



Policy and Procedure Manual

Learning to learn in the 21st century

Kia ako ana te mahi pūmahara i te reanga o te rautau rua mano mā tahi

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Governance Policies

Board Roles and Responsibilities

The board is entrusted to work on behalf of the stakeholders. It emphasises strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. It keeps improving student achievement' as its focus.

The Board of Trustees key areas of contribution are:

- Representation
- Leadership
- Accountability

BOARD MEMBER ACCOUNTABILITY MEASURE	STANDARD
1. Set strategic directions and long-term plans and monitor the board's progress against them	1.1 Board meets strategic goals
2. Protect the special character of the school	2.1 Special character is obviously considered in board decisions
3. Monitor financial management of the school and approve the budget	3.1 Satisfactory performance of school against budget
4. Monitor and evaluate student achievement	4.1 Reports from principal on progress against Annual Plan highlight risk/success 4.2 Meet targets in Annual Plan, Curriculum Policy and satisfactory performance of Curriculum Education Priorities
5. Effective risk management	5.1 Attend board meetings having read board papers and reports and ready to discuss them Board meetings have a quorum 5.2 Remain briefed on internal / external risk environments and take action where necessary 5.3 Identify 'trouble spots' in statements of audit and take action if necessary
6. Ensure the board is compliant with its legal requirements	6.1 New members have read and understood: Board induction pack; and requirements of board members 6.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the organisation. Board has sought legal advice when necessary 6.3 Accurate minutes of all board meetings, approved by board and signed by Chair 6.4 Individual staff/student matters are always discussed in Public Excluded Session
7. Attend board meetings and take an active role as a trustee	7.1 Attendance at 80% meetings (min.) 7.2 No unexplained absences at board meetings (More than 3 such absences result in immediate step down) Refer Education Act 1989 7.3 Board papers read prior to attending board meetings
8. Approve major policies and programme initiatives	8.1 Approved and minuted
9. Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	9.1 The Treaty of Waitangi is considered in all board decisions
10. Approve and monitor Personnel policy and procedure. Act as good employers	10.1 Become and remain familiar with employment conditions of organisation, staff contracts and industrial arrangements
11. Appoint, assess the performance of and nurture the Principal	11.1 Principal's Performance Management System in place and implemented

BOARD MEMBER ACCOUNTABILITY MEASURE	STANDARD
12. Deal with disputes and conflicts referred to the board	12.1 Successful resolution of any disputes and conflicts referred
13. Represent the school in a positive, appropriate manner	13.1 Code of Behaviour adhered to
14. Oversee, conserve and enhance the resource base	14.1 Oversee, conserve and enhance the resource base
15. Hand over governance to new board/trustees at election time	15.1 New trustees provided with induction pack 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme
16. Annually the Chairperson will co-ordinate a review of the effectiveness of the board of trustees. A report will be provided to the board on the outcomes, including a training plan for the board as a whole. The review will be based on the Strategic Plan and Policy Framework	
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Code of Behaviour

The board is committed to ethical conduct in all areas of its responsibilities and authority.

Trustees shall:

- Maintain and understand the values and goals of the school
- Ensure the needs of all students and their achievement is paramount
- Be loyal to the organisation and its mission
- Publicly represent the school in a positive manner
- Respect the integrity of the principal and staff
- Observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the school
- Be diligent and attend board meetings prepared for full and appropriate participation in decision-making
- Ensure that individual trustees do not act independently of the board's decisions
- Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
- Avoid any conflicts of interest with respect to their fiduciary responsibility
- Recognise the lack of authority by any individual trustee or subgroup of the board in any interaction with the principal or staff
- Recognise that only the chairperson can speak for the board
- Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools
- Be available to undertake appropriate training

Governance Procedures

Board Meetings

General

- Meetings are held twice a term as per the annual agenda.
- The quorum shall be more than half the members of the board currently holding office.¹
- The Chairperson is appointed at the Board's first meeting in any year. However, in an election year, the appointment must be made at the first meeting after the triennial election.¹
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.¹
- Any trustees with pecuniary interest in any 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.¹
- Only trustees have automatic speaking rights.
- The board delegates (and minutes) powers under Sections 16 and 17 of the Education Act to the Disciplinary Committee.
- The board delegates (and minutes) authority to one of the Deputy Principals in times of absence of the Principal.
- The board is committed to effective and efficient meetings.
- Meetings are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
- The board has the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to make reasons for excluding the public clear and it reserves the right to include any non-board member it chooses.

Time of Meetings

- Regular meetings commence at 6.00pm and conclude by 9:00pm.
- A resolution for an extension of time not exceeding half an hour may be moved.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings

- A special meeting may be called by delivery of notice to the Chairperson signed by at least one third of trustees currently holding office

Exclusion of the Public

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

Public Participation

- Public participation is at the discretion of the Chairperson.
- Public attending the meeting are given a notice about their rights to participation in the meeting.

Motions/Amendments

- All motions and amendments moved in debate must be seconded unless moved by the Chairperson.²
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.²
- No further amendments may be accepted until the first one is disposed of.²
- The mover of a motion has right of reply.²
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.²

Termination of debate

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

Suspension of Meeting Procedures

- Standing Orders may be suspended by resolution of the meeting.

Agenda

- The order of the Agenda may be varied by resolution at the meeting.

Minutes

- The minutes are distributed within five days of the meeting.

¹Legislative requirement

²Legislative requirement

Board Sub-Committees

The board may set up committees to help carry out its responsibilities and due process (e.g. staff appointments, internal audit, disciplinary).

- Board sub-committees are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate.
- Non-trustees may be used as sources of advice but only trustees can be part of the decision making process.
- Sub-committees 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.
- Sub-committees help the board (not the administration) do its work.
- Assistance is given to 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.
- The Board should spell out in its minutes the precise powers that are delegated to a committee of trustees whether the number on that committee is one or several. In addition the same delegation motion can name the members or how it will be constituted and it should also be clear as to the committees jurisdiction.

Section 66A of the Education Act 1989 is about delegating power to board members. This Section gives the Board authority to delegate any of its powers to a special committee of trustees except the power to borrow money.

Operational Policies

Asset Protection

Assets will be protected and adequately maintained. Assets will not be put at risk unnecessarily.

Accordingly, the Principal will:

- Ensure assets are adequately insured.
- Ensure only authorised personnel handle funds or school property.
- Ensure plant and equipment is
 - used appropriately
 - subjected only to normal wear and tear
 - maintained adequately
 - not disposed of without Executive Officer being notified
 - kept on premises unless authorised by Principal
- Ensure 10 year property maintenance plan is kept up to date and implemented.
- Protect intellectual property, information and files, thus preventing loss, significant damage, unauthorised access or duplication.
- Ensure that controls are in place which meet the board-appointed auditor's standards in relating to receiving, processing and disbursement of funds. Invest or hold operating capital in secure interest-bearing accounts, except where necessary to facilitate ease in operational transactions.
- Depreciation Rates for Assets

Buildings	2.5%
Electronic Equipment	25%
Furniture and Fittings	10%
Leased Equipment	25%
Library Books	12.5%
Musical Equipment	10%
Plant and Machinery	10%
Software	25%
Sports Equipment	20%
Text Books	33.3%

Child Protection Policy

This policy outlines our commitment to child protection. The board is committed to the prevention of abuse and to the well-being of children and young people under our care.

In line with section 15 of the Children, Young Person and Their Families Act and the Vulnerable Children's Act (2014), any person in our school/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 may report the matter to a social worker or a constable.

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:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school.
2. Comply with relevant legislative requirements and responsibilities giving consideration to the guidelines, further information and sample child protection templates that are available in the Children's Action Plan guideline Safer Organisations, Safer Children: <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>
3. Make this policy available on the school's internet site or available on request
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
5. Ensure the interests and protection of the child are paramount in all circumstances
6. Recognise the rights of family/whanau to participate in the decision-making about their children
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response
8. 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
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal

10. Consult, discuss and share relevant information in a timely way regarding any concerns about an individual child with the board or designated person
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issue arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. Ensure that this policy forms part of the initial staff induction programme for each staff member
14. Ensure that we report annually to the board of trustees on progress, implementation and compliance with any funding/contracting requirements (refer no. 4 above)
15. Ensure appointments procedure is adhered to.

Included: February 2015 and reviewed 2019

Corporal Punishment and Care of Students

Corporal punishment is prohibited and staff avoid physical contact with students that could be considered intimate, sexual, threatening or violent.

- When staff are interacting with a student one-to-one, they ensure wherever possible that the space is not closed off from other people.
- 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.
- Staff are aware that children with **special needs** may have particular needs with regards to safety and supervision.
- 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. If a student cannot be restrained in any other way, the adult physically restrains the student as appropriately as possible, and seeks other adult support.

Curriculum Delivery

Delivery of the curriculum shall foster student achievement.

Therefore the Principal shall:

- Ensure opportunities for success in all learning areas of the New Zealand curriculum.
- Give priority to literacy and numeracy.
- Report on progress and achievement of students particularly priority groups (Māori, Pasifika and students with special education needs)
- Report on progress and achievement of students in relation to the National Standards.
- Identify students at risk of not achieving and implement teaching and learning strategies to address needs.
- Consult with our school's Māori and Pasifika community about the policies / plans for improving the achievement of Māori and Pasifika students.
- Provide career information and guidance for Year 7 and Year 8.
- Progress the development of the International Baccalaureate programme.
- Provide regular reports to the Board of Trustees on the progress of the International Baccalaureate programme.

Disciplinary Process

In the event the board determines that policy violation(s) has (have) occurred and the board judges the degree and seriousness of the violation(s) to warrant initiating a disciplinary process, the board shall seek appropriate advice and follow due process.

Financial Conditions

The financial viability of the organisation must be protected at all times.

Therefore, the Principal shall:

- Incur only authorised debt
- Ensure generally accepted accounting practices and principles are upheld
- Use tagged funds for approved purposes only
- Keep spending within funding allocated for the financial year
- Ensure all money owed to the school is collected in a timely manner
- Make timely payment to staff (reimbursements) and other creditors
- Sell or purchase only authorised property
- Spend on single items within a board-established limit
- Ensure all relevant government returns are completed on time
- Ensure no one person has complete authority over the school's financial transactions
- Obtain comparative prices and quality before making any purchase over \$1,000
- Conduct an adequate review of ongoing costs, value and reliability before making any purchase over \$1,000

Financial Planning

Budgeting will reflect the board's strategic outcomes, will show an acceptable level of foresight and not put the board in financial risk.

Thus the budget will:

- Reflect the results sought by the board
- Reflect the priorities as established by the board
- Comply with the board's requirement of a balanced budget
- Ensure adequate working capital
- Demonstrate an appropriate degree of conservatism in all estimates

Health and Safety

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

This is achieved by:

1. All staff having individual responsibility for health and safety.
2. All staff:
 - a. Being informed of
 - b. Understanding, and
 - c. Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area
3. The establishment of a Health and Safety Group with representatives from the staff, After School Coordinator, Board of Trustees, Senior Leadership Team.
4. Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management.
5. Ensuring union and other employee representatives are consulted regarding health and safety management.
6. Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by:
 - a. Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people
 - b. Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.
7. Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work.
8. Having in place plans and procedures for all foreseeable emergencies that may arise in the work place.
9. Providing appropriate orientation, training and supervision for all new and existing staff.
10. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors.
11. Accurate recording, reporting and investigating injuries.

12. Board of Trustees commitment to continuous improvement in health and safety.
13. Board of Trustees commitment to comply with all relevant health and safety legislation.
14. Supporting the safe and early return to work of injured employees.
15. Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy.

Legal Responsibilities

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

Personnel

The board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents.

Therefore, the Principal shall:

- Ensure that employees are not discriminated against on other than clearly job-related criteria, individual performance or qualifications.
- Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process.
- Ensure that all required staff are registered or have a current Limited Authority to Teach.
- Provide a smoke free environment.
- Provide an employment contract for all staff, either individual or collective.
- Carry out annual performance appraisal.
- Meet current employment legislation.
- Take reasonable steps to protect staff from unsafe or unhealthy working conditions
- Provide Protective Disclosure protection.
- Report annually on the extent of its compliance with these procedures (including the EEO programme).

Principal's Performance Appraisal

The Principal's performance is monitored against the strategic plan, professional standards, personal development objectives and board policies on Operations.

The board monitors those parts of the Principal's objectives that have been identified and agreed upon by both parties in advance.

There will be agreed times established when board chairperson (or designated person or committee) and the Principal meet to carry out the summative stage of formal appraisal based on agreed criteria. The format and process for these meetings will be negotiated and agreed upon by the board chairperson / delegate and the Principal.

The Board will receive a summary report, at the conclusion of the appraisal at a board meeting from which the public are excluded.

If an external appraiser is used, all parties must agree to their engagement.

Professional Expenses

A budget for professional expenses and for professional development and other relevant professional expenses will be established annually.

These expenses may include continuing education, books and periodicals, and attendance at professional conferences/courses.

Recognition of Cultural Diversity

Auckland Normal Intermediate School celebrates New Zealand's growing cultural diversity and ensures that all students feel culturally safe and valued. Our cultural diversity is a valuable resource for 21st-century learning.

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

- integrating cultural perspectives through curriculum areas across all levels
- convening parent support groups and meetings
- accessing cultural advisors, cultural dance/food festivals
- conducting classroom programmes incorporating different greetings.

We respect the unique 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 Māori (Māori 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 and translation of place names)
- singing waiata (Māori songs) in assembly, classroom music time and at powhiri
- using resources in the curriculum which recognise New Zealand's dual cultural heritage
- integrating Māori through all curriculum areas where appropriate
- fostering relationships with local iwi
- kapahaka, powhiri (welcome) for newcomers, signage around the school, whanau groups, etc.

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
- 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
- exploring other schools which may offer programmes closer to their expectations
- using community expertise (people and places) to help with any of the above.

We also respect the place of the Pasifika people and culture in New Zealand and foster it through integrating Pasifika into curriculum areas, where appropriate.

We have considered the Pasifika Education Plan (PEP) 2013-2017 and its relative significance for our school. We support its vision to see "Five out of five Pasifika learners participating, engaging, and achieving in education, secure in their identities, languages and cultures and contributing to Aotearoa New Zealand's social, cultural and economic well-being".

Reporting to the Board

The Principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of programmes and services, financial position, and all matters having real or potential legal considerations for our school. Thus the board is supported in its strategic decision-making and risk management.

Therefore, the Principal shall:

- 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 goals are based.
- Submit the monitoring data required in a timely, accurate and understandable fashion.
- Report and explain financial variance of 10% or more against budget.
- Present information in a suitable form, i.e. neither unnecessarily complex nor lengthy.
- Inform the board when, for any reason, there is non-compliance of a board policy.
- Recommend changes in board policies when the need for them becomes known.
- 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.

- Report on National Standards
 - a. report to students and their parents on the student’s progress and achievement in relation to National Standards. Reporting to parents in plain language in writing will be at least twice a year;
 - b. report school-level data in the board’s annual report on National Standards under three headings:
 1. school strengths and identified areas for improvement;
 2. the basis for identifying areas for improvement; and
 3. planned actions for lifting achievement.
 - c. report in the board’s annual report on:
 1. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual’s privacy); and
 2. how students are progressing against the standards as well as how they are achieving.

Roles and Responsibilities of the Principal

The Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, or which violates the board’s charter or expressed values or commonly held professional ethic.

Responsibilities of the Principal:

- Fulfil the requirements of the current job description
- Achieve the requirements of the Principal’s Professional Standards
- Act professionally as the educational leader of the school
- Maintain the internal culture including the special character
- Manage the school effectively on a day-to-day basis within the law and in line with board policies and procedures
- Implement the (annual) operational plans and give priority to the school’s annual targets
- Use resources efficiently
- Put good employer policies into effect
- Oversee teacher appraisals and staff professional development
- Hire, deploy and terminate relieving and support staff positions
- Preserve assets (financial and property)
- Communicate with the community on operational matters
- Keep the board informed of information important to their role
- Report to the board on compliance with their policies
- Act as Protected Disclosures Officer
- Appoint, on behalf of the board, the Privacy Officer and EEO Officer

Only decisions made by the board acting as a board are binding on the Principal. Decisions or instructions of individual board members, portfolio holders 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. Both parties work to ensure there are ‘no surprises’. The Principal is not restricted from using the expert knowledge of individual board members acting as volunteers.

Operational Procedures

NAG 1

PROCEDURES

Achievement
Analysis of Achievement
Assessment and Evaluation
Career Support
Children's After School Music and Leisure Classes
Counsellor
Curriculum
Disability Strategy
Education outside the classroom
English for speakers of other languages
Gifted and Talented
Planning
Reporting
Special Education Needs
Targets
Tikanga Māori

Reviewed by the Auckland Normal Intermediate Board of Trustees on: 3 July 2013

Next review due: 29 June 2016

Achievement

To identify how well each student is achieving, we will:

- Use formative assessment effectively
- Use the diagnostic tools available to us
- Use standardised tests to inform future decision making
- Encourage self and peer assessment and review
- Use National Standards
- Use non cognitive tools

To lift achievement for all students, we will ensure:

- That our children are engaged and motivated to learn
- That the programmes of work are authentic and relevant to individual needs
- That we use data to inform learning programmes
- That students are engaged and participate fully in the process

To maximise achievement for all students, our programmes will include:

- Differentiated learning
- Innovation
- Higher level thinking
- Rubrics
- Success criteria
- Non cognitive tools
- Learning Intentions
- Self Reflections
- Goal Setting
- Links to strategic goals
- Student led learning
- A Transdisciplinary approach

Analysis of Achievement

When analysing achievement, we will:

- Use standardised tests, school-wide assessment tasks, self and peer assessment, and overall teacher judgements (O.T.J) to track the progress of individual students and priority or targeted students
- Triangulate achievement data
- Moderate achievement data

From the data gathered, we will:

- Use the information to inform next steps in learning
- Use the information to recommend school wide targets and strategic planning
- Use the information to inform our self review
- Use the information to share with parents
- Use the information to share with students

Assessment and Evaluation

Assessment and evaluation is an integral part of the learning process.

We assess to:

- improve teaching and learning
- find out students' learning needs
- give student feedback and feed forward
- profile the growth of students
- plan further programmes of work for students
- provide data to match achievement against national norms
- evaluate our teaching programmes
- motivate students
- report to parents, board of trustees and community

We evaluate to support student's learning activities and programmes of work and to check on the effectiveness of those programmes including the essential elements of PYP programme (knowledge, concepts, attribute, transdisciplinary skills, action). Effective assessment feedback and goal setting should lead to improvement in both students' learning and teachers' teaching.

Assessment will be carried out using a range of tools incorporating elements of diagnostic, formative and summative assessment. This will be in accordance with the yearly assessment overview (refer curriculum delivery plan document).

Information will be clear, concise and relevant to learning. All assessments should be substantiated with evidence and based on the levels in the New Zealand Curriculum statements and measured against National Standards.

Data will be collected, analysed, interpreted and fed back to all stake holders.

Career Support

Career education and guidance will include:

- a focus on career self awareness and exploration.
- accurate and up-to-date information about careers and training options.
- knowledge of the world of work and education.
- students' knowledge of themselves, their needs and their aspirations.
- reflection of diversity of cultures and learning styles.
- integration of career education into normal teaching programmes wherever possible.
- involvement of past students to act as role models and mentors when selecting a career.

Specific career guidance will include:

- Career guidance tailored to the needs of each target group.
- Special programmes and events which help students make the transition to secondary school in a positive way.
- Interventions that help students decide what to do and then put their plans into action.

Career education and guidance for at risk students will include:

- Identifying which individuals and groups in the school are going to have difficulty competing equally for education / training places and jobs.
- Identifying which groups are statistically over-represented in unemployment figures and tracing this back to the school population.
- Working with those students who appear to be the least motivated to take part in learning, and who do not respond well to school programmes of work.
- Engagement with our local secondary schools to support individuals/groups at risk of not knowing what courses or subjects to choose when they move to secondary education.

Children's After School Music and Leisure Classes

Class Numbers

The minimum roll varies with the nature of each class. Minimum roll numbers are provided by the Ministry of Education, and will be adhered to if possible. Class numbers may be varied at the discretion of the Principal or Coordinator.

The Coordinator has discretionary authority to permit children to enrol in more than one music or leisure class.

Enrolment

Enrolment forms need to be filled in for each child. Payments can be made online or at the ANI school office using cheque, credit card, eftpos or cash during office hours. An enrolment or reserved place will not be accepted without the full payment of fees. Only primary and intermediate school pupils are eligible for enrolment.

Health and Safety

All classes will follow the ANI Health and Safety guidelines.

Refunds

If for some reason a class is cancelled before the start date, students and tutors will be notified with a full refund available. Half refund will be actioned if the withdraw is no less than five working days before a class starts. **No refunds** once the course is underway. Transfers may be authorised if a place is available. \$10.00 administration fee per transfer.

Counsellor

The counselling programme at ANI is designed to assist the community (students, teachers and whanau) with their emotional well-being, academic progress, personal and social development

The counselling programme includes:

- Individual and group counselling sessions
- Classroom presentations related to positive, personal growth/skills and development
- Facilitation of parent/teacher/student conferences
- Providing appropriate and current information on education careers
- Consultation services concerning the growth and development of students

Requests or referrals can be made by students and teachers via the request forms in the library or by email.

Material revealed in counselling will remain strictly confidential except under the following circumstances:

- Student gives permission to share information
- Expressions of intent to harm him/herself or someone else
- Suspicion of abuse/neglect against a minor child
- A court order is received directing the disclosure of information

The School Counsellor may make referrals when necessary or appropriate to outside agencies for student and/or family support. All referrals will require informing the school and parents/guardians of students.

Students retain the right to discontinue the counselling relationship at any time.

First Language Counselling

First language counselling is available for all international students attending Auckland Normal Intermediate School.

First language Counsellors may not necessarily be qualified, but can be appointed subject to:

- fluency in the student's first language
- police vetting
- references detailing suitability
- experience
- a job description outlining the limits of their responsibility
- 24/7 availability in event of a crisis or emergency.

The purpose of the first language counsellor is to:

- provide comfort and support to the student
- act as an intermediary between the school, student, and residential caregiver
- pass on to the liaison person any concerns regarding the student's emotional or physical safety
- maintain an up-to-date record of any interviews with the student
- monitor the student's well-being
- provide support in the case of a crisis or emergency.

Curriculum

- The Deputy Principal (Curriculum) is responsible for curriculum development.
- The curriculum delivery plan provides direction for programmes of work within the school.
- Staff will follow assessment expectations as outlined in the curriculum delivery plan.
- There is regular evaluation of the teaching and learning programme.
- The Board will receive regular reports on curriculum.
- The Deputy Principal meets regularly with staff who are involved with curriculum initiatives or contracts (including Learning and Change Network, Community of Schools, Assessment, and Maths inquiry)
- The Board is committed to providing support and resources to ensure curriculum delivery is of the highest standard.
- A professional development plan indicates how ongoing staff professional development is structured. It is resourced through the Professional Learning and Development Budget.

Disability Strategy

Our objective is to provide the best education for disabled people. To do this we will:

- Ensure that no child is denied access to their local, regular school because of their impairment.
- Support the development of effective communication by providing access to education in New Zealand Sign Language, communication technologies and human aids.
- Ensure that teachers and other educators understand the learning needs of disabled people.
- Ensure that disabled students, families, teachers and other educators have equitable access to resources available to meet their needs.
- Facilitate opportunities for disabled students to make contact with their disabled peers in other schools.
- Improve the schools' responsiveness to and accountability for the needs of disabled students.
- Promote appropriate and effective inclusive educational settings that will meet individual educational needs.
- Improve post-compulsory education options for disabled people by providing career guidance.

Education Outside the Classroom (EOTC)

Our school will:

- Use EOTC to enhance learning in a variety of curriculum areas through a two year, balanced programme that provides a wide variety of adventure activities and outdoor pursuits.
- Follow Ministry of Education EOTC guideline on safety and supervision, risk management, leadership and legal requirements (refer Revised EOTC Guidelines 2016 - Bringing the Curriculum Alive. Ministry of Education)
- Ensure that the ratio of adults to students is suitable for safe care and supervision in all activities. For water activities a 1:4 ratio, except for enclosed pools for which the ratio is to be decided in consultation with the pool management. For bush activities there is to be a 1:6 ratio; and for all other activities a ratio of 1:8. Final selection of supervisors will be approved by the Principal. For whole school events, the ratio of adults to pupil ratio shall be at the discretion of the Principal. All helpers on camps and EOTC trips must be named on RAMS or Safety Action Plans and complete a Police Vet (refer VCA).
- Reimburse staff for camp in line with PTCA.
- Utilise the resources of the school, community and environs where possible for EOTC activities.
- Ensure that all involved with EOTC activities show respect for the environment and the needs and values of other people, including students with special education needs
- Ensure that no student misses out on EOTC due to financial difficulty.
- Ensure that EOTC includes elements of fun, time for reflection, the development of self-esteem and the opportunity to develop group skills.
- Ensure there is annual evaluation and review of EOTC programmes.
- Be aware of previous EOTC experiences offered to students by contributing schools so as not to repeat them.
- Ensure adequate ongoing training for all staff involved in EOTC including support for staff attending approved workshops, seminars, courses and training and assessment schemes.
- Ensure that written permission is sought from parents/caregivers for all EOTC activities that take place out of the school grounds.
- Ensure that the skills and experience required to run each activity are identified and recorded on RAMS or Safety Action Plans.
- Ensure that students requiring additional language support will be identified and catered for on the RAMS or Safety Action Plans.
- Ensure that staff have a basic understanding of first aid.

English for Speakers of Other Languages

- All children with ESOL will be assessed as to their capabilities/needs.
- All children who are unable to function within the classroom and wider school environment because of their language limitations will be provided with assistance.
- Foundation stage 1 and 2 children may have specific needs catered for in regular ESOL lessons or within the classroom programmes.
- Annual budget provision will be made and teaching resources purchased to support the ESOL programme.
- Children will be taught within the classroom by ESOL teacher..
- Part of the role of ESOL teacher is to work with the child's class teacher, enabling the student to access the class programme.
- The person responsible for ESOL throughout the school will ensure an appropriate process exists to monitor and record pupils' learning and check this progress is appropriately relayed to each pupil's homeroom teacher and parents.
- Individual files for ESOL children will be maintained while on the programme. Once discontinued, children's files will be retained for seven years as per Ministry policy.
- English Language Learning Progressions (ELLP) are used to help teachers choose content, vocabulary and tasks appropriate to each learners age, stage and language learning needs.
- Achievement of ESOL students will be reported against National Standards. We will also assess and report their progress in relation to the English Language Learning Progressions (ELLP).

Gifted and Talented

At the beginning of the year, children's areas of strength will be identified in each classroom, and programmes planned accordingly. Identification of gifted and talented children will take place on an ongoing basis.

A broad range of procedures for identification will be used and teachers will be provided with guidelines from the SENCO.

These procedures will include:

- self selection
- teacher identification
- parent identification
- peer identification
- testing
- academic achievement
- recognition of the twice exceptional
- student led G&T groups

A commitment to teacher development should be provided through:

- working with the school Gifted and Talented co-ordinator and other specialists
- staff and team meetings
- encouraging teachers to upskill in a variety of ways

A balance of approaches will be undertaken to provide for the learning needs of gifted and talented children including in class provision and special purpose activities.

Programmes will be reviewed regularly and modified and adapted where necessary by the co-ordinator. Gifted and Talented programmes will be budgeted for annually.

Opportunities will be provided for gifted and talented children to share their ideas within the school as well as in the wider community e.g. participating in external competitions, exhibitions and cultural events. Parents and the Board of Trustees will be kept fully informed at all levels. The Board of Trustees will endeavor to provide resources to allow for all the above.

Planning

Adherence to the school's curriculum delivery plan is required to achieve a curriculum balance.

Daily planning should include:

- learning Intentions for each lesson
- differentiated groups
- alignment to long term planning and class timetable
- a description of the learning experiences and resources

Long term planning needs to:

- be completed on the PYP planner
- be informed by evidence and this is included on the plan
- be created and stored electronically
- include learning intentions and success criteria (where possible developed with students)
- show that learning experiences are linked to the learning intentions
- show curriculum levels
- show detailed diagnostic, formative and summative assessment tasks and tools
- be aligned to the school timetable
- correlate to daily planning

When planning, teams will:

- Include the PYP coordinator in planning sessions
- Refer to any previous unit evaluations before commencing planning
- Consult the school diary and overview and take note of school-wide activities or focuses
- Consult the national curriculum / International Baccalaureate / school curriculum plan
- Consider prior knowledge and experiences of students
- Determine what diagnostic, formative and summative assessment processes will be put into place
- Gather all available, relevant resources from the school or elsewhere so as to further enhance programmes
- Use school formats for term overview, long term planning and class description (PYP planner)
- Prepare documentation digitally
- Consider, plan and differentiate with the diverse learning needs of all students in mind, especially those with special education needs, priority learners and targeted students.

Term Overviews should include:

- The focus for each curriculum area
- How these areas will be developed

General

- Planning days for each team are held twice a term
- A team newsletter will be sent home to parents in the first week of the term outlining programmes of work for that term
- PYP planning templates are available on Teacher Share

Reporting

At Auckland Normal Intermediate we report to parents by:

TERM ONE

- Initial Meet the Teacher Picnic
- Triadic (student and parent) interviews to discuss goals

TERM TWO

- Triadic interviews held
- Learner profiles reported on
- Written report issued
- National Standards reported on
- Self-assessment by students formally shared with parents

TERM FOUR

- Learner profiles reported on
- Written report issued
- National Standards reported on

OTHER

- Individual interviews at any time upon parent or school request
- Electronic communication with parents
- Parent information evenings
- Community consultation evenings

Special Education Needs

At the beginning of the year and during the year, students who may need learning assistance will be identified. Appropriate diagnostic measures and/or observation will be used to identify those students. Individually designed programmes will be implemented as required. The Special Education Grant will be administered for this purpose. Where possible, school budget provisions will be available for use with children who have special needs but who do not qualify for Ongoing Resource Review Scheme (ORRS) or Government Special Education (GSE) or Learning Support Funding (LSF), or Resource Teacher of learning Behaviour (RLTB)

Effective communication between teacher/teacher aide/school/family/whanau/outside agencies will be maintained and consistently applied.

The SENCO will arrange conferencing with the previous years teacher/Special Education Service/Public Health Nurse/RTLB/Physio/Family as needed. The SENCO will make referrals and seek outside professional assistance for students when needed.

Where necessary, an Individual Education Plan (IEP) or an appropriate learning programme will be formulated in consultation with family and relevant professionals. Class Teacher or SENCO will advise other staff members of the child's special needs. Confidentiality is essential.

The SENCO will identify programmes in school that will assist students with special needs such as:

- Teacher Aides employed at specific times
- Maths, Reading and Writing Learning Support programmes and initiatives
- Resource Teacher of Learning and Behaviour
- ESOL Programme

The School will provide training for staff as necessary and budget for this appropriately.

The effectiveness of such programmes will be regularly re-evaluated and developed for improvement and enhancement.

Any of the following may be used for evaluation and review:

- Parent comments and feedback
- Anecdotal observations made by the teacher
- Regular marking and assessment of classroom work by teacher
- Regular meetings to review students' progress and needs i.e. feedback communication with family/RTLB and other involved agencies.
- Review of Learning Support goals
- Assessment of students attending Learning Support, Maths Reading, and Writing and ESOL
- For ORRS, RTLB, GSE or LSF students, regular assessments made by classroom teacher and/or specialist teacher

The school will use Inclusive Education - Guides for Schools and ERO's National Report Summary (2015) to guide and evaluate our systems and practices and evaluate how effectively and how inclusive ANI is with students who have special education needs.

The school will ensure programmes for students with special education needs are implemented without discrimination, are objective and integrated in all learning programmes.

Targets

Each year the school will identify areas for improvement and set targets in these areas. The school will make regular opportunities to review progress of our targets toward improvement. Students will be involved in this process.

Targets will be identified using the following focus questions:

- What does the data tell us?
- What additional data do we need to collect?
- What are our expectations (are these too high or too low)?
- What do we need to do differently?
- What support do teachers need?

Target analysis will form part of the school's annual report and will include the analysis of variance which describes for the community:

- how the school has gone about addressing each of the targets
- how successful were we (analysis)
- how we can use this information to effectively inform teaching and learning programmes to improve achievement
- what next steps (recommendations)

When reviewing our targets we will ask:

- What do I want to know about?
- What are our hunches, what does the evidence show?
- What are we noticing and what do I think about that?
- What are our recommendations?
- What action will we take and when will we review how effective that action has been?

Tikanga Māori

The school will develop practices, which reflect New Zealand cultural diversity and the unique position of Māori culture. Where practical, instruction in Te Reo Māori will be provided for pupils whose parents ask that this is undertaken.

We will:

- Provide a 'pathway' for greater academic achievement of Māori pupils, and thereby promote a stronger identity and greater self-esteem.
- Involve the local Māori communities, where possible, in the delivery of an instructional programme of Tikanga Māori.
- Integrate Tikanga Māori throughout the curriculum for all pupils.
- Deliver a programme of language (Te Reo) to all students from a fluent speaker of Māori
- The goals and objectives of the School Charter relating to equity and Treaty of Waitangi will be followed.

A funding component will exist in each year's budget to resource this programme within budgeting constraints. There will be provision within the Professional Development budget for ongoing teacher development in Te Reo and Tikanga Māori.

NAG 2

PROCEDURES

Self-Review

Reviewed by the Auckland Normal Intermediate Board of Trustees on: 3 July 2013

Next review due: 29 June 2016

Self-Review

1. Self-review will:

- Acknowledge what the school is doing well.
- Be the basis for planning to improve an aspect of the school's performance.
- Enable the board to demonstrate to its community and external agencies how it is meeting its charter obligations and the requirements of legislation.
- Lead to improved learning outcomes for students.
- Provide a basis for ongoing training and development.

2. The school has three types of review which are documented in the school self-review plan.

- a. Strategic
- b. Regular
- c. Emergent

3. School Self-review is a cyclic process:

- Identify area of review
- Ask what we are currently doing
- Ask what is best practice
- Ask what do we need to improve
- Reflect on this data
- Make recommendations
- Take action

4. The board undertakes a regular self-review about how well it is governing the school.

NAG 3

PROCEDURES

Appointments
Classroom Release Time (C.R.T.)
Delegation of employment responsibility
Discretionary leave/Cashing Up Annual Leave
Employees exit questionnaire and interview
Equal employment opportunities
Harassment
Induction of new employees
Performance Management of staff
Police vetting
Professional development
Provisionally Registered Teacher
Staff competency
Staff discipline
Student discipline

Reviewed by the Auckland Normal Intermediate Board of Trustees on: 2 July 2014
Next review due: 2017

Appointments

The Board of Trustees is committed to being an Equal Opportunities Employer. Appointments will be made without prejudice to age, race, marital status, dependents, ethical and moral beliefs and attitudes. (For details refer to EEO Procedures.)

Best Person for Job

Taking all of the above into account, the overriding principle for any appointment will be "the best person for the job".

Employment Contracts and Collective Agreements

The Board of Trustees recognise all relevant employment contracts - specifically clauses related to employment and appointment.

Appointments Sub-Committee

An Appointments Sub-Committee will consist of the Principal and at least one other person (from Senior Leadership Team) for Scale A positions. The Board Personnel Sub-Committee will be responsible for appointments above this level. It will be responsible for processing applications, short-listing and, where necessary, calling for referee statements and interviewing candidates. Its recommendations will be taken to the full Board of Trustees for a final ratification. The Appointments Sub-Committee will have at least one woman and one man in its membership.

Principal

The appointment of the Principal will be undertaken by the full Board.

Sub-Committee Member to Declare Interest

If at any time a member of the sub-committee is involved as a candidate for a vacancy, or is related to a candidate, then that person shall declare an interest and be excused from participating in any part of the appointments procedure. There will be people on standby to replace sub-committee members who are excused, or who cannot participate for any other reason.

Advertising of Positions

The Principal (or Acting Principal) will be responsible for placing the advertisements for any staff vacancies, following the format required by the appropriate regulations. Advertisements will be appropriately placed in any one or more of the following - New Zealand Education Gazette, Eduvac, New Zealand Herald, local newspapers or electronic sites (e.g. Seek)

Co-opting

The Appointments Subcommittee may co-opt other people to assist with any appointment, and will determine whether that co-opted person is advising or participating in the decisions of the subcommittee.

Confidentiality

The Board will at all times comply with the Privacy Act 1993. The sub-committee will also act in strictest confidence. Information available to it will not be copied, discussed, or in any way promulgated outside the sub-committee; nor will members of the sub-committee discuss with each other any confidential material, except when the sub-committee is meeting.

Referees' statements

All referees' statements for unsuccessful candidates will be destroyed when the appointment is confirmed. The referees' statements for the successful applicants will be stored in a file confidential to the BOT.

Non successful candidates

All non-successful candidates will be advised by email and candidates who were interviewed will be advised by phone and in writing.

Vulnerable Children's Act

ANI appointments process adheres to Vulnerable Children's Act (2014). Please refer to Child Protection Policy and Vulnerable Children's Procedure.

Travel and Accommodation

Travel and accommodation allowances in connection with interviewing personnel may be granted by the sub-committee where necessary, in accordance with current Public Service or Collective Employment Contract rates.

Relieving and Part-Time Teachers

Notwithstanding the above, all relieving teachers employed for periods of one year or less will be appointed by the Principal. Part-time teachers will also be appointed by the Principal.

Classroom Release Time (C.R.T)

- The Primary Teachers' C.E.C. specifies that each employer shall provide classroom release time to each permanent full time teacher or full time relieving teacher employed for one term or more. Permanent or relieving teachers employed for a term or more, provided they are employed for at least .8FTE per week are also included.
- The PTCA indicates the minimum number of hours to be allocated.
- The Principal will, following consultation with the staff develop procedures indicating how the terms of the PTCA is to be met.
- Classroom release time helps address teacher workload issues while maximising benefits for student learning.
- It is acknowledged that this school currently allocates C.R.T. in excess of PTCA requirements.
- Where possible additional time will be allocated to further assist teacher workload issues while maximising benefits for student learning.
- Where school programming prevents such allocations, the school shall endeavour to provide as close as possible to the allocations outlined, ensuring overall, each teacher receives at the least the equivalent of ten hours release per school term.
- Provisionally Registered Teacher, and Tutor Teacher time will continue to be allocated separately.
- Unless otherwise negotiated with the Principal, the teacher receiving C.R.T. is to remain on the school grounds.
- C.R.T. will be reviewed in term four each year.

Delegation of Employment Responsibility

Leave

The Principal shall make decisions in regard to discretionary leave applications up to five (5) days from staff as per leave procedures.

Appointment of staff

The Principal will have the authority to appoint non-permanent and ancillary staff.

Appraisal and Attestation of Staff

The Principal is authorised by the Board to ensure the annual appraisal of all employees of the Board as per the Ministry requirements and individual and collective agreements. In order for staff to progress through salary or wage increments the Principal has the authority to undertake this requirement or to delegate as he/she thinks fit.

Remuneration increases

The Principal is authorised to implement negotiated increases for non-teaching staff.

In the instance of non-teaching staff who are paid over and above the identified grade, the Principal is to make decisions relating to increases only within a percentage as identified in recent relevant collective agreements or CPI figures. After discussion with the Board Chairman, such cases may be referred to the Finance Committee.

Staff Conduct

The Principal is authorised to conduct initial inquiries into matter of misconduct. In the instance of any member of staff who may have a legal case against the Board, the Board will decide how the initial inquiry is to be undertaken. Any such inquiry will be subject to the Principal having sought advice from an appropriate source such as NZSTA Industrial Advisers, legal or other approved advice.

Staff Suspension

In the case of extreme emergency the Principal is authorised to undertake suspension of an employee in instances of allegations of serious misconduct subject to previous discussion with the Board Chair and having sought advice and guidance from an NZSTA Industrial Adviser, legal or other approved advice. The insurer must always be advised prior to any action undertaken.

In normal circumstances the Board would undertake a suspension process for an employee.

Discretionary Leave/Cashing Up Annual Leave

For five (5) days or fewer:

The Principal is delegated the authority to grant leave applications of up to five days. Requests for five days or less of leave with or without pay will be received in writing and considered by the Principal, who will report leave granted to the Board at their meetings.

In making decisions, the Principal will consider the following:

- The reason for application – including any benefit to the school
- The frequency of requests from that staff member
- The impact of granting a request on the running of the school
- The time of year
- The appropriateness of the request for leave
- The appropriateness of the length of leave
- Maintenance of optimal curriculum delivery
- Request for leave should be made before booking and paying for fares, or the request may meet with a refusal.

If leave is denied, the Principal will provide the reason(s) for denial.

For more than five (5) days the following criteria will apply:

- All requests for leave with or without pay over five days shall be directed in writing to the Board of Trustees with a copy to the Principal
- No staff member is entitled to discretionary leave as of right
- All applications must be submitted in writing to the Principal one week prior to the monthly meeting of the Board of Trustees. The request for leave should be submitted with adequate time for a decision.
- Request for leave should be made before booking and paying for fares, or the request may meet with a refusal.
- Sick leave is not a contingency to be used in order to avail employees of leave for travel.
- Requests for discretionary leave for personal trips outside of holiday periods will not be considered if presented on imminent departure.
- Staff should consult the relevant collective contract prior to submitting an application.
- In considering an application, the Board will look at all relevant issues.
- Leave with or without pay will be at the discretion of the Board having due consideration to relevant contracts. The Board reserves the right to grant discretionary leave for a shorter period than requested if circumstances warrant.
- All decisions will be made in a manner that is consistent, fair and equitable.
- Granting of leave does not presume further leave expectations in the future will be granted, nor does it set a precedent for other leave applications. All applications will be considered on their merit and subject to the requirements of this policy.

Requests for extended leave for a term or more should be made in such time prior to the proposed leave being taken, so that the Board can adequately discuss and decide with time for seeking further information if required.

Cashing Up Annual Leave (Holidays Act and Employment Relations Act)

The board will not consider any requests to cash-up annual holidays

Employees Exit Questionnaire and Interview

An exit questionnaire is forwarded to an employee prior to departure and an exit interview offered. The employee is informed that both the questionnaire and interview are not mandatory but they do assist the school in improvement.

The employee is given the option of meeting with designated personnel in order to undertake the interview and/or complete the questionnaire. These personnel may be the Principal or Board Chairperson, Chair of Personnel. Exit questionnaires are distributed by Board Secretary and returned to Chairperson

Exit questionnaires are analysed by the Chairperson on an ongoing basis to determine if trends are developing. Verbal reports to the Board by the Chairperson will provide an analysis of both qualitative and quantitative responses.

Equal Employment Opportunities (EEO)

All applicants and employees will receive equal acknowledgment of their experience, skills, qualifications, abilities and aptitudes.

Personnel policies and practices will be regularly reviewed to ensure they:

- include provisions for non-discrimination
- are free from bias of gender, race, disability, sexual preference and religion
- take account of family responsibilities
- take account of qualifications/experience
- comply with the Human Rights legislation

An employee database will be maintained.

Staff training and development opportunities will be reviewed regularly to ensure there is no discrimination.

A current profile of school employees to identify any inequalities that may be evident will be maintained and updated annually for EEO purposes.

The Senior Leadership Team will coordinate, develop and implement an annual EEO programme and report to the board at regular intervals on progress of the programme.

Harassment

Harassment is any behaviour that is ongoing or repeated, that is unwelcome, intimidating, intrusive or offensive to the receiver. It includes sexual and racial harassment and harassment based on ethnicity, age, disability, gender, sexuality and religion.

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

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

Complaints that relate to harassment should be reported to the designated contact person(s) who will provide support for the complainant. Auckland Normal Intermediate will have two designated contact persons, the Privacy Officer and a Deputy Principal.

The Principal shall be the co-ordinator and should seek to resolve the matter through mediation, informed discussion and further investigation if necessary and in certain cases will provide recommendations as to outcomes. In the case of the complaint being against the Principal the complaint should be made to the Board.

All investigations involving complaints against a staff member will be undertaken in line with the contractual requirements as contained in the employment agreements. The Board will implement the disciplinary provisions of the collective agreement if education of the harasser does not modify unwanted harassment behaviour.

If a complaint is made by a student against a student, the investigation will be undertaken in line with the behaviour management procedures. Where a complaint of harassment is between a parent and a staff member, the co-ordinator will seek advice from the New Zealand School Trustees Association as to how to proceed. If the complaint is made by a staff member against another staff member the principal will take action to resolve the matter or refer the matter to a mediator. The board will be informed at all times.

If an employee makes a complaint of harassment, and the matter is not resolved, the aggrieved employee may refer the matter, in terms of the Employment Relations Act 2000, either as a personal grievance or as a complaint to the Human Rights Commission (NZ Bill of Rights Act - Section 1a).

While respecting the right of staff and students to not pursue a complaint, the Board reserves the right to act where a history of previous complaints relating to the same perpetrator exists. Appropriate advice from an adviser recognised by the school's employment indemnity insurers should be sought in cases of harassment that include allegations against an employee. This action must be taken to ensure proper procedure is followed and indemnity insurance is not jeopardised. Employees will be advised of their right to representation.

Note: All employees and students have the right to be treated with dignity. If a student or employee is the victim of harassment, it could have a detrimental effect on her/his work performance, job satisfaction, health and wellbeing and/or the reputation of the school.

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.

Induction of New Employees

The Induction process will be overseen by the Principal.

New staff will, as appropriate:

- Understand school organisation systems by reference to appropriate people, and resources
- Locate places, people, resources and specialist areas in the school
- Be informed about when events and activities take place by reference to timetables, timelines and communication systems
- Be introduced to curriculum procedures such as planning, expected standards of work, assessment and daily classroom organization by DPs
- Maintain ongoing discussions with and expect support from their Team Leader or an appropriate staff member
- Attend appropriate induction day(s) sessions held at the school
- Have read and retained a copy of the staff A-Z manual, term booklet and IB information

Performance Management

Performance Management will take place annually for all staff.

Every staff member will have an annually negotiated Job Description, which will form the basis of performance appraisal.

Performance will be appraised in the form of mutually negotiated goals which will be established between the appraisee and appraiser. Documentation will be stored on individual Google sites.

Performance appraisal will occur throughout the year on a formative and summative basis.

Appraisal of the staff will be the responsibility of the Principal. Actual appraisals, though, will be delegated to Deputy Principals, Team Leaders, Mentor Teachers and, in some cases, 'outside specialists'.

Regular review of planning, the job description, classroom observations, student feedback and the programme in action can be seen as part of the appraisal process.

Appraisal will establish individual and school strengths in both school organisation and curriculum, and identify areas for personal and school-wide development.

All appraisals are confidential to the appraisee, the appraiser and the Principal. Copies will be held by these people only.

Appraisals should be a non-threatening, open, honest and positive experience.

The formal process should be undertaken according to schedule and applied consistently by all staff.

Appraisal feedback should be based on knowledge and evidence of performance.

Partners in the appraisal process should agree ways to observe and evaluate performance so that development needs may be identified.

The time factor in appraisal is acknowledged in the professional development budget.

The appraisal process will be consultative, build trust and respect confidentiality. It will be reviewed as part of the School Self Review process.

- The Principal's annual appraisal will be carried out by the Board Chairperson and/or an independent source, as approved by both parties. The Board Chairperson will advise the Board when this appraisal has been completed.
- The Deputy Principals' appraisal will be carried out by the Principal.
- Team Leaders' will be appraised out by the Deputy Principal.
- Class Teachers' will be carried by the Team Leaders.
- The Executive Officer will be appraised by the Principal with Board involvement as appropriate.
- Administration Staff will be appraised by the Deputy Principal with Board involvement as appropriate.

- The Property Manager will be appraised by the Deputy Principal.
- Property Staff will be appraised by the Property Manager.
- Teacher Aides' will be appraised by the Deputy Principals.

The Principal will regularly provide to the Board progress reports on the school wide appraisal process. Details of individual staff appraisals will not be given to the Board.

If either party has a dispute with the process or outcome, they will be encouraged to consult a mediator from the staff.

Police Vetting

As required by the Education Act 1989 Sections 78C – 78B and the Vulnerable Children's Act (2014), Auckland Normal Intermediate leadership team will:

- Obtain a police vet from the New Zealand Teachers Council before appointing a person who is not a registered teacher or holder of Limited Authority to Teach to a position at the school.
- Obtain a police vet for every person who is employed by the Board or management but is not a registered teacher or holder of a Limited Authority to Teach.
- Obtain a police vet for core and non-core workers in line with VCA.
- Obtain a police vet for volunteers if they will be alone with students or go on an overnight stay (e.g. camp)
- Obtain a police vet for every International Student caregiver and adult in their house (over 18 years of age).
- Designate the Principal as the only requestor and receiver of vets.
- Identify the designation of requestor on each vet.
- Maintain a vetting log, signed by Principal and Privacy Officer (hard copy).
- Observe strict confidentiality. Vet papers will only be received by requestor and will be destroyed once recorded on the vetting log.
- Not take adverse action in relation to a person who is the subject of a vet until the requestor has validated the information contained within the vet or has been given a reasonable opportunity to, but has failed to do so within a reasonable period.

Professional Development

The programme will be planned to involve all staff and is monitored to ensure a range of opportunities are available. A professional development plan is written annually outlining how professional development is delivered, the purpose, timing and costs.

The strategic goals and targets of the school will be pre-eminent in professional development selection.

School based professional development will be part of the school's annual plan, using both staff members and outside resource people. School wide appraisal and attestation will be an integral part of Staff Development.

Staff may apply for financial support with payment of fees for tertiary studies, when the qualification relates to education. Applications need to be made at the beginning of each year. The Board will contribute toward part of the fees to a maximum of two papers each year for any staff member. If the staff member withdraws from, or fails, a course, they must repay the school for any fees contributed.

Teacher Only Days can be held up to twice per year to meet school wide development needs.

Provisionally Registered Teacher

Each Provisionally Registered Teacher (PRT) will be assigned a Mentor Teacher (MT) who will oversee the advice and guidance programme with assistance from the Deputy Principals.

An in-house PRT programme is provided to support, encourage and develop PRTs in their practice and as professionals.

The Mentor Teacher will ensure that the release time is used to support the PRT. This may be to release / support either the PRT or the MT.

The MT will write term evaluations. They will be shared with the PRT and a copy of the report will be given to the Principal.

Clear guidelines and expectations are outlined in the Provisionally Registered Teacher programme (booklet).

Staff Competency

The definition of what constitutes unacceptable performance and the expected standard of performance is clarified by the Professional Standards.

Issues of performance that have been addressed within the normal performance management process and which fail to meet the level required will be addressed through an initial assistance and personal guidance programme to assist that employee. Should this assistance and personal guidance not achieve the desired level of performance against the professional standards then a formal competency period will follow.

The Principal will inform the Board of Trustees of any pending competency procedures that implement 3.6 of the Primary Teachers Collective Agreement.

- The Principal will assure the Board that appropriate advice has been sought from an adviser approved by the insurer.
- The Principal will make further recommendations as to what further action should be taken.

References

- Performance Management and Professional Development Procedures
- Primary Teachers Collective Employment Agreement clause 3.6
- Requirements for employer indemnity insurance cover
- Competency Procedures in the NZSTA Trustee Handbook

Note: Competency Procedures are commenced when the professional standards associated with teaching and learning are not being met.

Staff Discipline

The three stages of this process are:

Identify	Identify to the employee, allegations of unacceptable conduct and/or unsatisfactory work performance
Modify	Give the employee an opportunity through the warning system to modify or correct unacceptable conduct
Action	Ensure that disciplinary or dismissal action is taken where unacceptable conduct and/or unsatisfactory work performance warrants it.

Note: Disciplinary procedures are commenced when conduct and/or behaviour is alleged to be unacceptable. Competency procedures are commenced when the professional standards associated with teaching and learning are not met.

All reasonable efforts will be made by the Principal and Board to investigate conduct concerns at as early a stage as possible, and to remedy them if they are found to have substance.

A system of written warnings will be used as disciplinary measures. All warnings will be placed on the staff member's file. This does not preclude the ability of the Board summarily to dismiss in the event that an investigation identifies that serious misconduct has occurred.

The following matters may constitute serious misconduct. (Note: This list does not preclude other matters falling into a serious misconduct category if the circumstances warrant.)

- assault
- being under the influence of alcohol and/or illegal drugs while delivering duties
- theft as an employee
- negligence that impacts on health and safety
- gross inefficiency
- accessing or downloading sexual, or paedophile pornography on school computers, or on other school electronic devices

If the Principal is facing alleged breaches of discipline or competence the Board will undertake the inquiry. Staff members facing alleged breaches of discipline or competence will be advised in writing of these alleged breaches, and of the right to request representation at any stage. Unless otherwise decided by the Board, the Principal will undertake an initial inquiry to establish whether there is a disciplinary case to answer, if he/she is not the subject of the complaint.

If the Principal is facing alleged breaches of discipline or competence the Board will undertake the inquiry. The Principal will inform the Board Chairperson of the outcome of the investigation if there is a case to be answered as per the relevant clause of the collective agreement relating to that employee.

In dealing with alleged breaches of conduct or behaviour, all appropriate steps as laid down in relevant employment agreements will be followed.

Student Discipline

Auckland Normal Intermediate does not use corporal punishment under any circumstance.

School rules:

- Follow directions
- Be considerate – no teasing or put-downs
- Keep hands and feet to yourself
- Respect other's property and the environment
- Be in the correct place at the correct time with the correct equipment

Unacceptable classroom behaviour will be dealt with by:

- Class teacher
- Team leader
- Deputy Principal

Methods for dealing with unacceptable classroom behaviour include:

- Individual conferencing
- Self management strategies
- Behaviour contract
- School counsellor meetings
- If a student is behaving inappropriately the Deputy Principal will phone the parent(s) for an interview as soon as possible.
- The Deputy Principal will call parents if a student is involved in an act of violence and a longer period of detention will be enforced. The student discipline procedures are based on Assertive Discipline ideals and include consequences and steps for misdemeanours.
- School detention is used sparingly and usually only in the event of significant infringement of rules (not classroom related behaviour issues)
- The School Behaviour Plan outlines in detail how student behaviour is managed.

NAG 4

PROCEDURES

Accounting for school money
Credit Card
Financial Delegations
Financial Interest
Financial Operations
Plant and Equipment
Remuneration
Sensitive Spending (travel, gifts and entertainment)
Theft and Fraud

Reviewed by the Auckland Normal Intermediate Board of Trustees on: 2 July 2014

Next review due: 2017

Accounting for School Money

Teacher Responsibilities

All money collected in classes will be sent to the office at the beginning of the school day for inclusion in the daily banking.

Information accompanying the money to the office will include students full name and the purpose for which the money has been paid to the school so that it can be accurately coded. Any discrepancies will be advised promptly to the teacher concerned.

Teachers will keep their own record of individual student payments for trips and school activities.

Office Responsibilities

All money received by the office will be recorded through the till for inclusion in the daily banking. All school banking/collection of monies will be stored in a secure place. The banking of school monies will be carried out on a regular basis.

Credit card

Five School Credit Cards, held under the Principal's name, Deputy Principal (x2), Associate Principal and Principals Personal Assistant will only be used for school related purchases. The school credit card number will not to be given out to unauthorised personnel.

Documentation supporting credit card payments to be, a detailed invoice (a GST invoice if within New Zealand) and a budget code for the expense. The monthly school Credit card account is to be reconciled and passed to the Executive Office. The Principals credit card to be presented to the Board of Trustees Treasurer for review and approval. The total due each month is to be paid in full.

Credit Card

Credit card holders are reminded that they are personally liable for all charges made to the credit card.

Procedures

- The credit card holder must, at all times, ensure the credit card is used in compliance with the following procedures, and the terms and conditions of the credit card issuer.
- The higher level credit card holder will use their credit card in the first instance for entertainment expenses.
- The credit card must only be used for:
 - payment of actual and reasonable expenses incurred on School business, including travel, accommodation, and meals (where it is not feasible for these costs to have been paid in advance of the expense being incurred, or for the costs to be invoiced to the School); or
 - purchase of goods that are budgeted and prior authorisation has been given.
- The credit card is not to be used for any personal expenditure. In this context, personal expenditure refers to any charges the holder does not have reasonable belief that the School will legitimately cover.
- All expenditure charged to the credit card should be supported by:
 - A detailed supplier invoice or receipt to confirm that the expenses are properly incurred on School business.
- For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit.
- The credit card statement should be certified by the cardholder as evidence of the validity of all expenditure items.
- Authorisation for expenditure should be obtained on a one-up basis (for example the Principal should authorise any expenditure by a Deputy Principal; the Board Chair or nominee should authorise expenditure by the Principal). Cardholders must not approve their own expenditure.
- All credit card expenditure should be accounted for within 5 working days of receiving a credit card statement.

Cash Advances

- Cash advances from the credit card are not permitted except in an emergency.
- Where cash advances are made, the cardholder must provide a full reconciliation, with receipts, of how the cash was used and the circumstances of the emergency. Any unspent monies must be returned to the School.

Cardholder Responsibilities

- The cardholder must not allow another person to use the card.
- The cardholder must protect the pin number of the card.
- The cardholder must only purchase within the credit limit applicable to the card.
- The cardholder must notify the credit card company (and comply with all instructions issued by the credit card company) and the school immediately if the card is lost or stolen.
- The cardholder must keep the card with them at all times, or ensure the card is appropriately secured (e.g., hotel safe, locked cabinet/safe at school).

The cardholder must surrender the credit card to the School:

- Upon ceasing employment with the School, or
- At the request of the credit card company, or
- At any time upon request by the Board or Principal

Terms and Conditions

I have read and agree to the terms and conditions of the Auckland Normal Intermediate procedure for being a school credit card holder.

Name: _____

Signed: _____

Date: _____

Financial Delegations

Principal's authority

The Principal has authority to spend up to the limits of the approved annual Operating Budget subject to any specific limitations that may be imposed by the Board of Trustees. The Principal has discretion to spend up to \$1,500.00 on extraordinary purchases. Every endeavour will be made by the Principal to liaise with the Board of Trustees Finance Portfolio holder (Treasurer) and/or the full Board of Trustees before any extraordinary expenditure is incurred.

Principal's right to delegate

The Principal has authority, within the limits imposed above, to delegate spending limits to identified staff. The Principal will not be able to delegate spending limits to identified staff in excess of the amount above.

Principal's right to replace capital items

Capital expenditure is to be approved by the Board of Trustees prior to purchase. The Principal has authority to replace capital items required urgently with the agreement of the Board of Trustees Chairperson or Finance Portfolio holder. Power exercised under this authority will be reported to the next meeting of the Board of Trustees.

Signing authority

All bank accounts and authorities may be signed on behalf of the Board by any two of the following:

- The Principal
- The Executive Officer
- Deputy Principals

Financial Interest

Background

A trustee on the ANI Board of Trustees or an ANI staff member may have financial interests which create a conflict of interest with his or her Board responsibilities or employment responsibilities in some circumstances. Financial interests can give rise to two situations:

Board Members

- Under Sections 103 and 103A of the Education Act 1989, if a person has an interest in contracts with the Board which exceed the threshold the person cannot be a trustee unless the Secretary of Education approves.
- Under Schedule 6 of the Education Act 1989, if a person has a financial interest less than the threshold, the person may be a trustee but must not take part in any decision making relating to that interest.

The threshold is currently \$25,000 per annum.

Excerpts from the Education Act 1989 (“the Act”) are available from www.education.govt.nz

Staff Members:

- If a staff member has a financial interest in any related contract or company this must be declared and an arms-length maintained.

Procedure

1. Disclosure

The financial interests of each trustee on the ANI Board of Trustees and the board secretary are to be recorded in the Trustee Interests Register and the register will be included in board packs prior to every board meeting. Each trustee is responsible for ensuring the details recorded on the Trustee Interests Register are accurate and up to date.

2. Notification of concern or interest

In the event of the Board undertaking a contract with which a trustee has a concern or interest, the Chairperson shall be notified by the chair of the Finance Sub-committee.

3. Concern or interest in excess of the threshold

If a trustee has a concern or interest in contracts with the Board and these contracts are likely to exceed the threshold in a financial year, the Board may decide to terminate the contracts, or the trustee may decide to resign as a trustee.

If the trustee wishes to remain as a trustee and the Board wishes to continue with the contracts, an application by the Board shall be made to the Secretary of Education for approval of the contracts.

In the event that the Secretary of Education does not approve the contracts, the contracts shall either be terminated by the Board or the trustee shall resign as a trustee.

4. Concern or interest less than the threshold

If a trustee has a concern or interest which does not exceed the threshold:

- The trustee will physically absent himself/herself from that part of any meeting of the Board of Trustees (or discussion if not a formally constituted meeting) that relates to the area of his or her financial interest. The trustee’s absence shall be documented in the minutes of the meeting.
- While the trustee may participate in discussion and approval of the overall budget, the member must absent himself/herself from discussion in respect to any specific matters or areas where the financial interest lies.
- The trustee may not participate in any decision-making processes which relate to his or her financial interest including whether or not to purchase any goods or services, the quantum that might be purchased, who to purchase them from, or the process to be followed in making such purchases e.g. whether by quote, tender.
- In accordance with the Act, the trustee may provide information and answer questions on the matter at the request of the Chairperson but may not make recommendations to other trustees, or to ANI staff who are involved in the purchase of related goods or services.

- If the trustee is a member of the Finance Sub-committee, he or she shall be absent from that part of any meeting which relates to his or her financial interest.

Education Act 1989

103 Certain persons ineligible to be trustees

- (1) A person who—.....
(db) is ineligible to be a trustee under section 103A(2);
may not become an elected, appointed, or co-opted trustee.

103A. Financial interests that disqualify persons from being trustees—

- (1) In this section,—
“contract”, in relation to a Board,—
- (a) means a contract made by any person directly with the Board; and
 - (b) includes any relationship with the Board that is intended to constitute a contract but is not an enforceable contract; but
 - (c) does not include any contract for the employment of any person as an officer or employee of the Board

“company” means a company incorporated under the Companies Act 1993 or any former Companies Act or a society incorporated under the Industrial and Provident Societies Act 1908 or any former Industrial and Provident Societies Act

“subcontract”, in relation to any contract made by a Board,—

- (a) means a subcontract made with the contractor under that contract, or with another subcontractor, to do any work or perform any service or supply any goods or do any other act to which the head contract relates; and
 - (b) includes any subsidiary transaction relating to any such contract or subcontract.
- (2) A person is not capable of being a trustee of a Board or a member of a committee of a Board, if the total of all payments made or to be made by or on behalf of the Board in respect of all contracts made by it in which that person is concerned or interested exceeds in any financial year—
- (a) the amount determined for the purpose by the Secretary, in consultation with the Auditor-General, by notice in the Gazette; or
 - (b) in the absence of an amount determined under paragraph (a), \$25,000.
- (3) For the purposes of subsection (2), a trustee or a member of a committee of a Board is deemed to be concerned or interested in a contract made by a Board with a company, if—
- (a) the trustee owns, whether directly or through a nominee, 10% or more of the issued capital of the company or of any other company controlling that company; or
 - (b) the trustee is the managing director or the general manager (by whatever names they are called) of the company.
- (4) For the purposes of this section, a company is deemed to control another company if it owns 50% or more of the issued capital of that other company or is able to control the exercise of 50% or more of the total voting powers exercisable by all the members of that other company.
- (5) Despite anything in this section,—
- (a) a person is not disqualified under this section if the Secretary approves the contract at the request of the Board, whether or not the contract is already entered into; and
 - (b) the Secretary may, by notice in the Gazette, issue guidelines setting out the basis on which applications for approval under paragraph (a) will be considered.

Schedule 6

8. (8) Subject to sub clause (11) of this clause, a trustee who has a pecuniary interest in any matter [or any interest that may reasonably be regarded as likely to influence a trustee in carrying out his or her duties and responsibilities as a trustee] shall be excluded from any meeting of the Board while it discusses, considers, considers anything relating to, or decides, the matter.
8. (11) A trustee may attend any meeting of the Board to give evidence, make submissions, or answer questions.

Excerpts taken from Education Act 1989, September 2006.

Financial Operations

Each year between September and December a full annual budget will be prepared for the following year and presented for approval at the December Board of Trustees meeting.

Each month (except for January) full Financial Reports will be prepared and presented first to the Finance Sub-Committee and then to the Board of Trustees so that Operating Income and Expenditure together with the school's overall Financial Position can be monitored against budget. The Board of Trustees will approve variations to the overall budget.

The School will fulfil its statutory reporting requirements by preparing annual accounts for audit that comply with Public Sector Reporting Requirements and Accounting Guidelines and submitting them for audit within 90 days of the end of the financial year.

The Finance Sub-Committee will comprise the Board of Trustees Finance Portfolio holder, the Principal, the Executive Officer and any other persons as agreed by the Board from time to time.

The responsibilities of the Finance Sub-Committee are:

- Monitor actual Income and Expenditure against Budget together with the overall Financial Position of the school and presenting a report to the Board at each meeting
- Developing procedures to ensure the continuing availability of accurate and timely information on the school's finances and to ensure they conform to the school's financial policies
- Advising the Board on matters relating to the finances of the school
- Supporting the Principal in achieving sound financial management of the school
- Coordinating the preparation of the Annual Budget
- Coordinating preparation of the annual accounts for presentation to the School Auditors
- Presentation of the Annual report to the Board at the Annual Meeting
- Ensuring maintenance of an asset register for Plant and Equipment
- Ensuring compliance with requirements of Inland Revenue and other government departments
- Ensuring continuity in the appointment of a school auditor
- Ensuring the School's Funds are placed with Registered Banks
- Monitoring the borrowing levels of the school to ensure compliance with regulations

The key tasks of the Executive Officer are to:

- Monitor the borrowing levels of the school to ensure compliance with regulations
- Prepare monthly Financial Reports for the Finance Committee Meetings
- Maintain the Asset Register
- Collate the Annual Budget
- Ensure the secure collection and storage of school money prior to banking
- Ensure all invoices are appropriately authorised and paid by due date
- Forward information to the school's payroll agency to ensure staff are paid correctly
- Prepare Draft Annual Accounts in a timely manner

The Annual Budget

Draft budgets will be established in advance of every financial year, detailing items of expenditure against specific objectives linked to the School Strategic and Annual Plan.

A full annual budget will be presented for approval at the December meeting of the Board of Trustees.

Purchasing and Payment of Accounts

All purchasing will be within the general limits of the annual budget, unless specifically authorised by the Board of Trustees.

The Principal, who is authorised to make expenditure for budgeted items, will control normal discretionary purchasing. The Principal may delegate expenditures of areas of the budget to staff members. This delegation need not be in writing, but the Principal shall monitor expenditure in all areas of the budget, through review of the monthly accounts.

Non-discretionary and recurring items such as utilities shall be considered authorised by approval of the annual budget. The Finance Sub-Committee shall monitor expenditure in these areas and advise the Board of any significant variations.

Generally, accounts payable shall be processed once per month. The Executive Officer shall prepare the accounts for payment checking that they are allocated to cost codes and that receipt of the goods or services is confirmed. Except for routine accounts this shall require signature by the relevant staff member to confirm receipt and acceptance of the goods or services. The accounts shall then be reviewed and approved by the Principal who will authorise payments including online banking payments

Reasonable and actual staff expenses will be reimbursed promptly.

Plant and Equipment

Items of Property, Plant and Equipment with a useful life in excess of one year and with an individual value in excess of \$500 will generally be capitalised on purchase.

These items will be valued at historical cost and not revalued. The initial historical cost includes not only the purchase consideration but also those costs that are directly attributable to bringing the asset into the location and condition necessary for its intended use. Bequeathed and gifted assets will be recorded at their fair value. Subsequent expenditure that increases or extends an asset's service potential is capitalised. Library Books will all be capitalised regardless of the value of each individual item. Otherwise items with an individual value below \$500 will generally be expensed.

The Board of Trustees will review annually the useful lives and depreciation rates for each category of items of Plant and Equipment.

Land and Buildings owned by the Crown are occupied on the basis of a Property Occupancy Agreement.

As noted under Financial Delegations, the Principal has authority to replace capital items required urgently up to a limit of \$1,500. Power exercised under this authority will be reported to the next meeting of the Board of Trustees.

Remuneration Units

Positions of responsibility/leadership will be applied for annually.

Some staff will be allocated Permanent Management Units as outlined in the Primary Teachers' Collective Employment Agreement (CEA). They will undertake specific responsibilities for curriculum and/or other leading roles.

Some staff will be allocated Fixed Term Management Units, as outlined in the Primary Teachers' CEA and PPTA CEA. They will undertake specific responsibilities for curriculum or other leadership roles.

Management Units, Fixed Term or Permanent, may be allocated for leadership and/or curriculum responsibilities to meet the school strategic goals. The actual amounts paid for these particular Units will be either one whole Unit or, in the case of a job share, one half unit as per the CEA.

The distribution of the Units, will be the responsibility of the Principal in consultation with Deputy Principals and Associate Principal.

Sensitive Spending Procedures for Travel (including reimbursement), Gifts, Entertainment

Travel

- Under no circumstances may any staff member approve their own travel.
- All bookings for international and domestic travel are to be conducted through the School's normal purchase procedures. This includes the booking of accommodation, flights and rental cars.
- The justification for travel within New Zealand must be documented. It is to be transparent and must relate to a school need. Staff travel within New Zealand is to be authorised by the Principal
- All domestic air travel is to be economy class.

- Prior to international travel being undertaken, the traveller must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.
- For budgeted travel approval is one up.
- Unbudgeted travel requires authorisation by Principal or Chairperson.
- All upcoming trips should be outlined in board report prior to travel where possible.
- At the end of the trip overseas, the traveller prepares a trip report, detailing activities which took place during the trip and the benefits to the School of the trip.
- Except where the flight time exceeds 10 hours, all international air travel is to be economy class.
- Business class travel may be approved, where the Board considers appropriate. Premium economy is the preferred standard of travel for flights more than ten hours duration.
- 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 should opt for quality accommodation in a safe area but not superior accommodation. This usually means a four star hotel. There may be occasions where five star accommodation is selected (e.g. conference venue therefore cheaper) but this is at the discretion of the Principal.

Vehicles

- When using rental cars, staff should opt for good but not superior model vehicles. The size of vehicle hired should reflect the number of staff being transported. Any exceptions to this rule should be justified to the Board.
- Use of private vehicles is to be approved on a one-up basis and reimbursement will be at the contract rate. Mileage claims to provide full details i.e. destination, kms and purpose of trip.
- If taxis are used for school related business, staff can charge to the school credit card (if a cardholder) or 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 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 and these are to be paid separately by the travelling staff member. One phone call home per day is acceptable when overseas.
- 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 less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.

Giving Gifts

- All gifts should be purchased through the School’s normal purchase procedures.
- A full register must be maintained of all gift purchases, including what was purchased, costs and recipients. The Board will review this register periodically.
- The cost of a gift should be reasonable and appropriately reflect the benefit received.
- If the gift is to be given during international travel, then the staff member should receive authorisation for the value of the intended koha/gift before the travel. If the need to purchase a gift arises unexpectedly during international travel, then a full record of the gift should be added to the gift register. The cost of such a gift should be justifiable to the Board.

Receiving Gifts

- Gifts should not be accepted if there is concern that their 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 (under \$150), then the recipient may keep the gift.
- If the gift is over \$150, then the recipients must advise the Principal of the gift who will then advise the board. The gift will be given to the school to use unless the Board agrees to an exception to this procedure.

Entertainment

Purposes of Entertainment

- Entertainment expenditure in general will be for the following purposes:
 - Building relationships and goodwill
 - Representation of the school in a social situation
 - Hospitality provided in the course of school business to external parties
 - Internal social functions
 - Hosting sister schools
 - Entertaining international student parents and agents
- The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate.
- Overseas expenditure of meals must state who attended and the purpose of the entertainment

School Events and Staff Meetings

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

Meals

- Entertainment of parents or overseas guests for dinner can incur a cost. These costs must be justified and kept reasonable. Names of the guest must be included with receipts.
- Staff meals will be reimbursed when travelling.
- All meals should be kept to a reasonable cost and not excessively expensive. Unless entertaining, meals are taken in mid to low range restaurants or at the hotel where staff are accommodated. In the case of a hotel meal the till slip must accompany the hotel receipt.

Alcohol Purchases

- The school should only purchase alcohol for entertainment purposes and should always be accompanied with food.
- Alcohol purchases are usually for the consumption by staff and guests at school hosted events. The amount expended needs to be demonstrably reasonable and appropriate for the event and should be sufficient for moderate consumption only.
- Alcohol purchases should only include beer and wine (no spirits or cocktails)
- Alcohol (beer or wine) may be included with a staff dinner in moderation.

TERMS AND CONDITIONS

I have read and agree to the terms and conditions of the Auckland Normal Intermediate Sensitive Spending Procedure for overseas travel.

Name: _____

Signed: _____

Date: _____

Theft and Fraud

The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

Procedures

In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:

1. Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in paragraph two
2. So far as it is possible and within 24 hours:
 - Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
 - Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
 - Inform the Board Chairperson of the information received and consult with him or her as appropriate.
3. On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, document this decision and record that no further action is to be taken.
4. The Principal shall then carry out the following procedures:
 - Investigate the matter further in terms of procedures set out below;
 - If a prima facie case is thought to exist to continue with their investigation;
 - Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - Lay a complaint with the New Zealand Police;
 - If necessary, commission an independent expert investigation;
 - In the case of fraud, require a search for written and electronic evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - Seek legal advice; or
 - Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
5. Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if he or she considers it necessary, seek legal or other advice as to what further action should be taken.
6. If a case is considered to exist, the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
 - Advise the person in writing of the processes to be followed from this point on.
7. The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

8. The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
9. Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

NAG 5

PROCEDURES

Access for Non-Custodial Parents
Administration of Prescribed Medication
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Child Abuse
Crisis Management
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Food and Nutrition
Hazardous Substances
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Induction and Training
Infectious Diseases and Pandemic Planning
Injury and Incident Reporting
Personal Protective Equipment
Post Disaster
Protection for Staff and Students from Excessive UV Radiation Exposure
Risk Management
Sick Bay
Smokefree
Staff Safety After School Hours
Swimming Pool
Visitors at School
Vulnerable Children's Act
Worker Engagement in Health and Safety

Reviewed by the Auckland Normal Intermediate Board of Trustees on: 1 July 2015

Next review due: 2018

Access for Non-Custodial Parents

All information concerning the child's access and custody will be treated as confidential.

When enrolling a child, the enrolment form will state if access arrangements exist. If there are any changes to these arrangements the school must be notified immediately and given a copy of new arrangement. The custodial parent will provide the school with a full copy of the custody and access arrangements, including written confirmation of any current non-violence or non-molestation orders.

Non-custodial parents are entitled to receive newsletters, reports, and are welcome to attend triadic interviews, parent support groups, and Board of Trustee meetings.

Barring any provisions being made by the court (non-molestation, trespass orders), the non-custodial parent is entitled to visit the school for school assemblies, open days, sporting and cultural events.

The non-custodial parent may request that all verbal and written communications between them and school be confidential.

Administration of Prescribed Medication by School Staff

Prior approval is sought/given before any medication is administered by ANI staff. Such requests are made on the Auckland Normal Intermediate Medications Agreement form and addressed to the Principal. When all parties agree, this form is signed by the parent, School Receptionist and Principal (or DP if the Principal is unavailable).

Medication Agreements state the amount of medication held at the school. This must be no more than one week's supply.

A medication register is maintained and signed each time medication is administered.

The medical practitioner's directions (included on the label of all medicines) on the Medication Agreement, must be followed. When treatment/medication is given on an **irregular** needs basis e.g. Ventolin for asthma, the details are recorded. All medication is stored in the sickbay fridge or in a locked cupboard, the key for which is kept with the Receptionist.

Students requiring regular medication obtain this from the School Receptionist who is trained in First Aid. If the School Receptionist is absent, medication is administered by the backup first aider or a member of the Senior Leadership Team.

When medication is administered by a delegated person this is witnessed by another adult on the school's staff. Entries in the Medication Register include the student's name, the date and quantities of medication given, and signatures of the staff members who administered the medication.

If medication is refused, or not taken, this fact is noted in the register and the student's parent is contacted. If the school is unable to find a staff member who is willing to administer medication, the student's parent is requested to perform this task.

Administration of Medicines at School

1. MEDICATION AGREEMENTS

Child's Name: _____ Room: _____

Date of birth: _____

Parent/Caregiver name: _____

Daytime contact number: _____ or _____

My child requires the following prescription medication be kept and administrated at school for up to one week. Please indicate the amount to be held at school.

The medication needs to be taken at _____ (time) _____

Start date _____ Finish date _____

My child will administer his/her own medication

My child needs supervision with taking his/her medication

My child requires an adult to give the medication

I accept full responsibility for maintaining supplies, having my child's name, the name of the medication and the correct dose on the container, and that the supplies will not have passed the expiry date. If required I give permission for a member of the school staff to administer the medication according to my child's needs as indicated above and accept that this may not be the same staff member each time. I accept that the school will take due care with the administration of the medication but I release the school and the school's staff from any responsibility associated with it. I will inform the school in writing if there is any change to the above medication information. The school will accept responsibility for keeping the medication in a safe place.

Parents Full Name: _____

Signature: _____ Date: _____

Approved by Principal

Signature: _____ Date: _____

Animal Code of Ethics

'Animal' is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles. It is generally accepted that other living creatures such as snails, worms and insects must also be treated with care and kindness.

If the appropriate care cannot be provided, the animals will not be kept in school. Creatures kept in classrooms for observation will be housed and fed properly, and returned to their natural habitat on completion of the study.

Creatures captured on field trips will be returned to their habitat prior to leaving the area, unless their proper care in school can be guaranteed.

Creatures kept in classrooms are at the discretion of the Principal.

There is to be no activity which may cause distress or suffering to an animal. Information may be obtained from Animal Welfare Groups www.wildlife.org.nz/wildlife/welfare.htm or MAF (phone) 0800 0083 33 or email: info@maf.govt.nz

Anti-bullying

Definition of Bullying at ANI

Bullying is one particular form of offensive behaviour. It can be covert (hidden, indirect and less easily observed) or overt (direct and easily observed) in nature. ANI's accepted definitions of bullying are based on these characteristics:

That bullying:

1. Is deliberate
2. Is harmful
3. Involves a power imbalance
4. Can have elements of repetition

Bullying behaviour can be both simple and complex and can take many forms including:

- Physical or verbal violence/abuse
- Leaving students out of social activities deliberately and frequently
- Frequent name calling and nasty teasing
- Spreading nasty rumours
- Deliberate damage to belongings
- Threats; both physical and verbal
- Cyber Bullying

Each individual case of bullying will be investigated and a decision made about consequences or next steps.

Focus

Anti-bullying programmes include a focus on:

- racist bullying
- bullying of students with special needs
- homophobic bullying
- sexual harassment
- verbal bullying
- emotional abuse
- physical violence

ANI does not accept any form of bullying

The school has a zero tolerance toward bullying and bullies. If a child is bullied, the school will approach the situation as follows:

- We will not ignore suspected bullying
- We won't make premature assumptions
- We will listen carefully to all accounts
- We will adopt a problem-solving approach, which moves pupils on from justifying themselves

- We will follow up repeatedly, checking bullying has not resumed

If a child is bullied, the school will use the following intervention strategies (a combination of strategies can be drawn on and adapted to fit the circumstances of particular incidents).

- Classroom based
 - co-operative group work
 - circles of support
 - befriending
 - class continuum each term
 - quality circles
 - active listening/counselling-based approach
 - assertiveness training groups
- Internal support
 - School counsellor
- External Support
 - pastoral agencies
- Student led
 - peer mediation
 - undercover teams
 - school watch
 - peer mediators
 - Head boys and girls as role models
- Community Support
 - assembly focus
 - newsletter drops
 - parent web links, mediation

For more severe cases of bullying (persistent and violent bullying) the following action may be taken:

- Removal from the group
- Withdrawal of break and lunchtime privileges
- Detention
- Withholding participation in school events (trips that are not an essential part of the curriculum)
- Fixed period stand down

Where serious violence is involved, the Principal can recommend exclusion. Parents will always be involved in severe cases of bullying.

Information for teachers

If a student recalls or discloses examples of bullying to you (experienced or witnessed), deal with the situation immediately by:

- Not ignoring the complaint
- Collecting data about the incident and recording this
- Considering classroom intervention strategies
- Discussing with team leader who will inform the DP
- Following up to ensure bullying has not resumed

If the situation continues or is an extreme case:

- Inform the Team Leader who will investigate the complaint
- Inform the Deputy Principal who will action the complaint
- Inform the Principal who will follow up with parents and/or appropriate agencies
- Inform the counsellor who will provide guidance and support

Information for pupils

If you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away or contact the school counsellor

After you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell an adult by yourself, ask a friend to come with you
- Keep speaking up until someone listens and does something to stop the bullying
- Use the school peer support service
- Don't blame yourself for what has happened
- Write down a recount of what happened, who, when and how

When you are talking to an adult about bullying, be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

If you find it difficult to talk to anyone at school or at home:

Youthline: <http://www.youthline.co.nz/>

Phone: 0800 376 633

Free text: 234

Email: talk@youthline.co.nz

Child Abuse

Staff will be receptive and sensitive to children so they feel listened to and believed. Abuse can take many forms including physical, sexual, verbal or neglect.

Procedures to be followed will vary according to:

- (a) The safety of a student especially when they cannot return home that day; *or*
- (b) The need for a thorough planned investigation when the child is not at immediate risk of further abuse.

Staff are to bring all cases of suspected abuse of students to the attention of the Principal or, if not applicable, to the Board of Trustees. This includes cases of suspected physical (including neglect), emotional or sexual abuse.

Teachers who have a disclosure made to them in class will accept the disclosure with little or no comment, but follow the matter up with the Principal without delay. The Principal, after careful discussion with the reporting teacher, will gather all information the school has about the child.

If urgent, as in (a) above, the Principal will make an immediate referral to the police or social worker of the Child, Youth and Family. The child's caregivers will be advised of any action taken by the statutory agencies involved, as required under the Child, Youth and Family Act. This will be as soon as it is appropriate, depending upon the child's safety, the need for follow up or referral to another agency.

If (b), then the Principal will refer to appropriate agencies. The caregivers will be advised by the school of any action planned.

In the case of a report from a third party to the school, the school will direct the third party to a helping agency, without becoming involved. The school may be involved at a later date.

The Board of Trustees has employed a school counsellor who is available three days per week. The counsellor can be seen by teachers, parents, students (individually, small groups or class groups) by appointment, referral or by making direct contact. The counsellor will maintain standards of professional practice and confidentiality at all times. If disclosure is made of a serious nature the counsellor will immediately alert the Principal who will refer these concerns to the appropriate agencies.

Self Esteem, Inclusive Sexuality and Puberty programmes are part of the learning programme to increase children's assertiveness skills in dealing with uncomfortable situations, and to help raise consciousness of the issues. The school counsellor is also involved in developing class learning programmes.

If a staff member is implicated as being responsible for the abuse, the Principal will immediately contact the Board of Trustees Chairperson. The Board shall ensure that the interests of the staff member and those of the child are met.

All actions taken by the school are documented and retained in confidential files. If a staff member is implicated and the allegations proved to be unsubstantiated, the teacher may choose to have the documentation removed from their file.

Any person reporting suspected child abuse is protected from any criminal, civil or disciplinary action by “Section 16” of the Children, Young Persons and their Families Act. The prime concern of the school will be to refer the case to persons with the statutory obligation to investigate and act, if necessary, to protect the child. The school’s primary concern then is to support the student immediately and then undertake any subsequent action.

Crisis Management

To facilitate a quick, co-ordinated and direct response in the event of a crisis, and reduce the likelihood of risk to other students or staff, and to provide appropriate support for those involved in the crisis situation, refer to the Emergency Planning Manual.

Key people within the school will be identified to co-ordinate the strategy. These people will form the Crisis Team.

All media releases to be handled by the Principal, Acting Principal or Chairperson of the Board of Trustees. No other staff member should respond to media requests.

The Principal will chair the Crisis Team, which will prepare a statement informing all staff of essential information and what procedures they should follow. The Crisis Team will organise all necessary liaison with outside agencies.

Drugs and Alcohol

Drug and alcohol education is a part of the New Zealand Curriculum. Effective drug education in class programmes will provide young people with the information they need to make health enhancing decisions.

Any incident where students are found to have, or be using, drugs inappropriately, including cigarettes and alcohol, in the school grounds will be dealt with as follows:

- The incident will be referred straight away to the Principal. The Principal will then confer with DPs and appropriate contacts e.g. parents, Board of Trustees Chairperson, police, teacher or health nurse after considering the severity of the situation. Action of a disciplinary and/or counselling nature will be taken after discussion with any or some of these people. The value of a stand down is to remove the student[s] from the school for a determined length of time will be given serious consideration.

Smoking is not permitted within school premises and grounds.

The consumption of alcohol by adults at staff and school activities will be permitted at the Principal’s discretion, but adults should be aware of the role models they present to children. Non-alcoholic drinks and food must be provided when alcohol is available at functions.

Evacuation Procedures and Emergency Planning

In the event of any emergency the ‘stop’ and ‘go’ procedures will be followed (STOP means remain indoors and GO means evacuate). The school leadership team will follow guidelines in our Emergency Planning Folder and use the expertise of Harrison Tew who assisted us in the development of this manual.

Food and Nutrition

At Auckland Normal Intermediate School, we promote a healthy lifestyle to our community – students, staff, and families – as part of our commitment to a safe school environment.

Educating students about nutrition and encouraging healthy eating habits contributes to their personal success and well-being, and to a healthier community for everyone.

Promoting healthy food choices

Healthy food choices are important to establish in childhood to support the child's immediate physical and mental growth and development, and to set behaviours for the future. We encourage and educate our students to be responsible for their own health.

We deliver clear and consistent messages about nutrition by:

- ensuring that any food provided by/through school follows national food and nutrition guidelines
- incorporating nutrition education across the curriculum, including the health programme
- encouraging staff members to model healthy food choices
- communicating our nutrition messages to the wider school community in various ways, including the newsletter
- acknowledging the cultural diversity of our community with our nutrition messages
- considering our nutrition messages when deciding on class rewards and celebrations, student prizes, fundraising activities, and school camp menus
- actively promoting physical activity as the partner of good nutrition.

Lunches sold at school

The school has an obligation to educate students and staff about making healthy decisions in relation to diet, and to model healthy food choices in lunches sold to children.

Our canteen provides healthy foods that are value for money. The menu is planned with input from the school community and takes into account its cultural diversity.

Canteen managers consult with the school before making changes to the lunch menu. Appropriate food safety procedures are followed in the preparation, packaging and storing of food.

A range of food options is available and healthy foods are promoted so that students learn to make responsible choices for themselves.

Hazardous Substances

Requirements for storage, disposal and use of hazardous substances are outlined in the Schools Exempt Laboratory Code of Practice. The school complies with this code and the methods of compliance are documented.

The school will use a limited range of hazardous substances in small quantities (refer appendix 1, Schools Exempt Laboratory Code of Practice, page 58).

Storage of hazardous substances are locked in the flammable liquids cabinet or our dangerous goods store.

The school maintains an up-to-date chemical hazard register.

HIV/AIDS and Other Blood Borne Viruses

First Aid kits are kept in the storeroom and are taken on all school excursions. Each of these kits contains rubber gloves, cleaning fluid and at least one plastic bag for disposal of soiled articles.

School Health programmes develop the knowledge, understandings, skills and attitudes necessary for students to deal confidently with matters surrounding HIV/AIDS and other blood-borne viruses.

Students are informed in the correct safety procedures when dealing with injuries involving blood.

When enrolling new students, the Deputy Principal or Enrolment Manager ensures that parents who have made a disclosure that a student has a blood-borne virus are aware of the school's Privacy guidelines. Detailed information related to a child's infectious status is requested so that the school can provide the best possible support. When there is a disclosure that a student has a blood-borne viral infection, the Deputy Principal notifies the Principal who will then inform office staff who attend the Sick Bay. While the School's community is not informed of a student's HIV/AIDS or Hepatitis status, the Board of Trustees Chairperson will be told. Students with HIV/AIDS or Hepatitis are able to participate in all school activities to the extent that their health permits. Special programmes and the assistance of helping agencies are organised when this is deemed to be necessary. Families of students who are suffering from HIV or Hepatitis are informed immediately if there is

any outbreak of disease in the school. All personnel receive training to ensure they are proficient in carrying out the school's first aid procedures and dealing with any injury for these students. School cleaning staff and Property Manager are trained how to dispose of contaminated wastes.

Induction and Training

New workers need information and training in health and safety including their responsibilities and rights to a healthy work place.

All new workers will have included in their information programme the identification of:

- risks and hazards within their work area
- appropriate risk control procedures
- the risk register which will be provided to be read and signed by the worker
- relevant school health and safety policy and procedures for reading
- emergency procedures (sight first aid cabinet, fire alarms and fire fighting equipment, emergency exits)
- an introduction to the area Health and Safety Representative and those trained in first aid.

All staff will have compulsory Health and Safety training including:

- Lockdown
- fire drills
- computer health and safety
- harassment and bullying prevention
- other training as directed by the principal, necessary to ensure risks associated with specific work are managed in a safe manner

(The induction and training sessions will be logged to ensure a record is kept and recorded).

For contracted workers the Deputy Principal for Health and Safety will ensure:

- health and safety induction, as appropriate, includes:
 - hazards and controls within their area and scope of work
 - a walk-through of emergency procedures
 - relevant school health and safety policies and procedures and ensure all Health and Safety requirements and responsibilities are carried out with the contractor health and safety guidelines

Any Health and Safety trainer will:

- have appropriate qualifications
- have experience in the industry
- have current registration (if applicable)
- be competent in their role

Infectious Diseases and Pandemic Planning

The Pandemic Plan outlines in detail the schools strategic approach to continuity in schooling for students and their families should a dangerous widespread outbreak of an infectious disease occur posing life-threatening risks.

The procedures that follow outline the steps we would take to exclude students with infections (notifiable) diseases that are not life-threatening. The risk of transmission of infections between students or staff and students can be minimised by prompt investigation, professional advice and implementation of infection prevention measures. This will reduce the risk of diseases spreading throughout the school.

In the event of an infectious disease outbreak, the school will:

- Take specific precautions to prevent and control the transmission
- Minimise contact with body fluids and substances
- Protect staff and students of cross infection
- Provide appropriate protective barriers such as gloves and masks
- Practice good hygiene particularly washing hands after the bathroom, nose blowing and contact with infectious students/staff

Schools have a role in educating students and helping families manage the control of infectious diseases through our health programme.

(see tables over)

Notifiable Diseases

(Doctors notify these to the Public Health Service)

DISEASE	SPREAD BY	EARLY SIGNS	EXCLUDE FROM SCHOOL FOR
*Campylobacter	Undercooked food (eg: chicken and meat); food/water contaminated with faeces from infected person or animal. Direct spread from infected person or animal.	Stomach pain, fever and diarrhoea.	Until well with no further diarrhoea.†
*Cryptosporidium Giardia	Food or water contaminated with faeces from infected person or animal. Direct spread from infected person or animal.	Stomach pain and diarrhoea.	Until well with no further diarrhoea.†
*Hepatitis A	Food or water contaminated with faeces from infected person. Direct spread from infected person.	Nausea, stomach pains, general sickness. Jaundice a few days later.	7 days from the onset of jaundice.†
*Hepatitis B	Close physical contact with the blood or body fluids of an infected person.	Similar to Hepatitis A.	Until well.†
*Measles	Coughing and sneezing. Also direct contact with the nose/throat secretions of an infected person.	Running nose and eyes, cough, fever and a rash.	At least 4 days from onset of rash.
*Meningitis (Meningococcal)	Close physical contact such as kissing. Sleeping in the same room.	Generally unwell, fever, headache, vomiting, sometimes a rash. Urgent treatment is required!	Until well enough to return.
Mumps	Contact with infected saliva, eg, coughing, sneezing, kissing and sharing food and drink.	Pain in jaw, then swelling in front of ear and fever.	Until 9 days after swelling develops, or until child is well, whichever is sooner.
*Rubella	Coughing and sneezing. Also direct contact with the nose/throat secretions of an infected person.	Fever, swollen neck glands and a rash on the face, scalp and body. Rubella during early pregnancy can cause abnormalities in the baby.	7 days from appearance of rash.
*Salmonella	Undercooked food (eg, chicken and meat); food/water contaminated with faeces from infected person or animal; direct spread from infected person or animal.	Stomach pain, nausea, fever and diarrhoea.	Until well with no further diarrhoea.†
*Whooping Cough (Pertussis)	Coughing. Adults and older children may pass on the infection to babies.	Running nose, persistent cough followed by “whoop”, vomiting or breathlessness.	21 days from onset of coughing, or after 5 days of antibiotics.

* Doctors notify these diseases to the Public Health Service (PHS). The PHS will advise on control measures and on exclusion of child or staff

† or as advised by a GP or the PHS

Diseases that are not notifiable

DISEASE	SPREAD BY	EARLY SIGNS	EXCLUDE FROM SCHOOL FOR
Chickenpox	Coughing and sneezing. Also direct contact with weeping blisters.	Fever and spots with a blister on top of each spot.	For one week from date of appearance of rash. †
Conjunctivitis (viral or bacterial)	Direct contact with discharge from the eyes or with items contaminated by the discharge.	Irritation and redness of eye. Sometimes there is a discharge.	While there is a discharge from the eyes. †
Gastroenteritis (viral)	Food or water contaminated with faeces from infected person or animal. Direct spread from infected person.	Vomiting, diarrhoea and fever.	Until well with no further vomiting or diarrhoea. †
Glandular fever	Transfer of saliva.	Sore throat, swollen glands in the neck, fever. Vague ill health for some time.	Until well enough to return.
Impetigo (school sores)	Direct contact with discharge from infected skin.	Scabby sores on exposed parts of body.	Until 24 hours after treatment has started. †
Influenza	Coughing and sneezing and direct contact with respiratory droplets.	Sudden onset of fever with cough, sore throat, muscular aches and headache	Restrict contact activities until well. †
Ringworm	Contact with infected person's skin, clothes or personal items. Also through contaminated floors and shower stalls.	Flat spreading ring-shaped lesions.	Restrict contact activities, eg, gym and swimming, until lesions clear.
Scabies	Direct skin contact with the infected person, and sharing sheets and clothes.	Itchy rash in places such as forearm, around waist, between fingers and buttocks and under armpits.	24 hours after treatment is started.
Slapped cheek (Human parvovirus infection)	Coughing and sneezing. The virus may be passed from mother to child during pregnancy.	Red cheeks and lace-like rash on body.	Unnecessary unless child is unwell.
Streptococcal (sore throat)	Usually contact with the secretions of a strep sore throat. Sometimes through contaminated food.	Headache, vomiting, sore throat.	Until 24 hours after antibiotics started.

† or as advised by a GP or the PHS

Injury and Incident Management and Reporting

These procedures must be followed by all workers and others in the school workplace. There are six steps to manage incidents effectively.

Step 1: Identification

Workers must recognise when an incident or near miss has occurred. Workers need to act immediately to make sure those who are involved are safe and that the workplace poses no further risks. First aiders are available to provide immediate assistance to anyone who has suffered an injury or illness while at work.

Step 2: Notification

Workers must notify their relevant school leader when an incident occurs, using the incident notification form to document incidents. School leaders are required to investigate incidents lodged by their workers to ensure local action is taken. All incidents and notifiable events including near misses must be reported.

Step 3: Assessment

School leaders need to assess the level of incident that has occurred. When a 'Notifiable Injury or Illness' and/or 'Notifiable Incident' happens, WorkSafe NZ must be contacted. This is called a Notifiable Event. The site must be kept preserved to allow WorkSafe NZ to inspect it. Examples of a notifiable incident include harm that causes hospitalisation for 48 hours or more, amputation of a body part etc.

Step 4: Investigation

The investigation of incidents is an essential component of incident management. All incidents, including notifiable events, should be investigated to identify the causes. Following the investigation, corrective actions to prevent similar incidents and injuries happening again are identified and implemented as soon as possible after the event.

Step 5: Action

Actions are developed for each recommendation. Actions may be in the form of putting in place risk controls. The HSR, the affected worker, and others in the workplace may be consulted about the action. Accountability for each action will be given to a person in the work group. Progress on the implementation of actions is monitored regularly. Mechanisms for monitoring include risk registers, team meetings, health and safety committees and aggregated information collated by the principal or the HSR. The HSR or principal collates this information to generate reports and analyse incident data to identify trends, risks and to initiate, monitor and/or evaluate system improvements.

Step 6: Review

The review step monitors whether the actions taken have been successful in preventing further incidents. Actions that have been made must be regularly monitored and reviewed to ensure they are effective. The manager is expected to do this in consultation with workers. Everyone has a part to play in managing incidents effectively.

Roles and Responsibilities

Everyone has a part to play in managing incidents effectively.

PCBU

The board of trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- making health and safety a key part of our role
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- helping workers who were injured or ill return to work safely

Officers (Principal and individual Board members)

- know and keep up to date with incidents that are associated with the school's operations
- ensure resources and processes are in place to prevent incidents
- ensure processes are in place for timely information on incidents
- ensure health and safety processes are actually implemented
- monitor the health and safety performance of the school

Workers (employees, temporary workers, contractors, volunteers)

- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- immediately report any incident to their relevant school leader
- report any risk or hazard to the relevant school leader to prevent injuries occurring
- cooperate with the incident management policy and its procedures in the workplace including investigations of incidents
- participate in the implementation, monitoring and evaluation of actions following an incident investigation
- comply with any reasonable instruction given by the board or the PCBU they are visiting
- encourage fellow workers and others visiting the workplace to notify identified incidents

Members of the schools leadership team

- view all incident investigation forms submitted by workers as soon as practicable
- report notifiable incidents to WorkSafe NZ via the school's principal
- investigate all incidents submitted by workers who report them, undertake actions in a timely manner, and document these
- consult with health and safety representatives, the affected worker, and others in the workplace during investigations and actions
- delegate actions to relevant workers, who may also need to review them
- monitor and review the effectiveness of actions taken

Health & Safety Representative (HSR)

- represent workers on matters relating to health and safety incidents
- investigate complaints from workers in the workplace
- monitor the incident management approach undertaken by the board
- promote the interest of workers who have raised/reported health and safety incidents
- if requested by the relevant school leader, participate in incident investigations

First Aiders

- take reasonable care of their own health and safety
- identify themselves to workers and others in the workplace
- provide immediate assistance to anyone who has suffered an injury or illness while at work
- ensure that the workplace has adequate First Aid resources
- ensure that First Aid can be provided for the risks that are apparent within the workplace
- keep their qualifications up to date
- attend training or refresher courses as required

Others in the workplace – (visitors, students, parents etc)

- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- comply with instructions given by the board or another PCBU
- immediately report any incident to an officer

Personal Protective Equipment

As a good employer the Board wishes to protect workers from risks in the workplace. This includes all members of staff. The board will provide the right tools to get the job done safely.

This means: Workers (employees, temporary workers, contractors, volunteers) will:

- wearing PPE properly as required
- attending the required training sessions
- properly caring for, cleaning, maintaining and inspecting PPE as required

- following the board's PPE policies and rules
- informing the relevant school leader of the need to repair or replace PPE

This means: Officers (Principal and Individual Board members) will:

- conduct workplace and activity hazard and risk assessments
- determine the presence of hazard and risks which need PPE
- select and purchasing PPE and making it available to our people
- review, update and conduct PPE hazard and risk assessments whenever
 - a job changes
 - new equipment is used
 - there has been an incident
 - a person or manager requests it, or at least every year
 - maintaining hazard and risk assessment records
- provide training, guidance and help to our people on the proper use, care and cleaning of approved PPE
- ensure that PPE training certification and signed evaluation forms are in the person's PPE and training records
- maintain records of PPE issued and training undertaken
- ensure that our people properly use and maintain their PPE
- ensure that our people follow the board's PPE policies and rules
- notify the school leadership team and health and safety representatives when new hazard and risks arise, or processes are added or changed
- ensure the immediate disposal and replacement of defective or damaged PPE
- periodically re-evaluate the suitability of previously selected PPE
- review, update, and evaluate the overall effectiveness of PPE use, training and policies

Post Disaster

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

Disaster relief supplies provided by the school include a bucket, sanitation supplies, rubbish bags, self-charging torches, mini first aid kit and masks.

Before the school is reoccupied, the principal must check the condition of the buildings. If there is any structural damage, the principal must arrange for a qualified person to inspect them before reoccupation.

Protection for Staff and Students from excessive UV Radiation

Exposure

New Zealand has the highest melanoma rates in the world. Episodes of sunburn (even just one), caused by excessive exposure to ultraviolet radiation (UVR) in childhood and adolescence, have been shown to cause skin damage and to increase the risk of melanoma and other skin cancers later in life. Overexposure to UV can also cause eye damage, and can suppress the proper functioning of the immune system.

Note: The Ultraviolet Index (UVI) is an international, scientific measure of the level of ultraviolet radiation (UVR) reaching the Earth's surface. New Zealand has particularly high levels of UVR during the daylight saving months (end of September to beginning of April). UVR levels also vary throughout the day, peaking at solar noon (1–1:30pm during daylight saving) and high between 10:00am and 4:00pm. It is important to note that UVR levels are not related to air temperature or weather. The level is highest in the middle of the day, even if the maximum temperature is later in the day. During the months of daylight saving (particularly between 10 am and 4 pm), protection is required against the high levels of UVR, even on cloudy and/or cool days.

Living in New Zealand, we can enjoy the sunshine and protect ourselves from harm by being sun smart. While it is important to be sun smart at every age, sun-smart behaviour is particularly important for children as

getting sunburnt in childhood and adolescence increases the risk of melanoma and other skin cancers later in life.

Our sun protection policy, which applies only during terms one and four, has two main aims:

- to protect our students and staff from excessive exposure to the sun's UVR while they are at school
- to educate the whole school community about the harmful effects of excessive exposure to the sun's UVR, and how to keep themselves safe.

During terms one and four, 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 sunscreen (which the school provides) of at least SPF30 (Sun Protection Factor) and by sitting/playing in the shade where possible.
- require students to wear hats which protect the face, neck, and eyes, whenever they are outside and involved in school activities. Students at school without a hat must remain in an allocated shaded area or inside at break times.
- 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.
- 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.
- alerting caregivers and the community to the health problem of excessive UVR through posters, pamphlets, and information in school newsletters.
- informing enrolling parents of the school's sun protection policy.

The board of trustees:

- includes shade creation as a priority for its property planning.
- ensures ongoing assessment of SunSmart behaviour, shade provision, and curriculum emphasis.
- reviews the sun protection policy with the school community at least every three years.

Risk Management

These procedures outline how we manage risks effectively in the school environment and work carried out by the school.

The board will keep a risk register and record information from the risk management process. For each identified hazard, the following information will be recorded:

- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the effectiveness of current controls
- what further controls are needed
- how the controls will be implemented – by whom and by when
- review date

To manage Health and Safety risks effectively we will:

1. identify hazards: finding out what situations and things could cause death, injury or illness
2. assess risks: understanding the nature of the risk that could be caused by the hazard, what the consequences could be and the likelihood of it happening
3. control risks: implementing the most effective control measures that are reasonably practicable in the circumstances
4. review control measures: ensuring control measures are working as planned

The roles and responsibilities staff take to manage risks effectively are:

Officers (Principal and Individual Board members)

- ensure workers and others know about health and safety risk processes and procedures
- ensure that workers receive the right health and safety risk training and are aware of the risks on induction into the work area
- hold and maintain the risk register for the work group
- inform 'others in the workplace' of any known risks and controls in place
- assess risks that are reported to you
- consult with workers on the most effective controls to manage the risks
- regularly review and monitor risks and the controls that are in place

Workers (employees, temporary workers, contractors, volunteers)

- take reasonable care of their own health and safety
- take reasonable care that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are first identified
- report any risks to their relevant school leader, including those that have already been eliminated
- seek support from the health and safety representative on health and safety risk matters if required
- comply with this policy and procedures in the workplace
- comply with any reasonable instruction in relation to risks given by the board or the PCBU they are visiting
- inform others of known risks
- may cease or refuse to carry out work if they believe the work would expose them to a serious risk

Health and Safety Committee (HSC)

- facilitates co-operation between the board of trustees and school workers in instigating, developing, and carrying out measures designed to ensure the school workers' health and safety at work
- assists in developing any standards, rules, policies, or procedures relating to health and safety that are to be followed or complied with at the school
- makes recommendations to the board of trustees about work health and safety

Health and Safety Representatives (HSR)

- represent workers on health and safety risk matters
- promote the interests of workers who have raised health or safety risks
- monitor risk controls undertaken by the board
- investigate complaints from workers about health and safety risks
- after first consulting with the relevant school leader, issue provisional improvement notices if risks in the workplace are not managed so far as is reasonably practicable
- direct workers to cease work if they believe the work would expose them to a serious risk

Others (visitors, students, parents etc)

- take reasonable care of their own health and safety
- take reasonable care that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are first identified
- comply with any reasonable instruction given by the board in relation to risks

Everyone has a part to play in managing Health and Safety risks effectively to keep our workplace safe and secure.

Sick Bay

First Aid supplies are regularly checked, replenished monthly, budgeted for, and safe storage practices maintained.

During class teaching hours the designated first aider assumes responsibility for the care of the students in the Sick Bay. There is also a support staff member trained a first aid who is the back up.

Teachers on duty are responsible for ensuring that accidents injuries in the playground are attended to, reported and followed up.

If, in the opinion of the Sick Bay first aider, an injury warrants closer examination by a doctor/dentist/hospital, they will immediately inform the parent/caregiver and the classroom teacher. The Principal will be informed of

any student requiring the attention of medical practitioners. A record will be made of all students presenting to the Sick Bay with injury or illness.

Head and back injuries are regarded as serious in the first instance. Parents will be informed immediately of any serious accident/injury. Staff attending students in the Sick Bay must abide by the Standard Safety and Hygiene procedures.

Two designated office staff and one member of the SLT are fully trained in first aid.

Smokefree

Auckland Normal Intermediate is a smokefree school. A smokefree environment will comply with the Smokefree Environment Act 1990 and will protect the health and well-being of all users of the school.

Smoking is forbidden anywhere within the buildings or grounds of Auckland Normal Intermediate 24 hours a day, seven days a week and at any official school activity such as field trips, sports events etc.

Organisations or individuals using school facilities must agree in writing to comply with this policy as a condition of use. Contractors and others working within the school property are to be advised of the school's smokefree policy.

'Smokefree' signs shall be displayed at the entrance to the school, the outside of buildings and any other place the Board of Trustees may consider appropriate.

Staff Safety After School Hours

As a good employer the board want to provide an open and safe environment and is committed to ensuring the health, safety and welfare of all staff including flexibility to undertake work outside conventional hours or alone.

When working after hours, at night or alone staff are responsible for taking all reasonably practical steps to ensure their own health, safety and security in school facilities.

After hours is defined as:

Anytime between the hours of 6:00pm and 7:00am Monday to Friday, all day Saturday, Sunday, statutory holidays and school holidays.

At night is defined as:

Half an hour after sunset and half an hour before sunrise.

Working alone is defined as:

A situation where peer support is not readily available and other workers (e.g. cleaners) have left the school.

Procedures:

- Staff should arrange if possible to bring a buddy with them if working after hours
- Staff to inform a colleague or family member when they arrive and when they have left
- Staff are to lock doors in area where they are working
- Staff are to have access to a landline at all times
- Staff must keep their mobile with them (turned on)
- Staff to ensure they have the security company number on their mobile or written next to the landline (Darren Rush 09 523 7500)
- Staff should park their vehicles in a well lit area and near the main office

Health and Safety at Work (2015) legislation requires that no action (or inaction) can cause harm to another person. A general duty of care is required.

Swimming Pool

School Use

- During any session when the pool is in use, there will be a trained teacher supervising this activity.
- Behaviour that could be considered dangerous, such as running, pushing, excessive noise, holding under and water bombing, is prohibited.
- A panic alarm button has been installed in a prominent position for emergencies.
- The pool gate is to be secured during the school day and padlocked when not in use.

Outside of School Hours Use

- The school pool is not used by the public out of school hours.

Pool Maintenance

- All pool chemicals are stored in the locked chemical storeroom. Children do not have access to any storeroom or be involved in the handling of pool chemicals.
- The quality of the pool water shall meet the requirements of the New Zealand Standard, and current council registration requirements (for school pools)
- The Property Manager who is responsible for the operation of the pool and its equipment is trained in pool care and maintenance
- Record sheets of the treatment and testing of the pool will be maintained
- Regular water checks will be made by external experts (Contractor: The Pool People)
- Regular checks of the fence surrounding the pool will be made to ensure it continues to meet the criteria listed in the schedule to the Fencing of Swimming Pools Act 1987.

Changing Rooms and Other Facilities

- Changing Rooms should be maintained to a high standard of hygiene and safety.
- Toilets will be provided within the pool enclosure.
- All pool equipment, such as leaf scoops etc, should be kept in a secure place out of the thoroughfare to prevent hazardous obstruction.
- Signage indicating health and safety requirements will be displayed.
- Animals are not permitted within the pool enclosure.
- No alcohol shall be allowed within the pool enclosure.
- The pool gate will be securely closed at all times.

Visitors at school

For the safety of visitors and the students and workers the school must be able to identify who is on the school site.

- All visitors are identified by a visitors badge
- All visitors must sign in at reception
- Guidelines are provided to visitors for evacuation (STOP/GO)
- Visitors report to the school reception and the administration block (reception area) is clearly marked.
- Visitors sign in with the date and time of their arrival and receive a visitor's label to wear while on the school grounds.
- Any visitor wishing to speak to a student other than a child under their care must have the permission of the Principal or his delegated representative.
- Administration workers will locate the appropriate person to meet with the visitor and escort them around the school.
- School workers are expected to challenge any visitors to ensure they have reported to the office, and that their presence is understood.
- The principal must approve any non-workers attendance at school with the exception of parent helpers.
- Those meeting with workers or students, going to other parts of the school, or working on the school site must sign in. Persons unknown to the school must produce recognised photo identification (being Driver's Licence, Passport or other formal identification with a photo).
- Staff wear a name badge to differentiate them from visitors.

Vulnerable Children's Act (V.C.A)

In accordance with the Child Protection Policy, appointments are made in line with VCA requirements. This includes:

Before the appointment

- Board approved position to be advertised
- Appointment panel selected
- Application pack prepared including; job description, ANI Application form
- Advertise position
- Interviews carried out
- Referee checks carried out as per VCA requirements using the ANI referee form
- EEO information gathered

After candidate has been identified as likely to be appointed

Original documents sighted and signed by the Principal;

- teacher registration (card and sited on Education Council website)
- 2 forms of photo id
- original qualifications
- Police Vet check

When checks have been completed

- Confirmation letter of appointment
- ANI code of conduct
- IT code of conduct
- Job description
- Individual employment contract
- Personnel form

After appointment

- Induction programme including sharing of Child Protection Policy
- VCA documentation recorded by Principal's Personal Assistant

Checklists:

Appointment checklists are used for all appointments and take into account core and non-core worker roles. Checklists are used for the following appointments;

- Core workers; teachers and teacher aides
- Non-core workers; relievers and administration staff
- Voluntary workers; parents attending overnight stays, student teachers

Worker Engagement in Health and Safety

As part of the boards commitment to promote and maintain a safe and healthy working environment, the board acknowledges that all workers should be involved in health and safety and training will be included for all workers.

AS PCBU the board will:

- provide accurate and timely information and advice to management and workers
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place
- escalate unresolved issues to the relevant member of the school's leadership team

Role of the Health and Safety Representative (HSR):

The health and safety reps are to:

- (a) represent the workers in the work group in matters relating to health and safety
- (b) investigate complaints from workers in the work group regarding health and safety
- (c) if requested by a worker, to represent the worker in relation to a matter relating to health and safety in the work group (including a complaint)
- (d) monitor the measures taken by the board that are relevant to health and safety
- (e) inquire into anything that appears to be a risk to the health and safety of workers in the work group arising from the conduct of the business or undertaking
- (f) make recommendations relating to work health and safety
- (g) provide feedback to the board about whether the requirements of the Health and Safety at Work Act 2015 and Regulations are being complied with
- (h) promote the interests of workers in the work group who have been harmed at work, including in relation to arrangements for rehabilitation and return to work.

Election

- Elections of Health and Safety Representatives are held triennially.

Training for Health and Safety Representatives

- The HSR training will be based on need and will reflect their function and powers.

Role of the Health and Safety Committee (HSC):

The health and safety committee will:

Have membership comprising of the Principal, Deputy Principal, Property Manager, HSR, Children's Programme Coordinator and Receptionist.

- encourage co-operation and collaboration to meet the board's health and safety objectives
- ensure there is a consistent, co-ordinated approach to health and safety on-site
- look for initiatives to ensure health and safety continuously evolves and improves the health, safety and wellbeing of workers
- provide accurate and timely information and advice to management and workers
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place

NAG 6

PROCEDURES

Attendance
Care of Students
Code of Practice for International Students
Code of Practice for School Exempt Laboratories
Complaints
Copyright
Enrolment
Online Publication
Protected Disclosures
Public Records (Retention and Disposal)
Student Communication Technologies Agreement
Staff Communication Technologies Agreement
Surrender and Retention of Digital Devices
Surrender and Retention of Property
Uniform

Reviewed by the Auckland Normal Intermediate Board of Trustees on: 1 July 2015

Next review due: 2018

Attendance

Board of Trustees will take all reasonable steps to ensure students enrolled at Auckland Normal Intermediate attend regularly. The school will maintain accurate electronic registers (twice a day) for all students enrolled.

- Student attendance will be managed by:
 - All absences whether justified¹, unjustified² or intermittently unjustified³ should be noted and followed up immediately.
 - Where student's significant absence is causing concern the school will work with the parents or caregivers to help return the student to school.
 - When a student's unjustified absence is chronic and the school has made every attempt to return the student to school, a referral will be made to the District Truancy Service (DTS)⁴
- Attendance Data
 - Once the class teacher has electronically recorded students' attendance or absence (in the morning and afternoon) the attendance officer will check all unexplained absences.
 - The Attendance Officer will attempt to contact the parents and caregivers of any unexplained absences on a daily basis, using text, email or phone call.
 - Records of all such attempts will be maintained including the results and outcomes on a Google document.
 - Any irregular absences will be reported to the Principal or Deputy Principal immediately.
 - Any persistent latecomers or long term absences will be noted and followed up by the Deputy Principals twice a week
- Patterns in absence will be reported to the Board of Trustees.
- The school encourages a problem solving approach towards attendance and absence.
- When a student has been absent from school without justified reason for more than 20 days he/she is removed from the roll and the students record in ENROL updated.

¹Justified Absence

Absence that is explained to the satisfaction of the Principal. Common forms of justified absences include medical appointments, illness, bereavement, or personal family circumstances.

²Unjustified Absence

Absence that is either unexplained, or not explained to the satisfaction of the Principal.

³Intermittent Unjustified Absence

Absence that is periodic – that is, where a student is late to class or misses part of a period or full school day, with no justified reason.

⁴District Truancy Service (DTS)

Students are referred to DTS when truancy occurs three or more times in any one week on a regular basis.

Care of Students

The school is responsible for pupils:

1. When they are on school grounds during school hours
2. While they are on authorised school excursions off school grounds for the notified duration of the excursion
3. When participating in after school sports practices as a member of an ANI sports team.

The School Hours are from 8:45am through 3:00pm on days the school is open for instruction, unless notified by the school through the school newsletter and on the school website. Students may be onsite from 8:15am to 3:30pm.

The school is not responsible for pupils:

1. When they are on their way to or from school
2. When they are on school grounds outside of school hours, even if a teacher or other staff member is present
3. Once they leave the school grounds during school hours except where the pupil is on an authorised school excursion and they are in the care of an authorised provider for that excursion
4. If they leave the school grounds after class at the end of the day and then subsequently return to the school grounds
5. While they participate in after school activities on school grounds (e.g. sports teams, Children's Music or Leisure classes)

As a consequence:

1. If a pupil is under the responsibility of the school they are required to abide by the school rules, and may be subject to school discipline.
2. If a pupil is not under the responsibility of the school, they will be treated as a member of the public.

During school hours, the Principal may, at his/her discretion, alter the timetable for one or more pupils or the entire school where it is deemed necessary for the purposes of security or safety.

Code of Practice for International Students

The school will observe, and be bound by, the Education (Pastoral Care of International Students) 'Code of Practice for the Pastoral Care of International Students' (The Code). Copies are available on request from Auckland Normal Intermediate or the Ministry of Education website at:

<http://www.education.govt.nz/home/our-new-website/>

The Code Administrator is the New Zealand Qualifications Authority (NZQA). As a party to the Code Auckland Normal Intermediate as an education provider will follow the Education (Pastoral Care of International Students) Code of Practice.

As a signatory, Auckland Normal Intermediate monitors and **reviews** compliance with the Code of Practice annually. The Administrator of the Code of Practice sends the school a Self-attestation Form to complete and return in August each year.

The school maintains a record of their compliance review in a form that can be easily forwarded to the Administrator of the Code of Practice, if requested.

To remain compliant our school must:

- Complete an annual self-attestation form (even if international students are not currently enrolled).
- Advise the Code Administrator of changes such as establishment name, site changes, additional sites, etc. in writing within 14 days of the change. Change forms are available from the Code office.

Code of Practice for School Exempt Laboratories

The school complies with an abridged version of the Hazardous Substances and New Organisations (HSNO) Act called The Code of Practice for School Exempt Laboratories. The code provides a practical and clear guidance for schools and the steps to take to conform to the relevant sections of the Act.

This includes compliance with the Hazardous Substances (Exempt Laboratories) Regulations 2001. Application of the four sections below apply to the school.

Science Lab Management

- Adult always present
- Safety induction at beginning of first Year 7 lesson
- MSDS read and understood before purchase of chemical and then again before usage
- Only Science Teacher to organise chemicals
- Science lab assistants selected by Science Teacher

Security and Signage

- Signs on door for student reminders
- Fire safety equipment easily accessed and signage present
- Fire exit always unlatched for easy exiting in an emergency
- Chemical safes have appropriate hazard signage on the front and are always locked

Operational Requirements for handling chemicals

- MSDS notes read prior to purchase and usage of chemicals
- Careful management of hazardous chemicals, including using appropriate safety gear
- Students managed to be a safe distance from demonstrations, with front row sitting to reduce chance of students reaching/moving closer
- Science Teacher has a science degree, including up to 3rd year University chemistry

Chemical Register

- Regularly updated
- Shared with Caretaker and other relevant staff

Complaints

All complaints received will be treated so that:

- Wherever possible issues, concerns or complaints can be dealt with as close to source and as early as possible
- Complainants feel they have been fairly heard
- The person who is the subject of the complaint is given the opportunity to respond and take advice.
- Confidentiality is maintained.
- The principles of natural justice are complied with.

All complaints received will be systematically dealt with in order to maintain a school culture of openness, honesty and fairness.

All other complaints relating to Board decisions and policy, Board members, the Principal, Health & Safety issues not specific to an employee, should be directed to the Board Chairperson in writing.

Issues and Concerns (low level issues and concerns)

In the first instance, an issue (or a concern) should be discussed confidentially with those who are making the complaint and those who are involved.

- If the problem is one related to a student or a teacher and remains unresolved, the Team Leader or Deputy Principal of the team should be approached (on in the case of a complaint against the Principal, the Board Chairperson)
- If the problem is related to a parent(s) the team leader and Deputy Principal should be approached.
- If the issue/concern is not resolved to the satisfaction of the complainant, the matter should be reported to the Principal or the Board of Trustees

Complaints (for matters of serious concern)

- Wherever possible, complaints should be received in writing stating the specific nature of the complaint and where and when the incident/matter giving rise to the complaint occurred.
- A copy of the complaint must then be given to the person cited in the complaint.
- The Principal should be kept informed of all complaints. In the case of a complaint against the Principal the Board Chairperson will be informed.
- Many complaints will be able to be resolved by discussion between the complainant and the person cited in the complaint without the need to take the matter any further. The Principal and Board will, where appropriate, seek to resolve complaints in this manner in the first instance.
- Where appropriate, an opportunity to deal with a concern or a complaint in a Māori context may be provided. All parties (i.e. complainant, person cited in the complaint, the Principal and Board) must all agree to this process.
- A record of all complaints to the school (via the Principal or Board Chair) will be kept.
- If the complaint has no substance, records will not be kept and will not be placed on the staff member's personal file.
- In the event that a matter becomes difficult to resolve, the Principal will inform the Board Chairperson.
- Complaints against the Principal will be referred directly to the Board.

Note: The Principal may, as a result of information gathered in an initial inquiry phase into a complaint, recommend:

- In the case of a complaint against a teacher, disciplinary procedures for the Board to implement if he/she believes there is a case to be answered or, after ascertaining whether it is a matter relating to the professional standards, implement remedial performance processes or the provisions of the competency clauses of the relevant collective agreement.
- In any event the staff member will be reminded of their right to representation at any stage of the process.
- If the Principal is unable to resolve the issue to the satisfaction of the complainant, then the complainant has the right to report the complaint to the Board of Trustees.

- The Board will 'receive' a complaint and resolve that it be put to the person cited in the complaint in writing. A copy of the complaint will be attached, including any other statements or information that allows that person to make a well-informed response.
- Complainants and those having complaints made against them will be informed of the investigation process and any subsequent action being taken.
- Any outcome will be recorded in writing, and a copy retained at school either on the employees personal file (if a staff member) or in the complaints file. The person who is the subject of the complaint will be informed that he/she is entitled to attach a statement to the record.
- All participants to the action of a complaint are to maintain confidentiality of information and documents

Supporting documents:

Insurers criteria for employer indemnity cover
 Primary Teachers Collective Agreement
 Support Staff Collective Agreement
 Caretakers and Cleaners Collective Agreement
 Privacy Act 1993

Copyright

The school will respect all copyright rights including:

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

The school will comply with New Zealand copyright legislation including sections relating to educational and library use.

The school will purchase appropriate copyright licences where its use of copyright material exceeds that permitted under the Act and the school will comply with the terms of these licences.

The school holds copyright licences for print, music and television/radio content with School Trustees Association (www.getlicenced.co.nz).

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

The school will set up copyright procedures within the school to facilitate compliance with this policy, including training and education of staff, and the appointment of a board of trustees member and staff member responsible for copyright.

Enrolment

Out-of-Zone Enrolments

Each year the Board of Trustees will:

- Determine the number of places offered for out-of-zone enrolments one month prior to the ballot being drawn.

Applications will be processed in the following order of priority:

Category A: Siblings of current students
Category B: Siblings of past students
Category C: Child of past student
Category D: Child of a Board of Trustee member or an employee
Category E: All other applicants

If there are more applicants in the second, third, fourth, fifth or sixth priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions

issued by the Secretary under Section 11G (1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the school, (as directed by the Ministry of Education) and on our website.

In-Zone Enrolments

The geographic area described on the website shall operate as the school's home zone under Section 11D of the Education Act 1989 and its amendments. The zone map and street lists are available electronically. Visit www.ani.school.nz

All students living in the home zone are entitled to enrol at the school at any time. Where parent's share custody arrangements, a child who lives in zone for 50% of the week (regardless of school days or weekends) may enrol as an in-zone student.

Non Residents

Students who hold a visa must ensure it is current at all times while attending Auckland Normal Intermediate. A verified or certified copy of the visa will be retained on file.

Online Publication Procedures

The school publishes student material online for the following four main purposes:

- to educate the student in accordance with the national curriculum, including on the role and use of technology in society
- to encourage the student to be part of and participate in the school community
- to promote the school in the wider community;
- to recognise quality work/programmes and the relevance of modern, electronic sharing of such work.

The school acknowledges that it cannot control who accesses the websites on which students' images or material is published or the copying by visitors of these websites of images including the students and their work.

Students' surnames, home addresses and telephone numbers will not be available on the school website.

The school will not publish a student's image or work without written authorisation from the student's legal guardians. The school will immediately remove all material relating to a student from its website if requested by a legal guardian of the student.

The school will not publish material online that may defame anyone, be objectionable from a human rights point of view, be obscene or infringe the copyright of third parties. All the student material published online will be subject to an editing process, which will include the correction of spelling and grammatical errors.

The school has a designated Electronic Privacy Officer, who is available to answer any queries from parents or students about the operation of the school's procedures for the online publication of student images and work.

Students sign a communication technologies agreement upon enrolment which acknowledges their understanding of the school rules around electronic devices and equipment.

Staff sign a communication technologies agreement to ensure appropriate usage of electronic devices and equipment.

Protected Disclosures

These procedures comply with the Protected Disclosures Act 2000 and will apply from 1 January 2001.

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

Serious wrongdoing for the purposes of these procedures includes any of the following:

- Unlawful, corrupt, or irregular use of public funds or resources
- An act or omission or course of conduct which seriously risks public health or safety or the environment that constitutes an offence
- That is oppressive, improperly discriminatory, grossly negligent, or constitutes gross mismanagement
- Constitutes serious risk to the maintenance of law

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

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

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

- Current employees and Principal
- Former employees and Principals
- Contractors supplying services to the school

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

- May bring a personal grievance in respect of retaliatory action from their employers
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers
- Are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure
- Will, have their disclosure treated with the utmost confidentiality

The protections provided in this procedure will not be available to employees making allegations they know to be false or where they have acted in bad faith.

Any employee of the school who wishes to make a protected disclosure should do so using the following guidelines:

1. The employee should submit the disclosure in writing.
2. The disclosure should contain detailed information including the following:
 - the nature of the serious wrongdoing
 - the name or names of the people involved
 - surrounding facts, including details relating to the time and/or place of the wrongdoing if known or relevant.
3. A disclosure must be sent in writing to the Principal, who has been nominated by the Board of Trustees under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

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

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential.

- to ensure an effective investigation
- to prevent serious risk to public health or public safety or the environment
- to have regard to the principles of natural justice

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

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

- the Principal in the school responsible for handling the complaint is or may be involved in the wrongdoing
- immediate reference to another authority is justified by urgency or exceptional circumstances
- there has been no action or recommended action within twenty working days of the date of disclosure

Appropriate Authorities include (but are not limited to):

- 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
- Health and Disability Commissioner
- The head of every public sector organisation

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

- Has made the same disclosure according to the internal procedures and clauses of this procedure.
- Reasonably believes that the person or authority to whom the disclosure was made
 - has decided not to investigate
 - has decided to investigate but not made progress with the investigation within reasonable time
 - communicated the final outcome of the investigation to the person who made the disclosure.
 - continues to believe on reasonable grounds that the information disclosed is true or is likely to be true

Public Records (Retention and Disposal)

Auckland Normal Intermediate School needs to keep records for certain periods of time to comply with legal requirements such as tax and education legislation and the Public Records Act 2005. State and state integrated schools also have broader responsibilities to retain some school records for archival purposes.

The School Records Retention/Disposal Schedule identifies the school records that can be discharged, destroyed or disposed of, and those which must eventually be sent to Archives New Zealand.

A retention/disposal schedule gives schools a clear process and authority about how long to keep school records, why they have to keep them, and what needs to happen to them when they are of no further use to the school. Auckland Intermediate School can save space and reduce administration costs by disposing of records as soon as they are no longer required. The schedule also allows records of long-term value to the school to be readily identified.

Schools cannot destroy or dispose of any school records without Archives New Zealand's authorisation except in accordance with the Schedule.

A records officer, appointed by the board, is responsible for ensuring that the requirements of the Public Records Act are met, and that staff and board members are aware of their responsibilities. At Auckland Normal Intermediate School the records officer is the executive officer.

The School Records Retention/Disposal Schedule is a variation of the Act, especially designed to meet requirements for our school.

Student Digital Information Communication Technologies

Agreement

The use of all computers and other school or personal digital devices (including but not restricted to laptops, smartphones, tablets, mobile phones, hard drives or memory/USB sticks), together with the internet and any other digital technologies, all of which are hereinafter referred to as Digital Information Technologies and Devices or 'DITDs', at Auckland Normal Intermediate is for students to use for recognised educational purposes. The use of DITDs is a privilege, not a right, and is dependent on students meeting the following conditions:

1. In consideration of having access to DITDs, before using any DITDs, a student must sign this agreement. Parents/caregivers must also sign this agreement.
2. Any DITDs use through the school's computer network must be authenticated by either a student's personal log-in or, in the case of a personal device, by a unique identifying code supplied by the school
3. DITDs are to be used for teaching & learning purposes only which shall be determined at the school's sole discretion.

The student agrees to:

- Use all DITDs and any associated equipment with care and respect.
- Report any problems or difficulties to staff immediately.
- Be careful not to waste resources as that student may be responsible for costs.
- Only use their own login and not allow their login to be used by others to access the network or internet.
- Only access, modify or delete material on the school network and web applications which is theirs or which they have been given permission to use, modify or delete.
- Never in any way harm, modify or destroy computer hardware, settings, software, or data files.
- Only access, create, view or send material which would not be considered offensive by the school.
- All apps loaded on devices are to be educationally related and appropriate for students under 12 years of age.
- Never reveal any personal information online about themselves or others.
- Make no attempt to by-pass systems that the school has put in place in order to access files and the internet.

The student understands that:

- All DITDs use is recorded and can be traced back to the user. The school reserves the right to inspect all files relating to the use of DITDs.
- Any violation of this agreement may result in disciplinary action, which could include, among other consequences, disabling the student's network login, an interview with parents and/or an appearance before the Principal.
- They take responsibility for their own digital devices – including but not limited to, tablets, laptops, cellphones and ipods. This responsibility includes checking that the device is adequately covered by personal contents insurance and is secured throughout the day.

Student

I have read the Student Digital Information Communication Technologies Agreement and I know what the school rules are about the use of computers, the Internet and other digital technologies and devices. I know that if I break these rules there will be serious consequences such as:

- My parents/caregivers may be told
- I may lose the right to use DITDs during school time which would include both school and personal digital devices and the Internet
- The school may take disciplinary action against me

My Full Name: _____ Year: _____ Room: _____

My signature: _____ Date: _____

Parents/Caregivers

I have read the School's Student Digital Communication Technology Agreement, and understand that my child may not access the computer network including the internet, at school without this agreement being signed and returned to school. I also understand that there may be serious consequences if the rules are broken. I

have discussed this information with my child and explained its importance and ensured they have understood.

I understand that while the school will do its best to restrict student access to offensive, dangerous or illegal material on the Internet or other communication technologies, it is the responsibility of my child to have no involvement in such material or activities. I understand this Agreement applies to all digital communication technologies my child brings into the school environment, such as personal digital devices (including but not restricted to laptops, smartphones, tablets), mobile phones, hard drives or memory/USB sticks.

I also understand that if my child steals, damages, or compromises the school network or equipment this could result in my receiving a bill for the cost of replacement or repairs.

I understand that the loss of or damage to a student's personal digital device is the responsibility of the owner not the school.

I have also read and understand the school's online publication procedures.

- I give permission for my child to be given access at school to the computers, other digital communication technologies and the internet.
- I give permission for the school to publish images of my child on the school website, as well as any work that he/she may create at school, in strict compliance with school procedure.
- I give permission for my child to bring their own digital device to use in the classroom as an aid to learning.

Full Name of Parent/Caregiver: _____

Parent/Caregiver Signature: _____ Date: _____

Office Use Only

Enrolment Number: _____ NSN: _____ ID: _____

Staff Communication Technologies Policies

Use of the Internet and other communication technologies at Auckland Normal Intermediate by staff or students is to be limited to educational and personal usage appropriate in the school environment. Appropriate use also includes staff professional development.

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

Staff use

All staff must read and sign the Staff Communication and Technologies Agreement as attached, and return the Agreement to the Electronics Privacy Officer. The Policy pages should be retained for later reference.

All staff wishing to access the Internet via digital equipment (either school provided or personal) will be provided with individual authentication details. These details need to be kept confidential and not shared with anyone else. Staff should ensure that no one else uses their authentication details to access the internet, email, devices or programmes. Each staff member is responsible for all Internet activity that takes place using the specific authentication details that have been assigned to them and any illegal and/or inappropriate use of Information Technology resources and facilities will be traced to the individual staff member by means of this authentication information.

Staff will be provided with individual Internet e-mail accounts. Staff need to be aware of confidentiality and privacy issues when accessing student or staff information and that the policies relating to objectionable or detrimental material extend to emails as well.

If the Internet and other communication technologies (e.g. mobile phones) are used to facilitate misconduct such as harassment or involvement with inappropriate or illegal material, the matter will be taken very seriously by the school and could result in disciplinary action. Illegal material or activities may also necessitate the involvement of law enforcement.

Digital devices such as laptops or tablets issued by the school are for the exclusive use of the staff member they are issued to, students must not use them. Staff are responsible for the security of these devices. It is the responsibility of the staff member to report to the police and the school any loss/theft and fill in the appropriate documentation.

Staff responsibilities when using ICT with students

It is expected that staff are familiar with the Students ICT User Agreement and that they remind students of the terms of the Agreement.

Inappropriate use of the Internet or any other communication technologies by a student must be reported immediately to the Team Leader, the teacher in charge of ICT, a Deputy Principal or the Principal.

Monitoring

Staff and students need to be aware that, with the current systems set up to access the Internet, a record is kept of which sites are visited, how often, and from which terminal.

Filtering software will be deployed where it is appropriate to restrict access to certain sites. Random checks are made on sites visited by all users to ensure appropriateness.

If deemed necessary, auditing of the school computer system could include all aspects of its use, e.g. personal network storage folders and e-mail accounts.

Staff Communication and Technologies Agreement

I understand and agree to follow the attached Communication and Technologies Agreement for use of Internet and other communication technologies by staff, and by students under the direction of staff, for the duration of my employment at Auckland Normal Intermediate School.

Name: _____

Signature: _____

Date: _____

This sheet should be returned to the School's Electronic Privacy Officer.
The agreement will then be filed in your personnel file.

Surrender and Retention of Digital Devices

The school fosters a positive culture of safe and responsible use of digital devices through the digital information communication technologies agreement. We encourage students to be confident, capable, and responsible in their use of digital technology. Inappropriate use is dealt with as appropriate through the behaviour management plan and or surrender and retention guidelines.

Surrender and retention applies to items and devices that are:

- **likely to endanger safety**
Depending on the circumstances, this category could include images, social media posts, texts, audio, video, etc.
- **likely to detrimentally affect the learning environment**
This is anything that disrupts the flow of teaching and learning. It may include any item or device, that while harmless in itself, is used in an annoying or attention seeking (and therefore disruptive) way.
- **harmful**
Any item deemed to pose an immediate threat to a person's physical or emotional safety is harmful. This is the only category that may warrant a search.

At all times, staff members must use their judgement about whether an item or device fits into these categories, considering the circumstances.

The focus must be on the inappropriate behaviour, i.e., causing disruption in the class, or compromising the safety of an individual, rather than on the technology itself. The school's digital information communication technologies agreement and behaviour management plans set out what is acceptable and the consequences of inappropriate behaviour. Incidents involving digital devices are managed with due respect for the student's safety and privacy, and the integrity of the device and contents.

In the case of disruption of the learning environment, teachers and authorised staff can ask the student to show them the item, and/or to delete it; may ask the student to put the device away, or surrender the device to be retained for a reasonable period. If the student refuses to cooperate, they are managed through the school's behaviour management plan. Due to the nature of digital technology, items can be quickly and easily shared, and difficult to delete. Teachers can ask the student about the source of the item and whether it has been shared, etc., as this will help determine the action taken.

The same applies in the case of an item that is likely to endanger safety, and there are extra factors to consider, such as the emotional impact on the people affected; whether the item has been, or could be, shared or stored; the nature of the item, and maturity and age of the students involved. The school may contact NetSafe for advice, and will contact the police if a criminal offence is suspected, for example, drug involvement, threats to kill or assault, etc.

Staff cannot ask students to download or reveal what is on another digital device, such as a social media site, or storage system. Staff cannot search the student's device contents or online accounts, or ask for the student's password for the device.

Staff cannot search a device. The New Zealand Police have the ability and authority to search a digital device and must be contacted if a search is deemed necessary.

If a criminal offence has occurred or is suspected, the device is passed to the New Zealand Police as soon as possible.

Retention of digital devices

- Retained digital devices are stored securely and appropriately.
- If it has the capability, the device is turned off and locked when it is given by the student.
- A record is kept including details of the incident, and the device.
- The device is returned at the end of the retention period to the student, or their parent/caregiver, as appropriate.

Surrender and Retention of Property

Surrender and retention applies to items and devices that are:

- likely to endanger safety
Depending on the circumstances, this category could include scissors, spray cans, sharp objects, drugs, or any ordinary items used in an aggressive or inappropriate way, for example, a pencil case swung at another student.

In the case of digital devices, it is stored or displayed digital information that could endanger emotional or physical safety. This information could be emails, texts, social media posts, digital photos uploaded to the internet, or music or video clips.
- likely to detrimentally affect the learning environment
This is anything that disrupts the flow of teaching and learning. It may include any item or device, that while harmless in itself, is used in an annoying or attention seeking (and therefore disruptive) way, such as:
 - items that students have been told not to bring to school, for example, trading cards, toys, etc.
 - ordinary items used inappropriately, such as pens being continually clicked on and off deliberately
 - information (as above) on a digital device
 - items with disputed ownership.
- harmful
Any item deemed to pose an immediate threat to a person's physical or emotional safety is harmful. This includes the prohibited items below. This is the only category that may warrant a search.

At all times, staff members must use their judgement about whether an item or device fits into these categories, considering the circumstances.

At Auckland Normal Intermediate School the following items are prohibited:

- items, such as:
 - knives and other weapons
 - alcohol, cigarettes, drugs and other substances
 - cigarette lighters and matches
 - pornographic or offensive material
- devices, such as cellphones, laptops, or other electronic devices used inappropriately. (See our digital information communication technologies agreement).

Students may be unaware of a problem with the item or their behaviour and may require an explanation of the problem and possible consequences. Staff members must use their judgement in deciding whether to ask a student to surrender an item, or to invoke the school or class behaviour management plan instead.

If a student refuses to surrender an item, the behaviour management plan applies.

If a staff member believes or has reasonable grounds to suspect that a student has a harmful item in their possession, the staff member requires the student to surrender or reveal the item. If the student denies possession of the item or refuses to surrender it, there may be grounds for a search of the student's outer clothing and/or school bag, or other property. Any search is conducted according to the school's search guidelines and only by an authorised staff member.

Searches

A search is not mandatory; the school may manage the issue through the behaviour management plan including suspension procedures.

A search can only be undertaken for an item considered harmful, i.e., an item that poses an immediate threat to the physical or emotional safety of any person. Note: Schools may not search the content of a student's digital device. See Surrender and Retention of Digital Devices.

Searches can only be conducted by the Senior Leadership Team, and only if they have reasonable grounds to suspect a student's possession of a harmful item.

The student must be given the opportunity to surrender or reveal the item before a search is conducted.

If the student denies possession of the item, or refuses to surrender or reveal it, there may be grounds for a search of the student's outer clothing and/or school bag, or other property.

Note: schools are entitled to search school property at any time, and that includes any receptacle provided to students for storage.

The student's rights to privacy must be considered and protected, and they have the right to not be subjected to an unreasonable search.

A search may involve emptying pockets, removing outer items of clothing, searching bags, storage units such as tote trays, and also searching "correspondence" such as a diary.

- Searches are carried out in a fair and safe way, considering the circumstances and the characteristics of the student.
- Force is not used, except in an emergency situation to defend against immediate harm.
- Searches take place in an appropriate location with the Senior Leadership Team present. Unless impracticable, students are searched by a person of the same gender.
- Searches relate to the individual student, i.e., not everyone in a class. If a group of students is suspected of possessing dangerous items, call the police for advice.
- Parents are contacted if a search takes place.
- If highly dangerous or illegal items are suspected, contact the police and keep the student and the belongings in a safe place under supervision until the police arrive. Note that the police do not search on the school's behalf, if they have grounds for a search they do it according to police procedure.
- Written records are kept of all searches.

Conducting a search

1. Where possible:
 - choose a location that protects both safety and privacy
 - have two adults present. Consider asking the student's parent or caregiver to attend.
 - arrange a support person for the student
 - organise for the student to be searched by an adult of the same gender.
2. Explain what you are looking for, and why it is a danger. Explain why you suspect the student of possessing the item.
3. Give the student the opportunity to consider their behaviour and present the item.
4. Ask the student to empty their pockets, remove an item of clothing to be searched, or to open their bag, pencil case, etc, as appropriate. Only outerwear should be removed.
5. If the student refuses to co-operate the search is abandoned, the school invokes its behaviour management plan and, as appropriate, may contact the parents/caregivers, and/or police.
6. If the item/s are found, it/they are seized and dealt with as appropriate.
7. Notify the parents/caregivers of the search, outcome, and consequences for the student.

Records of Searches

A written record is kept of all searches. It includes details such as the date, name of student, name of the authorised person who conducted the search, and any other relevant details. Details are also kept of any item/device retained for two or more school nights.

The records are kept for a minimum period of seven years.

Retention of Property

In most cases, surrendered items are available for collection at the end of the day.

Depending on the item and the circumstances, items may be retained for a period or disposed of. Reasonable care is taken of retained items and details are kept of any item retained for two or more school nights. Details include the date, name of student, name of staff member, and any other relevant details.

Depending on the situation, further action may be taken, including behaviour management, counselling, contact with parents, and/or contact with the police.

Uniform

All children will wear prescribed school uniform as scheduled in the School Prospectus and on the school website. During breaks and when outdoors for PE or other lessons in terms one and four the wearing of hats is compulsory.

It is the Board's responsibility to ratify any change to the school uniform and inform the community. The school endeavours to keep uniform costs reasonable and in line with current retail prices.