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1.00 Pirinoa School Curriculum Delivery (NAG 2 and 2a)

1.1 Support Agencies Procedure

- All 'Outside Agencies' will be used in consultation with staff and affected families or caregivers.
- A Memorandum of Understanding will be created, or Referral Form signed, with all 'Outside Agencies' prior to the start of specialist support or PLD.
- Currently the following 'Outside Agencies' and resource personnel support learning and teaching at Pirinoa School:
 - RTLB – Debbie Te Whaiti
 - Enviroschools - Esther Dijkstra
 - REAP - Trudy Sears
 - Wairarapa Public Health Nurse – Judy Harding
 - Kohunui Marae – Haami Te Whaiti
 - NZ Police – Constable Nathan Riwai-Couch, Keely Riwai-Couch and Sue -----
 - Special Education – Hannah Hobbs

Reviewed on: February 2016

Next Review Due: February 2017

Principal Signed:

Date: 20 Feb 2016



1.2 Equipment Procedure

- All equipment to support learning areas, including physical education and activity equipment, will be stored in an identified area and in a tidy and orderly fashion.
 - Physical education and activity equipment is locked in the PE Shed each weekend.
- Equipment will be maintained and broken or dangerous equipment will be removed or fixed.
- A yearly stocktake of equipment in each area will be carried out by teaching staff and replacement or new items will be purchased.
- Care must be taken for themselves and students when putting out large or heavy equipment for use i.e. large gymnastics mat, balancing beam or high jump poles. Staff are to seek assistance from another member and to advise students of how to keep safe whilst the equipment is being erected.
- When using potentially dangerous equipment, i.e. compass, science chemicals or bunsen burners, teaching staff must clearly explain the safe and sensible use of such items and the emergency procedure should an accident occur.

Reviewed on: August 2016

Next Review Due: August 2017

Principal Signed:

Date: 13 August 2016



1.3 Education Outside the Classroom Procedure

- Pirinoa School's legal responsibilities in respect of EOTC are covered in detail in *EOTC Guidelines - Bringing the Curriculum Alive*. A copy can be viewed on <http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>
- The *EOTC Guidelines* explain school's obligations under the Education Act 1989, Health and Safety in Employment legislation, and the Crimes Act 1961 (pp. 33-34).
- Educational objectives relating to the curriculum and to school or class programmes must be established.
- A letter of intention, approved by the Principal, must be sent to parents giving advance notification of the excursion (a minimum of 1 week in advance) and advising of a description of the activity, dates and times, assistance required, costs, necessary equipment and gear .
- Before Education Outside the Classroom excursions off site occur, all relevant EOTC forms must be completed fully, signed and dated by parents or caregivers.
- Risk Analysis and Management System Form must be completed prior to the EOTC excursion and where feasible, a site visit completed. In addition, weather checks will be carried out on the day of the excursion to see that it meets safety standards.
- A cell phone, first aid kit, students' personal medication (as arranged by parents / caregivers), whistle, torch, and list of student's names and emergency phone numbers are essential items on all EOTC excursions.
- In the event of private transportation being used, the permission slip volunteering car transport must be signed showing that vehicle complies with current registration, insurance and WOF, the driver has a current license and all passengers have a seat belt.
- All fundraising must be authorized by the Principal and is to be carried out in a safe and lawful manner. Monies raised are to be recorded and banked by the Office Manager.
- Excursions must have adequate adult: child ratios at all times. Excursions involving waterways and / or swimming must have adult supervision at all times.
- Parental participation is encouraged however parents identified at supervising a group will not have the added responsibility of attending to their own pre-schoolers. Alcohol is not to be consumed by adults or students on any EOTC excursion **without exception**.
- Comprehensive briefings will be held for parents and other volunteers involved in overnight excursions so that are fully aware of the details of the excursion and their roles and responsibilities.
- The lead teacher is responsible for the school group whilst on an excursion. This requires ensuring decisions adhere to sensibility and safety at all times and may require checking the credentials of instructors.
- In the event of a problem that may involve media attention the school will forward all enquiries to the Principal, or Board Chair in his/her absence.
- Pirinoa School will send out a permission slip for students to attend ALL school events during the school year, this meaning we don't need to send out a permission slip for every event. There will be list of known events on the permission slip for that year.

Reviewed on: September 2015

Next Review Due: September 2017

Principal Signed:

Date: 17 September 2016



1.4 Playground - Duty Supervision Procedure

- The Principal will organise a daily roster at the beginning of each term.
- Teachers, Teacher Aides and the Office Manager will have weekly duties that cover either or both of lunch and playtime breaks. The duties may involve inside or outside supervision.
- Duties are to commence once the bell for the break time rings and are to continue until the bell rings at the end of the break or they are relieved of duty by another staff member.
- Staff on duty are responsible for ensuring accidents, injuries or incidents are attended to.
- Staff on duty are responsible for ensuring that dangerous activities are ceased immediately, students remain inside the school grounds and that hazards creating an unsafe play areas are reported immediately to the Principal or Office Manager.
- Staff on Duty are to record behaviour incidents in the PB4L Inclusive Management Folder found in the staffroom along with the serious accidents in the Accident Register.
- The Principal will regularly check the inclusive management book and put any incidents onto the Assembly for PB4L tracking.
- Staff that are on duty are to make sure they are rewarding children for positive playground activities and reward them with the PB4L token.
- **All staff** are 'on call' should the duty staff member be attending an injured student, incident or emergency and need assistance or cover for the rest of the school.
- Any student removed from the playground for unsafe behaviour will be taken to the Principal, in the first instance, or in his/her absence the senior teacher.

Reviewed on: December 2015

Next Review Due: December 2016

Principal Signed:

Date: 02 Dec 2015



1.5 Information Communication Technology Procedure

- Use of the internet is for strictly educational purposes
- The school operates under the N4L filtering service through the Ministry of Education which blocks and sites considered undesirable on all computers in the school.
- Students and staff are given guidelines and support on how to use the computers for both intranet and internet access in order to gather, select and process information to support their learning.
- The downloading of material by staff and students must have an educational purpose and be approved by staff with an admin password.
- Staff and students are expected to behave in an appropriate manner and to take responsibility for their behaviour when using the internet or electronic mail on school grounds, school websites and or when undertaking business or activities involving or relating to the school.
- Opportunities for PLD in using computer programmes and the internet will be provided
- Videos used for educational programmes and 'wet' day lunchtime viewing must be checked by staff for suitability.
- A parental consent form is signed by all parents / caregivers giving permission for students work and images to be used in school publications on the internet as part of the 'Use of Images' policy.

Reviewed on: October 2016

Next Review Due: October 2017

Principal Signed:

Date: 15 October 2016



1.6 Behaviour Management Procedure

- At Pirinoa School we have the belief and faith that children and young people can grow and learn new strategies to develop and maintain **Positive Behaviour for Learning**.
- Our **Positive Behaviour for Learning** plan consists of 6 concepts:
 - A. **prevent**: make the challenging behaviour irrelevant (environmental redesign and a focus on relationships)
 - B. **model and teach**: make the challenging behaviour inefficient (teach new skills or reinforce existing skills)
 - C. **extinguish**: make the challenging behaviour ineffective (minimise reward for challenging behaviour)
 - D. **reinforce**: make the behaviour you want to see more rewarding (focus on things they are good at and continue to build relationships)
 - E. **ensure safety** of all: what to do in dangerous situations
 - F. **deliver consequences (if needed)**: socially and culturally appropriate, delivered when the behaviour occurs and such that the child or young person will not like.
- Our focus as teachers and educators for **Positive Behaviour for Learning** at Pirinoa School is to:
 - ✓ build caring relationships where experiences of the children are recognised and valued
 - ✓ look at what we can do to make our classroom or learning space, a stimulating, supportive and well managed learning space where positive behaviour can thrive
 - ✓ have high, yet achievable, expectations
 - ✓ be flexible in adjusting the programme to meet the children's individual learning needs
 - ✓ regularly use a range of interactions – instruction, coaching, recognition, feedback, feed-forward with individuals and groups
 - ✓ anticipate issues, children's stress, and work with family to plan and improvise
 - ✓ understand the purpose of the behaviour (e.g. to avoid or obtain)
 - ✓ address the events that contribute to the behaviour (antecedent)
 - ✓ realise it will take time, lots of modelling and practice, and numerous adjustments to get it right for a child
 - ✓ provide extra helpings of rewards, encouragement, and praise
 - ✓ have **zero tolerance** for bullying
- If at all possible class teachers and teacher aides will manage problem behaviour 'in class' with the belief that 'in class':
 - is where the learning and teaching is taking place
 - is where the students want to be and need to be
 - has a 'Class Treaty' developed by students and staff
 - has clear **Positive Behaviour for Learning** guidelines
 - is the teaching space within which the student needs to develop **Positive Behaviour for Learning** skills supported by the teacher
- The Principal will immediately follow up any decision by teachers should they require support in managing student behaviour.
- All **major** problem behaviours will be advised to parents and caregivers, the day the behaviour occurred, and a meeting arranged to seek solutions.
- All **repeated minor** behaviour problems and all **major** problem behaviour will be recorded on the 'Behaviour Incidents' form (held in each class and in the office). This information is collated and recorded as data and will be discussed at the weekly staff meeting and once a term to look at patterns and trends and to review behaviour management systems and routines in line with **Positive Behaviour for Learning** at Pirinoa School.
- An IBP (Individual Behaviour Plan) will be established for any students identified as having severe behavioural needs which require the involvement of outside agencies.
- Refer to 6.3 Truancy and 6.4 Stand downs and Suspensions Procedures as necessary.
- **Dangerous situations**: This will involve the serious injury or harm to persons within the school grounds as a results of the actions from students, teachers parents/caregivers or members of the public.

Staff will ensure the immediate safety of all children as soon as possible by

 - Removing students to a 'safe place in the school'
 - Teacher to remain with the students and keep calm

- Send Teacher Aide or senior student for urgent help from other members of staff on site.
- Designated member of staff will activate **Emergency Lockdown** Procedures if necessary

Reviewed on: August 2016

Next Review Due: August 2017

Principal Signed:  Date: 9th Aug 2016



2.00 Planning and Reviewing (NAG 2 and 2a)

2.1 Planning Procedure

- Planning is an essential component of teaching and learning at Pirinoa School.
- All programmes need to be clearly planned in advance to support teaching and learning.
- Clear links to the NZ Curriculum, Pirinoa Learning Path, Charter and Annual Plans, NAGs and NEGs and National Standards documents, Literacy Progressions and other related documents.
- Planning for individuals or groups must clearly reflect their learning needs as identified from assessment. Hence planning documents can be fluid in their content.
- School-wide planning for curriculum studies, events and activities is undertaken at the beginning of each Term by teaching and support staff. This is recorded in various planning documentation and on the whiteboard in the office.
- Teachers are responsible for their own planning which is undertaken at the beginning of each Term.
- A planning checklist identifies the expected planning for each Term.
- Teachers are responsible for planning for Teacher Aides and supporting them in their tasks.
- Teachers have a daily planner available on their classroom desk for daily / weekly planning and for relievers to follow.
- The ORS Specialist Teacher is responsible for planning for students in receipt of ORS funding.
- For Board planning refer to the Pirinoa School Board of Trustees Handbook.
- Twice a year the teaching staff with the guidance of the principal will undertake an internal evaluation review.
- This review will take six months and during that time the staff will go through the internal evaluation indicators and critique, investigate and review the teaching and learning.
- One of the reviews will look at the area that has been mentioned in the Annual Plan as an area where there are priority learners, the other will be discussed as a staff and be chosen on the priority of need i.e. PLD.

Reviewed on: January 2015

Next Review Due: January 2017

Principal Signed:  Date: 27 Jan 2015



2.2 Assessment Procedure

- At Pirinoa School assessment, teaching and learning are inextricably linked, as each informs the others.
- The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides.
- At the heart of quality assessment for learning is the concept that students who truly understand and are involved in their learning have accelerated rates of achievement.
- Assessment-capable students know what they need to learn, where they are with that learning and what their next learning steps are.
- Our intention is that assessment for learning will optimise learning and student outcomes.
- Teachers record assessment in varied formats, we have an Assessment Bank on google docs
- As part of the assessment procedure, two written reports will be issued to parents and caregivers and one formal opportunity will be provided for them to discuss progress and achievement and next steps in learning.
- As 'Effective teachers' we inquire into the relationship between what we do (style) and what happens for our students (outcomes). But as effective teachers, we do more than simply inquire (or reflect) – we take action (in relation to what we are doing in the classroom) to improve the outcomes for students and continue to inquire into the value of these interventions. (Individual Teaching Inquiry).

Reviewed on: December 2015

Next Review Due: December 2016

Principal Signed:  Date: 10 Dec 2015



2.3 Reporting Procedure

Parents / Caregivers:

- Twice a year, parents will receive a written report clearly stating their child's progress and achievement in relation to the National Standards in the Learning Areas of Reading Writing and Mathematics. At least one of the reports will include social and cultural achievement, and the academic progress and achievement across all Learning Areas.
- Twice a year, conferences will be held with the parents /caregivers and the teacher with a focus on discussing and the next steps in learning both at school and at home.
- The format of school reports will be reviewed biannually in consultation with parents and caregivers, to ensure they are continuing to effectively inform students and their parents or caregivers of progress and achievement.

Board of Trustees:

- The Principal will compile a report for each Board of Trustees meeting.
- The Principal will compile reports as planned in the yearly Board of Trustees calendar.
- Teaching and support staff will compile and present reports for the Board of Trustees, covering areas for which they have responsibility, in conjunction with Curriculum Reviews as planned in the yearly Board of Trustees calendar i.e. Library Report.

Ministry Of Education:

- The Principal, in consultation with staff members, Board of Trustees and the community, will prepare the Charter including Strategic Plan, Annual Plan.
- The Principal will also prepare the Analysis of Variance and Annual Report including National Standards Data to be presented to the Ministry of Education by the respective due dates.

Reviewed on: Feb 2016

Next Review Due: Feb 2017

Principal Signed:  Date: 26 Feb 2016



2.4 Community Partnership and Consultation Procedure

- Weekly school newsletters and monthly district newsletters are issued to each family. The newsletter is prepared by the Principal and Office Manager with input from staff, family and community members.
- A notice board in the office foyer displays school information and community notices of interest to the school community.
- We engage with our school community in consultation over the Charter, Strategic Plan and Annual Plan through newsletters, questionnaires, surveys and whanau hui. These documents are available for perusal from the school administration office.
- At the end of the financial year an Annual Report and financial statement, duly audited, will be tabled and is available from the school administration office.
- A copy of the school's budget, approved by the Board of Trustees prior to each financial year will be tabled and is available at the school administration office.
- The monthly meeting of the Board of Trustees is open to the community and parents, whanau and community members are readily invited to attend and participate in school events and activities.
- Every two year the BOT and Principal will inform the school community of what is to be taught in the Health Curriculum. This opening up opportunities for consultation in regards to what that teaching and learning will look like.

Reviewed on: July 2016

Next Review Due: July 2017

Principal Signed: 

Date: 27th July 2016



3.00 Personnel (NAG 3)

3.1 Staff Communication Procedure

- Weekly administration meetings are held every Monday afternoon and minutes recorded.
- Weekly Professional Learning and Development meetings are held every Thursday afternoon. These include discussions of 'PB4L', H&S, internal evaluation, TAI, Appraisal.
- A whiteboard is displayed in the staffroom with weekly events throughout the current term. At the beginning of the term teaching staff, collectively, write up the whiteboard to ensure that we all are conversant with upcoming events and activities. This is updated by staff members as of need and, in addition to changes being advised to staff, they are expected to regularly keep up to date with activities and events.
- A whiteboard is displayed in the administration office with monthly events and activities throughout the year. This is updated by the Office Manager and details transferred to the termly whiteboard as required.
- Policies and procedures are revisited at the beginning of each school year to ensure staff are aware of any new policies and conversant with operational procedures.
- A staff member is elected on to the Board of Trustees as Staff Representative.
- Staff members are welcomed as part of the 'Friends of Pirinoa' fundraising group.

Reviewed on: June 2016

Next Review Due: June 2017

Principal Signed: 

Date: 9 June 2016



3.2 Personal Property Procedure

Staff:

- Staff will ensure that all personal valuable items are secure when school is in operation. Locked cupboards in the administration office or principal's office are available if required.
- Staff property left at school when the school is not in operation is the responsibility of the owner
- Staff will not keep money in classrooms as the school will not be responsible for loss of money.

- The school contents insurance policy with the Ministry of Education does not cover school employees and Board of Trustees' personal property. It is advisable for staff to have their own effects covered by a personal contents insurance policy.

Students:

- Students' lost property is collected and held in the cubby holes in the corridor foyer (shoes and socks). Students, parents and whanau are regularly encouraged via the newsletter to check these areas for lost property.
- Students are not to bring personal music or ICT items (i.e. cell phones, or MP3 players) to school as the school will not be responsible for loss or damage of these items, unless specifically arranged with their class teacher or the Principal.
- All personal items brought to the school for play or to share as a news item is the responsibility of the child and their parent or caregiver.

Reviewed on: September 2016

Next Review Due: September 2017

Principal Signed:



Date: 9 September 2016



3.3 Grievance Procedure

- Pirinoa School encourages ownership of issues and practical resolution of such with collegial and collaborative support of staff, Board of Trustees, parents and whanau.
- Complaints are dealt with promptly and fairly and handled as near the source as possible.
- The person/group with a concern should approach the person directly involved i.e. Parent or caregiver, Teacher, Support Staff, Office Manager or Principal.
- If unresolved, the concern should be taken to the Principal.
- The Principal will actively listen to the complaint and document the details with date and signature. He /she will source further information if required and attend to the issues raised in the complaint.
- The Principal will ensure that all parties are dealt with respectfully and in an open and honest manner, including cultural sensitivity.
- The Principal will communicate with all parties of the complaint. This may be either publicly or confidentially depending on the case and in consideration of privacy issues.
- If unresolved, the concern should be taken to the Board through a written letter.
- The Board will then follow their Grievance Procedure as identified in the Pirinoa School Board Handbook.

Reviewed on: November 2015

Next Review Due: November 2016

Principal Signed:



Date: 18 Nov 2015



3.4 Privacy Procedure

- The Principal is the Privacy Officer within the school and as such will deal with all requests for personal information.
- The Principal will be guided by the Privacy Act 1993, Official Information Act 1982, Education Act 1989 and the Children and Young Persons and their Families Act 1989, with regards to how the school collects, uses and stores personal information.
- Information collected on the enrolment form is used in the interests of teaching and learning and the health and safety of the child.
- All staff and Board of Trustees members will respect and ensure the privacy of their colleagues and that of the students and their family and whanau.

- Personal information will be available to teachers and relevant authorities i.e. health nurse, psychologist or psychiatrist with CAMHS, dental nurse, RTLB, RLTit, NZ Police, with the parents or caregivers permission unless by withholding this information, the child is placed in imminent danger.
- Decidedly personal information held by the school will be stored in the Principal's office, and only authorised persons will have access to it.

Reviewed on: July 2016

Next Review Due: July 2017

Principal Signed: 

Date: 27th July 2016



3.5 Protected Disclosure Procedure

- A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred.
- Serious wrongdoing includes:
 - unlawful, corrupt, or irregular use of public funds or resources
 - an act or omission or course of conduct that:
 - seriously risks public health or safety of the environment
 - constitutes an offence
 - is oppressive, improperly discriminatory, grossly negligent
 - constitutes gross mismanagement
 - constitutes serious risk to the maintenance of law
- The school will comply with the requirements of the Protected Disclosures Act 2000. The school may also refer to the Human Rights Act and Employment Relations Act.
- Employees making disclosures will have their disclosure treated with the utmost confidentiality, will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure. They may also bring a personal grievance in respect of retaliatory action from their employers and access the anti-discrimination provisions of the Human Rights Act.
- Any employee of the school can make a protected disclosure. This includes contractors and agencies supplying services to the school.
- Before making a disclosure the employee should be sure that on reasonable grounds they believe the information to be true, they wish the wrongdoing to be investigated and they wish the disclosure to be protected.
- The employee should submit the disclosure in writing detailing:
 - the name or names of the people involved
 - the nature of the serious wrongdoing
 - surrounding facts, including details relating to the time and /or place of the wrongdoing if known or relevant.
- The 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.
- If the complainant believes the Principal is involved in the wrongdoing, or has an association with the person doing the wrongdoing that would make it inappropriate to disclose to them, then the disclosure would be sent to the Chairperson of the Board.
- The Principal must, within 20 working days, examine seriously the allegations of wrongdoing made and decide whether a full investigation. 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 the investigation and when writing the report, the Principal will make every endeavour possible not to reveal information that can identify the person making the disclosure, unless the person consents in writing or if the Principal believes that disclosure of identifying information is essential due to public health or safety, natural justice, or to ensure an effective investigation.
- A protected disclosure may be made to an appropriate authority if the employee making the disclosure has reasonable grounds to believe:
 - the Chairperson of the Board of Trustees 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 20 working days of the date of disclosure

- the recommended action has not been taken
- the disclosed is true or likely to be true
- Appropriate Authorities include:
 - Ministry of Education
 - Commissioner of Police
 - Police Complaints Authority
 - Controller and Auditor General
 - Director of the Serious Fraud Office
 - Inspector General of Intelligence and Security
 - Parliamentary Commissioner for the environment
 - Solicitor General
 - State Service Commissioner
 - The head of any public sector organisation
 - Ombudsman
 - Minister

Reviewed on: **November 2015**

Next Review Due: **November 2016**

Principal Signed:  Date: **6 Nov 2015**



3.6 Police Vetting Procedure

- All personal either core or non core staff will be police vetted every 3 years. The principal has the register for which shows whose police vetting is up for renewal.
- Every contractor, and their employees, and volunteers may be police vetted at the discretion of the Principal and Board of Trustees. This may include parents who attend overnight school camps. The cost of the vetting will be met by the school.
- Parents who volunteer to transport students to and from daily sporting activities or EOTC excursions will not be vetted.
- Strict confidentiality will be observed and only the Principal will read the police vet report.
- The staff member or parent/caregiver, subject of the police vet, is fully entitled to see the vetting report.
- If the police vet reported anything adverse or that may be considered to be to the detriment of the health, well-being or safety of students and staff, they will be given reasonable opportunity to validate or contest the information (2 weeks).
- If the person cannot disprove the police vetting they will be either: not appointed, not accepted to accompany the school camp or excursion, and or not permitted to work within the school. If a contractor his/her employer will be advised of the decision but no details will be given.
- If a current teacher or support staff's 3 yearly police vetting was to report something adverse the Principal and Board will follow due process as outlined in the Primary Teachers Collective Agreement and will seek advice and guidance from NZEI and New Zealand STA.

Reviewed on: **June 2016**

Next Review Due: **June 2017**

Principal Signed:  Date: **9 June 2016**



3.7 Appointments Procedure

- The Principal will led the appointment process and the appointment process will be reviewed and modified prior to an appointment. Once a cgroup is confirmed, prior to an appointment, it will be known as the 'Appointment Panel'.
- All permanent teaching positions will be advertised nationally, through the Education Gazette. Fixed term teaching positions or support staff positions may be advertised in the local newspaper and also publicised through the school newsletter.
- The school website shall be used as a portal for information on the vacancy and the school. The closing date will be specified and no late applications will be accepted.
- At least two referees, preferably professional, will be contacted once a short-list is established. The

timing of this will be dependent on the number of applicants and type of position. It is the preference of the Board that the full 'Appointment Panel' participate and hear first-hand, the comments from each referee. No member of the panel should be a referee for an applicant -this would automatically be considered a 'conflict of interest'.

- The 'Appointment Panel' will draw up a shortlist of candidates, based on all information available or researched. In determining the preferred applicant, the 'Appointments Panel' shall give consideration to all information made available through the application. This will include but not be limited to: registration status; curriculum vitae and application form; referee information; research undertaken by the Appointments Panel; and responses at the interview. In determining the preferred applicant, information will be primarily measured against person specifications to ensure transparency and fairness of process.
- Interviews will be held for all permanent positions. This may require the use of technologies such as skype. Interview questions will be formed or approved by the full 'Appointment Panel'. All applicants will be given at least ten minutes to view and consider the interview questions immediately prior to the interview.
- The preferred applicant will be notified as soon as possible after the committee has made their decision. They will be asked to notify the Board in writing of their acceptance or non-acceptance of the position within three days. Written confirmation of the appointment will then be forwarded to the appointee.
- Other applicants will be advised as soon as possible of their non-appointment.
- Curriculum vitae will be returned to unsuccessful applicants.
- A report will be made to the full Board of Trustees following each appointment process. This will include information on the makeup of applicants, the process undertaken, and any recommendations for the future.
- All appointments will be ratified at a Board of Trustees' meeting.
- The 'Appointment Panel' shall be briefed by the Principal on the importance of confidentiality. All application forms and supporting information, including scoring documents, shall be kept for two weeks, in case of a review. Thereafter, they will be disposed of.
- Any potential conflict of interest should be identified and evaluated at any point in the appointment process. If necessary, advice from the School Trustees' Association will be sought.
- In the event of the appointment of the Principal the committee will be chaired by the BOT chair with other Board/ staff members co-opted as decided. A Principal Advisor will also be co-opted.
- The committee will negotiate travel and accommodation expenses with each applicant.
- Application forms for Support and Ancillary staff will state that an appointment will be subject to a satisfactory police vet and asks them to provide information about previous convictions.
- In the event of a police vet returning with a 'Red stamp', the Board will; investigate the police concern in-committee, providing opportunity for the applicant to provide further explanation and/or witnesses. The Board will consider each case based on taking into account the nature, circumstances, sentence, age when offence occurred, time since offence and nature of the preferred applicant's work. The process, case and outcomes will be documented by the Board in writing and held on file.
- The Board considers any offences that involve;
 - Past history of sexual abuse of children; and/ or
 - Conviction for any crime in which children were involved; and/ or
 - History of any violence or sexually exploitive behaviour will disqualify an applicant from holding a position at school.
- The following offences will also disqualify office or cleaning staff from holding a position at the school;
 - Fraud; and/ or
 - Burglary or similar related offences.
- If, after considering the nature of the individual's criminal record the board decides that it has no concerns, then the vet will be destroyed or handed to the employee. A record of the vet having taken place will be kept.
- If a criminal record does raise issues about the suitability of the applicant, the Board will consult with an NZSTA personnel/ industrial relations adviser.
- In the event that the Board considers an applicant unsuitable following the vet process, the

information gathered will be destroyed or handed to the unsuccessful applicant.

- For current employees undergoing a police vet, the process above will be followed in conjunction with NZSTA adviser.

3.7.1 Appointment and Recruitment Safety Checks

Procedures

- All new staff employed or engaged in core children's worker roles will be safety checked, in accordance with the Vulnerable Children's Act 2014. This will include all teachers, relieving teachers, teacher aides, administration staff, tech support and library staff and contractors, and teacher trainees. (Note-the legislation does not require schools to carry out checks on volunteers, but we will do so if the nature of the support is ongoing and/or regular).
- The school will seek written confirmation of the safety checking undertaken where a specialist tutor or provider carries out their function in the school, during school time (e.g. music tutor, SPELD tutor). This will be a prerequisite requirement for any such person to carry out their work within the school.
- Safety checks will involve:
 - Confirmation of the identity of the children's worker, either by using an appropriate manual process (including physically sighting the required documents), or by using an electronic service, such as RealMe identity verification service.
 - Collection and consideration of a range of information about the children's worker, including a work history, a referee check, and an interview of the children's worker. In addition, third party checks with their professional registration body or licensing authority (as appropriate) and a New Zealand Police vet are required.
 - Evaluation of the above information and assessment of the risk the person would pose to the safety of children if employed or engaged as a children's worker, including consideration of whether the role is a core children's workforce or non-core children's workforce role.
- In rare circumstances such as the need to employ a reliever urgently, or other core children's worker, the person employed may take up the position, without a full check. However this extension must be for no longer than five consecutive working days and only where absolutely necessary.
- While we are waiting for any Police Vet, or in the case of any incomplete VCA safety check, any new employee will be treated as a non-core children's worker (no working alone with a child, and/or no primary responsibility or authority over children).
- The VCA prohibits people with certain criminal convictions from working alone with children. Schedule 2 of the Act details these and includes people with convictions involving children and/or violent behavior, including child abuse and sexual offending. People with convictions for specified offences will need to seek an exemption from the Workforce Restriction (if they wish to work as core children's workers).
- When, as an employer we know of any core children's workers having been convicted of any of the specified offences we will suspend the worker from all core children's workers duties.
- Proof of identity: The Principal will sight and verify the proof of identity of any teacher applying for a practicing certificate or limited authority to teach. All applicants/employees will need to show one document from category A and one from category B. One document must be a form of photo ID. Both documents must be valid (i.e. not expired)
 - NZ Passport, NZ Certificate of Identity, NZ Refugee Travel Document, Emergency Travel Document, NZ Firearms License, Overseas passport (with or without NZ Immigration Visa/permit), NZ Full Birth Certificate, NZ Citizenship Certificate
 - NZ Driver's License, 18+ card (current), Community Services Card, Super Gold Card, Veteran Supergold Card, Inland Revenue Number, Electoral Roll Records, NZ issued utility bill not more than 6 months earlier.
- To verify identity, the referee must:
 - Be shown the applicant's documents by the applicants themselves;
 - Check there is one document from category A and one from category B;
 - Check the documents are valid (not expired);
 - Check one of the documents is a form of photo ID;

- Check that document numbers on the application form match those on the documents;
- Stamp the application form with the official stamp of the school.
- Children’s workers will need to have their checks updated every three years while employed or engaged to work here. When updating a check, the following are required: confirmation of any changes of officially recorded name; updating the checks with the relevant professional registration body or licensing authority; a fresh NZ Police vet; and a risk assessment based on these checks.
- In the case of teacher trainees, the school will either carry out the checks ourselves, or ensure the safety check carried out by another organisation (e.g. teacher training provider) is to the required standard.
- During the process of safety checking, these principles should be followed:
 - Safety checking is about using professional judgment to identify patterns of concerning attitudes or behaviours. These patterns can be subtle, and people conducting safety checks should be considering information holistically, rather than only looking for narrow indicators like the presence (or absence) of relevant criminal convictions.
 - Indicators should always be considered in context. A criminal conviction, gaps in employment history, or a negative reference can have different significance depending on the context. People should be given the opportunity to respond to concerns about their suitability.
 - Following up on potential indicators is important. e.g. if people talk about rehabilitation, the interviewer should ask for evidence. Possible evidence in this case may include programmes entered into, periods without re-offending and the name of a qualified person who can testify to the children’s workers’ suitability to work with children.
- The final decision may be based on a range of factors. Ultimately the decision maker should be satisfied that the children’s worker would pose no undue risk to the safety of children is employed or engaged. Decision makers should consider whether they need to seek outside expert advice, further referees (or seek more information from previously contacted referees) and to raise any issues with the children’s worker, including where information is unclear or inconsistent.
- All documentation sighted for identification purposes must be original. Where someone can only supply copies during the recruitment process, they must provide original documentation before they start work as a children’s worker.
- At least one referee must be contacted in person. This person must not be related or part of the extended family, and must be able to comment on the suitability of the children worker’s safety to work with children. The current or immediate prior manager should be contacted. Disciplinary action regarding child safety should be fully investigated. The children’s worker should be given an opportunity to explain and their response should be compared to the explanation provided by the referee. It is the preference of the school to undertake all referee checks in person and not to simply rely on written references.
- For any children’s workers that have lived overseas, s/he will be asked to provide copies of police certificates from their country of citizenship and from any country in which they have lived for one or more years within the last ten. Where this is not possible, it will be necessary for the children’s worker to give proof of attempts to obtain such a certificate. S/he will also have to make a statutory declaration that states that whether they have overseas criminal convictions or not. (as per the form in schedule 1 of the Oaths and Declarations Act 1957) In the case of anyone from or having lived in Australia, we will access the provisions for an Australian criminal history check.
- The following factors will be considered when making an assessment of risk:
 - The relevance of the conviction to child-related work and safeguarding children.
 - The context of the role being screened for.
 - How long ago the conviction was.
 - The age of the children’s worker at the time of offending.

Legislation

● Collective Agreements	● NZ Police Licensing and Vetting Service
● Vulnerable Children Act 2014	● Privacy Act 1993
● Children, Young Persons, and Their Families	

**Child Protection/Vulnerable Children's Act Check Form
for New Employees in Core Children's Worker Roles**

Name of employee:

Position:

Core Children's Worker Role or Non-Core Children's Worker role?

A. Identity Check

	Yes/No? Comments
Carried out by manual process or electronic service such as RealMe identity verification service?	
Original documents supporting identity verified? (one from each of category A/B at least one is photo ID, all documents must be valid, not expired)	
Were documents shown by the applicant him/herself?	
Do document numbers on the application form match those on the documents?	

B. Safety Check

(Note -additional checking may be required where someone has worked overseas -see procedure)

	Yes/No? Comments
Is there satisfactory explanation about work history? e.g. reason for leaving previous work, gaps in employment history	
Has a referee check been completed? Use questions in procedure.	
Has there been an interview of the children's worker? Use questions in procedure.	
Has a third party check with professional registration body (e.g. Education Council) been completed, and/or has a NZ Police Vet been undertaken?	
Are there any criminal convictions that would prohibit this person from working alone with children? Does this person have an exemption from the Workforce Restriction?	

C. Evaluation of Information

	Yes/No? Comments
On the basis of full and reasonable checks, does this person pose any risk to the safety of children?	

Reviewed on: June 2016

Next Review Due: June 2017

Principal Signed:



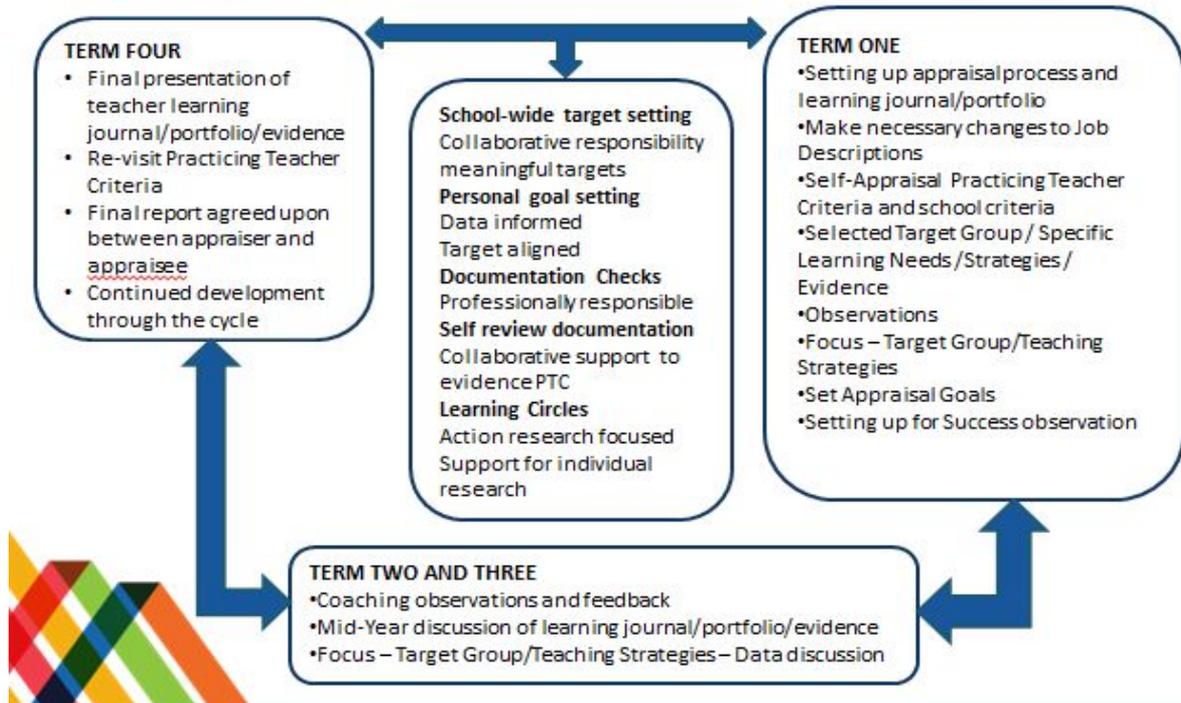
Date: 10 June 2016



3.8 Performance Management Procedure

Teachers:

- The Principal is responsible for the school's performance management system.
- Performance Management at Pirinoa School will follow the process below.



- Appraisal evidence is linked to PTCs – each criterion evidenced annually
- There will be sufficient evidence that each Practising Teacher Criterion is being met, this will be shown through the recorded discussions of the classroom observation, goal setting in term 1 and the evidence and rationale of that evidence when referred back to the PCT to show the teachers or principals understanding.
- Teaching as Inquiry will be part of the evidence - annually.
- The Appraisal goals will be linked to learning outcomes well being and it links to the strategic goals.
- The Appraisal in term 1 will identify support and PLD needed for that year.
- The Principal will make the final endorsement decisions and it is assured of the quality and breadth of appraisal process and evidence.
- The principal is to make sure that the processes are well documented to support the teacher's application for renewal of practising certificate
- The principal will insure that there is effective processes are used for induction and mentoring of teachers issued with a practising certificate and working towards full certification.
- 'Appraisal for Learning' will challenge teachers to be responsible and accountable for their students learning, however this process will also allow them to identify and address issues at the heart of their instructional practice.
- Touchstones grounding our 'Appraisal for Learning' are the principles of the NZ Curriculum – High Expectations, Learning to Learn, Treaty of Waitangi, Community Engagement, Cultural Diversity, Coherence, Inclusion, Future Focus.
- 'Professional Learning and Development' will be available to all staff and will reflect the needs of individuals as well as annual and strategic goals.
- Teaching and support staff will be provided with support and guidance as required to achieve the performance required of them and to further develop their effectiveness in teaching and or management as appropriate.
- A 'Professional Learning and Development' plan will be developed at the beginning of each year with an identified budget to support it. However, staff are able to request attendance at PLD opportunities throughout the year as they become available and where possible they will be supported. Attendance at these will be at the Principals discretion.
- In lieu of individual job descriptions, teachers will adhere to the Practising Teacher Criteria and Tataiako (Cultural Competencies) which clearly outline the criteria and key indicators for teachers from 'Beginning Teacher' to 'Registered Teacher' to 'Experienced Teacher'.

- Teaching staff are also expected to adhere to the Positive Behaviour for Learning motto of Pirinoa School – *Pride in all you do, Active with a Positive attitude, Total Respect with resilience, Honesty and fun!*
- Teaching staff are assured of confidentiality and privacy of appraisal and relevant documentation. However the principal will report to the board and have a discussion about teacher registration/endorsement and appraisals.

Principal:

- The Principal will be appraised every year. Every 2nd year the Principal will be appraised externally and for the other internally (Board of Trustees).
- The Principal will be appraised against the Primary Principals Agreement focusing on the Strategic Plan when it's an internal appraisal.
- The Principal will be appraised against the Professional Standards when being appraised externally.
- The Board Chair will be present at all meetings and in the case of an internal appraisal the Board Chair will be the leader.
- The Principal is to make the Board aware of the goals that have been set in the appraisal.

Support Staff:

- Appraisal for support staff will occur over a 12 month period and this will include self-appraisal, goal setting, classroom observations (teacher aides), appraisal interview and documented discussion.
- Teaching and support staff will receive constructive feedback on their performance, including open discussion on next learning steps and recognition of their achievements.
- Support Staff will have individual job descriptions and if not members of the Support Staff, or Cleaners and Caretakers union will have individual contracts.
- Support staff are also expected to adhere to the Positive Behaviour for Learning motto of Pirinoa School – *Pride in all you do, Active with a Positive attitude, Total Respect with resilience, Honesty and fun!*
- Support staff are assured of confidentiality and privacy of appraisal and relevant documentation.

Reviewed on: June 2016

Next Review Due: June 2017

Principal Signed:  Date: 8 June 2016



3.9 Internal Review

- The Principal will undertake with staff 2 internal reviews a year. The areas of review will be chosen from the Annual plan in regards to targeted students.
- The staff will use the ERO document “Effective School Evaluation” for this review.
- The Principal will report to the Board at the end of this review.
- The Principal along with staff will also review 2 other areas of the school curriculum, a year, there is to be footers on the bottom of the page explaining the date that it was reviewed.
- The Principal will feed back to the Board in the Principal Report any findings from the review.
- The Procedures/ Policies will be added to the Board calendar for when they are due to be reviewed. The Principal will report back to the Board about any changes to procedures in the Principal Report under the NAG that the procedure is under.

Reviewed on: June 2016

Next Review Due: June 2017



4.00 Asset Management (NAG 4)

4.1. Budgeting and Financial Management Procedure

- The annual budget for the following fiscal year is drafted in November of each year with reference to the previous year's budget, and after consultation with staff and the Board of Trustees. It is formally adopted at the first Board of Trustees meeting of the new school year.
- Education Services of Lower Hutt are contracted on a yearly basis to provide financial accounting services to the school.
- Monthly expenditure and income reports are prepared by Education Services, copies given to the Principal and BoT Chairperson, and presented at each Board of Trustees meeting.
- BoT and the Principal meet periodically as of need throughout the year to review the budget.
- Auditors 'Cotton Kelly' of Palmerston North are contracted on a yearly basis to audit the school finances and to provide our yearly financial statements as part of the Annual Report.
- The Principal, in consultation with staff, manages the budget for each code and reviews records of expenditure.
- The Principal, in conjunction with the Office Manager, manages the day to day movement of monies between accounts. This includes the discretion to invest surplus funds from the bulk grant until they are required in order to maximise interest. The investments will be within the school's banking system with ASB.
- Any funds invested outside of the ASB, requires Board approval and must be in BoT authorised accounts only.
- The school does not operate a credit card or undertake loan agreements, with the exception of a long term lease i.e. photocopy machine.
- For all reimbursements, a 'Request for Reimbursement' form is to be completed detailing costs, administrative or learning area and code, dated and signed with receipts attached where possible.
- Collection and storage of monies:
 - Teachers are not to collect money.
 - All monies must come to the school office to be receipted and stored in a locked cupboard until banking. Cash box keys held by Office Manager and Principal.
 - If the Office Manager is not in attendance, monies may be placed in the secure ASB deposit box.
 - Petty cash to the maximum sum of \$50 may be held in the locked cupboard.
 - Banking of school monies is done on a weekly basis to avoid large sums of cash being held on school premises.
 - All monies are coded to appropriate codes by Office Manager.
 - A receipt schedule is completed and forwarded to Education Services for reconciliation with the bank statement.
 - Monies are placed in a secure ASB security bag and taken to Featherston School for collection by Armourguard who then deliver to ASB.
 - ASB School Banking: Students place their envelopes in the secure ASB deposit box located in the Administration foyer. This is cleared every Tuesday and sent to ASB for deposit
- The ASB box is cleared 3 times a week by the Office Manager.
- Locally raised funds through the 'Friends of Pirinoa' and/or class fundraising will be spent on identified projects and informed to the community through newsletters and noticeboards.
- A review of the Office Manager's day to day financial management will be carried out annually as planned by the Principal or Board Chair.

Reviewed on: August 2016

Next Review Due: August 2017



4.2 Purchasing of Goods and Services

- Purchases above \$1000.00 require the prior approval of a Board of Trustees chairperson.
- Staff may purchase goods after consultation with the Principal and by following the procedures detailed below. Receipts must accompany claims for reimbursement.
- Every purchase of goods or services will be allocated an order number. The order book is kept in the administration office. The following details are to be recorded on the order form:
 - the date of order
 - company address and phone number from which the purchase is made
 - goods or services to be purchased
 - actual cost (or quoted cost)
 - signature of the staff member
 - budget code or name of the property / admin/learning area to be debited
- receipts and or invoices are to be given to the Office Manager for action or reimbursement.
- Goods placed 'on account' with a company card i.e. Warehouse Stationery, will be signed for by the staff member carrying out the transaction.
- Proof of delivery of goods or completion of service must be confirmed by the Office Manager prior to the payment of any invoice.
- All items of expenditure are coded to the relevant budget
- Monthly, the Office Manager will prepare a Creditors Schedule of invoices to be paid. These are checked for accuracy and expenditure and coding and approved by the Principal and an approved signatory.
- The Creditors Schedule is then forwarded to Education Services (along with invoices) for payment.
- Once payment has been made the invoices are returned for filing. Monthly reconciliations of bank statements are made by Education Services.
- The Office Manager will prepare a Payments Schedule for any invoices paid by internet banking, school cheque or direct debit. This is checked and approved by the Principal and an approved signatory and then forwarded to Education Services.
- When payment is made by internet, both signatories must check payment details; payee name; account number; amount. This method requires the passwords of two of the four signatories.
- Payments made by school cheque, including 'cash cheques' for fundraising floats, require complete and accurate paperwork the signatures of two of the four signatories as authorisation on both the paper work and cheques. Signatories' positions are: Principal, Board Chair, Office Manager and Finance Portfolio holder.
- **Signing of blank cheques is prohibited.**

Reviewed on: August 2016

Next Review Due: August 2017

Principal Signed:

Date: 9th August 2016



4.3 Theft and Fraud Procedure

- Pirinoa School does not operate a credit card or undertake loan agreements, with the exception of a long term lease i.e. photocopy machine.
- All procedures as outlined in the 'Budgeting and Financial Management' and 'Purchasing of Goods and Services' procedures will be followed by staff concerned.
- Monthly reconciliations of bank statements are made by Education Services.
- The school's financial accounting procedures are audited every year by an independent body, Cotton Kelly, and reported to the Board.
- If there are any concerns regarding theft or fraud, the Principal will be notified immediately.
- If the Principal is considered party to the theft or fraud concerns, the notification will be made to the Board chair.
- Clear documentation, signed and dated is to be kept by the person receiving the notification.
- The NZ Police will be advised, if appropriate, and procedures followed.
- Advice and guidance from NZ School Trustees Association will be sought and followed.

Principal Signed:

Troy Anderson

Date: 9th August 2016



4.4 Property / Asset Maintenance and Protection Procedure

- The 5YPP and 10 YPP will be developed by the Principal and Board of Trustees, supported by the MoE Property Advisor and Property Project Manager. These plans will be reviewed each year to ensure that we are focused on annual and strategic goals and current property issues.
- School property and contents are insured through the Ministry of Education.
- An 'Asset Register' is held in the Administration Office and records all current assets and their depreciation value, as arranged through the schools accountants 'Education Services'.
- An item is deemed an 'asset' if it is valued at \$500.00 or more, or if the a number of items were purchased at a value of \$500.00 or more i.e. ipads or CD players.
- Teaching staff are responsible for a regular stocktake of assets within each Learning Area.
- An 'Asset Replacement Plan' is developed by the Board of Trustees and reviewed annually.
- All assets are maintained, as necessary, by staff members or contracted personnel.
- Assets that have become hazardous and/or beyond repair are disposed of in an environmentally friendly way.
- Property 'Warrant of Fitness' checks are carried out monthly by the Office Manager and an advice notice issued to Argest accordingly. Any property not meeting the warrant of fitness requirements are recorded in the 'Warrant of Fitness' manual, notified to the Principal and action taken to remedy the situation.
- The current 'Warrant of Fitness' is visibly and publicly displayed just inside the Administration Office door.
- All maintenance and hazardous issues are recorded in the 'Maintenance and Hazards Register' which is kept in the Administration Office. Any minor issue, or one that poses immediate danger to students or staff, is repaired and/or replaced immediately. All other concerns are taken to the monthly Board meeting by the Board member holding the 'Property Portfolio' to be discussed and actioned.
- Staff, parents and caregivers are encouraged to report hazards and maintenance issues as they see them to ensure that we are able to provide a safe environment for teaching and learning.
- Termly the adventure playground and all outside equipment will be checked for safety and functionality and a working bee will be undertaken to tidy, repair and upgrade areas as needed.
- An annual report on the state of the school buildings and grounds will be presented to the Board by the property portfolio holder.
- A termly 'walkabout' is undertaken by the Board of Trustees to ensure the property meets health and safety requirements and the wellbeing of staff and students, to review recent property projects undertaken, and to identify prospective property projects in line with their vision of 'Vibrant and Successful Learning' and with a focus on students achievement.

Reviewed on: August 2016

Next Review Due: August 2017

Principal Signed:

Troy Anderson

Date: 9th August 2016



4.5 Security Procedure

- All staff are made aware of the need for ensuring the main building and adjacent buildings are secure at the end of each day.
- Teaching, support staff, cleaner and BoT Chairperson have a key to the main building and a code to the alarm. All key/code holders must be aware of the need for security procedures to be adhered to in order to safeguard school property.

- The last person in the building must secure it and set the security alarm.
- All monies must be secured in locked cupboard. Valuable contents must be securely stored and computers placed away from arm's reach of a window or outside door.
- ADT monitor our alarm system and Securatel are notified in the event of the alarm being activated. Prior to being dispatched to the school, the Principal (first instance) and Board Chairperson (second instance) are notified. They will visit the school themselves or request assistance. **Please note:** In the event of a possible 'break in', no risks of harm or injury to persons should be taken.
- All keys are numbered and allocated to people on the recommendation of the Principal. Numbered keys correspond to the names of the people allocated them and this information is written in the Key Register. The Key Register is kept in a secure place and updated annually. Keys are collected from leaving staff and marked off the register.

Reviewed on: July 2016

Next Review Due: July 2017

Principal Signed:  Date: 23rd July 2016



4.6 Chromebook Upgrade Plan

- As we at Pirinoa School head into the digital age we need to keep upgrading our school so that our children have adequate opportunities to use ICT.
- Currently (2016) we have 27 chromebooks, 4 apple ipads, the 4 tablets are now no longer used.
- We will need to replace the older chromebooks every 3-5 years. From 2016 and onwards it is recommended that the school purchases % chromebooks, the new chromebooks will go to the senior room and the older chromebooks that are in good working order will be handed to the junior room.

Reviewed on: April 2016

Next Review Due: April 2017

Principal Signed:  Date: 24 April 2016



5.00 Health and Safety (NAG 5)

Pirinoa School will adhere to the 'Health and Safety in Schools Guidelines', to the 'Health and Safety in Employment Act' and the 'Health and Safety Code of Practice for State and State Integrated Schools' as found on the MoE website www.minedu.govt.nz

Health & Safety Overview

Reviewed and initiated as a result of the Health and Safety at Work Act 2015.

Pirinoa School provides a safe, physical and emotional environment for students, employees, parents and visitors through a commitment to complying with all legislation, in particular the Health and Safety Workers Act 2015, and Worksafe/MOE/NZSTA guidance as laid out in the toolbox, which includes NZ standards and approved codes of practice.

The board of trustees is committed to providing, maintaining and managing a safe and healthy workplace for all staff, students and any other person in our workplace. We achieve this through:

- Making health and safety a priority focus and key part of our role
- Consistently and regularly working with our staff to improve health and safety systems at our school
- Doing everything reasonably possible to reduce or remove risk of injury or illness
- Ensuring all incidents, injuries and near misses are recorded in the appropriate places: Accident Register; Hazard's register; Workplace Safety Awareness book
- Investigating incidents, near misses and injuries in a timely manner, with view to reduce likelihood of them happening again
- Regularly review procedures (cyclically and on emergent review as matters arise)
- Having robust emergency plans and procedures in place with regular review and trial of these
- Regular updates and training to all staff, including Friday admin meetings having a health and safety aspect
- Providing appropriate induction, training, and supervision for all existing and new workers
- Assisting workers who have been ill or injured to return to work safely
- Ensure that contractors and subcontractors working at the school operate in a safe manner
- Ensuring that volunteers who work at our school are well informed and briefed about safety matters.

All workers are committed to playing a vital role in maintaining a healthy and safe workplace. This will happen through:

- Being involved in improving health and safety systems at work (Friday admin meetings, hazard books, Workplace Safety Awareness briefings and book.
- Following all instructions, rules, procedures and safe ways of working.
- Reporting any potential issues, hazards, pain, discomfort, injuries, hazards and near misses in a timely manner using the correct documentation: Hazards Register, Accident Register, Inclusive register and bringing matters to the attention of Principal.
- Helping new workers, staff, trainees and board members, as well as visitors to understand the safety procedures and why they are in place.
- Reporting any health and safety concerns or issues through the correct reporting systems (see above)
- Keeping the workplace organised and tidy to minimise the risk of trips and falls
- Wearing protective clothing and equipment as and when required to minimise exposure to hazards.

As we are a community focused school in a rural area, we encourage our parents, visitors, helpers and volunteers to be a part of the day to day life in our school. Our school will make sure that our visitors are encouraged to:

- Follow all and any instructions pertaining to keeping themselves healthy and safe on our site.
- Adhere to procedures while on school grounds, and while off school grounds and in the capacity as workers or volunteers
- Wear protective clothing and equipment as and when required to minimise exposure to hazards.

Our students are the reason why we are here, and we use our guiding school virtues (Keep To The Pirinoa Path) as a frame to encourage safe practices. Through our playground focus, positive behaviour for learning

and emergent review and response, we encourage our students to engage in positive health and safety practices.

Worker Engagement and Safety – Worker Engagement and Participation:

Policy/ Procedure:

This policy/ procedure is read and understood in conjunction with the Health and Safety at Work Act.

Purpose: The purpose of this policy/ procedure is to further support and improve health and safety in the workplace. At Pirinoa School we promote engagement between the board, staff and all workers. In this policy/ procedure we provide all with an opportunity to be actively involved in the ongoing management of health and safety. Pirinoa School has a health and safety representative who is the Office Manager. As part of the board's commitment to promote and maintain a healthy and safety workplace, the board acknowledges that health and safety training will be included for all workers.

An effective way to work on health and safety is through a health and safety committee:

At Pirinoa School, we consider our teaching staff and support staff as members of the team, and we will cover aspects of H&S during Thursday admin meetings.

We all take responsibility for being aware of, managing and minimising or eliminating risks in the workplace.

Making the Policy/Procedure Work:

- Any matter that concerns a worker about their health and safety should be raised with the school principal, using the correct channels of communication.
- The school leader, workers, H&S workgroup work collaboratively to reach a solution
- Operational matters, including workload or work process, should be raised with the school leadership team as soon as possible.
- Building facilities matters need to be raised with the principal in the first instance.
- Policy concerns will be raised with the board.
- School leaders will work proactively to find satisfactory and timely resolutions.

Right to Refuse Unsafe Work:

The board recognises and respects that a worker may cease or refuse to carry out work, if the worker believes that carrying out the work would expose them, or any other person, to a serious risk to the workers of other person's health and safety arising from exposure to a hazard.

In this event the following steps will be taken:

- The worker will advise the Principal or HSR immediately. This will also be recorded in the Workplace Safety Awareness book with the date and time the hazard was identified, and when the report was made.
- The worker and school leader will attempt to resolve the matter as soon as practicable.
- If the issue is not resolved, the worker may continue to refuse to carry out the work.
- If the matter cannot be resolved, WorkSafe NZ will be contacted.
- The worker will perform any other work reasonably expected within scope of their employment agreement.

The below template is to be used for during admin meetings about Hazards around the school:

Agenda Item:
Discussion Points:

Action/s	Person Responsible	Proposed completion date:

Policy/ Procedure: Risk Management

This policy/procedure is read and understood in conjunction with the Health and Safety at Work Act.

Purpose: Risk management is a key priority at Pirinoa School. It allows the board to perform its primary duty of care, as far as reasonably practicable, to its workers and others. This policy/ procedure explains how we manage risks effectively in the school environment and work carried out by the school.

Scope:This policy/ procedure applies to and is to be followed by all workers and others in our workplace. This includes all workers and temporary workers, volunteers, and visitors.

The school maintains a risk register and we record information from risk management processes. For each identified hazard, the following information is 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 when)
- Review date

We manage health and safety risks effectively by:

- Identifying hazards: finding out what situations and things could cause death, injury or illness
- Assessing 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.
- Controlling Risks: Implementing the most effective control measures that are reasonably practicable in the circumstances
- Reviewing control measures: Ensuring control measures are working as planned.

Roles and Responsibilities:

Everyone has a part to play in managing risk effectively.

Principal/ HSR will:

- Ensure workers and others know about health and safety risk processes and procedures
- Ensure that workers receive the correct health and safety risk training, and are aware of risks on induction into the school/work area
- Hold and maintain the risk register
- Inform others in the workplace of any known risks and controls in place
- Assess risks that are reported
- Consult with workers about effective controls to manage risks.
- Regularly review and monitor risks and controls in place.

Workers will: (Workers are defined as employees, temporary workers, contractors and volunteers)

- Take reasonable care of their own health and safety
- Ensure that their acts are not a risk to others
- Take steps to eliminate risks when they are first identified
- Report risks through the correct channels, even if they have already been eliminated
- Comply with the H&S policies and procedures in the workplace
- Comply with reasonable instruction in relation to risks
- Inform others of known risks
- Cease, or refuse to carry out work if they believe the work would expose them to a serious risk.

Others will: (Others is defined as children, parents, volunteers)

- take reasonable care of their own health and safety
- ensure that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are identified
- Comply with reasonable instruction given by the BOT in relation to risks.

Accompanying Procedure: Assessing Risks.

At Pirinoa School we are committed to being aware of risks in the workplace, and considering the severity of consequences if a person is exposed to a hazard.

Our risk assessment will determine:

- how severe a risk is
- whether existing control measures are effective
- what action we should take to control the risk
- how urgently action needs to be taken

Assessing Severity:

We rate the severity of consequences as follows:

Descriptor	Description
5. Death	
4. Major	Extensive injuries or severe illness requiring hospitalisation
3. Moderate	Injuries or illnesses requiring medical attention off site
2. Minor	Injuries or illness requiring first aid, can be carried out on site
1. Negligible	Negligible or no injuries or illness, no treatment required

Assessing Likelihood: We rate the likelihood of injury or illness occurring as follows:

Descriptor	Description
5. Very likely	Expected to occur in most circumstances
4. Likely	Will probably occur in most circumstances
3. Moderately likely	Should occur at some time
2. Unlikely	Could occur at some time

1. Rare	May only occur in exceptional circumstances
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Assessing the Level of Risk: The level of risk increases as the likelihood of injury or illness and its severity increases. Once the risk for each hazard has been identified and assessed, we will put in place control measures.

Likelihood	Consequence				
	1. Negligible	2. Minor	3. Moderate	4. Major	5. Death
5. Very Likely	High	High	Extreme	Extreme	Extreme
4. Likely	Moderate	High	High	Extreme	Extreme
3. Moderate	Low	Moderate	High	Extreme	Extreme
2. Unlikely	Low	Low	Moderate	Significant	Extreme
1. Rare	Low	Low	Moderate	Significant	Significant

Escalation Guide: In the event of encountering an extreme risk, report to the principal immediately. If the principal is unavailable, report to a member of the HSO.

Accompanying Procedure: Completing the Hazard Register. Use the following template to report a risk in the hazard register. Ensure you have brought this matter to the attention of the principal, by email, or filled in the Health & Safety register so it can be followed up promptly.

Date:	
Description of Hazard:	
Location of Hazard:	
Risk Rating (use template as a guide):	
Recommended Control/s:	
Authorisation given? Y/N	
Action Taken:	
Review Date:	

Policy / Procedure: Injury and Incident Management and Reporting:

This policy/ procedure is read and understood in conjunction with the Health and Safety at Work Act.

Purpose: Incident management is key to any workplace health and safety systems and processes. Incident management requires a school wide approach with clear points of accountability for reporting and feedback. The purpose of this policy is to:

- Outline the principles of incident management
- Standardise the incident management process
- Ensure consistency in definitions
- Outline roles and responsibilities for incident management

Scope: This policy/ procedure applies to and must be followed by all of our workers and others in school workplaces. This includes all workers, contractors, temporary workers, volunteers, students and visitors.

At Pirinoa School we manage incidents effectively by following these steps:

Step 1: Identification	It is important for all workers to recognise when an incident or near miss has occurred. Workers will act immediately to make sure those who are involved are safe and that the workplace poses no further risks. You may need to apply first aid. First aiders are able to provide immediate assistance to anyone who has suffered an injury or illness in the workplace.
Step 2: Notification	Workers must notify the school leader using the appropriate methods of communication when an incident has occurred. The Accident Register, located in the sickbay, is the where all incidences need to be logged. School leaders investigate incidents lodged by their workers and ensure action is taken. All incidents and notifiable events, including near misses, must be reported.
Step 3: Assessment	The school leaders will assess the level of incident that has occurred. When a 'notifiable injury, incident, or illness' occurs, Worksafe NZ must be contacted. This is called an "Notifiable event." A notifiable event includes harm that causes hospitalisation for 48 hours or more, amputation of a body part etc, fracture requiring surgery, head injury requiring hospitalisation etc. Where a notifiable event occurs, the site must be preserved to allow WorkSafe NZ to inspect it.
Step 4: Investigation	The investigation of incidents is an essential part of incident management. All incidents should be investigated to clearly identify the cause. Following investigation, corrective actions to prevent similar incidents occurring 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. Consultation about actions is expected, and accountability will be given to every worker to comply with. Progress in implementation of actions is to be regularly monitored. Analysis: The principal will collate information and generate reports to 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 will be regularly monitored and reviewed.

Guidelines on Notifiable Incidents: As well as the specified serious injuries listed below, all injuries that require someone to be admitted to hospital for immediate treatment or needs medical treatment within 48 hours of the injury occurring must be notified to us.

TRIGGER	EXAMPLES
An injury that requires or would usually require someone to be admitted to hospital for immediate treatment	'Admitted to hospital' means being admitted to hospital as an in-patient for any length of time. It doesn't include being taken to hospital for outpatient treatment by the hospital's A&E department, or for corrective

surgery at a later time, such as
straightening a broken nose.

The **amputation of any part of the body**
that requires immediate treatment other
than first aid

This would include amputation of:

- § a limb (eg an arm or leg)
- § other parts of the body (eg hand, foot, finger,
toe, nose, ear)

A **serious head injury** that requires
immediate treatment, other than first aid

- § fractured skull
- § head injury that results in losing
consciousness
- § blood clot or brain bleed
- § damage to the skull that may affect organ or
facial function
- § temporary or permanent memory loss from a
head injury.

A **serious eye injury** that requires
immediate treatment, other than first aid

- § injury that results in, or is likely to result in, the
loss of an eye or vision - total or partial
 - § injury caused by an object entering the eye
(eg metal fragment or wood chip)
 - § contact with any substance that could cause
serious eye damage.
- Does not include:
- § exposure to a substance or object that only
causes discomfort to the eye.

A **serious burn** that requires immediate
treatment, other than first aid

A burn that needs intensive or critical care
such as a compression garment or skin
graft.

Does not include:

§ a burn treatable by washing the wound and applying a dressing.

A **spinal injury** that requires immediate treatment, other than first aid

§ injury to the cervical, thoracic, lumbar or sacral vertebrae, including discs and spinal cord.

Does not include:

§ back strain or bruising.

Loss of a bodily function that requires immediate treatment, other than first aid (eg, through electric shock or acute reaction to a substance used at work)

Loss of:

§ consciousness (includes fainting due to a work-related cause eg from exposure to a harmful substance or heat)

§ speech

§ movement of a limb (eg long bone fractures)

§ function of an internal organ

§ senses (eg smell, touch, taste, sight or hearing).

Does not include:

§ fainting not due to a work-related cause

§ a sprain, strain or fracture that does not require hospitalisation (except for skull and spinal fractures).

Serious lacerations that require immediate treatment, other than first aid

§ serious deep cuts that cause muscle, tendon, nerve or blood vessel damage, or permanent impairment

§ tears to flesh or tissue - this may include stitching or other treatment to prevent loss of blood or bodily function and/or the wound getting infected.

Does not include:

	<p>§ superficial cuts treatable by cleaning the wound and applying a dressing</p> <p>§ lacerations that only require a few stitches a GP</p> <p>§ minor tears to flesh or tissue.</p>
<p>Skin separating from an underlying tissue (degloving or scalping) that requires immediate treatment, other than first aid</p>	<p>§ Skin separating from underlying tissue where the tendons, bones, or muscles are exposed.</p>
<p>An illness or injury declared in regulations to be a notifiable injury or illness</p>	<p>§ Any illness or injury listed in Schedule 5 of the Health and Safety at Work (Mining Operations and Quarrying Operations) Regulations 2016.</p>

Roles and Responsibilities: Everyone has a part to play in managing incidents effectively:

The BOT and Principal are committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. This is achieved through:

- Making health and safety a key part of our role
- Doing everything possible to reduce or remove the risks
- Making sure all incidents, risks and hazards are recorded appropriately
- Investigating incidents promptly and reducing the likelihood of them happening again
- Having emergency plans and procedures in place, which are regularly reviewed
- Training everyone about hazards and risks
- Helping workers who are injured or ill to return to work safely
- Know and keep up to date with incidents
- Ensure resources and processes are in place to reduce incidents
- Ensure health and safety processes are implemented
- Monitor the health and safety performance of the school

Workers (Includes temporary workers, contractors, volunteers):

- Take reasonable care of their own H&S
- Ensure actions or omissions do not affect others health and safety
- Immediately report incidents, accidents and risks using the correct channels
- Cooperate with incident management policy and procedures including investigations
- Participate in implementation, monitoring, and evaluation of actions following an incident and/or investigation
- Encourage fellow workers and others visiting to comply with all procedures and policies
- Comply with reasonable instructions given by the BOT, or Principal when they are visiting

First Aiders:

- Take reasonable care of own health and safety
- Identify themselves to others in the workplace
- Provide immediate assistance to anyone who has suffered illness/injury

- Ensure that the workplace has adequate first aid resources (in the sickbay) and easily accessible mobile first aid kits which are checked and re-stocked regularly.
- Keep qualifications up to date
- Attend training as required

Others:

- Take reasonable care of own health and safety
- Ensure actions or omissions do not affect other's health and safety
- Comply with instructions given by the Board or PCBU
- Immediately report any incident to an officer

Accompanying Documentation:

Tool 17: Injury or Incident Procedure Flowchart (p. 68)

Tool 18: Causes of Incidents and injuries Checklist (p. 69)

Tool 19: Injury or accident Investigation Form (p. 70-71)

Tool 20: Notice of Record of Injury/Notifiable Event (p. 72-73)

Tool 21: Injury and Incidence Board Report (p. 74)

Policy/ Procedure: Induction, Training, and Information:

This policy/procedure is read and understood in conjunction with the Health and Safety at Work Act.

Purpose: This policy/ procedure details how we provide new workers with information and training in H&S, including their responsibilities and rights to a safe and healthy workplace. Health and safety is everyone's responsibility; effective management involves all school workers.

Induction: Workers: All new workers must have an school induction arranged by the relevant school leaders. This includes:

- Risks and hazards in the work area
- Appropriate risk control procedures
- The risk register, workplace safety awareness book, accident register and these procedures
- All other procedures such as Emergency, evacuation, lockdown, medication, that are relevant to H&S at Pirinoa School
- An introduction to how our Pirinoa School H&S Workgroup is run, and who the first aiders are on site.

Health and Safety Training:

Compulsory health and safety training for all workers includes:

- Fire drills
- Computer health and safety
- Harassment and bullying prevention
- Procedures around duties, buses, caregivers, parent help and so on
- Any other training (also laid out in the staff handbook)

Optional training may include:

- First aid certification
- EpiPen administering
- Back care

Contracted Workers:

Induction: The relevant school leader will:

- Provide health and safety induction including:
- Hazards and controls within their scope of work
- A walk through of emergency procedures
- Relevant school health and safety procedures

Service, Maintenance and Construction Contractors:

The relevant school leaders will ensure that all health and safety requirements and responsibilities are carried out in accordance with the policy on contractor health and safety.

Criteria for Health and Safety Trainers:

All health and safety trainers must be qualified and their qualification must be recognised within NZ legislation. The principal is responsible for ensuring that the trainer's industry experience, competency, registration and specifications matches the training required.

Monitoring, Review and Assessment:

All and any training needs to be recorded and reported and workers are required to keep a copy with their appraisal documentation.

Programmes are reviewed on their effectiveness and appropriateness.

Accompanying Documentation:

Tool 23: Health and Safety Induction Checklist (p. 80)

Tool 24: Workers Health and Safety Training Plan and Record (p. 81)*

*Staff are responsible for maintaining this record and keeping it with their appraisal documentation.

Policy/ Procedure : Personal Protective Equipment:

Policy: This procedure is read and understood in conjunction with the HWSA.

Purpose: The purpose of our PPE policy is to protect our workers from risks we have.

Scope: This procedure applies to and must be followed by all of our workers and others in school workplaces. This includes all workers, contractors, temporary workers, volunteers, students and visitors.

Standards:

- We will meet the requirements of the WorkSafe NZ regulations
- Our people must have access to PPE as and when required
- PPE must be AUS/NZ compliance
- Equipment provided must fit the person correctly; hard hats, goggles.
- Workers must be trained in using PPE
- PPE must be maintained and in good condition.

Roles and Responsibilities:

We will provide the right tools to get the job done safely.

Workers (employees, temporary workers, contractors and volunteers):

- Wear PPE properly as required
- Attend required training
- Properly take part in caring for PPE

- Follow these policies and rules
- Inform the relevant school leader of the need to repair PPE

HSR:

- Conduct workplace and activity hazard risk assessments
- Determine the presence of hazards and risks that need PPE
- Selecting and purchasing PPE and making it available
- Reviewing, updating and conducting PPE hazard and risk assessments as required (emergent review)
- Ensure that PPE training is provided
- Maintain records of PPE training and evaluation, monitoring of use
- Ensure PPE is used correctly, rules and policies are followed

Policy/ Procedure: Others in the Workplace

Policy/ Procedure: This policy/ procedure is read and understood in conjunction with the HWSA.

Rationale: For the safety of visitors, school students and workers, the school must be able to identify who is on the school site. The principal must be informed of any interviews of students by visitors from outside agencies.

Purpose:

- To identify all visitors to the school
- To ensure admin workers are aware of who is in the school throughout the day for security and emergency purposes
- To provide clear guidelines to visitors.

Process:

- Signage must clearly request visitors to report to the school office.
- The administration block must be clearly marked
- On reporting to the office, visitors need to sign in with the date and time of their arrival. This includes temporary workers (relievers)
- Administration workers will locate the appropriate person to meet with the visitor, or will physically go with the visitor to the person they need to meet with.
- Any visitor wishing to speak with a student other than a child under their care must have express and advance permission of the principal.
- School workers are expected to challenge any visitors to ensure they have reported to the office, and that their presence is understood.
- 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 ID such as a driver's license.

Supporting Documentation:

Tool 25: Health and Safety Checklist for Visitors and Students (p. 89)

Tool 26: Contractor's Checklist (p. 90)

Tool 27: Contractors Health and Safety Contract (p. 91)*

*A health and safety contract relevant to Pirinoa School must be drawn up and discussed with a contractor. A procedure for contractors has been constructed.

Reviewed on: May 2016

Next Review Due: May 2017

Principal Signed:  Date: 29 May 2016



5.1 Hygiene and Food Handling Procedure

Staffroom:

- Tea, coffee and sugar are kept in lidded containers
- Food on benches or in the fridge is covered
- Milk and perishable items are kept in the fridge and are monitored for expiry dates
- All staff wash, dry and put away their dishes
- Hands are washed and dried prior to preparation and serving

Classroom:

- Students are encouraged to wash their hands before eating lunch and morning tea
- Safe food handling and storing techniques are discussed with students, staff and parents; and hands are washed and dried before food is prepared and shared in the classroom, or similar settings.
- Leftover food is to be covered and stored appropriately

Fundraising Ventures:

- Safe food handling and storing techniques must be followed
- All people handling food must wear disposable gloves
- Leftover food is to be covered and stored appropriately

General hygiene:

- Each year the students are taught healthy and sensible procedures for hand washing and drying, nose blowing, coughing and sneezing with support from the Wairarapa DHB.
- See 5.3 for hygiene procedures with blood and other body fluids

Reviewed on: September 2016

Next Review Due: September 2017

Principal Signed:  Date: 9 September 2016



5.1.1 Hygiene Procedure - Blood and Other Body Fluids

- Students and staff with any cut, less than 24 hours old, should have it covered by an impermeable dressing.
- Avoid contact with blood if your hands or lower arms have open cuts or unhealed wounds.
- When attending to a blood injury, use disposable gloves and wash thoroughly with soap and water after removal of the gloves. If disposable gloves are unavailable at the time, wash hands and lower arms and any other bodily parts in contact with or splashed by blood, thoroughly with soap and water after handling blood.
- Place any materials i.e. cotton wool, gauze, gloves, that have come into contact with blood in a plastic bag and seal it for disposal or incineration.
- Wipe down the benches or other bloodied areas with cold or tepid tap water and then with bleach freshly diluted 1 to 10 with water.
- Wash carpeted areas with water and soap.
- Wash scissors or other instruments thoroughly in cold tap water to remove any blood, then instruments can be effectively sterilized by boiling for at least 10 minutes or by soaking them for 10 minutes in bleach diluted 1-10.

Reviewed on: November 2016

Next Review Due: November 2017

Principal Signed:  Date: 8 September 2016



5.2 Care of Sick or Injured Students and Staff Procedure

- All teaching, support and administration staff have current comprehensive first aid training through the Red Cross.
 - First aid training will be kept current as part of 'Teacher Only Day' preparation for each school year.
 - The Office Administrator and Principal liaise with the Wairarapa DHB Health Nurse regarding immunisations and hearing and vision checks.
 - First aid supplies are regularly maintained with up to date supplies and safe, yet accessible storage. Three first aid kits are available with one specifically for EOTC.
 - Duty staff are responsible for ensuring that all accidents or injuries in the playground are attended to.
 - During class, teachers or support staff will attend to the sick or injured child.
 - In the event of a staff member becoming ill or having an accident, the Principal, Office Manager or senior staff member is to be advised immediately and they will coordinate response according to first aid procedures.
 - Significant injuries during school time, for students or staff, are to be seen to immediately and emergency procedures put in place should they be required (see emergency procedure). Parents and caregivers are to be advised immediately and the accident or injury recorded in the Accident/Injury Register, dated and signed by the attending staff member.
- Please note:** Head, neck or back injuries, and anaphylaxis reactions are to be treated as serious in the first instance.
- If an ambulance is required and we are able to safely move the injured person, we will advise the ambulance that we will drive the injured towards the ambulance on a specific road with hazard lights on. This is to avoid lengthy delays in travel to our remote school. In this instance, two adults must be in attendance with the injured.
 - Students feeling sick i.e. vomiting bug, headaches, are to be laid on the window seat in the Learning Room and supplied with necessary items i.e. bowl, towel, cool pack. Parents and caregivers are to be advised. The senior teacher in adjoining room or support staff will monitor student until collected by family member or nominated friend.
 - Parents and caregivers are advised to keep children home for 48 hours following the last signs of a vomiting or contagious illness.

Reviewed on: January 2016

Next Review Due: January 2017

Principal Signed:  Date: 28 Jan 2016



5.3 Administration of Medication Procedure

Parents and caregivers are advised of the following procedures:

- Parent and caregivers are to sign a Medication Agreement clearly stating that they wish a named staff member to hold responsibility for administering medication to their child/ren. This statement needs to be sighted before a staff member agrees to administer the prescribed medication. (In the event of staff absence, two persons may be named).
- Only those named in the Medication Agreement are to administer the medication. The agreement will name the medication and the directions for administering it. Each time the medication is administered, a register is signed.
- It is the parent or caregiver's responsibility to inform the school of any change in the student's medical circumstance.
- By law, the medical practitioner's directions must be included on the label of all dispensed medication. It is essential that the person administering the medication follow these directions. Appropriate training and information will be provided to the person administering the medication to students.
- All reasonable care will be taken to ensure medication and drugs are safely and securely stored at all times. Medication removed from safe-keeping for administration must not be left unattended and must be immediately returned to safe-keeping once administered.
- The amount of medication held on the school premises is not to exceed a weekly dose. Parents or caregivers are to resupply medication weekly if required.

Principal Signed: 

Date: 26 March 2016



5.3.1 Children that haven't been immunised

- Pirinoa School will follow the Ministry of Education's view that children that are not immunised will not be singled out or prohibited from attending Pirinoa School.
There are no penalties imposed on parents or guardians who choose not to immunise their children. The regulations cannot be used to prevent a child being enrolled at an early childhood service or school.
An early childhood service or primary school's compliance with the regulations (ie, keeping an immunisation register for all eligible children in an appropriate format) will be included in the ERO general audit of that service or school. The ERO may comment on an early childhood service or school's compliance.

Reviewed on: October 2016

Next Review Due: October 2017

Principal Signed: 

Date: 15 October 2016



5.4 Harmful Substances Procedure

- Any student using or possessing or under the influence of harmful drugs, i.e. tobacco, alcohol, cannabis, solvents, will be removed from class or activity and referred immediately to the Principal, or senior teacher in his/her absence.
- Parents or caregivers will be notified immediately and asked to call at the school that very day to meet with the Principal and their child. Confirmation of the student's actions and details of the meeting will be sent to the parents / caregivers in writing.
- A stand-down or suspension may be considered as a consequence for the student's actions which may involve a meeting of the Board of Trustees. In this instance due process will be followed, as outlined on the Ministry of Education website.
- The Principal will ensure appropriate support agencies are contacted and a programme of support and guidance will be arranged in consultation with the family / caregivers.

Reviewed on: May 2016

Next Review Due: May 2017

Principal Signed: 

Date: 27 May 2016



5.5 Sunsmart Procedure

- During Terms 1 and 4, students are required to wear a personal sun hat or cap, or a school bucket hat (min 6 cm. brim, deep crown) when they are outside e.g. interval, lunch, sport, excursions and activities
- Extra hats are provided by the school for children to borrow if needed.
- During Terms 1 and 4 children without hats are required to play in the shade - "No Hat, Play in the Shade" rule.
- Staff are expected to role model Sunsmart behaviour, particularly the use of appropriate hats, within the school grounds and during outdoor school activities.
- SPF 30+ broad-spectrum sunscreen is applied to students prior to activities such as swimming lessons or sports days. It is also available from the duty teacher or the Office Manager should students require it during break times. (With the exception of those with skin allergies. In this case the student will provide their own sunscreen).
- Students are encouraged to wear clothing that protects the skin from the sun when on EOTC excursions (e.g. sleeves and collars). The school uniform includes a polo shirt with a collar.
- The Sunsmart Procedure, as part of our Health and Safety Policy, will be regularly publicised and reinforced through newsletters, parent meetings, and student and teacher activities.
- Parents will be informed of the Sun Smart Policy at enrolment, especially the use of appropriate hats, clothing, SPF 30+ sunscreen and the "No Hat, Play in the Shade" rule.
- Sunscreen should not be the sole or primary form of protection.
- EOTC excursions will be held early in the day, where possible, to cut down the exposure to UV radiation. They will be planned for venues where adequate shade is available or alternatively umbrellas or tents will be provided.

Reviewed on: January 2016

Next Review Due: January 2017

Principal Signed:

Troy Anderson

Date: 30 Jan 2016



5.6 Swimming Pool Procedure

- The pool gate is kept locked at all times, unless the pool is being used for swimming instruction, a family is using it out of school hours or it is being cleaned and maintained. In all instances there must be a supervising adult present.
- The school pool key is kept in the administration office at all times.
- Members of the community wishing to use the pool outside school hours must sign a 'Key Hire Contract' for the current swimming season. This involves the payment of a fee, including a bond for the key. The contract details the conditions of use of the school pool and behaviour expectations.
- No students, or person outside of school hours, may enter the pool enclosure without a teacher or the registered 'key holder'.
- The Teacher or Teacher Aide must remain with students in the pool area until the last pupil has left the enclosure. They must then lock the gate.
- The 'key holder', when the pool is used outside school hours, must remain with their 'family group' in the pool area until the last person has left the enclosure. They must then lock the gate.
- Students / children from the community must not unlock or lock the pool gate independently.
- Pupils are to use the toilet before entering the pool and if they should require toileting whilst swimming.
- Teachers, 'key holders' must ensure that all users of the pool keep to the Pirinoa PATH by following behaviour statements posted in the pool area.
- Any safety hazards must be reported to the school office immediately.

Principal Signed:

Date:



5.7 Abuse and Harassment Procedure

- In the event of an abuse or sexual harassment complaint, the complainant should approach the Principal as 'School Support Person' and Equal Employment Officer.
- If the Principal is involved in the incident in any way, the complainant should approach the Board Chair.
- The 'School Support Person' receiving the allegation will seek advice and guidance from New Zealand School Trustees Association.
- The complaint should be received in writing, however if not the complaint will be documented, dated and signed by both the complainant and the 'School Support Person' receiving the allegation. On-going records must be kept.
- If a staff member is the complainant he /she has the right to contact their union or another staff member before, during and after the making of a complaint.
- If a staff member has a complaint made against them they have the right to contact their union or another staff member before, during and after the complaint is made.
- Staff members concerned about the safety or well-being of a student are to discuss their concerns with the Principal and document and date them. Further action will be at the Principal's discretion.
- If a student is making the complaint, their parents will be immediately contacted, unless by doing this it puts the student in an unsafe position. Children and Young Persons Service and NZ Police (if appropriate) will be contacted. The 'School Support Person' will follow the instructions of CYPS / NZ Police.
- The safety of the student is paramount and he/she must be immediately removed from any unsafe situation. This may include keeping the student at school after 3.00pm until support agencies arrive. If a student is kept at school, the **parents / caregivers must be advised**.
- Staff must be receptive and sensitive to students so that they feel believed and reassured of their safety and rights to be making a complaint.
- Students are to be actively listened to with details recorded, dated and signed by both the student and the 'School Support Person'. Under **no circumstances** are students to be questioned over their complaint.
- Whenever an interview is held with a student, a staff member or appropriate adult with whom the student has trust, must be present. The interview will be terminated should it compromise the welfare of the student. Interviews with adult complainants are entitled to have a support person in attendance.
- If a complainant, adult or child, is not satisfied that the complaint concerning abuse or harassment is not dealt with appropriately and adequately, they have the right to appeal to the Board of Trustees and submit a 'personal grievance'.
- Measures must be taken to ensure victimisation of the complainant or other parties does not occur.
- Privacy and confidentiality, that does not compromise the health or safety of students and staff, will be adhered to.
- In all cases of alleged, or actual abuse or harassment, support for adults and children will be sought from appropriate agencies as of need.

Reviewed on: March 2016

Next Review Due: March 2017

Principal Signed:

Date: 19 March 2016



5.8 Emergency or Traumatic Incident Procedure (Refer to Pirinoa School Emergency Response Plan)

- All staff, Board of Trustees members and parents/caregivers are expected to have a clear understanding of the procedures to be followed at Pirinoa School in the event of an emergency.
- All staff and relieving teachers are to be familiar with the contents of our Emergency Plan. the booklet "Emergency procedures - Guidelines for Schools' produced by the Ministry of Education and this
- The School will test and practice a fire/evacuation, earthquake drill and lock down every term.
- All staff and parents are to be made aware of the designated emergency shelter if the school buildings are unable to be used, that being the Community Hall.
- All staff are to be aware from where assistance may be provided and how to contact this assistance in case of an emergency. Phone numbers are clearly displayed in the Administration Office.
- Persons identified in the special needs register may require assistance during an emergency evacuation and will be supported by the class teacher or teacher aide.

FIRE:

- On first discovering a fire or suspected fire the **Fire Alarm is to be turned on and left on.** The alarm will automatically be activated if triggered by a smoke detector. This alarm is directly connected with the emergency services.
- All students and staff are to evacuate the building by the nearest safe exit and make their way to the **Emergency Assembly Area** on the grass playing field at the rear of the school.
- Before staff leave the building, all rooms, including the toilets are to be checked in accordance with teachers 'Emergency Responsibility Card'. Cards are clearly displayed in each work space.
- A check is then to be conducted, using the rolls if available to ensure that everyone is accounted for.
- If safe to do so the school's phone is then to be used to telephone the Fire Service, using 111, failing that go to the nearest safe phone to call. Ensure the following details are given - Name of the School and an accurate address.
- Principal, or senior teacher in her absence, is to liaise with the Fire Service when they arrive to tell them if everyone is accounted for.
- If the situation at the Emergency Assembly Area is hazardous, everyone should move to the Emergency Shelter at the Pirinoa Community Hall by the safest route
- No attempt is to be made to re-enter the buildings until clearance is given by the Senior Fire Officer.

EARTHQUAKE:

- On first feeling an earthquake, students are to be advised "**EARTHQUAKE, EARTHQUAKE** - "Drop, Cover, Hold"
- (a) move under a desk/table and hang on to a leg (or two), or
- (b) place the head under a chair and hang on to the legs, or
- (c) Adopt the "**TURTLE**" position of on one's hands and knees, head down and hands clasped behind the head.
- (d) Those outside the building are to adopt the "TURTLE" position
- It is to be stressed to **ALL** that the above protection measures are to be carried out immediately and every time an earthquake is felt.
- If the decision is made to evacuate the buildings all students and staff are to make their way, by the nearest safe route to the **Emergency Assembly Area** on the grass playing field at the rear of the school
- A check is then to be conducted of students and staff, using the rolls if available to ensure that everyone is accounted for.
- Listen to the local radio station for advice and instructions.
- Should it be unsafe to re-enter any school buildings staff and pupils should move to the designated emergency shelter.

Pupils on the Bus:

- If an earthquake occurs while pupils are travelling on a school bus, the driver is responsible for the safety of students until they reach their destination.
- The bus driver should proceed with caution and avoid potential hazards.
- If the bus is immobilised in an unsafe position, it should be evacuated. (Refer Transit's Emergency Procedure)

STORM FORCE WINDS CYCLONES AND ELECTRICAL STORMS

- secure loose items such as rubbish tins, outdoor furniture and play equipment,
- stick tape across large windows.

- ensure pupils stay inside the strongest part of the building and keep away from windows, metal doors, and electrical fixtures as these can act as lightning conductors
- open windows on the side of the building away from the wind to reduce the possibility of the roof lifting
- if outside ensure that pupils stay clear of trees and make their way inside to a safe place
- principal to liaise with the bus driver to ascertain safety of travel
- students to be kept at school until collected by adult or caregiver

CHEMICAL OR INDUSTRIAL ACCIDENT

- The New Zealand Fire Service are normally the first responders to any chemical or industrial accident scene, therefore the Pirinoa School Principal would be advised on the appropriate action to be taken by Fire Service personnel, or the District Council's Dangerous Goods Inspector.

The action that may be appropriate could include:

- ensuring that all pupils and staff remain indoors
- evacuation of the school, the direction of any evacuation would be dependent on the type of emergency and the wind direction at the time

TRAUMATIC INCIDENT

(sudden death, serious accident involving or impacting upon the school community)

- The school's response to a traumatic event will depend upon the scope and seriousness of the incident.
- Factors to consider may include:
 - on-going support for students and staff
 - dealing with the media
 - liaising with bereaved families
 - identifying students at risk and having a plan in place to help them
 - possible referral to specialist agencies
 - responding to bereaved children
 - counselling
 - helping parents to help their children
 - attending funerals and memorial services
 - acknowledging gifts and support
 - reviewing and revising emergency management procedures
- School should start operating as normally as possible, as soon as possible, after a crisis.
- Children of different ages can respond to stressful circumstances in different ways.
- There is a wide range of normal reactions following a traumatic event. However, some students may need referral to specialist services.
- For all students, teachers need to: provide classroom and curriculum opportunities to consider the event. Students should not be forced to take part.
- Communication is a central issue. Communications include:
 - ensuring information is accurate
 - answering parents enquiries
 - appointing a media spokesperson, probably the Chairperson of the Board of Trustees
 - ensuring confidentiality of student and staff information
 - deciding on frequency and form of bulletins to the community
 - a special assembly should be held in response to a traumatic event or death in order to come together to provide support for the emotional and spiritual needs of the students, parents, staff and school community.
- It is essential that a debriefing session be held with students, parent/caregivers and staff. Support personnel from MOE and GSE will be contacted to assist.

MISSING CHILD EMERGENCY

- All instances of a child or student going missing from Pirinoa School are to be treated urgently and steps taken to find the missing child or student
- There can be many reasons and associated dangers for a missing child or student including:
 - the proximity of dangerous hazards to the school

- the possibility of an abduction
- the possibility that the child has been picked up by a parent or caregiver and not notified the school
- the student has decided to leave school for the day
- the student has felt unwell and gone home
- the child or student is hiding on the school grounds somewhere
- Until the child or student has been found or confirmed in a safe location, action must be taken to locate them.
- The following actions must be taken
 - Confirm that the child / student has been present a school and if so when they were last seen.
 - Notify the Principal and or senior teacher in her absence
 - Search the school. Students can help with the search however each 'search group' must have an adult with them at all times
 - If the child / student is found injured or unwell, call for medical assistance if required
 - Contact the child's / student's parents or caregivers
 - Establish what happened and complete an incident report
 - If the child / student is not found notify their parents or caregivers immediately
 - If the child / student is not found notify the police immediately
 - Ensure all students and adults in search groups are returned to school and kept calm
 - Await further instructions from Emergency Services i.e. Police Fire Brigade.

LOCKDOWN

- In the event of a potentially dangerous intruder entering the school grounds the school will initiate a "**lockdown procedure**".

School Response Lockdown Procedure

- **Call 111**
- Sound alarm to indicate lock down – **three short bells**.

If indoors or outside at play within school grounds:

- Assemble in the corridor outside the school kitchen and sit down
- Check all children are accounted for / roll call (Police may require list of names)
- Lock the doors
- Keep quiet
- Phone 111
- If no phone hang a rag or object in window to indicate there are people inside.
- Don't leave until you are given an instruction to do so by emergency services, i.e. Police, Fire Service
- Under no circumstances approach the offender
- Be patient – it may take hours to get to you.
- Remain calm – stay seated. Teachers to reassure and calm children, read to them if able.
- Do not be alarmed if the power goes off (police strategy).
- You will be contacted on cell phone or phone if possible.

If outside of school grounds i.e. Cross Country practice

- Go to the nearest safe place – **Pirinoa Community Hall**
- Dial 111
- Follow procedures as above

- Students will not be released into the care of their parents until advised to do by emergency services.
- When it is appropriate to do so, a list of student names and caregivers will be recorded as students are released.
- It is essential that a debriefing session be held with students, parent/caregivers and staff. Support personnel from MOE and GSE will be called in to assist.

For other emergencies involving evacuation:

- act on any evacuation warning
- prepare for possible evacuation
- listen to the local radio station for instructions
- reassure students
- liaise with the principal regarding the possibility of evacuation

- if evacuation is necessary check that all school rooms have been evacuated
- if possible, turn off appliances and services (power, gas and water)
- supervise the orderly evacuation of pupils to the emergency assembly area
- take the attendance register and cell phone with you
- call the roll at the emergency assembly area and advise the principal of any missing students, staff or other occupants.

SENDING STUDENTS HOME

Any decision to send pupils home following an emergency must be made by the Principal. In reaching this decision consideration shall be given to the following:

- students will not be left to find their own way home
- students will not be released until it is safe to travel as following an earthquake roads may be impassable making it difficult for pupils to reach their homes
- students will be kept at school until collected by a parent, guardian, or caregiver, or could be grouped according to their home locations and escorted home by an adult
- the school will keep a list of people authorised by parents or guardians to collect students after an emergency
- accurate records are to be kept of pupils names and the name of the person escorting them home
- no student will be released unless the name of the parent or guardian who has collected the pupil has been recorded as assuming responsibility for that pupil
- all students whose parents or guardians are not available to collect them shall be kept at school

EMERGENCY SHELTER

If for any reason (be it fire, earthquake or other hazardous occurrence) the buildings and/or the Emergency Assembly Area are unable to be used, all students and adults will move to the Emergency Shelter at the **Pirinoa Community Hall** or other safe location as advised by the Emergency Services.

EMERGENCY EQUIPMENT

Emergency equipment comprises any portable equipment which has been assembled specifically for emergency situations, together with other equipment from within the school that may also be of use in an emergency.

All emergency equipment will be regularly checked each month by the Office Manager and readily available at all times from the Administration Office.

EMERGENCY KIT

- An Emergency Kit, in a yellow backpack, is kept in each classroom by the emergency exit. This kit has been collated by SWDC Civil Defence. These kits are checked monthly, and replenished if necessary, by the Office Manager.
- A kit to be used specifically for emergencies has been assembled and is readily accessible in the staff room in the first aid cabinet.

The contents include:

- heavy duty torches and spare batteries
- a battery-powered radio and a hand powered radio
- a hand-bell or whistle
- a loud-hailer
- a medical kit separate from the school's first aid cabinet
- a list of equipment which could be used in an emergency together with the location of each item
- a supply of stick-on labels, suitable for use as identification tags, and sufficient for all students
- fresh water stored in suitable containers, and a supply of water-purifying tablets
- a means of providing toilet facilities
- candles and matches or light sticks
- Any other items which might be useful for a particular type of emergency

RESCUE EQUIPMENT

Although specific rescue equipment is not supplied to schools by the Ministry of Education, much of the equipment which is kept on school premises could be useful in an emergency. For example, ladders, axes, shovels and ropes form part of the school's maintenance and physical education equipment. Staff need to know where to find such equipment, and should have ready access to it.

FIRST AID KITS

Three first aid kits and wool blankets are stored in the staffroom in the 'First Aid Cupboard'. The contents of the kits are checked monthly and replenished if necessary by the Office Manager. A basic first aid book is stored with the first aid kit.

POST EMERGENCY PROCEDURES

REOCCUPATION OF BUILDINGS

The re-occupation of buildings after an emergency evacuation should not commence until the Principal or Board of Trustees Chair and Emergency Services are satisfied that all rooms are safe for immediate re-occupation.

HEALTH AND SAFETY CHECKS

This is accomplished by staff checking the following:

- for obvious cracks in any walls
- for dislodged bookcases or fittings which could fall in any earthquake aftershocks
- for leaks in water and gas pipes
- for breaks and or blockages in sewage drains and fittings
- for breaks in electric wiring (these can cause fires)
- for any fires which have not been completely extinguished

CONSERVATION OF WATER

Water is precious in an emergency and should be conserved. Save water in any tanks and cisterns, and turn off the water mains to prevent water loss from any damaged mains.

BUILDING INSPECTION BY ENGINEERS OR ARCHITECT

If there appears to be any structural damage to the school buildings, the Principal or Board of Trustees Chair shall arrange for a qualified professional person to inspect the buildings to determine whether they are safe for immediate re-occupation. The necessary procedures and funding arrangements for structural damage inspections will be made in consultation with the Ministry of Education.

DISPLAY OF EMERGENCY PLAN

A copy of the Emergency Response Plan is clearly displayed on the administration foyer noticeboard. The Emergency Plan is discussed with all parents / caregivers when their child first starts at the school. The plan will be reviewed by all staff at the beginning of each year on the 'Teacher Only Day'.

Reviewed on: September 2016

Next Review Due: September 2017

Principal Signed:



Date: 9 September 2016



5.9 Contractors entering the school

- When contractors enter the Pirinoa School site, they will sign in and out of the login book.
- Contractors that have entered the Pirinoa School site will touch base with the Office Manager or the Principal before they start working.
- When contractors are working on the Pirinoa School site they will adhere to their own companies Health and Safety regulations as well as Pirinoa Schools Health and Safety regulations.

Reviewed on: October 2016

Next Review Due: October 2017

Principal Signed:



Date: 15 October 2016



5.10 Search and Seizure

Guidelines

The Ministry of Education "Guidelines for the surrender and retention of property and searches, (January 2014) shall be followed.

- Where possible, Section 2 of the MOE Guidelines shall be reviewed prior to undertaking a search, surrender or retention of property.
- Searches are only permitted where there are reasonable grounds to believe that a particular student has an item that is harmful. Blanket searches and searches for non-harmful items are not permitted. It is unlawful to search a student's person.

Retention and disposal:

- All due care will be taken with items retained, but staff and the school cannot be liable for these items.
- The Act provides guidelines for when items seized may be disposed of. Items shall only be disposed of after consultation with the Principal. Note that this includes the deletion of seized items such as texts, videos or photos from electronic devices.

Records:

- In the event of any retention, the Principal shall be advised and will prepare a written record in accordance with 'Education (Surrender, Retention, and Search) Rules 2013', Rule 10.
- In the event of any search, the Board must be advised in writing at the next scheduled Board meeting. The report shall be in accordance with 'Education (Surrender, Retention, and Search) Rules 2013', Rule 11.
- Records shall be retained for a minimum of 7 years.

Police involvement:

- The Principal will determine if it is appropriate to contact the Police in case of any item seized or where Police or another agency involvement is required in relation to providing a safe physical and emotional environment.
- The School will not retain or destroy unlawful drugs, but hand these over to the Police.

Key considerations:

- The New Zealand Bill of Rights Act 1990 prohibits unreasonable search and seizure.
- The Human Rights Act 1993 protects people from discrimination, including where a person is treated unfairly or less favourably than another person in similar circumstances because of age, race, colour or disability.
- Personal information may be involved or generated after the search or surrender of an item. The School's privacy procedures and the Privacy Act 1993 shall be followed.
- These procedures do not limit the School's rights to search any part of its own property (including digital property).
- The School's discipline and behaviour management practices shall also apply.
- This procedure does not limit staff's ability in emergency situations to take action in accordance with Sections 41 and 48 of the Crimes Act 1961.

Reviewed on: May 2016

Next Review Due: May 2017

Principal Signed:

Date: 5 May 2016



5.11 Child Protection

- This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us.
- All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.
- The board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.
- In line with section 15 of the Children, Young Person and Their Families Act, 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 must follow school procedures and may also report the matter to a social worker or the local police.
- Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

Procedure:

- Ensure the immediate safety of the child. The child must not be interviewed by the Principal or any staff member. The Principal must ensure that the correct procedure is followed, in particular, the notification of CYF and the Police, if necessary. The Board Chairman should be informed.
- Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- Comply with relevant legislative requirements and responsibilities
- Make this policy available on the School's website or available on request
- Ensure that every contract, or funding arrangement, that the School enters into requires the adoption of child protection policies where required
- Ensure the interests and protection of the child are paramount in all circumstances
- Recognise the rights of family to participate in the decision-making about their children
- Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
- 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
- Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
- Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the Trust Board or designated person

- Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
- Make available professional development, resources and/or advice to ensure that all staff can carry out their roles in terms of this policy
- Ensure that this policy forms part of the initial staff induction programme for each staff member
- All complaints will be taken seriously, but it is also important to protect students and staff from unwarranted allegations of abuse
- School staff will follow the Reporting Process for Suspected or Disclosed Child Abuse flowchart and notes
- If the alleged abuse involves a staff member, it may be appropriate for the staff member to be removed from the school during the investigation. However, she/he must be treated in accordance with the Employment Contract and the process of natural justice followed
- All documentation regarding all aspects of the situation will be confidential and kept on file in a secure place by the Principal. The informant's identity must also remain confidential and only CYF and the Police are to deal with the situation Conclusion It is important to maintain vigilance of this possibility in all environments and follow correct procedures, as professional early intervention is important for the safety and well being of the child.

Reviewed on: June 2016

Next Review Due: June 2017

Principal Signed:  Date: 10 June 2016



6.00 Legal Responsibilities (NAG 6)

6.1 Enrolment Procedure

- Prospective parents will arrange an appointment with the Principal to enrol their child/ren.
- The Principal will meet with new families to enrol all prospective students at which time they will complete an enrolment form. A birth and immunisation certificate will be sighted, or followed up, and copied for the school enrolment records.
- No child may be enrolled before they reach the age of 5 years.
- Details of the new student will be entered into the Admission Register and onto ENROL by the Office Manager.
- Any child is entitled to be enrolled unless they have been indefinitely suspended from another school. In this case the Board of Trustees will meet and consider the individual case, and either accept or decline the enrolment.
- If a parent enrolls a child with special educational needs and /or physical disabilities, the school may need to access appropriate resources from the Ministry of Education or Support Agencies prior to their commencement.
- Parents and caregivers with prospective students, who are approaching 5 years of age, are encouraged to arrange for school visits prior to starting school. This contributes towards a smooth transition to school. Visits, usually a maximum of 4, are arranged with the junior room teacher and are completed between 9.00 am and 1.00 pm on dates suited to both parties.

Reviewed on: December 2016

Next Review Due: December 2017

Principal Signed: _____ Date: _____



6.2 Attendance and Absence Procedure

- Roll calls will be undertaken and attendance registers updated daily – 9.00am every morning, the beginning of the morning session, and again at 1.25 pm, the beginning of the afternoon session using the electronic Assembly.

- Explained absences will be received in person, written or by telephone from the parent or caregiver and recorded in the absence book.
- The Office Manager, Principal or senior teacher in his/her absence, will follow up any unexplained absence by phoning the parents or caregiver and the reason..
- Every effort will be made to contact the parents or caregivers, however if they cannot be contacted this will also be noted in the 'Absence Book'.
- The class teacher will follow up with parents or caregivers regarding the non-notification of absences.
- The Principal will follow up with parents or caregivers regarding any prolonged absences or pattern of absences, explained or unexplained.
- Absences will also be noted in the daily bus list by the Office Manager or senior teacher in her absence.

Reviewed on: July 2016

Next Review Due: July 2017

Principal Signed: 

Date: 26th July 2016



6.3 Truancy Procedure

- Details of a student's absence are recorded in the Attendance and Absence Procedure.
- The Principal, or Office Manager / senior teacher in her absence must be notified immediately should a student who has come to school in the morning leaves school without permission or cannot be found. An immediate response will be taken to find the **'missing child'** and parents notified if unsuccessful. In this incident an emergency response will be put into action.
- A medical certificate is required should a student be absent from school for 3 or more days. This may be waived at the discretion of the Principal i.e. a child has the chickenpox.
- Parents will be contacted, visited if necessary, if their child has been absent without explanation for 5 continuous school days (weekends included), or whose absence creates a pattern of regular 'days off'.
- If the student remains living in the district however continues to be absent from school, the Southern Wairarapa Safer Community Council/Te Taiwhenua O Heretaunga (Attendance Service) will be contacted to support the student, family and the school in returning the student to school.
- Any student who has not attended school for twenty days will be flagged on the ENROL website, however will remain on our school register as absent until advised by ENROL that they have re-enrolled at another school.
- In the event of a Truancy referral, accurate written records of absences, telephone calls, emails and home visits must be kept with date, time and details of the attending staff member.

Reviewed on: March 2016

Next Review Due: March 2017

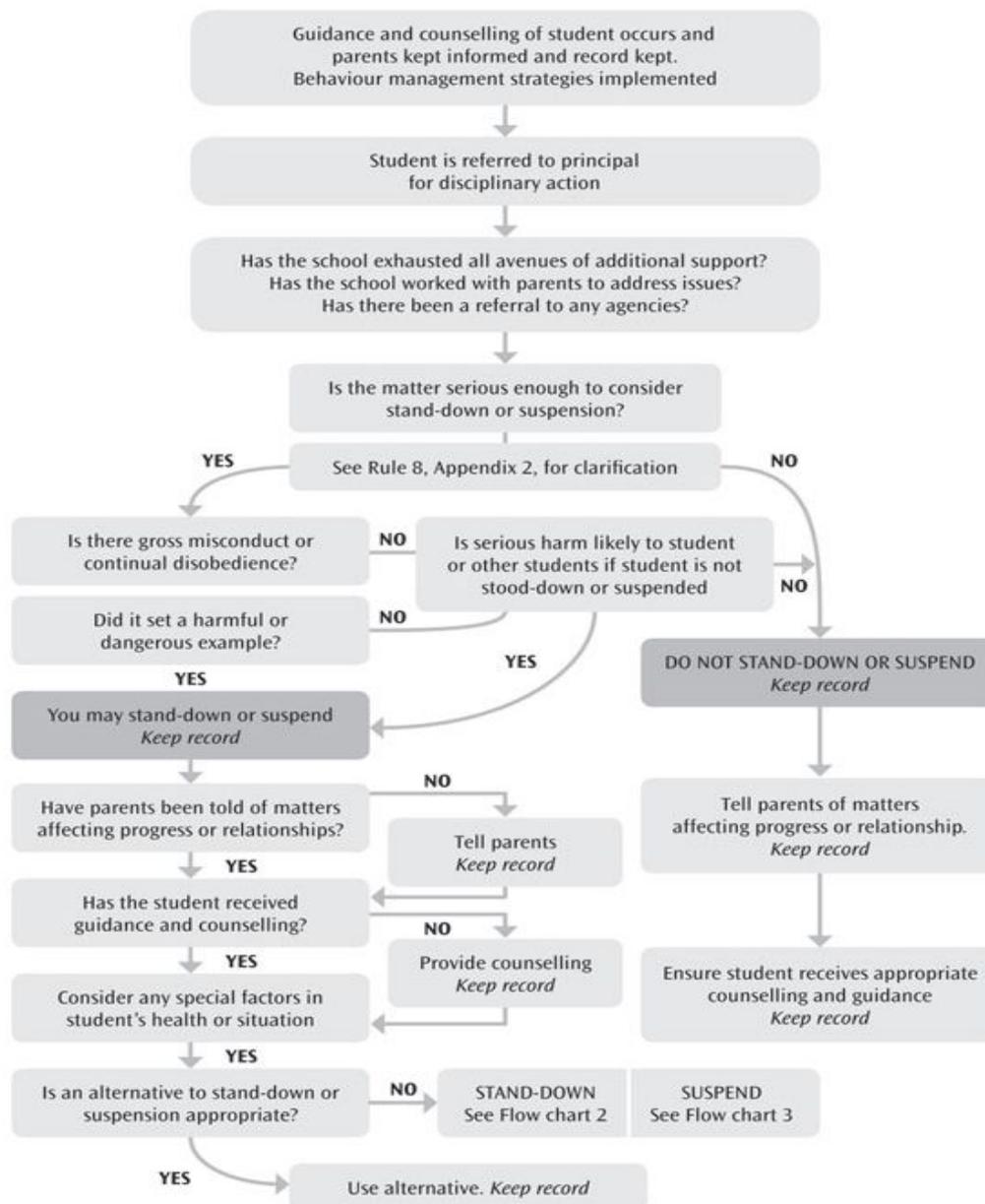
Principal Signed: 

Date: 24 March 2016



6.4 Stand downs and Suspensions Procedure

- If the Principal deems a student has offended to the extent of warranting a stand down period, or suspension he/she will follow due process as outlined on the Ministry of Education website <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/StanddownsSuspensionsExclusionsExpulsions.aspx>
- The principal is to follow the below flow chart as a checklist and process of how to deal with a stand down.



- Parents and caregivers will be notified immediately and asked to come into school the day the incident occurred to meet with the Principal, class teacher and their child. This will be followed up in writing and they will be kept up to date with proceedings through both written and verbal communication.
- Should further action need to be taken by the Principal and Board of Trustees they will follow due process as outlined on the Ministry of Education website.
- Documentation shall be fully completed throughout any stand down or suspension process and this will be dated and signed.
- The information that will be recorded will be the conversations between parents and principal, teacher and principal, also between principal and student.
- The conversation/ support that happens when the student returns back to school will also be documented.
- The above information will be available to parents and caregivers if requested and will be kept in the Principal's office.

Reviewed on: October 2016

Next Review Due: October 2017

Principal Signed: *Troy Anderson*

Date: 15 October 2016



6.5 Bus Transport Procedure

- Student eligibility for school bus transport is outlined in the Ministry of Education Fact Sheets (attached as appendix 1).
- The Principal, as school bus controller, is responsible for:
 - liaising with parents and the local bus driver
 - informing the Board of Trustees of extensions required or deletions to the bus route
 - arranging for the compilation of bus lists at the beginning of each year
 - the marking of daily rolls
 - dealing with, and informing parents of any complaints regarding the service, or conduct of pupils
 - notifying parents and caregivers of the non-running of the bus due to adverse weather conditions, early closure of the school or EOTC outside of the bus transportation hours
- Changes to a student's normal daily route must be advised to the school either by phone or in a written format.
- Junior children will not sit in the front seat unless they have a booster seat and it is approved by the child's parents, caregivers.
- Transit's emergency procedures for bus drivers must meet the safety requirements of the Board of Trustees and be sighted by the Principal and filed in the Administration Office.
- Positive Behaviour for Learning (PB4L) rules apply whilst on the bus. These rules are explained to the bus driver at the beginning of each year and to the students regularly throughout the year. A copy of these rules will be placed in the bus for easy reference.
- Final responsibility for acceptable behaviour of students on the bus rests with the parents. The Principal, with delegation from the Board of Trustees, has the right to withdraw any child from the bus service that is continually 'offending'. This applies to those students travelling to and from Technology classes at Featherston School.
- Bus transportation may be used for EOTC excursions but only after the agreement between Transit management and the Principal.
- 'Courtesy' transport is only acceptable with the prior approval of the Principal however this may not be possible if the bus reaches maximum loading. Students will not be transported standing. In the event of a serious accident when 'courtesy transportation' is in process, the school staff, Board of Trustees, Transit, and the Ministry of Education are in no way liable for any ensuing parental legal action.
- For breakdowns to the bus:
 - the bus driver will advise the Principal of the situation
 - the bus contractor, Transit, will be advised to arrange alternative bus transport
 - parents will be notified and if necessary alternative arrangements will be made that ensure safety for students travelling to or from school.
 - all parents transporting students must have a current licence and the vehicle must be currently warranted and registered. All students must wear a seat belt.

Reviewed on: April 2016

Next Review Due: April 2017

Principal Signed:

Date: 29 April 2016



6.6 Word Records Retention Procedure

- The Principal is responsible for ensuring the requirements of the Public Records Act are carried out. The School's Records Retention / Disposal Schedule (abbreviated version attached) is a variation of the Act.

- The Office Manager, as delegated by the Principal, will adhere to the School's Records Retention and Disposal Circular 2006/19. Documentation of such is filed in the Administration Office.
- The schedule is especially designed to meet the requirements of schools. It gives Pirinoa School a clear process and authority about how long to keep school records, why they have to be kept and what needs to happen to them when they are of no further use to the school. The schedule also allows for records of long-term value to be readily identified.
- Any records which are deemed valuable to be kept will be safely stored on site or loaned to the Wairarapa Archives for safe and secure storage. These records will be available for perusal or use if and when the school should deem this necessary.

Reviewed on: April 2016

Next Review Due: April 2017

Principal Signed:

Troy Anderson

Date: 27 April 2016



6.7 Length of the School Year

- The number of half days a school must be open each year is set by the Ministry of Education and is available for perusal on the Ministry of Education's website.
- In special circumstances, i.e. extreme weather, disaster or unforeseen circumstances, we may apply to the Ministry for a reduction in the number of half days open.
- The Board of Trustees is assured at each November meeting that the school will have been open in the current year for the statutory number of half days. They are also advised of the proposed termly dates for the following year.

Reviewed on: December 2016

Next Review Due: December 2017

Principal Signed:

Date:



6.8 Copyright Procedure

- The Principal will ensure that a current copyright licence for paper copies is held by the school at all times and that relevant information is clearly displayed near the photocopier machine.
- All staff are expected to follow the guidelines and provisions as described on the 'Copyright in Schools' website. Use this site to determine whether your copying meets New Zealand's legislative requirements.

Reviewed on: December 2016

Next Review Due: December 2017

Principal Signed:

Date:



6.9 Child Access Procedure

- In cases where children are in the custody of separate caregivers, the school must have clear written instructions detailing who can have access to the child / ren.
- If a court order is in force this must be sighted and copied for school records
- The instructions will be filed in the office and available to staff dealing with any situation where access may be questioned.
- Staff must be vigilant ensuring the instructions or arrangements are carried out as stated in order to ensure the students safety.
- The custody information should be reviewed and updated regularly i.e. at enrolment, class change, circumstance change, address change.

Reviewed on: June 2016

Next Review Due: June 2017

Principal Signed:  Date: 8 June 2016

The policies and procedures detailed in the **Pirinoa School Board Handbook** was approved by the Pirinoa School Board of Trustees at a meeting held on

Chairperson of the Pirinoa School Board of Trustees

Name:

Date:

These policies and procedures will be reviewed over a course of year from their last review.