed from the banking authority.

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

Segregation of Duties

- There are three people who have access to Xero and ASB Banking. These will be the Office Administrator, Principal and Deputy Principal. Two people will be required to make payments through ASB.
- All payments through Xero are entered by one person and approved by another person with receipts or invoices in HubDoc as evidence.
- Bank Reconciliation Summaries will be signed off by the Presiding Member at each board meeting.



HS1 - Care and Management of Children

- All students are treated with care, courtesy, and appropriate language.
- Teachers avoid physical contact with students which could be considered intimate, threatening, sexual, or violent.
- Corporal punishment is prohibited.
- All cases of bullying are regarded seriously, investigated, and dealt with through the school's behaviour plan. Security camera footage may be used to assist with this.
- If a child leaves the school without permission or goes missing during the school day, the teacher arranges for the remaining students to be cared for. They then contact the school office and the school buildings and grounds are searched. If they cannot be found anywhere, the parents are informed and the police called.
- Teachers take particular care with students who express themselves freely and seek close physical contact. When this is a problem, it is always discussed with the child's parents.
- When staff are counselling or teaching a student one to one, they ensure wherever possible that the space is not closed off from other people.
- The procedure for physical restraint must be followed only when necessary to prevent imminent harm and the person using restraint reasonably believes there is no other option in the circumstances to prevent the harm.
- If a teacher is attacked by a student, they protect themselves without causing injury to the student involved, and immediately report this incident to the principal. They must also ensure remaining students are removed and in a safe setting.
- Staff have a professional responsibility to report any allegations of indecency, abuse, or other professional misconduct to the principal, or deputy principal or NZEI networks.
- Toileting of special needs students is only carried out by an appropriate teacher or a trained support staff member, and another staff member is present.
- At all times the Principal, Deputy Principal or Senior Teacher must be on-site during school hours.

Relevant Legislation: The Education and Training Act 2020; Physical Restraint Guidelines



HS2 - Supervision of Students

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

1. The office is informed of the disappearance so a search can be coordinated. The principal is informed as early as possible. (If there is no one at the Office, contact the Principal or DP immediately.)
2. The Office Administrator uses the speaker to call the child to the Office.
3. All available staff are mobilised to search the school for several minutes, and visual checks are made at each of the school exits.
4. If appropriate, involve other adults in the search. Using the fire bell is an option and carry out an evacuation as usual, during which time the roll is called.
5. If the child is still missing, some staff leave the school and begin combing the local area, while the rest of the staff continue to search the school. The child's parents are informed of the situation.
6. After ten minutes, the police are called to assist.
7. The presiding member of the Board is notified, once the Police are involved.

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

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

The duty teacher must deal with issues raised by students while on duty. Students need to feel that their complaints and concerns will be taken seriously, and that they will not be refused support.

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

The following guidelines ensure effective playground supervision.

- Two teachers are rostered to cover all supervision duties. One teacher covers the tennis courts and soccer field spaces. The other covers the playground, spaces around the building, and the field with the swings on it.
- When a teacher / teacher aide is absent and has a duty to perform, a replacement will be organised at the start of the day.
- Teachers report on duty in a timely fashion.
- Teachers are alerted to problems in the playground, using the school rules as a guide. Teachers patrol proactively, moving around their designated area.



- Treat injury or illness in the playground according to the school's procedures for minor/moderate or serious injuries.
- Children involved in violent playground behaviour are managed with the school's behaviour management procedure.
- On wet days (declared by duty teacher), duty is as normal for duty staff. Students go to a classroom designated for their house group. Each of the duty teachers will supervise two classrooms.
- Students play first before washing their hands at the trough outside the Principal's Office, and then eat their food. This is the practice of Play, Eat, Learn which assists with good hygiene practices and promotes a smooth, settled transition into the next session of learning.



HS3 – Staff Health and Safety

Staff Working Alone Outside School Hours

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

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

Comply with the requirements of your school's security policy.

Stress in the Workplace

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

Should the School Board be asked to consider leave, then they will act in good faith on the basis of information and advice available at the time its decisions are made, and in the best interests of all students, parents and staff. This will be done through the Personnel Sub-committee.

Staff Health

It is up to employees to determine if they are of healthy mind and body to attend school. If they need to take leave, the Deputy Principal and Principal must be notified to ensure cover can be sourced. If absent for over 3 days, provide a medical certificate.

Staff Safety

When a staff member feels threatened or unsafe, they must let a Senior Management Team member know immediately. They will work with the Principal to provide support or reduce risk. If required, a safety plan will be developed.

Relevant Legislation: Health and Safety at Work Act 2015



HS4 – Sun Safety

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

The staff:

- encourage children to protect themselves with broad spectrum SPF30+ sunscreen (which the school provides) and by sitting/playing in the shade where possible.
- require students to wear hats which protect the face, neck, and ears, whenever they are outside and involved in school activities after 11am. Students at school without a hat must remain in an allocated shaded area or inside at break times. Hats must be broad-brimmed (min. 7.5 cm), or legionnaire/bucket hats (min. 6 cm brim, deep crown). These hats provide significant protection to the eyes.
- model appropriate sun safe behaviour when they are outside and involved in school activities, by wearing hats, and making use of shade whenever possible. Parents are also encouraged to wear sunhats and be positive role models when picking up children or participating in school activities.
- recommend the use of t-shirts and rash vests or suits when students are at risk of extended exposure, such as during swimming or picnics.
- encourage children to wear clothing that protects the skin from the sun (for example, shirts with sleeves and collars).
- try to schedule outdoor activities to minimise exposure to the sun during the summer.
- include sun protection in the risk management plan developed for EOTC activities.

The school educates the whole school community by:

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

The School Board:

- includes shade creation in its property planning.
- ensures ongoing assessment of SunSmart behaviour, shade provision, and curriculum emphasis.



What about Terms 2 and 3?

Note: There are benefits from sun exposure, including Vitamin D absorption which is important for the development of healthy bones, muscles, and teeth. During Terms 2 and 3 students do not need to wear hats or sunscreen, or stay in the shade. They should be encouraged to actively enjoy the sun. However, as UVR levels increase in September (before the end of Term 3), if students are outside for extended periods of time eg sports events, they will be encouraged to wear sun protection during that time.



HS5 – Harrassment

Definitions of Harassment

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

Sexual Harassment

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

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

Examples of sexual harassment:

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



Racial Harassment

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

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

Examples of racial harassment:

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

Harassment Complaints Procedure

Many harassment complaints can be resolved informally through confronting the person responsible, explaining that their behaviour is offensive and seeking an assurance that it will stop. It may be necessary to approach another staff member for support at this stage.

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

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

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



Defamation

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

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

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

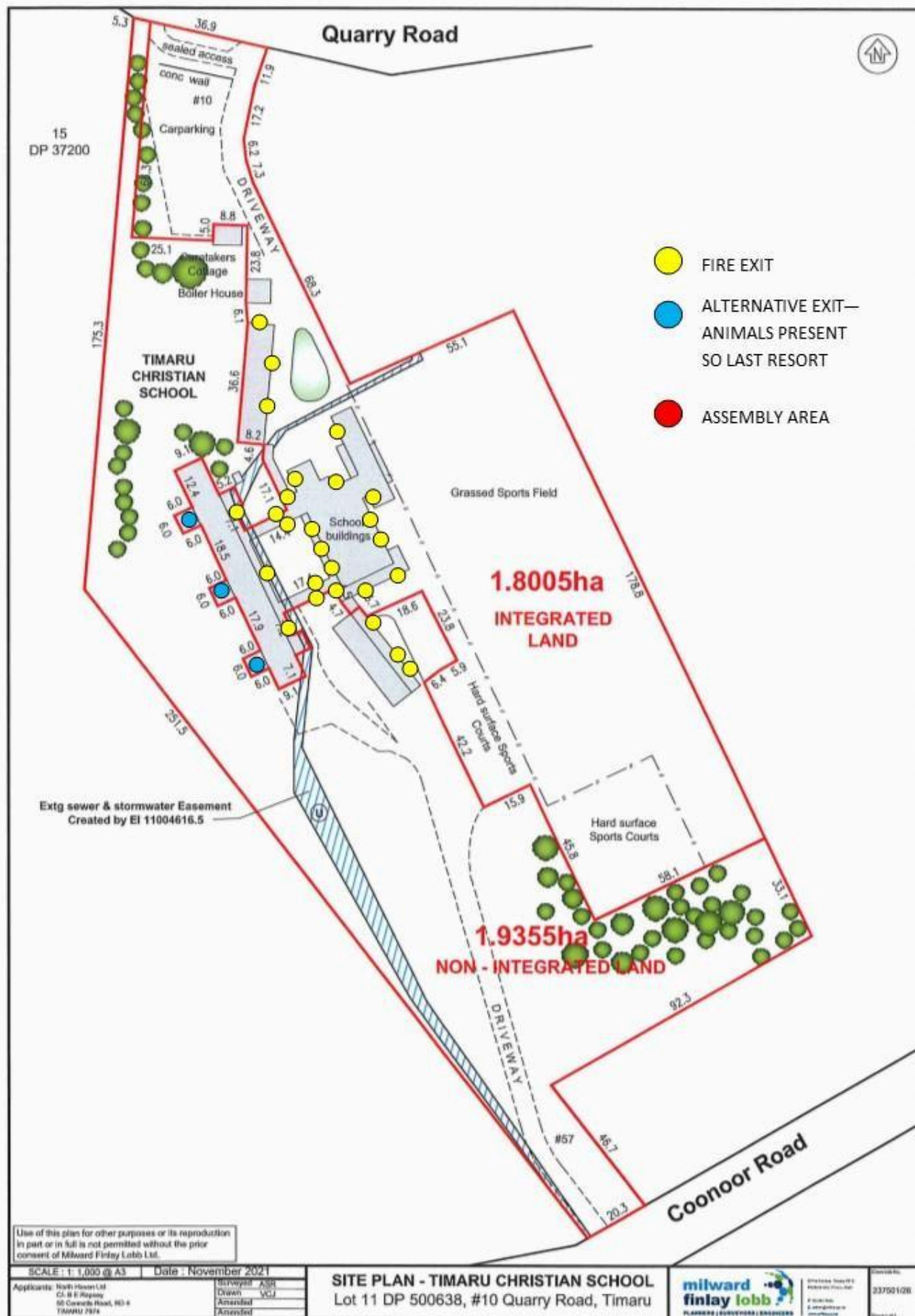
There may be a case for defamation if a complainant speaks to anyone other than the alleged harasser, or those with a genuine need to know.



HS6 – Evacuation Plan

Fire Evacuation Plan

1. The fire alarm will ring continuously.
2. Move to the nearest fire exit. In the administration block this is at the Student Entrance, Main Entrance or exits next to the Hall. In the teaching block this is the stairs leading down to the concrete area. Teachers are to 'sight' each other before moving out of the building. If one of the teachers is not in the classroom, the other must check the toilets in that area.
3. Students with mobility or other special needs who require mobility assistance will be carried by the teacher and/or teacher aide out of the building.
4. Once on the concrete area, children move quickly along the driveway to the tennis courts.
5. Fire wardens (T1, T5, TK3 teachers) will 'sweep' the building to ensure everyone has exited. The Principal and Office Administrator check the Staffroom, offices, hall, all public and hall toilets and library.
6. All teachers need to count the students in their class to ensure no one has been left behind, then report to the Principal. Visiting adults should also make themselves known to the Principal on the tennis courts.
7. Ground floor classes go out their nearest fire exit (marked by yellow circles), up the stairs nearest external stairs, and around the administration block to get to the courts. If it is unsafe to do so, they go up the driveway, via the preschool entrance.
8. The exits where the blue circles are indicate external fire exits to enter the paddocks. Due to livestock in the paddocks, this is a last resort and the teacher must go ahead of students, leading them to the nearest gate out of the paddock, securing the fence behind them.





Fire

- Anyone finding a fire should raise the alarm immediately. Go to the closest call point (fire alarm switch - usually in red mounting with a glass front) and activate it. If possible, contact the office.
- The fire alarm will activate with instructions to leave the building. The fire brigade will be called by the alarm company.

Earthquake Evacuation Plan

1. When shaking starts, take cover under a desk, protecting your head with your hands.
2. When the bell rings, evacuate to the tennis courts as per instructions above.

Earthquake Response for Special Needs Students

- Where possible, special needs students should be positioned in the classroom away from glass doors and windows, video trolleys, etc., and out of the path of potential falling or moving items.
- Wheelchairs should have the wheels locked when in class.
- Hazard management is even more important in a class with a special needs student.

During an earthquake:

- Teachers/carers must attend to their own safety which may mean taking cover and giving instructions from a safe place.
- Special needs students who cannot get under their desks themselves must be shown how to protect their heads by lowering them and covering their heads and necks with their hands and ears with their arms, or covering their heads with a suitable item within reach such as an open book, or jacket.
- If a carer is with the student they may be able to get them to a safe place such as under the desk or in a doorway. Otherwise, help the student cover their head and neck.



- Where there is more than one special needs student in a class without one-on-one attention, hold drills more regularly. Increased confidence helps to reduce panic in an emergency.

Electrical Storms

- In an electrical storm, stay inside.
- Wherever possible, turn off and unplug electrical appliances and phones.
- Shut down computers, unplug them and disconnect the internet cables.

Lockdown

- Once the office has been made aware of the need for a lockdown, a message will be announced over the sound system.
- Teachers lock their doors, move students out of sight of the windows (covering windows where possible) and ensure students remain calm and quiet. The principal or acting principal will be responsible for locking the 4 external key doors and external hall doors and, if time permits, the fences. If a reliever is in a classroom, the classroom teacher next to them will lock the doors for them before locking their own room. The principal or acting principal will lock themselves in the school office to ensure they have ongoing access to incoming phone calls and emails throughout the lockdown.
- If the police have not already been alerted, they will be informed and the school will follow the direction of the officers.
- The office will liaise with teachers using the phone system and personal cellphones.
- Once the all-clear has been given by police, the bell will ring continuously and teachers are to take their students to the hall for a debrief and prayer.
- A lock-down kit will be kept in classrooms consisting of a plastic bucket with lid, tinned fruit, can opener, crackers, toilet paper.



HS7 - Disaster and Crisis Management Plan

Immediately following any disaster and evacuation procedure during the school day, the principal, or acting principal, must:

1. Establish a control centre.
2. Appoint a staff member to take charge of all activities.
3. Check the school roll, including all staff and any visitors, using the daily roll and visitor app.
4. Staff the sick bay, or an alternative designated area, to handle any injuries.
5. Assess the disaster and decide whether school evacuation is required.

If students are moved to a place of safety offsite, make sure notices are taped in a relevant place advising student location to authorities, parents or caregivers who turn up.

0. Make sure that students are only released to parents or caregivers (or medical authorities, if appropriate), and mark each release on the register.
0. Approve any staff member's departure from the school.
0. Begin planning to support any people unable to leave the school at the end of the day.

After the disaster

If anyone at the school has been seriously injured or killed as a result of the disaster, the principal must employ the crisis management plan.

If a decision was made to close the school, the principal, in conjunction with relevant Board members, must assess the circumstances and decide when the school will reopen, and advise the Ministry of Education. Before the school is reoccupied, the principal must arrange for a qualified person to inspect them before reoccupation.

Crisis Management

In the event of sudden death or serious injury to a child or staff member, the school's immediate response should be to dial 111 and involve the appropriate emergency services.

Informing the parents or next of kin is the responsibility of the NZ Police, who will often involve staff or Victim Support if appropriate. It is possible, however, that the news could reach family members through informal channels, and Crisis Management Planning will be prepared for this.



In the event of a **sudden death offsite** involving a child or staff member

- Staff will be called together and informed.
- Counselling and support will be sourced from local churches and other appropriate outside agencies to then be made available to staff members.
- Parents will be informed by email.
- A decision will be made as to whether a school assembly will be called and students will be informed, or if they will be told by their teacher in class. A consistent message will be given to the teachers to share with their students at an age-appropriate level. They will have counselling available to them and can be released from class for this.
- Within the classes, teachers will allow time for discussion, reflection, prayer and celebration of that person's life.
- If the death occurred during a school event, a notifiable event form will be submitted and any investigation by Worksafe NZ will be carried out with full support from the school.

<http://forms.worksafe.govt.nz/notifiable-event-notification>

In the event of a **sudden death onsite** involving a child, staff member or visitor to the school

- Staff will be instructed to go into 'lockdown', remaining in class with their students. Students to be moved away from an incident if it has happened in their own classroom, and another staff member will take the class to another space and stay with them.
- The police will be called and they will be responsible for the next course of action.
- Counselling and support will be sourced from local churches and other appropriate outside agencies to then be made available to staff members.
- Parents will be informed by email.
- A decision will be made as to whether a school assembly will be called and students will be informed, or if they will be told by their teacher in class. A consistent message will be given to the teachers to share with their students at an age-appropriate level. They will have counselling available to them and can be released from class for this.
- Within the classes, teachers will allow time for discussion, reflection, prayer and celebration of that person's life.



- A notifiable event form will be submitted and any investigation by Worksafe NZ will be carried out with full support from the school.
<http://forms.worksafe.govt.nz/notifiable-event-notification>

In the event of a **serious injury onsite**

- An ambulance will be called immediately.
 - One senior staff member will be made responsible for attending to the victim and remaining with them until their family arrives.
 - Other students will be removed from the area and taken to class where they will remain until the person has been taken to hospital.
 - Witnesses will be sought and their statements taken.
-
- A notifiable event form will be submitted and any investigation by Worksafe NZ will be carried out with full support from the school.
<http://forms.worksafe.govt.nz/notifiable-event-notification>
 - Counselling will be offered to staff and students who require it and opportunity will be given to students to discuss and pray about the injury in class.
 - If appropriate, parents will be notified via email.

The school will involve the Ministry of Education Trauma Team from the early stages to provide trained support.

Ministry of Education TI Team

Freephone 0800 848 326

Relevant Legislation: Health and Safety at Work 2015



HS8 Pandemic Management

Plan and Prepare

Follow this process to prepare your school and your staff for a pandemic.

When the threat of a pandemic is identified via Ministry of Health or the Ministry of Education, the following steps will be undertaken:

1. Staff will be updated and informed of symptoms to look out for.
2. Additional hygiene supplies (soap, towels, disinfectant, face masks, gloves) will be obtained for the school.
3. Staff and students will be reminded about safe hygiene practices eg washing and drying hands, blowing noses, sneezing etc.
4. If a child or adult is suspected of showing those symptoms
 - a. they will be isolated from the rest of the school.
 - a. They will be asked about their symptoms eg aches, pains, difficulty breathing, how hot they feel etc.
 - b. their temperature will be taken and recorded
 - c. adults interacting with them will use protective measures including face masks and latex gloves.
 - d. the parents will be contacted to arrange next steps. This may include the parents collecting them or an ambulance being called for them.
 - e. The room in which they were isolated will be disinfected (walls, floors and surfaces, and bedding will be cleaned).
2. If a pandemic case is confirmed, the school will contact the Ministry of Education and Ministry of Health and work with them to determine next steps. These may include, but are not confined to,
 - a. informing all parents/caregivers in the school community, Timaru Christian Preschool and external users of the school buildings via email, text and facebook
 - a. informing all local schools via email
 - b. closing the school, erecting signage on the entrances and exits



- c. arranging alternative educational activities via email/google classrooms for students to complete at home (see below).

Personal Protection Supplies

Sick patients, and staff with the responsibility for caring for them, **must** wear properly fitted surgical masks.

The school administration ensures that adequate supplies of the following resources are available in the sick bay at all times, specifically to protect anyone caring for someone with suspected pandemic influenza:

- N95 surgical masks.
- Latex gloves.
- Disposable apron.
- Tissues.
- Paracetamol (tablets) - kept in office.
- Paracetamol (suspension) - kept in office.
- Disinfectant (or a 1% bleach solution).
- Paper towels.
- Alcohol based hand sanitizer

Plan Home-based Education Resources

The school may provide some specific direction for pupils staying at home (in small numbers or en-masse) during a pandemic alert.

It will include in its communications with parents information on education resources they can access or obtain for use in the home.

Teachers will email class members with age and stage appropriate generic ideas for internet and book-based research for students in Y3 and above.

Teachers will be expected to respond with comments to content sent by students in response to these ideas.



Plan Pandemic Staffing Arrangements

We expect to send most staff home while the school is closed. Staff will continue to be paid and are expected to work at home on school-related tasks unless they are sick, caring for immediate family members, or on leave. This work may include:

- Planning,
- Monitoring school-related emails and issues,
- Communicating with parents and children via the internet, and
- Suggesting and monitoring internet and book based research for children in Years Three and above

The school has considered the essential functions that need to continue operating while the school is closed. Therefore:

- The school will be inspected each day, and any issues will be reported to the principal.
- The mail will be collected, opened, and actioned as required.
- Accounts will be paid.
- Payroll issues will be monitored and reported.
- Communication with absent staff will be maintained via email and phone.

Prepare Key Pandemic Contacts List

The school recognises the need to maintain relationships with and up-to-date contact details of:

- Your school's public health nurse.
- The local Civil Defence Officer.
- Neighbouring schools (for sharing of information, resources, staff).
- Suppliers of hygiene related consumables.

The school will ensure these are kept comprehensive and up-to-date, and retain at least one current copy in the Pandemic Plan.

Additionally, staff and parent contact details **must** be kept up-to-date within the school's information systems.



Pandemic Response Procedures

In the event of a pandemic situation arising internationally, the school will monitor public information sources and the following web sites for warnings and advice:

- The New Zealand School Boards Association (NZSBA).
- The New Zealand Principals' Federation (NZPF).
- Ministry of Health website.

Information can also be gained from the Emergency Preparedness Network.

Depending on the advice received, the school will take one of the following actions:

1. Continue monitoring and take no further action, or
2. Move to heightened alert status, or
3. Close the school to pupils, or
4. Re-open the school.

Heightened Alert

The school will move to heightened alert status if public and education sector information suggests a reasonable likelihood of the pandemic virus reaching New Zealand.

Under heightened alert status, the school will:

- Implement heightened hygiene practices
- Inform parents of the potential implications
- Increase vigilance for symptomatic students and staff
- Isolate and report symptomatic students or staff

Closing the School

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

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

Preparing for Closure

- Maintain contact with your local District Health Board for updates on status.
- Inform staff to prepare for closure.
- Inform parents that imminent closure is possible.



Closing the school

- Notify students and parents.
- Post "School Closed" notices at entry points and on main buildings
- Close down the school and lock all buildings.

Legal Issues

The Education and Training Act 2020 gives principals and boards powers to exclude particular students and staff or to close their school in certain circumstances:

- a principal may exclude a student who may have a communicable disease (communicable diseases are specified in the Schedule to the Act). In practice, the school will generally proceed subject to advice received from health authorities.
- a board may close a school in an emergency such as an epidemic.
- The Health (Infectious and Notifiable Diseases) Regulations place duties on the school, teachers and parents in the case of a pandemic.
- the school must exclude teachers and students who have an infectious disease.

The school has legal and moral responsibilities under the Crimes Act and these continue to apply in a pandemic emergency.

Staff Entitlements

Attendance at work

School employees will continue to be paid their normal salary during a pandemic, provided, with the board's pre-approval they:

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

These sections of the Health and Safety at Work Act 2015 should be considered when dealing with a pandemic.

'A duty imposed on a person by or under this Act requires the person—

- a) to eliminate risks to health and safety, so far as is reasonably practicable; and
- b) if it is not reasonably practicable to eliminate risks to health and safety, to minimise those risks so far as is reasonably practicable.'



'A worker may cease, or refuse to carry out, work if the worker believes that carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health or safety arising from an immediate or imminent exposure to a hazard.'

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

If the school is in an area affected by the pandemic, employees have the option of leaving their jobs. They also have the right to refuse to perform work if they believe it is likely to lead to their suffering serious harm. However, their belief must be on reasonable grounds, and they must have attempted to resolve the matter with their board before they can refuse. The right to refuse unsafe work does not apply unless the risks of the work have materially increased. To avoid such situations it is best to have had discussions with staff before a pandemic occurs.

Re-Opening the School

The Ministry of Health will advise schools when it is safe to re-open. If some children develop symptoms of influenza (which could mean a "third wave" of pandemic, as occurred in 1919) local schools should consider reclosing.

Relevant Legislation: The Education and Training Act 2020; Health and Safety at Work Act 2015



HS9 - Head Lice

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

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

- When head lice are detected at school, the teacher contacts the school office and notification is sent home to the affected student/s' parents. (Note: teachers and support staff are not permitted to actively do a hair check but they may notice as part of their interactions with a child.)
- The Public Health Nurse does not undertake hair checks, but can provide a parent education meeting to discuss prevention, treatment and answer questions. The Public Health Nurse is also available to liaise with families individually at their homes. This is sourced through the school office or by ringing the Public Health Nurse directly.
- Information about head lice is distributed to families during outbreaks via Skool Loop.



HS10 - HIV/AIDS and other Infectious Diseases

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

- ensure that staff, students, and parents receive honest and accurate information about the effects of HIV and other potentially infectious diseases.
- train staff and students to manage potentially hazardous situations involving these diseases.
- foster attitudes and skills that lead to an acceptance of those who have been identified with HIV, AIDS and other similar infections.
- ensure that employment and enrolment policies do not discriminate on the grounds of infection with HIV, AIDS or other similar infections.

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

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

Students with AIDS or HIV Infection:

- The identity of a student with AIDS or HIV infection should be protected.
- Students infected with AIDS or HIV infection should have the right to attend their regular classes.
- Where the physical condition or behaviour of a student infected with AIDS or HIV infection poses a health risk, alternative instruction should be provided.
- Decisions regarding alternative instructions should be made on a case-by-case basis.
- Alternative instruction for students infected with AIDS should be provided by teachers who fully understand the situation of a student who has developed AIDS or HIV infection-related illnesses and agree to provide their services.



Disclosure of Infectious or Contagious Condition

Children are entitled to an education free from discrimination. This procedure manages the balance between the rights of students and staff, while supporting a student with an infectious or contagious condition. It helps the school to meet its responsibilities in providing a safe environment.

The school asks parents to disclose infectious or contagious conditions in the enrolment or application form, so that the school can provide support for the student. Disclosure is for the student's benefit and only those who "need to know" will be informed. Any disclosure is made in accordance with the Privacy Act 2020.

The people who "need to know" are the principal, the School Board (in closed session), the child's teacher.

At the discretion of the principal and School Board, others who may "need to know" include senior staff; any other staff member dealing with that student; any pupil or staff member who may have been at significant risk of contracting the infectious or contagious condition; and the Medical Officer of Health. The parent body is not informed of such disclosures.

The parents of the child are told who has been informed.

Relevant Legislation: Privacy Act 2020



HS11 - Food and Nutrition

At Timaru Christian School we promote a healthy lifestyle to our community as part of our commitment to a safe school environment and ensuring that we are caring for the bodies God has given us.

In the interest of ensuring our students receive a balanced diet and have the nutrients they need for learning:

- Year 1-8 students will be required to remain seated to eat for the last 15 minutes of lunch time to ensure they are eating enough food.
- Teachers will check students in Years 1-3 have eaten enough food.
- Only water may be drunk during the school day and on school day trips.
- Students will only eat the food provided for them by their parents. They cannot share their food as other students may have allergies and their parents determine what they should be eating.
- All students will be encouraged to eat fruit at the start of the day.
- Lollies, fizzy drinks, chewing gum and sweet treats will not be allowed at school.
- When class rewards involve food, consideration will be given to healthy foods and gluten and dairy-free alternatives will be available. Food treats need to be limited where possible.
- When a parent chooses to provide food for other students, the teacher will check the contents/ingredients to ensure students with food allergies are not put at risk before consuming them.
- Students will wash their hands before eating at lunch at school.



HS12 – Positive Guidance

At Timaru Christian School we aim to honour God in all we do.

Through our Scripture programme and interactions with the children, we will base our expectations for our collective behaviour on Eph 5:1-2a, 'Therefore, as dearly loved children, live a life of love, just as Christ loved us.' Kaiako will encourage ākonga to demonstrate love towards others in a variety of ways eg sharing, kind words, gentle (appropriate) forms of touch (eg high 5, handshake, pat on the back), giving time etc. Ākonga will be rewarded for showing a loving attitude towards others through classroom rewards, praise and certificates.

First priority will always be to focus on the positive behaviours, encouraging students to aim for excellence in all that we/they do.

Kaiako may remove a child from a classroom for a period of reflection time or to another classroom to complete their work, if needed. The focus is on ensuring every child is able to learn.

Next Steps- if required:

Class teacher to first contact Whānau Leader for support or if not available, the Deputy Principal, then the Principal.

If a student's action meet the criteria for standdown or suspension i.e.

- » the student's gross misconduct (serious misbehaviour) is a harmful or dangerous example to other students at the school **(Section 80(1)(a) of the Education and Training Act 2020)**, or
- » the student's continual disobedience is a harmful or dangerous example to other students at the school **(Section 80(1)(a) of the Education and Training Act 2020)**, or
- » because of the student's behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood down (Section 80 (1)(b) of the Education and Training Act 2020).

The principal will make the decision and inform the parents, presiding member (and Board) and Ministry of Education.

In the event of a suspension, the Ministry of Education's recommended processes will be followed: [Guidelines for Standdowns, Suspensions, Exclusions and Expulsions](#)



Use of Corporal Punishment

Timaru Christian School does not allow or condone any form of corporal punishment of ākonga. Ākonga may not be hit, punched or struck under any circumstance.

Bullying Prevention and Response

It is important to understand what Bullying is, what it might look like, why it might occur, and what to do when it happens.

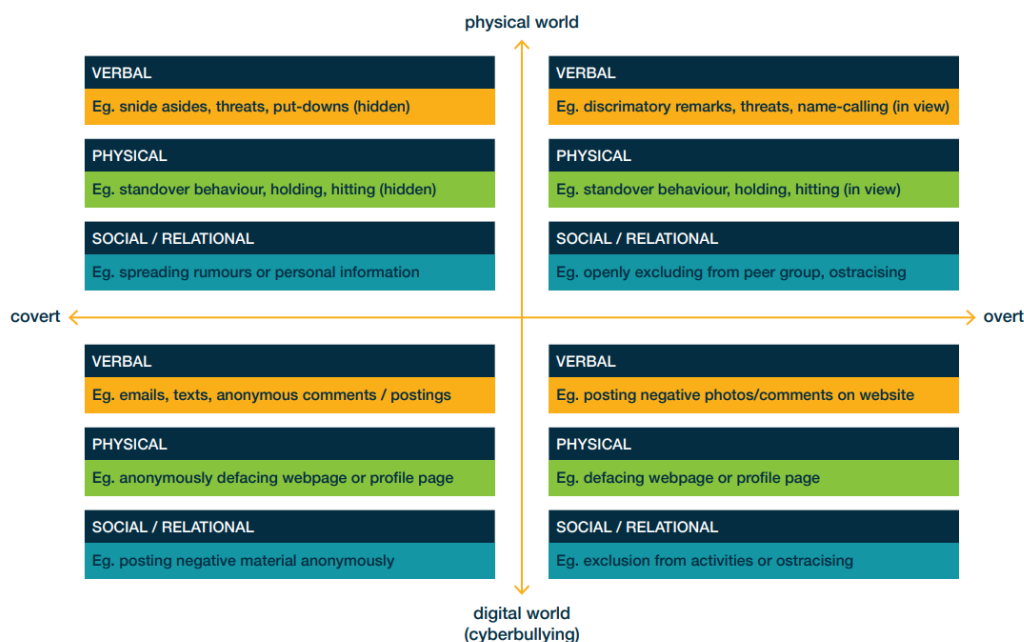
Definition of Bullying:

- Bullying is deliberate - harming another person intentionally
- Bullying involves a misuse of power in a relationship
- Bullying is usually not a one-off - it is repeated, or has the potential to be repeated over time
- Bullying involves behaviour that can cause harm - it is not a normal part of growing up.

Looking at the interaction...	Hassling / teasing	Fighting / aggression	Bullying
Does it go both ways?	Usually both students are hassling each other	Not usually – one tends to initiate it	No, one student is targeting the other
Does it look like they're having fun?	Usually takes place between students who are familiar with, and like each other	No, one is the aggressor	No, one person is in distress
Is it well-meaning?	Yes, it's mostly good natured hassling	Not usually – it is often intentional, but can also be an involuntary reaction to something	No, one student is deliberately harming the other
Is it a one-off?	No, it's usually ongoing, because the students hang out together regularly.	Often a single incident	No, it happens repeatedly over time
Is it between equals?	Yes	Possibly	No, there is a definite power imbalance

Source: <https://bullyingfree.nz/>

Bullying can be covert (done quietly), or overt (in the open). It can be done in person or online.





Online Bullying

If a student bullies another student online with a school device or account, they will lose access to that school device or account for a set period of time, as determined by the teacher in consultation with Senior Management. The steps for addressing instances of bullying (set out below), will be followed.

If a student is found to be bullying another student outside of school hours, the parents of both students will be informed and deal with it as they see appropriate. The school's role will be to support families through cybersafety and cyberbullying discussions and units at school (as part of the Health and Scripture programmes).

If, however, the negative interactions outside of school have an impact on the well-being of students while at school, the teacher or Senior Management will follow the procedure for dealing with bullying (set out below).

Identifying and Responding to Bullying

Sometimes a student may respond to frustration or anger by becoming physical. It is important to treat such an incident with empathy, first de-escalating the student, and ensuring other students are out of harm's way. If another child is hurt or injured during such an incident, the following measures will be taken:

- they should be treated medically, as required
- the teacher should check-in with them later to see how they are feeling
- the 'reactive' student must make things right eg apologise, see if they can do anything for the other student (restorative practices)
- the parents of both students must be informed
- a note will be made in the pastoral care records

Note: this would not be considered to be an instance of bullying.

Where **fighting/aggression** occurs:

- The teacher will use de-escalation tools with the aggressive students:
 - Create time and space
 - Communicate calmly and simply
 - Acknowledge feelings and emotions
 - Use instructions that will help the child to gain back some self-control eg let's go for a walk
 - Be mindful of body language
 - Give them time and space (a child cannot make connections when they are in 'red brain')
- cf <https://inclusive.tki.org.nz/guides/behaviour-and-learning/use-de-escalation-strategies/>
- The teacher will find out what the context or background information is
- The teacher will determine if the cause needs to be addressed or dealt with and act in accordance with that



- Students will be reminded about tools they can use to reduce aggression eg go for a walk, take some time out, find another person to hang out with, speak with someone they trust, breathing exercises etc.
- Students will be reminded about how we are expected to treat one another at TCS eg love and grace
- A note will be recorded in the pastoral care records for the students
- Parents will be notified via email or face-to-face

Where **bullying** occurs:

- The teacher will use de-escalation tools with the aggressive students:
 - Create time and space
 - Communicate calmly and simply
 - Acknowledge feelings and emotions
 - Use instructions that will help the child to gain back some self-control eg let's go for a walk
 - Be mindful of body language
 - Give them time and space (a child cannot make connections when they are in 'red brain')
 - cf <https://inclusive.tki.org.nz/guides/behaviour-and-learning/use-de-escalation-strategies/>
- The teacher will check that the victim is okay and treat them (if required) or find a safe space for them to sit in with a friend.
- The teacher will interview the students involved and any witnesses. They may seek assistance in this from Senior Management. Notes will be taken and recorded in the pastoral care records.
- The teacher will determine how the cause will be addressed or dealt with and act in accordance with that.
- The teacher will, in consultation with Senior Management, determine a suitable consequence eg time out of the playground, restricted space, time away from the classroom. If it is of a more serious nature, Senior Management will consider if a standdown is more appropriate.
- The teacher will contact the parents of students involved to inform them what has happened and the outcomes of the investigation and consequences.
- Parents will be invited to meet with the teacher to discuss the incident further, if they wish.
- The teacher will continue to monitor all students involved over the next few weeks to ensure there are no further issues to deal with.

Senior Management, in partnership with the Health and Safety Committee, will review trends/patterns over time using the pastoral care records, reporting to the School Board annually, and use the Skylight Trust Counsellor to assist with possible referrals or strategies within the classrooms and playground.



Minimising Physical Restraint Guidance

Alternatives to Restraint

- The classroom teacher will first employ de-escalation techniques to minimise or eliminate negative behaviour.
- If de-escalation does not work, and there is potential harm towards students, themselves or staff the teacher, or a Teacher Aide will take the remainder of the class to another teaching space.

Types of Restraint

The following restraints should be avoided:

- Physical restraint that restricts breathing, speaking or communication
- Face-down physical restraint
- Pressure points and pain holds

- Tackling, sitting, lying or kneeling on a student
- Pressure on the chest or neck
- Hyperextension (bending back) of joints
- Headlocks
- Using force to take/drag a student, who is resisting, to another location
- Restraint when moving a student from one place to another eg trying to get them into a vehicle if they are already in an escalated state.

Support Action Plans

We will put support plans in place for:

- any student they identify as having a high likelihood of being involved in a crisis situation where physical restraint may be used on them (e.g. based on information provided by a previous school).
- any student who is subject to the use of physical restraint more than once a term.
- any student if requested by their parents or caregivers.

Support plans should be created in collaboration with parents or caregivers, as they will have valuable insights to share about how to support their tamariki. Parents or caregivers must provide informed consent if physical restraint is part of a support plan.



Informing Others

Parents or caregivers must be notified when physical restraint has been used on their tamariki as soon as possible (at minimum, before their tamariki have been released into their care).

Parents and caregivers must be provided with a reasonable opportunity to actively participate in a debrief about the incident within three working days (or later by mutual agreement).

Every incident of physical restraint must be reported to the Ministry using the online reporting form on the Community Portal. Links to the Community Portal, the online incident reporting form and training are available in the guidelines. This will be done by the person who performed the restraint.

- The Board will be informed about instances involving restraint.

Maintaining Records

Every staff member who uses physical restraint must complete a staff physical restraint incident report. A copy of this report needs to be placed in the student's file and a copy provided to their parents/caregivers.

Records must be kept for a minimum period of ten years (from the date of the last action) and then sent to Archives NZ to be retained as a public archive.

The school will analyse the records they keep so that they can identify trends (including increased use of physical restraint) and take appropriate action.

Following Restraint

- The principal / deputy principal will check on the staff member and student involved in the restraint to ensure that they are not distressed.

Relevant Legislation: Education and Training Act 2020



HS13 - School Closure

It may prove necessary to close the school due to extreme weather conditions or some local emergency. The principal must consider the following actions:

- Consult with senior management and the Presiding Member.
- If closure is weather related, monitor the forecast closely.
- Any decision to close the school should be made by the principal, in consultation with the Presiding Member, as soon as possible.
- Update any voice message system with the new status of the school.
- Put signage up at school gate(s).
- Put on Facebook, Skool Loop, text/e-mail all parents, if possible.
- Liaise with other agencies affected (bus company, etc.).
- Inform local radio stations of the closure.
- Inform staff of the closure, and any expectations of their attendance.
- Keep any children who arrive at school safe and arrange for their pick-up.

If closure is required during the school day:

- Teachers maintain an appropriate programme in the classrooms, keeping children safe and occupied.
- Teachers are tasked with signing out children to parents or caregivers.
- Teachers may not leave the school until the principal gives permission.

It is important to maintain up to date contact lists for students and all staff.

The school must advise the Ministry of Education of the closure as soon as possible, and apply to reduce the number of half days it must be open for the year.

Relevant Legislation: The Education and Training Act 2020



HS14 - Separated Parents, Custody and Guardianship

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

The Rights of the Guardian and the School

Both parents as guardians are entitled to:

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

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

Access Rights and the School

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

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

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

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



Surnames

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

Parents Access to Students During School Hours

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

Non-custodial parents wishing to see their child during school hours should first approach the Principal.



HS15 - Visitors

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

- All visitors to the site, except the parents of presently enrolled children, are asked to report to the school office and state their business. Non-custodial parents must also report to the office. (Under pandemic alert levels, all parents of enrolled students must sign in or scan the QR code when entering the office.)
- Health and safety requirements prohibit vehicles from entering areas of the school where children may be present and vehicles would not usually be expected. If it is necessary to access these areas a vehicle must have an adult escort walking before it. The walking adult scans for children and restricts the vehicle's speed to walking pace. Cars must be driven slowly and carefully in driveways and car parks.
- All staff members monitor visitors to the school, and report any strange behaviour by adults on site to the principal.
- In the event of an evacuation, staff members carefully check each building to ensure that all rooms and spaces are empty.
- All non-teaching staff and contractors employed on site who have, or are likely to have, unsupervised access to students during normal school hours are cleared by police vet. They must show their Health and Safety Policy and Child Protection Policy to the Principal prior to work being carried out.

It is the school's preference for contractors to visit/work on site after school hours or during school holidays.

Unsupervised access to students, in relation to a school, means access to any student on the school's premises that is not access by, or supervised by, or otherwise observed by, or able to be directed (if necessary) by, any one or more of the following:

- a registered teacher or holder of a limited authority to teach
- an employee of the school on whom a satisfactory Police vet has been conducted within the last 3 years
- a parent of the student.

Relevant Legislation: The Education and Training Act 2020, Health and Safety at Work Act 2015



HS16 - Abuse Reporting Procedure

The Children, Young Persons and Their Families Legislation Act 2017 (Section 18) states that any person who believes that any child or young person has been, or is likely to be, harmed (physically, emotionally, or sexually), ill-treated, abused, neglected, or deprived, must report the matter to a public health nurse or a member of the police.

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

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

- Listen to the student and reassure them, but do not make any promises or commitments.
- Ensure that any information or disclosures made by the student are written down.
- Ensure that there is a responsible adult at the school who is available to the student throughout the investigation, and afterwards.
- Do not formally interview the student. Only obtain necessary and relevant facts. If clarification is needed, write down exactly what the student says.
- You must inform the principal (or acting principal) and agree on an appropriate course of action.
- After making the referral get support for yourself from appropriate persons, if needed.

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

Relevant Legislation: The Children, Young Persons and Their Families Legislation Act 2017; The Children's Act 2014.



Definitions and Indicators of Child Abuse/Neglect

	Definition	Possible Indicators (look for clusters of symptoms)
Neglect	Failure to provide a child's basic needs. The child is not given adequate food, clothing, shelter, medical attention or supervision.	<ul style="list-style-type: none"> • unsuitable clothing for weather • being dirty or unbathed • extreme hunger • apparent lack of supervision
Physical Abuse	Any non-accidental physical injury to a child.	<ul style="list-style-type: none"> • unexplained burns, cuts, bruises, or welts in the shape of an object • anti-social behavior • problems in school • fear of adults • drug or alcohol abuse • self-destructive or suicidal behavior • depression or poor self-image
Emotional Neglect/ Abuse	<p>(This is very hard to define and detect).</p> <p>Neglect is a lack of emotional support and love, such as not attending to a child's need for affection, or providing necessary psychological care.</p> <p>Abuse may involve ignoring or rejecting the child, failing to praise or positively reinforce the child, yelling and screaming, belittling, using derogatory names, criticising, and threatening or frightening the child.</p>	<ul style="list-style-type: none"> • apathy • depression • hostility • lack of concentration • eating disorders
Sexual Abuse	Any sexual act between an adult and a child. This can range from touching, through to penetration or even the death of the victim. Enticing children to pornography, and violating their privacy are also considered abuse.	<ul style="list-style-type: none"> • inappropriate interest in or knowledge of sexual acts • avoidance of things related to sexuality, or rejection of own genitals or bodies • physical injury or illness • nightmares and bed wetting • drastic changes in appetite • overcompliance or excessive aggression • fear of a particular person or family member • withdrawal • sudden fear of the dark • extreme fear of being left alone • secretiveness • loss of memory • depression • suicidal behavior • eating disorders • self-injuryinjury



HS17 – Accidents, Illness and Injury

Managing Minor/Moderate Injury

On trips outside of the school, a written copy of medical conditions and contact details must be taken.

Minor Injury

If a student sustains a minor injury, take them to the sick bay and inform the office, if necessary. After treatment the student can return to the class or playground. Record the injury and any treatment in the first aid log.

If it is a head injury, you must contact the parent(s) and notify the principal. The student will need to be monitored for delayed concussion.

Moderate Injury

Take the student to the sick bay and inform the office, if necessary. Administer first aid as appropriate. Collect the names of any witnesses to the incident.

If it is a head injury, you must contact the parent/s and notify the principal. The student will need to be monitored for delayed concussion. Moderate injuries require parents to be notified.

If the student requires attention from a doctor, or to rest for an extended period, ask the parent/s to collect the student. The principal or another teacher may need to take the student to a doctor or medical centre if the parents cannot be contacted.

No student is sent home unless a caregiver has been contacted and permission given for the student to leave. The principal or senior leadership team member needs to give approval for a student to be sent home.

Note: No medication may be administered to a child without parental consent.

Paracetamol may be given with written or verbal consent from a parent. The person who administers the medication must sign and date in the medical log. They must also text the parents to say what time it was given.

Note: Any bite inflicted by a student must be washed, and seen by a doctor as soon as possible if the skin has been punctured. Contact the bitten student's parents.



Managing Serious Injury

Note: Always follow the correct procedure for dealing with blood and other body fluids.

Comfort the patient but **do not** move them, or leave them unattended. Assess the scene to ensure your own safety and that of the first aiders. Keep calm.

Ask for help to:

- Summon the trained first-aiders
- Call an ambulance, if necessary. **Do not hesitate to do this.**
- Prevent further injury if a hazard was involved, for example, direct traffic away.
- Notify the principal
- Secure the scene
- Record names of witnesses
- Keep unnecessary people away from the site.

If the injured person is a student, contact their caregivers as soon as possible.

Record and report as appropriate.

The Presiding Member of the School Board must be notified in the event of a death or serious harm injury. Depending on the seriousness of the accident, and its effect on the school community, the school may need to employ the Crisis Management Plan.

Definition of a Serious Harm

Examples of serious harm injuries include:

- amputation of a body part
- burns requiring referral to a specialist registered medical practitioner or specialist outpatient clinic
- loss of consciousness from lack of oxygen
- loss of consciousness, or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion of any substance
- any harm that causes the person harmed to be hospitalised for a period of 48 hours or more, commencing within seven days of the harm's occurrence
- any of the following conditions that causes permanent loss of bodily function, or temporary severe loss of bodily function:
 - respiratory disease
 - noise-induced hearing loss
 - neurological disease
 - cancer
 - dermatological disease



- communicable disease
- musculoskeletal disease
- illness caused by exposure to infected material
- poisoning
- vision impairment
- chemical or hot metal burn of eye
- penetrating wound of eye
- bone fracture
- laceration
- crushing.

Dealing with Blood and Other Body Fluids

There are recognised risks from coming into contact with moist body substances (blood and other body fluids). Several diseases can be contracted from infected blood or body fluids, including AIDS and hepatitis B.

To keep safe, follow this rule: **don't touch until there is a barrier between you and the spill.**

All moist body substances should be treated as potentially infectious. They include:

- blood spills: all cuts, abrasions or punctures to the skin or mucous membranes
- menstrual, nose, and anal bleeding
- vomit
- saliva
- urine and faeces.

All staff must be aware of the procedures to use when dealing with moist body substances, both in attending to the child, and cleaning up afterwards.

The school must provide the necessary equipment, i.e., disposable gloves, cleaning materials and fluid. Staff should cover any cuts they have, especially those on their hands or arms.

Dealing with moist body substances:

- Whenever possible, get the patient to deal with their own blood spill. Instruct them quietly and firmly to apply a band aid, hanky, towel or jersey to the area, and to apply pressure and elevate the bleeding area if possible.

Do **not** let a student attend to another student's injury.



- Use disposable gloves and wash your hands thoroughly with soap and water after you remove the gloves. If you don't use disposable gloves, thoroughly wash your hands, lower arms and anywhere else that has been in contact with or splashed by blood, after handling blood.

Avoid contact with blood if your hands or lower arms have open cuts or unhealed wounds.

- Keep people away from body fluid spills.

Cleaning up:

- Put the used gloves and any cotton wool, gauze, etc., that has had contact with moist body substances into a plastic bag and seal it for disposal.
- Wash off any spills on your skin with water or diluted bleach solution (1:10).
- Wipe down the benches or other affected areas with cold or tepid tap water and then with diluted bleach solution (1:10).
- Wash carpeted areas with soap and water.
- Wash scissors or other instruments thoroughly in cold tap water to remove any blood before sterilising them by either boiling for at least 10 minutes, or soaking for 30 minutes in diluted bleach solution (1:10).

First Aid

Staff are encouraged to keep their knowledge of first aid procedures up to date. The school will provide First Aid training through an accredited provider every two years.

Any first aid given to a student must be recorded in the first aid log.

See Managing Minor/Moderate Injury.

First Aid Kits

A first aid kit is kept in the sick bay, along with a current first aid manual, a list of staff with current First Aid Certificates, and a list of student conditions.

First aid kits should contain gloves, disposable wipes, and plastic bags for contaminated waste. Ice packs are kept in the freezer in the staffroom.

Travelling First Aid Kits

The school maintains a small travelling first aid kit which must be uplifted by any teacher taking a class on a visit away from school. Any items used during an outing should be recorded and the Office Administrator notified on return so that they can be replaced.



Notifying Parents

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

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

The school has family and emergency contact numbers filed in the office and available on the school's computerised student files.

At the start of each year, the parents and emergency contacts (total of three contacts including parents), and any medical conditions will be updated.

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

When in doubt, contact the parents.

If a child has a pre-existing condition, a signed medical plan must be submitted to the school by the parents, in consultation with the overseeing health professional. This information will be put onto the SMS for quick reference.



**TIMARU CHRISTIAN SCHOOL INDIVIDUAL MEDICAL PLAN
FOR PRE-EXISTING CONDITIONS/ILLNESSES**

	Pre-existing Condition
Name of Child:	
Name of condition:	
How long they have had this condition:	
Severity of condition (select one):	Minor Mild Major
Prevention / How to minimise occurrences:	
What to do in the event of the condition occurring:	
What <i>not</i> to do in the event of the condition occurring:	
Preventative medications (name, when and how often they are taken):	Name of medication: When to take: How to take (amount etc):
Medications to be used during an event/episode:	Name of medication: When to take: How to take (amount etc):
Parent/Guardian Signature:	
Date:	



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

Reporting and Recording Accidents and Incidents

Each school maintains an accident register which includes reports of all accidents and near misses to students and staff. It is not a separate form, it is the collection of pages of the first aid log, accident investigation forms, and notifications of serious harms. At this school the accident register is maintained by each teacher and kept in the Sick Room.

All serious harm incidents, or near misses that could have caused a serious harm, must be reported to Worksafe. (Follow their tool to determine if it is a notifiable event:

<https://worksafe.govt.nz/notify-worksafe/> .)

The Presiding Member of the School Board must be notified in the event of a death or serious harm injury. Depending on the seriousness of the accident, and its effect on the school community, the school may need to employ the Crisis Management Plan.

Accidents and incidents are recorded as follows:

Students	
Minor (not reported to parents)	record in the first aid log
Moderate (reported to parents)	record in the first aid log
Serious harm accidents (reported to parents)	record on a Notification of Serious Harm form and report to Worksafe via their online reporting system - https://worksafe.govt.nz/notify-worksafe/
Reporting to Worksafe is the responsibility of the principal.	The School Board needs to be informed if a serious incident occurs.

Contact Centre: 0800 20 90 20



Employees	
Minor	record in the first aid log
Moderate	record on the accident investigation form
Serious harm Reporting to Worksafe is the responsibility of the principal.	record on a Notification of Serious Harm form and report to Worksafe via their online reporting system - https://worksafe.govt.nz/notify-worksafe/ The School Board needs to be informed if a serious incident occurs. Note: This applies whether the employee is at work, or in another place as part of their work, for example, on a school camp or with a sports team.

Visitors and Contractors	
Moderate	record on the accident investigation form
Serious harm Reporting to Worksafe is the responsibility of the principal.	record on a Notification of Serious Harm form and report to Worksafe via their online reporting system - https://worksafe.govt.nz/notify-worksafe/ The School Board needs to be informed if a serious incident occurs.

Note: If a hazard is identified through an accident or near miss, a hazard identification form must be completed. If the hazard is not eliminated, it must be entered on to the hazard register.



Illness

Note: Always follow the correct procedure for dealing with blood and other body fluids.

If a student is, or becomes, ill at school,

the classroom teacher will:

- phone the office (Office Administrator until 12:30pm and the Principal/Deputy Principal from 12:30pm onwards) and inform them the child will be sent to the Sick Bay
- (If it occurs during break time, the duty teacher will take them to the Sick Bay and inform their classroom teacher and the Office.)

The Office Administrator (in the morning) and Principal/Deputy Principal (in the afternoon) will:

- ensure the child is comfortable in the Sick Bay
- check on them after 20 minutes and either a) send them back to class, b) if they still seem unwell, ask Management to make a decision about remaining for longer or being sent home
- phone the parents/caregivers to arrange for them to be collected from school, and inform the teacher

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

If a parent or emergency contact cannot be reached, the child will be monitored in the sick bay during the school day. If their health deteriorates, a staff member will drive to the parent's address. If they are not there, medical help may be sought from the Accident and Emergency Department.

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

Follow infection control procedures, including implementing heightened hygiene practices in the event of a significant viral outbreak such as norovirus or influenza.

See the Pandemic section for more information if the illness occurs during a Yellow Alert in a pandemic.

Relevant Legislation: Health and Safety at Work Act 2015



HS18 - Medicines

Note: No medication may be administered to a child without parental consent. Paracetamol, ibuprofen and antihistamine may be given with verbal consent from a parent or through permission given at the start of each year. Parents must be informed with the time it is administered.

Medication for specific allergies or other needs is stored in the Office. A complete list of students' conditions is kept in the medical room and on Helix online. Staff are required to make themselves aware of this list.

Children may not hold medicine in the classroom, with the exception of asthma inhalers.

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

The school will only administer prescription medication to students whose parents have made a formal request. The following guidelines are observed:

- Parents/caregivers complete a form at the office advising what needs to be taken and in which quantity.
- Parents are responsible for collecting short-term prescription medicine at the end of each day.
- Members of the school administration staff and teachers have the authority to administer medication on behalf of parents/caregivers, and ensure that medication is stored safely, and appropriate records kept.
- Medication (e.g., tablets, administered on behalf of their parents/caregivers to a student suffering from a medical condition):
 - must be delivered to school by parents/caregivers, not by students.
 - must be stored in a container labelled with the name of the student, dose required, and the time the dose is to be taken.
- To ensure the safety of staff administering medication:
 - all medication is stored in the staffroom fridge or a locked container
 - all medication given to student is recorded on a card kept with the medication
 - the record shows the name of the student, the dose given, the time and date given, any other action taken, and is signed by the person administering the medicine
 - forms from parents/caregivers are stored in a file. When a parent or doctor needs to be consulted, this is done as soon as practicable.



- If a child has a fever, do not give paracetamol. Contact the parents to collect them as this is an indication there is an issue to address.
- Emergency allergy medication is kept in the cupboard in the Medical Room with the first aid kit. A medical card outlining specific treatment of specific children will be kept in the medical room and in the child's teacher's classroom.

Asthma

The register of medical conditions includes asthma, and should include any details of a child's allergy to an asthma medication.

As children may require their medication at any time, it is inappropriate for it to be stored in the sick bay and issued under any formal protocol. Children hold their own asthma medication, named and stored in their desk or school bag, or the teacher's desk.

If a child requires self-medication more frequently than four-hourly, their parents should be notified and the child collected from school.

Note: **Call an ambulance immediately** if a child shows severe symptoms of asthma, especially the inability to speak or move about.

The emergency treatment dose for any asthmatic child is six puffs via a spacer, repeated almost continuously until the ambulance arrives.



HS19 – Bicycles and Scooters

Students cycling to and from school are expected to observe the road rules - hand signals, looking behind, mounting/dismounting, keeping well left, etc.

- Each student must wear a Standards Approved cycle safety helmet and have a roadworthy bicycle.
- Students may not "double" other students to school, and may not cycle or scooter in the school grounds during school hours except on school bike days eg Bikewise, Wheels Days.
- Students must place their cycles and scooters outside, next to the boiler shed.
- Scooters and Bicycles must be walked to and from the school gate, on the footpath, to ensure they and other students are safe.
- Note: the school will not take responsibility, or cover any costs, for damage or loss relating to bikes and scooters.



H2O Smokefree Schools

Our smokefree procedure allows us to comply with smokefree legislation, and promote a smokefree lifestyle to all members of the school community.

We determine that to be smokefree involves prohibiting all forms of smoking including vaping.

The legislation

The Smoke-free Environments and Regulated Products (Vaping) Amendment Act, 2020, directs that all buildings and grounds are smokefree, 24 hours a day, seven days a week (with no exemptions). The education provisions in the Act aim to:

- prevent the exposure of children and young people to second-hand smoke
- prevent children and young people being influenced by seeing others smoke
- send a positive message about a smokefree lifestyle as the norm.

The Act applies to anyone on the school grounds including students, staff, visiting parents, contractors, and people hiring or using the school facilities outside school hours.

To comply with the legislation, schools must ensure that everyone coming on to the school site is aware that the entire grounds are smokefree at all times. This means:

- displaying Smokefree signs at every entrance to the school grounds and the outer entrance of every building
- advising contractors and other people working at school of our Smokefree Policy
- communicating the policy to parents through the newsletter and other means
- ensuring that people hiring or using the school facilities are aware of the policy and accept that there are no exemptions and that it applies 24 hours a day, seven days a week
- having a procedure for breaches of the policy.

Our school aims to reduce smoking uptake among students and work towards a smokefree society through:

- Consistent messages:
 - We display Smokefree signs and ask anyone smoking to stop.
 - We do not provide ashtrays or smoking areas.
 - We educate students through the curriculum about the harmful effects of smoking and exposure to secondhand smoke.
 - A copy of our Smokefree procedure is available on the school's website.
- Role models
 - Young people are more likely to start smoking if they see adults smoking.



- We promote all school activities outside of our school's premises as smokefree, e.g., EOTC activities, sporting events, etc., and remind parent helpers that they must not smoke while looking after students, if relevant.
- We regularly remind current employees of the policy, if they are smokers, and ask them to ensure they cannot be seen smoking by students even when they are off the school grounds.

- **Smokefree environment**

- There is no smoking anywhere at school at any time.

Breaches of the smokefree policy

Students found smoking in or around school are offered appropriate counselling and education. Parents are contacted and encouraged to deal with the smoking as a health issue rather than a discipline issue.

Adults smoking in or around school environment will be reminded that the school is smokefree by law and asked to stop smoking or leave the premises.

Complaints

All complaints involving smoking are referred to the Principal, who may pass these to the School Board for investigation. Investigations take place within 20 working days of the complaint or incident and follow the procedures laid down in the The Smoke-free Environments and Regulated Products (Vaping) Amendment Act, 2020.

Briefly, these are:

- Any complaint about smoking in the workplace should be made to the principal (who may refer it to the board) or to the Director General of Health. Complaints made to the Director General are referred back to the board in the first instance.
- The principal/board has 20 working days to investigate whether there has been a breach of the Act, and to try to resolve the complaint. This involves being assured by the person in possible breach of the Act that there will be no further cause for such a complaint.

Employees are entitled to have a workplace representative present at any meeting called by the employer to resolve the complaint.

- If the principal/board is unable to resolve the complaint within 40 working days of receiving it, they must refer it in writing to the Director General of Health.

Employment relationship issues arising from smoking in the workplace are dealt with in terms of the Employment Relations Act.

Relevant Legislation: The Smoke-free Environments and Regulated Products (Vaping) Amendment Act, 2020



HS 21 – Search and Retention

Where a teacher has a serious concern, based on reasonable grounds, that a student has something that is harmful, they may carry out a search. Their concern may arise out of something they have seen or heard, or information provided by another staff member, student or member of the community.

Harmful items include things that are:

- Likely to endanger the safety of others
- Likely to detrimentally affect the learning environment
- Posing an immediate threat to the physical or emotional safety of any person.

Only teachers and staff authorized by the principal can carry out a search.

When a device is surrendered (eg phone, tablet, computer), staff may retain it, but cannot dispose of it.

When an item is surrendered (i.e. anything that is not a device), staff may retain and/or dispose of it (if appropriate.)

Items or devices which are to be returned must be stored appropriately and securely in the locked office and returned to the student or parent after a reasonable period of time (i.e. between 1 day and 1 week).

If a student refuses to show or surrender an item that is likely to endanger safety, then a search can be conducted, or they will undergo the steps in the Positive Guidance Procedure. If necessary, a stand-down or suspension may be given.

To conduct a search for an item, the following steps must be taken:

- A second staff member must be present as an observer.
- The student must remove outer clothing or surrender a bag or other belongings in which they suspect the item/device is.
- Staff may not search clothing that the student is still wearing.
- If drugs or weapons are believed to be involved, the Police should be notified and they may have the power of search.
- Staff may retain any of the harmful items identified above.
- Whether or not an item is found, the clothing, bag or other belongings must be returned immediately.



'Blanket' searches are not allowed. This means that if there is a suspicion of a stolen object, a group of children cannot all be searched. There must be reasonable evidence or suspicion which would result in a very limited number of students being searched.

If a search is carried out, the following details must be recorded and given to the principal:

- The date of the search
- The name of the student
- The name of the staff member who conducted the search
- An explanation of the basis of the search (reason, evidence etc)

The principal will keep this information on file and inform the board.

A school can search any part of its own at any time, for any reason, by any means.

- School property includes:
- Digital property
- Lockers
- Desks
- Storage areas/containers
- All buildings
- Grounds
- School vehicles

Relevant Legislation: Search and Retention Guidelines; Section 21 of the New Zealand Bill of Rights Act 1990, The Education and Training Act 2020



HS22 - Discipline Procedure for International Students

School may take appropriate disciplinary action

1. The principal may take appropriate disciplinary action in response to the conduct or behaviour of the student.
2. Appropriate disciplinary action includes standing down, suspending or excluding the student and terminating the contract of enrolment.
 0. The principal of the school may take appropriate disciplinary action, whether or not the conduct or behaviour occurred while the student was under the supervision or control of the school, if satisfied on reasonable grounds that:
 - (a) the student's gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school;
 - (b) because of the student's conduct or behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood-down or suspended or excluded as the case may require;
 - (c) the student's conduct or behaviour is in breach of the school rules (including the school's code of student conduct), the accommodation agreement or designated caregiver agreement, or this contract of enrolment, and one or more of the following applies:
 - (i) the breach or breaches would constitute an ongoing risk to the student's education, health, safety, well-being or personal welfare for which the school is responsible under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021;
 - (ii) the breach or breaches would constitute an ongoing risk to another person's education, health, safety, well-being or personal welfare.
4. The provisions in Schedule 1 (relating to stand-down), or Schedule 2 (relating to suspension) will apply if the student has been stood down or suspended, as the case may be.



School's obligations when taking disciplinary action

0. A principal who wants a student to absent himself or herself from school for disciplinary reasons, or who wants a parent to remove a student from school for disciplinary reasons, may bring about the absence or the removal only by standing-down or suspending the student under this contract.
0. In making decisions on appropriate disciplinary action the principal and the board will as far as practicable ensure that any such disciplinary action:-
 - (a) is proportionate to the seriousness of the behaviour of the student; and
 - (b) minimises the disruption to a student's attendance at school and facilitates the return of the student to school when that is appropriate; and
 - (c) is dealt with in accordance with the principles of natural justice.
0. If the student is stood-down or suspended, the principal will take all reasonable steps to ensure that the student has the guidance and counselling that are reasonable and practicable in all the circumstances of the stand-down or suspension.
8. If a student's suspension is subject to conditions, the principal will take all reasonable steps to ensure that an appropriate educational programme is provided to the student.
0. The programme referred to in clause 6 will as far as practicable be designed to facilitate the student's return to school and to minimise the educational disadvantages that occur from absence from school.

Schedule 1 – Provisions for stand-down

Notice requirements

1. Immediately after a student is stood-down, the principal will tell a parent or legal guardian and the residential caregiver of the student—
 - (a) that the student has been stood-down; and
 - (b) the reasons for the principal's decision; and
 - (c) the period for which the student has been stood-down.

Stand-down period



A stand-down may be for 1 or more specified periods, and the principal may lift the stand-down at any time before it is due to expire.

Student attendance while student on stand-down

3. If a student has been stood-down, then the student does not have to, and is not permitted to, attend the school while stood-down, however—

- (a) the principal may require the student to attend the school if the principal reasonably considers the student's attendance is appropriate;
- (b) the principal may allow the student to attend the school if the student's parents request that the student be permitted to attend the school and the principal considers the request is reasonable:

Board meeting concerning stand-down

- 0. A principal who has stood-down a student may arrange a stand-down meeting.
- 0. A principal who, having stood-down a student, is asked by the student or a parent or legal guardian of the student for a stand-down meeting—
 - (a) will arrange a meeting; and
- (b) be available for the meeting as soon as is practicable for the student, the parent or legal guardian, and the principal.
- 0. As a consequence of a stand-down meeting, if the principal is satisfied that there are no reasonable grounds for the stand-down the principal will—
 - (a) ensure that the stand-down is withdrawn; and
- (b) ensure that the student, and anyone told of the stand-down under paragraph 1, is told that the stand-down has been withdrawn.



Schedule 2 – Provisions for suspension

Notice requirements for suspending a student

1. If the student has been suspended then the principal will, immediately after the student is suspended, tell the board, a parent or legal guardian and the residential caregiver (if any) of the student—
 - (a) that the student has been suspended; and
 - (b) the reasons for the principal's decision.

Student attendance while on suspension

0. If the student has been suspended, then the student does not have to, and is not permitted to, attend the school while suspended, however -
 - (a) the principal may allow the student to attend the school if the principal reasonably considers the student's attendance is appropriate;
 - (b) the principal may allow the student to attend the school if the student's parents request that the student be permitted to attend the school and the principal considers the request is reasonable.

Board meeting concerning suspension

3. If the student has been suspended, the student, the student's parents or legal guardian, and their representatives are entitled to attend a meeting of the board and speak at that meeting, and to have their views considered by the board before it decides whether to lift or extend the suspension or exclude the student and terminate the contract of enrolment.
 0. The board will ensure that a student who has been suspended, and the student's parents or legal guardians are given the following as soon as practicable after the suspension:
 - (a) written notice of the time and place of the suspension meeting; and
 - (b) written information about the options available to the board under paragraph 3 to deal with the suspension at the suspension meeting.



0. The board will ensure that the following material is given (in writing) to the student and the student's parents or legal guardian within the time specified in paragraph 6:

- (a) information on the procedures the board follows at suspension meetings; and
- (b) advice that the student and the student's parents, legal guardians or representative may attend the meeting and speak at it about the suspension; and
- (c) information contained in the following material that, in the board's opinion, it would have no ground to withhold if the student made a request under the Privacy Act 1993 for:
 - (i) the principal's report to the board on the suspension; and
 - (ii) any other material about the suspension to be presented by the principal or the board at the meeting.

0. The material referred to in paragraph 5 must be given to the student and the student's parents, legal guardian or representatives in time to reach them at least 48 hours before the meeting (or within a shorter time agreed by all the parties).

Adjournments to consider new information

0. The board will adjourn a suspension meeting if the student, a parent or legal guardian of the student, or any member of the board asks the board to do so if the person making the request needs time to consider new information, being any information—

- (a) that is referred to at the suspension meeting; and
- (b) that is either—
 - (i) information that was not given, under paragraph 5, to the person making the request; or
 - (ii) information that is new to the person making the request for some other reason.

8. In deciding on the period of the adjournment, the board must have regard to the amount of time that the person making the request needs, in that person's particular circumstances, to consider the information.

Board's decision at suspension meeting

0. Before deciding at a suspension meeting whether to lift or extend the suspension or exclude the student and terminate the contract of enrolment, the board must—



- (a) have due regard for all of the circumstance relevant to the suspension; and
- (b) consider each option available to it.

10. The board may—

- (a) require the principal, the student, the student's parents or legal guardian, any representative of the student, and any representative of the parents or legal guardian to withdraw from the meeting while the board makes its decision; or
- (b) ask the principal, the student, the student's parents or legal guardian, and any representatives of the student and the parents or legal guardian to stay at the meeting while the board makes its decision.

0. Before making its decision, the board may try to get all the parties at the meeting to agree on what the decision should be.

0. The board must record its decision, and the reasons for it, in writing.

Board's powers when student suspended

0. If a student has been suspended, the board may—

- (a) lift the suspension at any time before it expires, either unconditionally or subject to any reasonable conditions the board wants to make;
- (b) extend the suspension conditionally for a reasonable period determined by the board when extending the suspension, in which case paragraph 14 applies;
- (c) if the circumstances of the case justify the most serious response, exclude the student from the school and terminate the contract of enrolment.

0. If the board extends a suspension conditionally, the board may impose reasonable conditions aimed at facilitating the return of the student to school and will take appropriate steps to facilitate the return of the student to school.

0. If a student fails to comply with any condition imposed under this paragraph in respect of the lifting or extension of the suspension, the principal may request the board to reconsider the matter and the board may confirm or reverse its earlier decisions or may modify its earlier decisions by taking any action specified in paragraph 13 (a) to (c).



0. If the board has not sooner lifted or extended the suspension or excluded the student under paragraph 13(c) and terminated the contract of enrolment, the suspension ceases to have effect—

- (a) at the close of the 7th school day after the day of the suspension; or
- (b) if the suspension occurs within 7 school days before the end of a term, at the close of the 10th calendar day after the day of the suspension.

Extended suspension

17. The board will monitor the progress of the suspended student by ensuring that it receives, at each regular board meeting after the suspension, a written report on whether the student is meeting the conditions imposed and progressing with any educational programme provided.

18. The principal must ensure that the student and a parent of the student are given a copy of any such report as soon as practicable.

Student failing to comply with conditions

0. If the board agrees to a request made by the principal under paragraph 15, the board must hold a reconsideration meeting about the student's case.

0. The meeting must be held—

- (a) within 7 school days of the request; or
- (b) if the request is made within 7 school days of the end of term, within 10 calendar days of the request.

Information about reconsideration meeting

21. If the principal makes a request under paragraph 15 that the board reconsider the suspension then the board will ensure that the student, and a parent or legal guardian of the student is given written notice of the time and place of the reconsideration meeting as soon as practicable after the board decides to hold the meeting.

0. The board will ensure that the following material is given, in writing, to the student and the parent within the time described in paragraph 23:



- (a) information on the procedures the board follows at reconsideration meetings; and
 - (b) advice that the student, a parent or guardian or representative may attend the meeting and speak at it about the reconsideration of the suspension; and
 - (c) information that, in the board's opinion, it would have no ground to withhold if the student made a request under the Privacy Act 1993 for:
 - (i) the principal's report to the board on the reconsideration of the suspension; and
 - (ii) any other material about the reconsideration of the suspension to be presented by the principal or the board at the meeting.
0. The material must be given to the student and the parent at a time that enables it to reach them at least 48 hours before the meeting (or within a shorter time agreed by all the parties).

HS23 - Animal Management Procedure

Exposing students to animals at school is a positive way for them to understand and experience the wonders of God's creation, to learn how to be safe around animals and they are a great inspiration for learning tasks eg writing.

Farm Animals in Surrounding Paddocks

The farm animals are owned and managed by our Proprietor. While most have been raised from babies or born on the property, they are essentially wild animals and are therefore unpredictable in their behaviour.

Only the Proprietor and those adults delegated feeding duties by him, may enter the paddocks surrounding the school. At no time may any students, parents or teachers enter the paddocks.

The doors exit into the paddocks as an emergency back-up, only if the exits to the courtyard are inaccessible or unsafe. If you must go out these exits, turn right and go through the gate to the Proprietor's house.

Animals within the School

A teacher will be responsible for the feeding and management of the animals within the school eg fish, chickens. Students may be delegated responsibility for feeding the animals after receiving training.

Students must be taught hygiene practices to minimise any illnesses that can arise from working with animals.

The teacher in charge will be responsible for overseeing the cleaning out of cages/tanks.

Visiting Animals

If teachers or students would like to bring an animal onto the school grounds, permission must be sought, in advance, from the Principal. This is to ensure particular students' needs



are addressed and provided for eg fear, anxiety etc. Animals should be kept on a lead or in a pet container to ensure they are under control at all times.

The owner is responsible for cleaning up messes left by the animal.

The animals should only be at school for a limited period of time (not for the whole day) out of consideration for their well-being and the focus of the students.

Feeding Animals

If students or families choose to feed the farm animals, this must be done through the metal fence outside the school office or preschool fence. The fence is stronger than the fences near the car park and so provide additional protection.

Teachers will teach students how to be aware of animals' behaviour when feeding them and the proper processes eg throw food on the ground, release before the animal's mouth gets close to your hand, present food using a flat palm.

Animal Sickness

If a farm animal becomes unwell, the Principal will be notified and she will pass on the information to the Proprietor who will take the appropriate measures.

For the indoor animals, the teachers-in-charge will take the appropriate measures.



LR1 - Enrolment

Timaru Christian School has a roll cap of 225 students up to Year 10. Up to 5% of enrolled students may be non-preference (non-Christian).

- If a parent wishes to enrol his/her child(ren) at TCS they must submit an Expression of Interest form and Church Leader Recommendation form.
- The principal will then arrange to meet with the parents and child to ensure they have a good understanding of TCS and Christian Education, to answer any questions they may have, and show them around the school.
- If there is a position available for a child, the parents will receive an enrolment form which must be completed and returned to the office with supporting documentation before the students start school.
- If there is a waiting list, they will be put onto it, at the parents' request, and it will be reviewed as places become available. The Enrolment Scheme (found on the School's website) determines how places will be offered.
- The Office Administrator will enter data into the School's Student Management System.
- Families will be sent an acceptance letter, stationery and uniform list.
- New entrants will have school visits prior to commencing school and transferring students will be offered a day visit to meet their classmates and teacher prior to starting school.
- Enrolments for the following year close on the 1st August.



LR3 - Privacy Guidelines

The Act is primarily concerned with good information handling practices, and is made up of information privacy principles. These principles are summarised in the following guidelines.

Guidelines for collecting, using and storing personal information:

- When we collect information we make the purpose known, and only collect it:
 1. for purposes connected with the function of the school, and only when it is necessary to have this information,
 2. directly from the person concerned unless it is publicly available from elsewhere or the person's interests are not prejudiced when we collect the information from elsewhere, and
 3. in as unobtrusive a manner as possible.
- We have reasonable safeguards in place to protect information from loss, unauthorised access, use, or disclosure. These safeguards include the use of individual logins for computers, and lockable filing cabinets.
- If collecting information from a child, consideration must be given as to the most appropriate way of gathering that information so that it is collected in a 'fair' way e.g. in an age-appropriate manner.
- If an individual wants access to information we hold about them, we provide it. Individuals may request correction of this information or, when not corrected, that a record of the request is attached to the information.
- We take reasonable steps to make sure personal information is correct, up to date, relevant and not misleading.
- We only keep information for as long as it is needed, and for the purposes for which it was obtained. When a student moves to a new school and their records are requested, we cull the file and forward the remaining relevant information.
- Information is only used for the purposes for which it was obtained except in certain circumstances (for example, for statistical purposes where the person's identity is not disclosed).
- As a general rule, information about any person is not given to a third party without the person's knowledge, unless:
 1. the information is already publicly available,
 2. it is being passed on in connection with a purpose for which it was obtained, for example, to the student's new school,
 3. the right to privacy is overridden by other legislation, or
 4. it is necessary for the protection of individual or public health and safety.



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

Parents and the Privacy Act

State and state-integrated schools must observe the Privacy Act 2020, and also the Official Information Act 1982, and the Education and Training Act 2020.

Under the Privacy Act 2020, individuals are entitled to access personal information held about them. There is no age limit to this, children and young people have the same rights as everyone else. This means that parents have no automatic right to access all of the information the school may hold about their child.

Parents and guardians are entitled to access educational information, and are usually able to access other information if they request it, through the provisions of the Official Information Act 1982. This act overrides the Privacy Act 2020 in most circumstances. In considering a request from a parent, the school must consider the following:

- Is it information that the parent has a right to, for instance, about their child's academic progress, or is it information the child has a right to keep private?
- Is the parent acting as the child's representative, or acting without the child's consent?
- Is the child of an age or maturity that allows them to decide to give consent or not?
- Is disclosure of the information a breach of the child's confidentiality?
- Is it in the child's best interest?
- Does other legislation affect the decision? For example, the Education and Training Act, 2020 (section 103), requires principals to tell parents about matters which are preventing or slowing a student's progress at school, or harming the student's relationships with teachers or other students.

In practice there are very few occasions when a school would be justified in withholding any information from a parent. One example of such a situation might be a child at school who finally has confidence to confide in a counsellor who is trying to help the child and the child insists that the parents or (perhaps in a situation of abuse), a particular parent, are not to be told the child's information by the counsellor. A counsellor is required to respect and consider the wishes of the child.

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



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

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

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

Publishing Student Information

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

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

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

The following guidelines help us to protect our students:

- The school seeks parents' written consent before their child's photo or work is published online. Parents give this consent at enrolment, or via text, email or school loop for special occasions. Parents can withdraw their consent at any time.
- The school takes special care with personal information about students, that is, information that identifies an individual. With consent, we share no more than a student's first name and/or photograph via the newsletter, or the wider online community via the school website.
- The school publishes photos and students' work that positively depict the student and school.
- The school seeks students' consent before publishing their work.
- As the author of a copyright work, a student has the right to be identified when their work is exhibited in public, such as on the internet. At Timaru Christian School we prefer to identify the student by their first name and year at school only to protect their privacy. Requests for a child's full name to be published are considered by the privacy officer.



If the school is aware of a special circumstance regarding a student's presence at the school, such as a court order preventing access to the child, any information that could identify the child is kept out of the website/newsletters.

Disclosing information overseas

Personal information may only be disclosed to an overseas agency if that agency has a similar level of protection to New Zealand, or the individual is fully informed and authorises the disclosure.

*Note: The following steps are recommended by the
Office of the Privacy Commissioner*

Responding to privacy breaches

If you become aware of a privacy breach at your organisation, respond as quickly as possible. This will help minimise any harm caused to the affected people and your organisation.

These are four key steps in dealing with a privacy breach:

1. *Contain*
2. *Assess*
3. *Notify*
4. *Prevent*

Complete the first three steps either at the same time or in quick succession.

Every privacy breach has a different level of risk and impact. Evaluate and respond to them on a case-by-case basis.

Step 1: Contain

Once you discover a privacy breach, contain it immediately and find out what went wrong. You could contain a breach by:

- trying to get lost information back
- disabling the breached system
- cancelling or changing computer access codes
- trying to fix any weaknesses in your organisation's physical or electronic security.



Inform the person in your organisation who is responsible for privacy issues and figure out who else you need to tell. Consider whether to inform your:

- insurer
- internal auditors
- risk managers
- legal advisers.

Notify Police if the breach appears to involve theft or other criminal activity.

Be careful not to destroy evidence that your organisation or Police might need to find the cause of the problem or fix the issue.

Step 2: Assess

Assessing the risks of the privacy breach will help you figure out your next steps.

You can take a self-assessment to help you determine the seriousness of your privacy breach using [our NotifyUs tool](#).

You should consider:

The types of personal information involved

The more sensitive the information, the higher the risk of harm to the people affected.

A combination of personal information is usually more sensitive than a single piece of personal information. Health information, driver licence numbers, and credit card details can all cause harm on their own, but together they could be used for identity theft.

What the personal information might show

For example, a list of customers on a newspaper delivery route may not be sensitive. But the same information about customers who have requested that their deliveries be stopped while on holiday would be useful information to criminals.

If the personal information is easy to access

If the information doesn't have a password or encryption, then there's a greater risk of someone misusing it.

The cause of the breach

Try and find out what caused the breach and if there's a risk of further breaches.

The extent of the breach

Try and identify the size of the breach, including:

- how many people can access the lost information
- how many people have lost personal information
- the risk of the information being circulated further
- whether the breach is the result of a systemic problem or an isolated incident.

The potential harm resulting from the breach

Think about this from the point of view of the people affected. Types of harm could include:

- identity theft



- financial loss
- loss of business or employment opportunities
- significant humiliation or loss of dignity.

Who holds the information now

Information in the hands of people with unknown or malicious intentions can be of great risk to the people affected.

The risk will be lower if you know the information went to a trusted person or organisation, and you expect them to return it.

Step 3: Notify

You should be open and transparent with people about how you're handling their personal information.

If a privacy breach creates a risk of harm to someone, you should probably notify them. Notifying them promptly means they can take steps to protect themselves and regain control of their information as soon as possible.

Do not notify people unless you're sure that the breach has compromised their information. Notifying the wrong people by mistake can cause unintentional damage. Organisations will need inform the office of the Privacy Commissioner of serious privacy breaches from 1 December 2020.

Use our online NotifyUs tool to help you assess and report privacy breaches: [NotifyUs of a privacy breach](#).

When to notify

It isn't always necessary to notify people of a breach. If there's no risk of harm, notifying may do more harm than good.

You need to consider each incident on a case-by-case basis. Think about:

- the risk of harm to people affected
- whether there's a risk of identity theft or fraud
- whether there's there a risk of physical harm
- whether there's a risk of humiliation, loss of dignity, or damage to the person's reputation or relationships. For example; if the lost information includes mental health, medical, or disciplinary records.
- what affected people can do to avoid or minimise possible harm, e.g. change a password
- whether you have any legal or contractual obligations.

Use all the facts you have about the situation to decide whether you should notify the people affected.

If you decide to notify, do it as soon as reasonably possible. However, if law enforcement is involved, check with them first in case you compromise their investigation.



Mandatory privacy breach reporting

The Privacy Act 2020 will make it compulsory to report privacy breaches that have caused serious harm, or are likely to do so.

Under the changes to the Privacy Act 2020, an organisation will have to notify the Privacy Commissioner of a privacy breach, if it poses a risk of serious harm to individuals. If you are unsure as to whether the breach is a serious one, [our NotifyUs tool](#) will help you make that assessment. You can also contact our office and discuss the matter with us.

How to notify affected people

It's usually always best to notify the people affected directly, such as

- by phone
- by letter
- by email
- in person.

You should only notify people indirectly (e.g. through website information, posted notices, or the media) if:

- notifying them directly could cause further harm
- it's too expensive to notify them directly
- you don't know how to contact them.

Consider notifying vulnerable people through or with a support person.

It may be appropriate to notify people in more than one way.

Who should notify

The organisation that has a direct relationship with the person affected should be the one to notify them.

For example, if a retailer loses the credit card information, the credit card company would be the best organisation to inform the customer. But if a courier company leaves a parcel on a doorstep and it's stolen, the organisation that sent the parcel should tell the affected person.

What to say

Your breach notifications should contain:

- information about the incident, including when it happened
- a description of the compromised personal information
- what your organisation is doing to control or reduce harm
- what your organisation is doing to help people the breach affects
- what steps people can take to protect themselves
- contact information for enquiries and complaints
- offers of support when necessary, e.g. advice on changing passwords
- whether your organisation has notified the Office of the Privacy Commissioner
- contact information for the Privacy Commissioner.



Notifying third parties

Consider any obligations of confidentiality and decide whether you should inform:

- Police
- insurers
- professional or other regulatory bodies
- credit card companies, financial institutions or credit reporting agencies
- third party contractors or other parties who the breach may affect
- internal business units
- the board and the government minister
- union or other employee representatives.

Coping with media interest

How you respond to media interest in your breach can just as important to your organisation's reputation as the breach itself.

Get a senior team together immediately to coordinate your organisation's media response. Responding to journalists quickly will show that you're treating the incident seriously and not hiding from news coverage.

Consider your messages carefully before you deliver them. Get the tone right. Accept the blame and apologise if necessary. Demonstrate empathy for those most affected by the breach. Show that the wellbeing of those who may have been harmed is your organisation's highest priority.

Step 4: Prevent

The most effective way to prevent future breaches is to a well-thought-out security plan for all personal information.

In the aftermath of a breach, take the time to investigate the cause of the breach and update your prevention plan. Review procedures so you minimise the collection and retention of personal information.

Relevant Legislation: Privacy Act 2020, and also the Official Information Act 1982, and the Education and Training Act 2020



O1 - Parent Helpers

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

- Parents are welcome to offer their time and assistance.
- Parents are invited to help by the individual class teacher when the need exists.
- When there are more offers of help than required, teachers decline some of these offers.
- Parents are informed of their obligations and role as helpers within the classroom environment.
- Parents are reminded of the need to maintain confidentiality regarding other children observed at school.
- Parent helpers on camps will be police vetted as required.
- When working with one or more students outside of the teacher's supervision, the parent must work in an easily accessible room with the door open and windows clear.

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

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

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



O2 - Uniform/Dress

All students must adhere to the school dress code. It is an important part of developing pride, loyalty, and an identity within the school as well as self-management skills, and so we require all students to wear the school uniform correctly at all times, and in a way which is consistent with our Special Character.

The school holds parents responsible for supplying their children with the correct school uniform and for keeping it clean and in good condition. If an item needs replacing or an incorrect uniform item is worn to school, parents will be texted to let them know. Please do not be offended by this; it is something that can be easily overlooked in the morning rush. If a replacement item is not able to be purchased for a few days, please send a note or text to school so the classroom teacher is aware that you are taking action. Second-hand clothing is available from the School Office and we are happy to loan items if required.

When a student has the correct uniform but chooses not to wear it, they will be given an item from the secondhand clothing shop to borrow for the day.

All items of clothing should be clearly labelled.

Year 1-6 Uniform

- Green polo shirt with school logo (short and long sleeve options available) (must be purchased through NZ Uniforms)
- Navy blue knee-length cotton shorts (not cargo pants) / Navy blue knee-length culottes (must be purchased through NZ Uniforms)
- Navy trackpants (not cargo pants style)
- Dark Green polar fleece with school logo (must be purchased through NZ Uniforms)
- Navy cotton socks (girls – tights optional)
- Black shoes – any style except boots, including no ankle boots (no other colour on them)
- Black jacket (optional)
- Black beanie (optional)



Year 7-10- Uniform

- White shirt (short and long sleeve options available)
- Navy blue knee-length cotton shorts (not cargo pants) / Navy blue knee-length culottes (must be purchased through NZ Uniforms)
- Navy socks (girls – cotton socks or navy tights, boys – wool, with white and green stripe)
- Navy blue v-necked jersey with logo (must be purchased through NZ Uniforms)
- Navy blue sports shorts (must be purchased through NZ Uniforms)
- Green sports top with school name printed on back (must be purchased through NZ Uniforms)
- Black shoes – any style except boots, including no ankle boots (no other colour on them)
- Year 7-8 only -Black jacket (optional)
- Navy beanie (optional)
- Year 9-10 only – Navy softshell jacket with logo, school tie for Terms 2 and 3 (both available at School Office)

Other accessories

- Sandals only in Terms 1 & 4 optional (no jandals, scuffs or crocs at anytime).
- Swimwear must be modest, one-piece in design.
- No make-up may be worn by any student, including lip gloss and nail polish.
- If a student chooses to wear earrings, they must have one stud earring in each ear, worn in their ear lobe. Earrings must not extend lower than the bottom of the ear.
- No other visible body-piercing is acceptable.
- Students may wear a wristwatch but wrist bands or bangles are not permitted.
- Necklaces or pendants are also not permitted unless by prior arrangements with the Principal.
- Hair colour must be a natural colour only.
- Length: A student's hair is to be kept tidy and off the face, with hair (shoulder length or longer) held or tied back off the shoulders using appropriate ties or headbands (black, brown, navy blue or dark green).
- Navy wide-brimmed sunhats must be worn in Terms 1 and 4.
- Scarves are not to be worn.
- We have opted to not identify items as being summer or winter-based, allowing students to dress to the conditions, apart from footwear, sunhats, ties for seniors.

***Where there are genuine reasons for variations to the uniform,
Senior Management will deal with them on a case-by-case basis.***



PP1 - School Security

The school's security system safeguards school assets against vandalism, burglary and fire. The system must be reviewed annually.

The school is protected by an alarm system and teachers are security conscious at all times.

- Devices are to be stored out of sight in a locked classroom.
- Store valuable items out of sight, especially at weekends.
- Staff need to ensure windows and doors are closed/locked, and lights are off.
- Report any loss of keys immediately.

Computer Security

Office and teacher computers can only be accessed through logins. Logins must be kept private.

Security Cameras

Rationale: Timaru Christian School will use CCTV cameras (exterior and interior as needed) to deter and minimise intentional damage and inappropriate behaviour in and around the school as we endeavour to provide a safe environment for our staff, students, whānau and visitors.

Guidelines:

- Camera surveillance is not used to routinely monitor students or staff as this breaches the information privacy principles of the Privacy Act (Principles 4 and 10).
- Interior cameras will only be placed in classrooms/hallways/public spaces where there has been multiple instances of vandalism, damage or inappropriateness, and other means of prevention have not been effective. In selecting the placement of cameras, we will consider:
 - the vulnerability of children and young people (Privacy Act s 22, Principle 4)
 - the availability of other strategies to address security, behaviour, and safety issues (e.g behaviour management plan, smoke/vape detectors)
 - whether the camera is positioned in a place where people would have a reasonable expectation of privacy (e.g. bathrooms, including entrances)



- the risk that this surveillance breaches other legislation such as the Human Rights Act 1993.
- Position cameras in a way that will not intrude to an unreasonable extent on the privacy of individuals.
- Signage will be displayed in areas cameras are operating, stating the purpose of the cameras. (Principle 3)
- Any system misuse is reported to the principal or the board (if the principal is involved).
- The system, and its operation, are evaluated as part of our regular review cycle.

Storage of Footage

- The footage will be stored on a cloud-based server.
- Unused footage will be destroyed after 90 days.

Viewing of Footage

- Footage will only be viewed when an inappropriate act (harmful towards people or property) is believed to have occurred.
- Footage will only be able to be accessed by the Principal, Senior Management, and the system manager(s). (Principle 5)
- People have the right to request access to camera surveillance data that includes their personal information (Principle 6). If providing access would reveal the personal information of another person, we take reasonable steps to protect the other person's privacy. It is likely that personal access will be limited to view-only to prevent unnecessary disclosure or publication of another person's personal information.
- Where appropriate and as requested, video footage or stills will be shared with the Police for the prevention/detection of crime. A record will be maintained of footage shown to the Police. Viewing of footage by the Police must be recorded in writing. Requests by the Police can only be actioned through the Principal. Should footage be required as evidence, a copy may be released to the Police on the clear understanding that the footage remains the property of the school, and both the footage and information contained on it are to be treated in accordance with this policy.
- Applications from outside bodies (eg lawyers) to view or release footage will be referred to the Presiding Member and Principal. In these circumstances footage will normally be released where satisfactory documentation is produced showing that it is required for legal proceedings, or in response to a Court Order.



- Responding to requests for information -
<https://www.privacy.org.nz/resources-2/privacy-and-cctv/responding-to-access-requests-for-cctv-footage/>

Related legislation:

- Privacy Act 2020
- Human Rights Act 1993
- Search and Surveillance Act 2012
- School Records Retention and Disposal
- <https://www.privacy.org.nz/assets/New-order/Resources-/Privacy-and-CCTV/CCTV-guidelines-summary.pdf>



PP2 - Asset Register

The asset register is maintained by the Office Administrator and Principal on Xero. It is updated as new assets are purchased at a value of \$1000 or more.

Capital purchases made with donated money are recorded in the asset register, and are included in the calculation for annual depreciation.

Assets that are disposed of will be taken off the asset register, at the Principal's discretion.

The asset register is reviewed annually to write off obsolete assets or to re-value assets whose value to the school has changed significantly.



PP3 Property Maintenance

- Each year the principal reviews the performance of the caretaker and cleaners to ensure clean, tidy, safe and hygienic buildings and grounds. This is done via a conversation with the caretaker and cleaner. Any changes required are made to the job descriptions for the following year and purchases for equipment is budgeted for.
- The principal is responsible for requests for maintenance.
- The principal, in liaison with the School Board, is responsible for requests for capital expenditure and equipment over \$250.
- The principal is responsible for employing all tradespersons to carry out work for the School Board.
- The principal is responsible for authorising the payment of tradespersons.

Property Reports and Checks

- Compliance Schedule (Building Act). The compliance schedule is kept at school with the inspection records. These must be kept for two years.
- The "Building Warrant of Fitness" confirming the items listed on the Compliance Schedule, and where they are found in the school, is displayed in the office area, near the First Aid room.
- Staff report all missing items, and items needing repair, to the principal.

Capital Works Programmes

Developing programmes for capital works ensures that:

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

Damage to School Property

- Children are encouraged to view school property as their own while at school, but at the same time to treat it with care and respect.



- If anything is broken or damaged, it must be reported to the principal as soon as possible.
- The School Board delegates responsibility for repairing accidental and deliberate damage that occurs during school hours, and can report acts of vandalism to the police.
- All vandalism or damage is reported to the principal who takes the appropriate action.
- Under certain conditions, schools can apply to the Ministry for additional funding.

Use of School Buildings Outside School Hours

The use of school buildings, grounds and school property outside of school hours must be authorized by the Principal, in consultation with the Proprietor if it includes non-integrated facilities.

If an outside group requires access which cannot be easily provided by staff members, they will be loaned a key and an alarm code will be set for them, the cost of which will be recovered from the user.

Anyone using the school buildings must abide by the school's policy regarding **alcohol on school property** and our smokefree school status. Smoking is not permitted anywhere on the school grounds at any time. This includes vaping.

Outside organisations and members of the community who want to hire or use the integrated school facilities must arrange it with the principal.

Resources

The principal:

- delegates to staff the updating of teaching resources used by the whole school
- prioritises and approves requests for asset purchases
- ensures items over \$1000 are recorded on the asset register
- communicates with staff, the community, and the School Board
- reports to the Board annually on progress towards the 10 year Maintenance Plan, comparing results with objectives, and budgeted expenditure with actual.
- ensures resources are maintained and securely stored



PS1 - Appointment Procedure

Timaru Christian School is an equal opportunities employer. We appoint appropriately trained and qualified staff who align with our statement of faith to all teaching and non-teaching positions, and strive to find the best person for each position. We recognise the importance of Tikanga Māori.

The appointment process is managed by the principal and senior management.

Responsibility: Action:

The principal and senior management	1.	Determine whether a vacancy actually exists, and what kind of vacancy it is.
	2.	Prepare an application package consisting of a covering letter, personal details sheet, job description and timeline of the appointments process. A request will be made for up to 3 written references and one verbal referee including a past employer.
	3.	Advertise all permanent full-time and permanent part-time positions in the Education Gazette or other national publication.
		Advertise long term relieving (more than one term) positions in the Education Gazette or other local publication, as required.
		Advertise long-term relieving/fixed-term positions (less than one term) internally.
<hr/>		
		Note: Transparency and fairness of process are important principles for any appointment, especially those involving related party transactions.
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Applicant	5.	Download or request an application package.
Principal	7.	Receive the applications. Keep them confidential and secure.
Appointment committee	8.	Shortlist applicants. If there are no suitable applicants, re-advertise the position.
	9.	Conduct interviews.
	10.	Make an appointment.
	11.	Make sure all the required documentation is completed and filed in the employee's file. Original qualification documents must be sighted by the Principal as well as 2 forms of identification as per The Children's Act 2014. If they are not a registered teacher, a police vet must also be carried out.
	12.	Notify unsuccessful interviewed candidates by phone. Send written notification to all candidates, and return their documentation, ensuring all notes and referees' checks have been removed.



The principal, in co-operation with the Office Administrator, will maintain a database which lists the following details about each employee:

Name, MOE number, Teacher Registration Number and Expiry Date, Ethnicity, Gender, Languages Spoken, Position at the School, Date Started at the School, Qualifications and Curriculum Strengths.

This database will assist with determining the needs of the school in future appointments.

Equal Employment Opportunities

The board:

- appoints a member to be the EEO officer. This role may be taken by the principal.
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service
- recognises the value of attracting people from all possible sources of talent
- selects the person most suited to the position in terms of skills, experience, qualifications and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, hours of work, etc) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.

Appointment Committee

Position

Principal

Senior management position

Permanent teaching staff

Part-time teachers, relievers and other staff
(fixed-term of more than one term)

Part-time teachers, relievers and other staff
(fixed-term of up to one term)

Support staff

Appointment Committee

A full board meeting considers and determines the make up of the appointment committee.

Principal and Personnel Committee.

Principal, a teacher, and Personnel Committee.

Principal, a teacher and one board member.

Principal, and Deputy Principal.

Principal, staff member, and/or a board member.



The Appointment Committee's responsibilities include:

- creating a timeframe for advertising and filling the position
- creating the advertisement for the Education Gazette (and local newspapers, depending on the position)
- compiling the application package
- selecting candidates to interview
- conducting the interviews
- recommending the preferred candidate to the School Board
- notifying the successful and unsuccessful applicants within the agreed timeframe
- completing and forwarding a New Appointment form to Payroll, through the Office Administrator
- initiating the school's induction process.

Shortlist Applicants

- The committee decides how many applicants to shortlist and selects them using the criteria listed on the job description and person specification.
- The committee must contact two or more referees on the phone for top applicants on the emerging shortlist.
- Contact each shortlisted applicant to arrange an interview time and explain the interview process.
- Negotiate in advance any travel expenses incurred by the candidate.

Conduct Interviews

Interviews must be consistent, with each candidate receiving the same treatment and a fair hearing. Interviewers adhere to EEO principles.

Guidelines for interviewing candidates:

- Respect the candidate's confidentiality, for example, by ensuring that the interviews are arranged with plenty of time between them for a candidate to leave before another arrives.
- Ask questions relating to the job description, person specification, written application and referee statements. Avoid loaded, discriminatory and irrelevant questions. You may decide to supply interviewees with questions prior to the interview.
- Give applicants the opportunity to ask questions and/or make a statement or presentation.



- Clarify any special conditions applying to the position, and ask the applicant to respond to these.
- If any member of the Appointment Committee is unhappy about the process during an interview, ask the applicant to leave the room while the issue is discussed.

At the end of the interview, inform the applicant how and when they will be told the result of the interview.

Eligibility for Appointment

Before making a teaching appointment, the board must be sure that the applicant is:

- fully registered as a teacher
- registered subject to confirmation; or
- provisionally registered

A full safety check must be carried out as per The Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015.

Only if the board is unable to appoint a registered teacher, may they consider employing an applicant with a limited authority to teach (LAT).

Note: any untrained or unqualified applicant for a teaching position must obtain a "limited authority to teach" from the Teaching Council of Aotearoa New Zealand.

Make an Appointment

In making an appointment, the committee considers:

- who is the best person for the position according to all criteria
- EEO principles
- the candidate's eligibility for appointment
- The committee checks the applicant's references and police vetting status, and contacts at least two of the referees) listed on the application form.

The appointment committee contacts the successful candidate by phone initially, and then with a written letter of appointment which includes:

- specific details of appointment
- the starting date
- the starting salary.



Note: For fixed-term appointments, the letter of appointment must state the dates of the fixed-term, the reasons for the position being fixed-term, and the way in which the appointment will end.

Ask the candidate for a written acceptance of the job offer.

When the candidate has accepted the offer, the Board is informed by the committee and the candidate is deemed appointed.

New Employee File

Ensure that the following are included in the personnel file:

- Letter of appointment countersigned by the employee
- New employee payroll form
- Curriculum vitae
- Police vet response (for non-teaching staff only)
- Any other relevant correspondence



PS2 Appraisal / Professional Growth Cycle

A Professional Growth Cycle should be purposeful, meaningful and aim to produce more effective teaching practice in the classroom.

We incorporate Relationship-based Learning (RBL) principles into our Professional Growth Cycle as it is a New Zealand research-based programme which identified key aspects of effective teaching practice.

- Each term, Teaching Teams will select an aspect of RBL to focus on.
- All teachers will take part in Guided Group Coaching each term with their Teaching Team, sharing their 'niggles' or concerns about learning in the classroom, and the data/evidence they have to support those concerns. Peers will construct questions together and the teacher will select one of those questions to answer. They will then identify next steps.
- During Weeks 5-7, teachers will visit a peer to observe their teaching practice in relation to the term's focus, and provide feedback to them.
- At the end of Weeks 5 and 10 each term, teachers will complete the Self-checklist where they identify what they are demonstrating in relation to the Teaching Standards and other expected practice.
- This process is a micro-version of a collaborative teaching-as-inquiry process.
- Documentation will be kept in the PGC Folder in the Staff Meeting Google Folder.

Support Staff

Teacher aides will be evaluated by the SENCO, in relation to their job description.

Other support staff will be overseen by Senior Management, in relation to their job description.



PS3 - Manage a Beginning Teacher

Beginning teachers receive staffing support from the Ministry of Education during their first two years. The Beginning Teacher support component is 0.2 FTTE in the first year and 0.1 FTTE in the second year for each position. This is time that is used in a variety of ways for the support and guidance of the beginning teacher.

A tutor teacher is appointed to work with the beginning teacher.

Tutor teachers:

- are appointed as soon as practicable after a beginning teacher has been appointed
- may be current staff members, or experienced teachers appointed to a fixed term position specifically for this role from outside the school
- work with the beginning teacher to develop a personalised programme of advice and guidance. This programme is submitted to the principal.
- may use the release time for observation and guidance, professional support of the beginning teacher, appraisal processes, and other professional tasks related to support of the beginning teacher
- are eligible for an MOE funded allowance on top of their salary (see the Collective Employment Agreement at www.nzei.org.nz).

Beginning teachers:

- may use the release time for planning and assessment, professional development, attendance at relevant courses, observations in other classes within and outside the school, and other professional tasks approved by the tutor.
- are encouraged to suggest areas to the tutor teacher, for their own future professional development.
- should raise any concerns relating to their support and guidance programme, with the tutor teacher, or if necessary, with the principal.

The tutor and beginning teacher discuss the personalised advice and guidance programme, record of observation, and feedback reports. A copy is filed by the principal as evidence for full registration.



PS4 - Management Units

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

The following structure is used for the school's management units in 2023:

Deputy Principal	2 units and 1 middle management unit – permanent
SENCO	2 units - permanent
Whānau Leader	2 units – permanent and fixed-term
PE Netball and Basketball	1 unit – fixed-term
Sound/Music	1 unit – permanent
PE Swimming	1 unit – fixed term
Community Service	1 unit – fixed term
Ako Leader	2 units – permanent and fixed-term
Student Leadership	1 unit - fixed term

- Management positions with 2 or less units attached to them are advertised and awarded to the best applicant, as determined by an appointment committee comprising the principal and deputy principal. Where an appointment is to be made of more than 2 units, the appointment committee will comprise of the principal, deputy principal and a board representative.
- If entitlement staffing reduces the school's number of units, they are retired in the reverse order, that is, the last one awarded is the first to be lost.



PS5 - Complaints

We use Scriptural principles in resolving issues; first go to the person concerned. Most concerns can be resolved this way.

“James 1:19-20 - This you know, my beloved brethren.

But everyone must be quick to hear,

slow to speak and slow to anger;

for the anger of man does not achieve the righteousness of God.”

Throughout the process, all parties are expected to demonstrate the school values of Love and Grace, Servanthood, Truth and Perseverance. The mana of all parties should be upheld throughout the process.

Wide discussion about a concern or complaint with those who aren't directly involved in the issue, or posting on social media about it, is not in keeping with the vision and values of Timaru Christian School. At all times we must 'assume good intentions' in order to focus on finding solutions which benefit the school and learners. We will do nothing out of selfish ambition or vain conceit.

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

Raising a Concern

1. Speak to the staff member most directly involved eg your child's teacher. The teacher will complete a Whānau Conference Notes form which outlines what the key concerns are, the actions to be taken, and follow-up plan. A copy will be given to the family and the original will remain on file to ensure good process has been followed.
2. If you don't want to speak to the staff member concerned, contact a senior staff member or the principal.
3. If it isn't resolved, go to the next most senior person eg senior staff member, principal, presiding member.
4. If you have a concern about the principal, contact the presiding member of the School Board (presidingmember@timaruchristian.school.nz).
5. If you still feel it isn't resolved, you can make a formal complaint.



Making a Formal Complaint

This process can only be followed if the Raising a Concern process has been done first.

1. Any formal complaint must be made in writing with as many details about the issue and steps taken, as possible. Confidentiality must be maintained.
2. The complaint is sent to the school principal or, if it is about the principal, the presiding member.
3. Receipt of the complaint will be acknowledged.
4. The Board will set up a Complaints Committee to investigate. They will review the complaint, the staff member's response to it and determine if any further action is required. This will be done 'in-committee'. (Note: if there is a conflict of interest with any board member, they cannot take part in the Complaints process.)
5. Unless the Committee has been directed by the Board to carry out some action, the only outcome from the Committee will be to report back with their recommendation to the Board, who will make a decision.
6. The decision will be communicated to the complainant.

Important things to note:

- Once the Board has done all that could be reasonably expected, they enter into no further discussion on the matter, unless the nature of the complaint has changed prompting further action. If a complainant is not satisfied with the outcome of a Board decision, they have a right to apply to the Ombudsman for a review and ruling on the decision. In the interest of transparency, it is expected the complainant would advise the Board that they have elected that course of action.
- Board members are 'representatives' not 'advocates'. If a Board member is made aware of a concern or complaint, they will direct the person to the Complaints Procedure or they are at risk of breaking the Code of Conduct (which may lead to removal from the Board). Any letter of complaint should only be shared with the Presiding Member or Principal. If a Board member is given a copy, they are not allowed to be part of the meeting to discuss the complaint.
- The Board will not address issues related to the child of another parent, including those raised by members of their wider whānau, without the parent's knowledge.



PS5a – International Student Complaints

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

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

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

This procedure enables us to:

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

Guidelines for Parents with a Complaint

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

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

If the matter concerns the principal and you have not resolved it by discussion with the principal, and feel uncomfortable directly approaching the principal, contact the Presiding Member of the School Board.

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

Complaints re: Code of Practice for International Students

If you have a complaint about Timaru Christian School breaching the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, follow Timaru Christian School's formal complaint process first. (See school website for full details in the PS5 Complaints Procedure.)

If you are not satisfied by the outcome of our complaints process, you may notify the New Zealand Qualifications Authority (NZQA). Please refer to the [NZQA website](#) for more information on their role and process.

You may also be able to take your complaint to [Study Complaints](#) – a dispute resolution provider specialising in supporting international students in resolving disputes with their schools.



PS6 - Protected Disclosure

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

Serious wrongdoing is defined in the Protected Disclosures Act 2020 as:

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

Make a Protected Disclosure

To make a protected disclosure:

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

Note: unless it is inappropriate, the principal is the school's Disclosure Officer. If you think the principal is involved, or associates with someone who is involved in the wrongdoing, contact the Presiding Member of the School Board or an appropriate authority.

Disclosure to an Appropriate Authority

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

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



Appropriate authorities include:

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- Head of any Public Sector Organisation

Manage a Protected Disclosure

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

The board considers the disclosure and determines the scope and management of any investigation including the process to be followed and who will be involved.

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

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

Relevant Legislation: Protected Disclosures Act 2020



PS7 - Staff Leave

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

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

- are fair to everyone
- ensure that the school remains adequately and appropriately staffed throughout the year
- enable the school to meet its Charter obligations and the National Education Learning Priorities

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

Type of leave	Administered by
Leave, with or without pay, for five days or less	The Principal
Other leave, for example, bereavement, sick, parental, etc.	The Principal, according to the terms of the employment contract
Leave, with or without pay, for more than five days but less than one month	The Principal, and the School Board (Personnel Committee)
Leave, with or without pay, for more than one month	The School Board (Personnel Committee)
Long term leave (note that long term leave is usually only available after three years' employment at the school).	The School Board (Personnel Committee)
Discretionary leave	The Principal

The School Board administers leave requested by the principal according to the relevant employment contract.

Please note: If a teaching staff member is requesting leave from the School Board, he/she should do so before booking flights, accommodation etc. Board meetings are usually held on in the 3rd and 8th weeks of each term.

If a support staff member who is on a fixed-term contract is requesting leave, he/she should do so before the start of the term in which the leave is to be taken.

State servants who wish to stand for election as members of Parliament are placed on leave of absence for the purposes of their candidature.

Relevant Legislation :

Employment Relations Act, 2000, and Holidays Act, 2003 and their 2011 amendments

Parental Leave and Employment Protection Act, 1987

Electoral Act, 1993, Area Schools Teachers Collective Agreement, Support Staff Collective Agreement, Area Schools Principals Collective Agreement.



Criteria for Discretionary Leave

Criteria for approval of discretionary leave include:

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



PS8 - Classroom Release Time

The Timaru Christian School Board provides permanent teachers employed for 0.8 or more, or fulltime relieving teachers (employed for a term or more) with classroom release time, in accordance with the Areas School Collective Agreement.

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

Entitlement

- Classroom teachers are provided with no less than 15 hours release per term when working predominantly in Years 1-8, and with no less than 5 hours per week release for teachers working in Years 7-10 more than 80% of the time.
- When school sessions prevent allocation of precisely the required amount of classroom release time, the school tries to provide as close as possible to the 15 hour entitlement including, where needed, advanced or delayed entitlement across the 4 terms of each school year.
- Any teacher employed fulltime from a mixture of entitlement and board funding is entitled to full classroom release.
- Classroom release is additional release time for teachers who have already been allocated release time for non-classroom responsibilities.

Beginning Teachers

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

Job Sharing

- Teachers working in an approved job share situation are allocated classroom release time on the basis of their job share situation.
- The 15 hour release time is for individual teacher use only and can only be shared in an approved job share situation.

Implementation

- Classroom release time is implemented in ways which address teacher workload while maximising benefits for student learning.
- Classroom teachers work in consultation with the release teacher (the teacher who is providing the release) to ensure that the release teacher plans a learning and



teaching programme which provides continuity in learning for the students in the class.

- The classroom release is allocated either as three full days or as a set of predetermined hours over more than three days or as a combination of both.
- All teachers must remain on the school grounds during their release time unless the principal has agreed otherwise.
- Classroom release time should take into account any planned events for the term which may impinge on teacher accessibility to release time.
- The rescheduling of classroom release time due to unplanned events or incidents is dependent on the availability of the teacher providing the release.

In certain circumstances, part or the whole amount may be carried over into the next term, but it may not be carried over into another school year.

Implementation Guidelines

- The management team presents a schedule of release to the teaching staff by the beginning of each term or year.

Examples of Uses for Classroom Release Times

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



PS9 - Teacher Registration and Police Vetting

All teachers and principals employed by the school for more than ten days must be registered by the Teaching Council of Aotearoa New Zealand. Teachers are responsible for renewing their registration before it expires, or applying for an Extension to Teach if their registration is unlikely to be approved in time.

The Teaching Council vets teachers as part of the renewal of their registration, but the school must apply for police vetting of non-teachers.

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

Vetting Requirements for Teachers

Who?	Who by?	How often?	Who pays?
Teachers and Limited Authority to Teacher (LAT) employees	Education Council	Every three years when they seek renewal of their teaching registration.	The cost is contained in the registration fee.

Vetting Requirements for Non Teachers

Note: Employers are not required to vet staff who do not work during normal school hours or service opening hours.

Who?	How often?
Support staff	Before they are appointed and then every three years.
Contractors (and their employees) if they have, or are likely to have, unsupervised access to students at school during normal school hours or opening hours.	<p>The definition of unsupervised access, as defined in the Education Act, is as follows:</p> <p>Unsupervised access to students, in relation to a school, means access to any student on the school's premises that is not access by, or supervised by, or otherwise observed by, or able to be directed (if necessary) by, any one or more of the following:</p> <ul style="list-style-type: none">• a registered teacher or holder of a limited authority to teach• an employee of the school on whom a satisfactory Police vet has been conducted within the last 3 years• a parent of the student. <p>For a permanent position, before they start, and then every three years.</p> <p>For a temporary position, within two weeks prior to their start date.</p>



Apply for Police Vetting for Non Teachers

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

Note: This process does not apply to parent volunteers. Parent volunteers, including camp parents, are not required to be vetted, although the school board or management may choose to do so.

It is the board or management's duty to apply for the vet; a vet supplied by the person concerned, or obtained from a previous employer cannot be used.

The school applies to the police to receive vetting services, and is provided with the correct Consent to Disclosure of Information forms. Board or management are also responsible for verifying the identity of the person concerned.

Vetting can only be carried out with the consent of the applicant given on the correct form. Applicants should be told they are to be vetted and offered an explanation of the process.

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

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

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

Consider:

- The nature of the offence and relevance to employment.
- The length of time since the crime was committed.
- The person's age and maturity now, compared with when the crime was committed, the seriousness of the crime, e.g., length of sentence, use of a weapon, the circumstances at the time of violent behaviour.
- The pattern of crime, e.g., a short spate may indicate a "phase" but a regular pattern may indicate continuing inappropriate behaviour.
- The proximity of the person undergoing vetting to the vulnerable person(s). That is, are they likely to have unsupervised access to these vulnerable people?

The subject of the vet should be given the opportunity to view and correct the information supplied by the police, and should take up any discrepancies directly with



the police. No adverse action should be taken until the person has validated the information in the vet.

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



PS10 - Personal Grievance

An employee who has a personal grievance has the right to pursue that grievance against their employer under the Employment Relations Act 2000. _

Reasons for taking a personal grievance may include the claim:

- that the employee has been unjustifiably dismissed
- that the employee's employment was affected to the employee's disadvantage by some unjustifiable action by the employer
- that the employee has been discriminated against in the employee's employment
- that the employee has been sexually harassed in the employee's employment
- that the employee has been racially harassed in the employee's employment
- that the employee has been subject to duress in the employee's employment in relation to membership or non-membership of a union or employees' organisation.

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

The employer may be liable for harassment of a staff member by the employer personally, a representative of the employer, a co-worker, or student (customer) of the employer.

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

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

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



PS11- Staff Laptops

Staff at this school are not required to contribute to the cost of their laptop.

The following guidelines apply to all staff laptops:

- Use the laptop for the purposes it was provided.
- Provide suitable care and security at all times.
- Regularly install updates.
- Report any technical problems immediately.
- Report any damage or loss to the school immediately. If the damage or loss results from your negligence, you may be asked to cover the excess or the cost of repair/replacement.
- Return the laptop to the school when you resign or leave, or when you will be away from the school for an extended period.

Staff will be held responsible for any user of their laptop accessing inappropriate or illegal materials.

The school is responsible for advising staff of the insurance policy conditions.



RPR1 School Planning and Reporting

The Strategic Plan and Annual Implementation Plan will be drafted at the end of each year, following review and consultation. In the first Board meeting of each year the School Board will approve and adopt the plans. They will be submitted to the Ministry of Education before the due date.

A copy of the Strategic Plan and Annual Implementation Plan will be available on the school website for members of the community to view.

The annual goals and school targets will be reviewed regularly, throughout the year as part of the reporting to the board process. The achievement of Māori students will be reported separately to their whānau. Goals and targets will be submitted to the Ministry with the Charter and to the auditors as part of the Annual Report.

Honouring Te Tiriti o Waitangi

We will ensure whānau of Māori students are given a variety of ways to participate in school-wide planning, partnering with teachers and the Board to ensure their needs are addressed.

They will be offered a way of connecting with the school which best suits them:

- At a Whānau Māori hui at the school
- One-on-one with their child's teacher (possibly at Whānau Learning Conferences)
- One-on-one with the Principal
- Via online surveys or email
- By contacting the school when they have any questions or want to provide feedback

Feedback will be stored in Strategic planning documentation.

Relevant Legislation: Education and Training Act 2020



RPR2 – Curriculum Review

Rationale: It is through a process of on-going review and reflection that we can understand how effective our teaching and learning programmes are and seek ways to make improvements for future curriculum delivery.

- Curriculum areas will be reviewed on a 4-yearly basis:

	A (2024)	B (2025)	C (2026)	D (2027)
Curriculum Review	Term 2 - PE/Health Term 3 - Social Sciences	Term 2 – Science Term 3 – Technology	Term 2 – Reading Term 3 – Scripture The Arts	Term 2 – Maths Term 3 - Written Language Learning Languages

Teachers will complete a self-review about their own understanding and teaching practices in the curriculum area under review. These will be based on Tataiako (Cultural Competencies), and the Principles and Effective Pedagogy in the New Zealand Curriculum. They will also be asked about the incorporation of Scripture into their teaching and learning programme.

- Students will complete a review of their understanding of the topic and their opinions and feelings about the classroom programme.
- Parents may be surveyed about what they believe should be included in our teaching and learning programmes, in relation to the curriculum area under review.
- A sample of students may be assessed in the curriculum area under review to investigate strengths and weaknesses in our programmes. When assessing topic eg Social Sciences, Science and Technology, assessment tasks may be based on NEMP activities or end of unit observations/tests. For core curriculum activities, school-wide assessment will be used to inform the review.
- The staff will review the curriculum statements – what it includes about what and how we teach each curriculum area and what else should be added, if anything. The assessment plan will also be reviewed for the curriculum area under review.
- The AKO Leader will collate the information, and discuss trends and changes in consultation with the teaching staff as to how we can improve our teaching and learning programmes.
- Any changes to how the curriculum programme should be implemented will be reported back to the staff, parents and School Board before the end of the term (or at the next scheduled board meeting).
- A digital copy of the review will be kept by the Principal and in the Board Meetings folder on Google Drive.



RPR3 - Reporting to Parents

Our desire is that each student will reach their God-given potential and we understand a close partnership between home and school is crucial in this endeavour. Parents can see the teacher after school, however, if they want to discuss any concern they should make an appointment, to avoid disruption to the teaching programme.

To ensure parents have a clear understanding of their child's progress during the year the following occurs:

- An initial Learning Conference is held in the first half of the first term. During this time a Whānau Education Action Plan (WEAP) is developed identifying aspirations and goals for each student which will be a focus for the year. A copy is given to the parents.
- In Term Three the school holds Learning Conferences to review progress towards the WEAP goals and determine next steps for the second half of the year.
- At the end of Terms 2&4 a formal report is sent home which gives a snapshot of where each student is achieving at on their academic journey at that time and reports their progress or achievement in relation to curriculum levels.

Reporting to the Wider Community

- School-wide core curriculum data will be reported to the parents and the wider community in Term Four of each year in the newsletter. (This may be delayed until the start of the following year depending on scheduling of Board meetings in the preceding year.)
- Achievement of our Māori students will be reported directly to their whānau.
- The principal will present assessment data to the School Board at mid-year and end-year as well as data collected as part of curriculum reviews, as per the review schedule.



RPR4 Reporting to the Board

The principal shall not fail to:

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
2. Submit written reports covering the NELPs, management areas at board meetings as per annual meeting plan. Reports may include, but are not limited to, Annual Goals, Personnel, Student Achievement, Curriculum including Special Character.
3. Inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration.
4. Seek board approval for any requests for discretionary staff leave of longer than 5 days.
5. Submit any monitoring data required in a timely, accurate and understandable fashion.
6. Report and explain financial variance against budget in line with the board's expectations, in consultation with the Finance Committee.
7. Report on the number of stand-downs, suspensions and exclusions as they arise.
8. Report and explain roll variance against year levels.
9. Present information in a suitable form – not too complex or lengthy.
10. Inform the board when, for any reason, there is non-compliance of a board policy.
11. Recommend changes in board policies when the need for them becomes known.
12. Highlight areas of possible bad publicity or community dis-satisfaction.
13. Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
14. Report on any matter requested by the board and within the specified timeframe.