# Table of Contents

**INTRODUCTION** .............................................................................................................................................. 6

**OUR POLICIES** .................................................................................................................................................. 7
  - GOVERNANCE POLICY ................................................................................................................................... 8
  - OPERATIONAL POLICY ................................................................................................................................. 11
  - NAG 1 - CURRICULUM POLICY ..................................................................................................................... 13
  - NAG 2 – DOCUMENTATION & SELF-REVIEW POLICY ................................................................................ 14
  - NAG 3 – PERSONNEL POLICY ....................................................................................................................... 15
  - NAG 4 – FINANCE AND PROPERTY POLICY ................................................................................................ 16
  - NAG 5 – HEALTH AND SAFETY POLICY ....................................................................................................... 17
  - NAG 6 – LEGISLATION & ADMINISTRATION POLICY .................................................................................. 18

**NAG 1 CURRICULUM PROCEDURES** .................................................................................................................. 19
  - AKORANGA REO PÅKEHÅ PROCEDURE ............................................................................................................. 20
  - ASSESSMENT AND EVALUATION PROCEDURE .............................................................................................. 21
  - CAREER GUIDANCE PROCEDURE .................................................................................................................. 23
  - COMMUNITY PARTNERSHIP AND CONSULTATION PROCEDURE ................................................................. 24
  - CURRICULUM DELIVERY PROCEDURE ......................................................................................................... 25
  - EQUITY IN LEARNING PROCEDURE ............................................................................................................... 26
  - INFORMATION & COMMUNICATION TECHNOLOGY (ICT) PROCEDURE ................................................... 27
  - INTERNET AND EMAIL USE PROCEDURE ..................................................................................................... 28
  - LIBRARY MANAGEMENT STATEMENT .......................................................................................................... 30
  - PLANNING PROCEDURE ................................................................................................................................. 32
  - PUBLICATION OF STUDENT AND STAFF IMAGES AND WORK PROCEDURE ............................................. 33
  - SEXUALITY EDUCATION PROCEDURE ........................................................................................................... 34
  - SPECIAL NEEDS AND ABILITIES SUPPORT PROCEDURE ............................................................................ 35
  - STUDENT ACHIEVEMENT PROCEDURE ........................................................................................................ 36

**NAG 2 DOCUMENTATION & SELF-REVIEW PROCEDURES** ........................................................................... 38
  - CHARTER DEVELOPMENT PROCEDURE ....................................................................................................... 39
  - CURRICULUM REVIEW PROCEDURE ........................................................................................................... 40
  - REPORTING TO NGA AKONGA, PARENTS AND COMMUNITY PROCEDURE ............................................... 41
  - SELF-REVIEW PROCEDURE ............................................................................................................................ 42
NAG 3 PERSONNEL PROCEDURES

APPOINTMENTS PROCEDURE
CONCERNS AND COMPLAINTS PROCEDURE
EQUAL EMPLOYMENT OPPORTUNITY (EEO) PROCEDURE
PERFORMANCE MANAGEMENT PROCEDURE
PERSONAL GRIEVANCE PROCEDURE
PROFESSIONAL CONDUCT PROCEDURE
STAFF COMPETENCY PROCEDURE
STAFF DISCIPLINE PROCEDURE
STAFF INDUCTION PROCEDURE
KURA INDUCTION PROGRAMME – ALL STAFF
BEGINNING TEACHER (BT) PROGRAMME
STAFF LEAVE PROCEDURE

NAG 4 FINANCE & PROPERTY PROCEDURES

FINANCE COMMITTEE TERMS OF REFERENCE
FINANCIAL MANAGEMENT PROCEDURE
PECUNIARY INTEREST PROCEDURE
FIXED ASSETS AND DEPRECIATION PROCEDURE
CHEQUE ACCOUNT, INVESTMENTS & RESERVES PROCEDURE
PRE-LOADED DEBIT CARD USE
COLLECTION & STORAGE OF MONEY PROCEDURE
TRANSPORT ASSISTANCE CLAIMS PROCEDURE
PROPERTY MANAGEMENT PROCEDURE
THEFT AND FRAUD PREVENTION PROCEDURE
PROCEDURE FOR PERSONAL BELONGINGS AT KURA
COLLECTION MANAGEMENT STATEMENT
KURA DONATION PROCEDURE
LOST PROPERTY PROCEDURE
SECURITY PROCEDURE
PROCEDURE FOR USE OF KURA BUILDINGS & FACILITIES

NAG 5 HEALTH & SAFETY PROCEDURES

ANIMAL WELFARE PROCEDURE
ANIMAL CODE OF ETHICS
CHILD PROTECTION PROCEDURE
HEALTH & SAFETY PROCEDURE ........................................................................................................... 153
ROAD SAFETY PROCEDURE ............................................................................................................... 154
WAIPIRO AND TARUKINO PROCEDURE .............................................................................................. 155
SICK CHILD & INJURY PROCEDURE .................................................................................................. 156

NAG 6 LEGISLATION & ADMINISTRATION .......................................................................................... 158
ATTENDANCE PROCEDURE .................................................................................................................. 159
CALL BACK DAYS PROCEDURE ........................................................................................................... 160
COPYRIGHT COMPLIANCE PROCEDURE .............................................................................................. 161
ENROLMENT PROCEDURE ..................................................................................................................... 162
POLICE VETTING PROCEDURE ............................................................................................................ 163
PRIVACY PROTECTION PROCEDURE ................................................................................................ 165
PROTECTED DISCLOSURES PROCEDURE ............................................................................................ 167
RECLASSIFICATION OF NGA AKONGA PROCEDURE ...................................................................... 170
TE TIRITI O WAITANGI .......................................................................................................................... 171
TRANSITION PROCEDURE ................................................................................................................... 172
WHAKAURU TAMARIKI PROCEDURE .................................................................................................. 173
INTRODUCTION

PURPOSE

This document contains the policies and procedures that govern and manage Te Kura Kaupapa Maori o Hoani Waititi Marae.

These policies guide the operation of the Kura in our pursuit of the objectives outlined in Te Aho Matua. They also provide the framework within which the kura’s procedures and practices are formulated and implemented in compliance with all relevant Acts and regulations of New Zealand and the collective and individual contracts of the employees of the kura.

The National Administration Guidelines ensure sound Kura governance and management practices for curriculum, planning and self-review, employment, finance and property, health and safety and legal compliance are in place.

OUR POLICIES AND PROCEDURES

There are eight (8) policies that govern and manage the Kura. The policies relating to the National Administration Guidelines (NAGs) have a number of corresponding procedures (the number shown in brackets). These policies are:

- Governance Policy
- Operational Policy
- NAG 1 - Curriculum Policy (14)
- NAG 2 – Documentation & Self-Review Policy (4)
- NAG 3 – Personnel Policy (12)
- NAG 4 – Finance and Property Policy (16)
- NAG 5 – Health and Safety Policy (38)
- NAG 6 – Legislation & Administration Policy (11)

Refer to the full list of policies and procedures.

POLICY REVIEW CYCLE

Review of these policies and procedures will be completed every 2 years. A cycle for reviewing each policy and its subsequent procedures will be undertaken during that period.
OUR POLICIES

GOVERNANCE POLICY
OPERATIONAL POLICY
NAG 1 - CURRICULUM POLICY
NAG 2 - DOCUMENTATION & SELF-REVIEW POLICY
NAG 3 - PERSONNEL POLICY
NAG 4 - FINANCE AND PROPERTY POLICY
NAG 5 - HEALTH AND SAFETY POLICY
NAG 6 - LEGISLATION & ADMINISTRATION POLICY
GOVERNANCE POLICY

The role of the board is to be a kaitiaki over the Kura and all its facilities and ensure the mana and integrity of the Kura is protected and upheld at all times.

BOARD ROLES & RESPONSIBILITIES

The Board of Trustees key areas of contribution are to:

- Set strategic direction, vision and values and monitor progress against them
- Protect the special character of the kura
- Approve and monitor the annual plan
- Develop and review general policy direction
- Monitor and evaluate student learning outcomes
- Appoint and assess the performance of the Tumuaki
- Act as good employers
- Monitor financial management of the kura and approve the budget
- Oversee, conserve and enhance the resource base
- Approve major policies and programme initiatives
- Manage risk effectively
- Engage and encourage whanau to fully participate in the cultural and educational development of their tamariki

TRUSTEE’S CODE OF BEHAVIOUR

The Board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees will:

- Ensure the needs of all akonga and their achievement is paramount.
- Be committed to the Kura, its vision and mission
- Respect the integrity of the Tumuaki and staff
- Observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the kura
- Attend all board meetings and come prepared to participate fully in the decision making process
- Ensure that individual trustees do not act independently of the board’s decisions
- Speak with one voice through its policies
- Ensure that any internal disagreements are resolved within the board
- Identify, declare and avoid any conflicts of interest with respect to their responsibilities as trustees
- Recognise that only the chairperson can speak for the board
- Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools
- Acknowledge the importance and need for ongoing training related to their role as trustees
CHAIRPERSON’S ROLE

The chairperson is the leader of the board and carries overall responsibility for the integrity of the board’s processes. The role involves the following responsibilities:

- Spokesperson for the board on strategic matters
- Establish and maintain an efficient and effective working relationship with the Tumuaki
- Ensure the Tumuaki Performance Agreement and Appraisal are completed on an annual basis
- Protected Disclosure Officer
- Chair the meetings
- Meeting discussion content will only be those issues that, according to board policy, belong to the board to decide.
- Deliberation will be timely, fair, orderly and thorough, but also efficient, limited to time and kept to the point.
- Meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 are observed except where the board has suspended them.

MEETING PROCESS

The board is committed to effective and efficient meetings. BOT/whanau meetings will:

1. Be based on a prepared annual timetable. The agenda preparation is the responsibility of the chairperson. Sufficient copies of the agenda of the will be available at the meeting place for whanau.
2. Be held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act.
4. Decisions by the board are fully recorded and approved at the monthly BOT/whanau meetings

The board needs to:

- Make the reasons for excluding the public clear
- Reserve the right to include any non-board member it chooses

MEETING PROCEDURES (AN ASTERISK INDICATES A LEGISLATIVE REQUIREMENT)

General:

- Meetings are open and inclusive of the whanau. They are held monthly as per the annual timetable.
- The quorum shall be more than half the members of the board currently holding office.*
- The Chairperson shall be elected at the first meeting each year, except in the general election year where it will be at the first meeting of the newly elected board.*
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any trustees with pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.*
- The minutes will be distributed promptly following the meeting
BOARD/WHANAU SUB-COMMITTEES/OHU

The sub-committees/ohu consist of both board and whanau members. This is an opportunity for whanau to be actively involved in supporting the Kura and sharing their skills and expertise. These ohu are:

- Finance
- HR
- Policies
- Property
- Funding/fundraising
- Planning – strategic/annual
- Special projects

All ohu are led by a board trustee to ensure clear lines of reporting and accountability back to the board.
OPERATIONAL POLICY

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To provide guidelines to allow the Tumuaki to manage the Kura on a day to day basis.

PURPOSE
To make the distinction between governance by the Board and management by the Tumuaki.
To delegate responsibility to the Tumuaki for implementation of the National Administration Guidelines (NAGS).

DELEGATIONS TO THE TUMUAKI
The board delegates all authority and accountability for the day-to-day operational organisation of the kura to the Tumuaki who will:
- Manage the kura effectively on a day-to-day basis within the law and in line with board policies.
- Meet the requirements of the current job description and Professional Standards
- Act as the educational leader of the kura
- Maintain the culture of the kura and our special character
- Implement operational plans and give priority to the kura’s annual targets.
- Use resources efficiently.
- Put good employer policies into effect and oversee the performance management system
- Follow requirements for all staff appointments
- Preserve assets (financial and property)
- Communicate regularly with the Kura whanau
- Keep the board informed of information important to their role and non-compliance with their policies.
- Act as Protected Disclosures Officer and appoint, on behalf of the board, the Privacy Officer and EEO Officer.
- The Tumuaki shall not cause or allow any practice, activity or decision that is unlawful and imprudent or which violates the board’s Charter or expressed values or commonly held professional standards.

TUMUAKI/BOARD RELATIONSHIPS
Only decisions made by the Board are binding on the Tumuaki. Decisions or instructions of individual board members, portfolio holders or sub committees/ohu are not binding on the Tumuaki except when the board has specifically authorised it. The relationship is one of trust and support. Both parties work on a "no-surprises" policy.

DISCIPLINARY PROCESS
In the event that the board determines that policy violations have occurred and judges the degree and seriousness of the violations to warrant initiating a disciplinary process, the board shall seek advice and follow due process.
TUMUAKI PROFESSIONAL EXPENSES

Budget for professional expenses and for professional development will be established annually. These expenses may include continuing education, books and periodicals and attendance at professional conferences.
NAG 1 - CURRICULUM POLICY

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
The needs of akonga are at the centre of all teaching, learning and assessing.

PURPOSE
To provide a comprehensive programme that ensures all akonga achieve their potential and have access to high quality teaching and learning that reflects Te Marautanga o Te Kura Kaupapa Maori o Hoani Waititi Marae.

GUIDELINES

Te Kura Kaupapa Maori o Hoani Waititi Marae will:
Develop and implement teaching and learning programmes based on akonga needs, abilities, interests and whanau/community expectations.
Provide a range of assessment practices and information to enable progress and achievement to be evaluated with priority given to:
- Student achievement in Te Reo and Pāngarau in Years 1 – 4
- Breadth and depth of learning related to needs, abilities and interests of akonga
- Te Marautanga o Te Kura Kaupapa Maori o Hoani Waititi Marae

Use quality assessment information to identify:
- Akonga who require additional programmes of support, including gifted and talented akonga
- Aspects of the curriculum that require special attention
- Develop and implement teaching and learning strategies to address the needs of akonga and curriculum identified in Marautanga o Te Kura Kaupapa Maori o Hoani Waititi Marae

In consultation with the whānau, develop and make known to them the kura’s policies, plans, targets for improving the achievement of akonga.
Provide appropriate career education and guidance for all akonga in Year 11 – 13

In order to fulfil the policy, the Board and management have developed, and will regularly review the following procedural and administrative guidelines associated with the Curriculum:
- Akoranga Reo
- Assessment and Evaluation Procedure
- Career Guidance Procedure
- Community Partnership and Consultation Procedure
- Curriculum Delivery Procedure
- Equity in Learning Procedure
- Information & Communication Technology (ICT) Procedure
- Internet and Email Use Procedure
- Library Management Statement
- Planning Procedure
- Publication of Student and Staff Images and Work Procedure
- Sexuality Education Procedure
- Special Needs and Abilities Support Procedure
- Student Achievement Procedure
KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To maintain documentation and self-review processes to promote an effective kura and enable continuous kura improvement.

PURPOSE
To ensure that systems and procedures in the kura are properly documented, based on procedural and administrative guidelines.
To provide a framework for reviewing all aspects of the kura’s operations.

GUIDELINES
Develop a strategic plan which documents how the kura is giving effect to the National Education Goals (NEGS) through policies, plans and programmes including those for curriculum, assessment and staff professional development.
Maintain an on-going programme of self-review in relation to the above procedures and administrative guidelines, plans and programmes, including evaluation of information on akonga achievement.
Report to akonga, their parents and the kura community on akonga achievement.

In order to fulfil the policy, the board and management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with “Documentation and Self Review:
- Charter Development Procedure
- Curriculum Review Procedure
- Reporting to akonga, Parents and Community Procedure
- Self-Review Procedure
NAG 3 – PERSONNEL POLICY

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To be a good employer through the development and implementation of Good Employer procedures and practices.

PURPOSE
To be a good employer as defined in the State Sector Act 1988 and comply with the terms and conditions contained in employment contracts applying to teaching and non-teaching staff.
To promote high standards of staff performance.

GUIDELINES
Implement personnel and industrial guidelines within policy and procedural frameworks set by the Government from time to time,
To ensure terms of employment agreements for teaching and non-teaching staff are at all times met by the BOT.
To promote high levels of staff performance, the effective use of educational resources and recognition of the needs of akonga.

In order to fulfil the policy, the board and management have developed, and will regularly review, the following administrative procedures associated with Personnel Management

- Appointments Procedure
- Concerns and Complaints Procedure
- Equal Employment Opportunity (EEO) Procedure
- Performance Management Procedure
- Personal Grievance Procedure
- Professional Conduct Procedure
- Staff Competency Procedure
- Staff Discipline Procedure
- Staff Induction Procedure
- Kura Induction Programme – All Staff
- Beginning Teacher (BT) Programme
- Staff Leave Procedure
NAG 4 – FINANCE AND PROPERTY POLICY

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To demonstrate sound resourcing and administrative guidelines in order to maintain quality financial and physical resources

PURPOSE
To effectively manage all kura finances and resources through quality resourcing and reporting procedures
To allocate funds to reflect Te Aho Matua values and priorities

GUIDELINES
To allocate funds to reflect the kura’s priorities as stated in the Charter, Strategic Plan and the Annual Plan
To monitor and control kura expenditure through sound budgetary and financial management and reporting procedures.
To ensure that the kura accounting system meets public sector accounting requirements and that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.
To manage kura property in accordance with negotiated agreements for asset management, capital works and property maintenance to ensure that the kura’s buildings and facilities provide a safe and healthy learning environment for our akonga.

In order to fulfil this policy the board and management have developed and will regularly review the following procedural guidelines associated with Finance and Property.

- Finance Committee Terms of Reference
- Financial Management Procedure
- Pecuniary Interest Procedure
- Fixed Assets and Depreciation Procedure
- Cheque Account, Investments & Reserves Procedure
- Collection & Storage of Money Procedure
- Transport Assistance Claims Procedure
- Pre-loaded debit card use
- Property Management Procedure
- Theft and Fraud Prevention Procedure
- Procedure for Personal Belongings at Kura
- Collection Management Statement
- Kura Donation Procedure
- Lost Property Procedure
- Security Procedure
- Procedure for Use of Kura Buildings & Facilities
NAG 5 – HEALTH AND SAFETY POLICY

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To have in place effective Health and Safety procedures, practices and guidelines which ensure a safe and secure environment.

PURPOSE
To provide a safe and secure environment for all akonga, staff and visitors.

GUIDELINES
To comply in full with any legislation which applies to Health and Safety in kuras.
To ensure that there are relevant procedures and administrative guidelines in place.
To ensure compliance with both legislation and kura procedures and practices regarding both physical and emotional safety of akonga, staff and visitors.
To ensure at all times the promotion of child safety. This will include compliance with, all relevant legislation including but not limited to the Vulnerable Childrens Act 2014 and the Kura Child Protection Procedure.

In order to fulfil this policy the board and management have developed and will regularly review the following procedural guidelines associated with Health and Safety.

- Animal Welfare Procedure
- Animal Code of Ethics
- Child Protection Procedure
- Behaviour Management Procedure
- Non-Violence Procedure
- Hōtaka Hauora – Hōkakatanga Procedure
- Cybersafety Procedure
- Cybersafety Staff Use Procedure
- Cybersafety Staff Use Agreement
- Staff Use of ICT Device Agreement
- Cybersafety Use Agreement for akonga
- Outside Agency Procedure
- Workplace Harassment Procedure
- Emergency Management Procedure
- Pandemic Planning Procedure
- Pandemic Plan
- Lockdown Procedure
- General Emergency Lockdown Procedures
- Ministry of Education Toolkit SS - Intruder Inside Building Emergency Response
- Stand Down and Suspensions Procedure
- Sun Safe Procedure
- Administering First Aid & Medication
- Student Parenting
- Administration of Medication at Kura
- Serious Incident Management Procedure
- Serious Incident Response Plans
- Water Safety Procedure
- Auahi Kore Procedure
- Staff Having Non-Enrolled Children
- Water only
- Leaving Kura Grounds Procedure
- Education Outside the Classroom (EOTC)
- Para Kore
- Food & Nutrition Procedure
- Health & Safety Procedure
- Road Safety Procedure
- Waipiro and Tarukino Procedure
- Sick Child & Injury Procedure
- Student
- Water
- Water only
- Student
- Water
- Water only
NAG 6 – LEGISLATION & ADMINISTRATION POLICY

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
Effective administrative practices are necessary to ensure all legal administrative requirements are met.

PURPOSE
To comply with all general legislation requirements.

GUIDELINES
Ensure that there are procedural and administrative guidelines to cover general legislative requirements and compliance with these, such as attendance, length of kura day and length of kura year. The Tumuaki shall ensure any new legislation requirements are addressed and that where necessary new guidelines are developed and implemented.
To ensure at all times the promotion of child safety. This will include compliance with, all relevant legislation including but not limited to the Vulnerable Childrens Act 2014 and the Kura Child Protection Procedure

In order to fulfil the policy, the board and management have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with “Legislation”:
- Attendance Procedure
- Call Back Days Procedure
- Copyright Compliance Procedure
- Enrolment Procedure
- Police Vetting Procedure
- Privacy Protection Procedure
- Protected Disclosures Procedure
- Reclassification of Nga akonga Procedure
- Te Tiriti o Waitangi
- Transition Procedure
- Whakauru Tamariki Procedure
NAG 1 CURRICULUM PROCEDURES
NAG 1 - CURRICULUM PROCEDURES

AKORANGA REO PĀKEHĀ
PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To provide an English Transition programme for all akonga from Year 9 to Year 13.

PURPOSE
Develop, implement and evaluate programmes to support full competency in Māori and English. Enable akonga to grow their ability to understand and speak English. Provide opportunities for akonga to read, write, listen and speak in English. Provide for staff professional development.

GUIDELINES
Te Aho Matua calls for all languages to be respected, including English
The Kura runs an English literacy programme for all akonga from Year 9
The English literacy programme is intended to enhance the children’s ability and confidence in understanding and use of English, thus enabling the akonga to apply either English skills or Māori skills to learning situations. English literacy will be taught by a specialist teacher employed specifically for the purpose so that language domains do not become confused for the children. English literacy will be taught in a space specifically provided for it. The programme involves the formal teaching of writing, reading and spelling Learning opportunities for akonga requiring additional/ remedial support will be provided.
NAG 1 - CURRICULUM PROCEDURES

ASSESSMENT AND EVALUATION PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To assess akonga by collecting information to establish their needs and progress.
Subsequent evaluation will determine what has been learned, how well this achieves the aims and objectives of the teaching programme, and what the new aims and objectives for subsequent teaching will be.

PURPOSES
To use formative practice to establish what a learner can do and what needs they might have.
Assessment is used to identify where the learner is at in the learning process and as a starting point to plan further programmes.
Evaluation is the link between the learning and future planning. Teaching staff should use evaluation to plan next steps, activities and programmes, and to check the effectiveness of these programmes.
Effective evaluation should lead to improvement in both learning and teaching
Assessment is for measuring effectiveness (accountability)

GUIDELINES
Kaiako should collect information through:
• Day to day observations and tasks
• Testing
• Assessment activities for each curriculum area
• Conferencing
• Material in books and portfolios
• Whānau comments
• Discussion with other staff
• Information can be collected and recorded on/in:
  • Teacher Diary/Planner book
  • Data Collection Sheets
  • Portfolios
  • Cumulative Profiles
  • Electronic files

Information will be clear and relevant to learning. All statements should be able to be substantiated with evidence.
Data needs to be analysed and interpreted to assist in determining next learning steps for individuals, groups or class.
Records should be readily available for discussion with other kaiako and whānau when appropriate. Appropriate criteria and procedures should be determined when Kaiako are planning units of work. Assessment tasks are to be undertaken as per the annual schedule of assessments. Records are to be kept in a timely fashion to allow for both the individual and kura wide analysis and reporting to staff, whānau and Board of Trustees.
NAG 1 - CURRICULUM PROCEDURES

CAREER GUIDANCE PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To provide career education and guidance for all akonga in Year 11-13.

PURPOSE
To develop an awareness of employment opportunities and varieties of employment
To assist akonga to prepare for transition to the workplace or future education or training.

GUIDELINES
Akonga will:
Develop their knowledge of themselves in terms of their strengths, needs and aspirations.
Be engaged in discussion about the world of education and work.
Be informed of the definition of career and what this implies.
Have access to and have opportunities to listen to people who are involved in varied and interesting careers.
Be able to explore different careers and what is necessary for them to do at this stage of their education to allow them to discuss these careers.
Be encouraged to understand that accessing curriculum content will enhance their opportunities and choices about employment and their quality of life as community members.
Have access to up to date and accurate information about careers and training options.
NAG 1 - CURRICULUM PROCEDURES

COMMUNITY PARTNERSHIP AND CONSULTATION PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To enhance the learning of akonga in partnership with the kura community and to be responsive to its educational needs and aspirations. The Kura will utilise a range of strategies to engage and consult with the community.

PURPOSE
To be responsive to the community regarding akonga educational needs and aspirations.
To utilise a range of strategies to engage and consult with the community.

GUIDELINES

Community Partnership
Parents and community are encouraged to participate in all kura activities.
Parent / Tumuaki / Teacher interviews are held as required.
Kura Reports and Portfolios report akonga progress to parents during the year.
Regular Pānui Kura update and inform the Kura community on what is happening
The Kura has an open door policy and parents may arrange suitable times for visits.
Regular contact is encouraged with other kura in the area for sporting, cultural and curriculum exchanges.
An introductory prospectus, with relevant kura information is given to each whanau when their child enrolls at the Te Kura
The kura will encourage involvement of various community organisations to support curriculum programmes

Community Consultation
The Board of Trustees will consult with the kura community concerning the review of the Kura Charter including akonga achievement and policy development
All policies are available from the Kura office
At the end of the financial year an annual report, consistent with the Government Annual Reporting Guidelines and a financial statement, duly audited, shall be tabled and made available for public scrutiny at the the Kura office or at any other appropriate local places
Whanau and parents are encouraged to attend the monthly BOT/whanau meetings
AIM

To foster the achievement of all akonga by ensuring their individual needs are met and their potential is nurtured and developed.

GUIDELINES

All teaching programmes are defined by the National Administration Guidelines and Te Marautanga a Kura Kaupapa Maori o Hoani Waititi Marae. The kura recognises Te Aho Matua and its importance to the overall development of akonga. A variety of learning and teaching styles and strategies will be used as appropriate to the needs of akonga. Akonga progress will be monitored and recorded using a range of assessment procedures and based on the Kura's assessment framework. Formative assessment procedures are used to identify and teach to individual akonga learning needs. The kura will identify issues which impact on akonga learning and seek to implement appropriate strategies to address these. Equal opportunities will be provided for all akonga.

Programmes will acknowledge New Zealand's diverse physical, cultural, geographic and natural heritage. Curriculum programmes will reflect the uniqueness of our local community. The kura recognises the partnership between whānau/kāinga and kura in akonga learning. Professional development of staff will provide ongoing support for Kaiako and teacher support staff to ensure that staff are delivering the highest quality teaching and learning programmes.
NAG 1 - CURRICULUM PROCEDURES

EQUITY IN LEARNING PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To ensure all akonga are given equitable opportunities in delivery of educational opportunities

PURPOSE
To ensure akonga are not subject to discrimination on grounds of gender, race or disability
To ensure the curriculum is presented sensitively to cater for all akonga.
To provide for akonga with special needs or abilities.

GUIDELINES
The kura will provide positive role models (gender, race and disability) so that akonga understand the importance of equity and respect for others.
Kaiako will ensure they are aware of the background of each akonga.
Senior staff will ensure that equity goals are being met when monitoring teaching programmes.
Individual Education Plans will be actioned for specific children where appropriate.
Resources will be unbiased and fair to all the groups in at the Kura
Will provide a balanced gender and ethnic composition in its staff through our Equal Employment Opportunity procedures.
Culturally appropriate methods of teaching and assessing will be practised.
Akonga activities and responsibilities will reflect the different akonga and their needs.
NAG 1 - CURRICULUM PROCEDURES

INFORMATION & COMMUNICATION TECHNOLOGY (ICT) PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM

ICT is viewed as a tool to support akonga engagement and involvement in their own learning, preparing them for the future knowledge economy.

PURPOSE

To assist akonga to develop information skills and apply these through the use of communication technologies.

To give akonga opportunity and experience using communication technologies.

To provide for the integration of communication technologies throughout the Kura.

GUIDELINES

ICT will be integrated into classroom and wider kura programmes. This includes the use of computers, video cameras, digital cameras, still cameras, fax, phones (not cell phones), scanners, OHP, projectors, class CD’s, listening posts, microphones, smartboard TV and photocopiers.

Development of information, problem solving, independent learning and co-operative skills will be encouraged using a range of hardware and software.

Planning and assessment will include use of a variety of technologies and these will be evaluated to ensure their effectiveness in the classroom and the wider kura environment.

The Kura will provide opportunities for teacher training and on-going professional development in the use of computer and related information technologies.

Support material will be compiled and available to teachers.

Computer hardware and software will be regularly upgraded and maintained in line with developing technology, the curriculum and needs of the nga akonga.

Kura procedures and user policy will ensure a safe and monitored learning environment for staff and akonga.

Children are not permitted to use any personal ICT device at kura, unless under the supervision of a teacher. In all other circumstances personal ICT devices are to be left at the kura office.
**INTERNET AND EMAIL USE PROCEDURE**

**KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA**

*(To be read in conjunction with Cybersafety Procedures - NAG 5)*

**AIM**

To provide use of internet and email to enhance and support curriculum outcomes

**PURPOSE**

To help staff and akonga:
- be responsible and independent users of communication technologies
- develop skills needed to search for, interpret and discriminate information

**GUIDELINES**

**Staff**

Staff refers to all staff including support staff, fixed term staff, teacher trainees and relief Kaiako.
All staff must have a signed “Use Agreement” for use of the internet and email.
Access to email and internet is for reasonable kura related and personal use.

**Akonga**

The “Akonga Use” Agreement needs to be signed along with Caregiver permission.
This allows the akonga access to and use of the internet and e-mail.
Akonga need to accept responsibility for following the terms of the akonga use agreement
Kaiako should supervise akonga use and check suitability of internet sites before allowing akonga access.
Any akonga who accesses inappropriate content on the internet must exit the site immediately and report to the classroom teacher.

**Email**

E-mail is provided for educational purposes.
Information sent via e-mail shall be constructive, informative or inquiring in the interest of both the sender and receiver.

**Inappropriate Use of Internet or Email**

The following uses are unacceptable
Inappropriate language, illegal activity or activity for personal gain
No private information is to be distributed to other parties at any time. This includes reposting of information sent by another party.
No deliberate attempts to gain access to inappropriate websites containing material of pornographic, racist, illegal or other offensive material
All material must be scanned for viruses and any deliberate attempt to spread viruses will involve disciplinary or criminal follow up.
Breach of copyright, privacy and international laws are not permitted.
No use of other people’s email accounts
No orders for goods or services over the internet using the kura name, title or funds
NAG 1 - CURRICULUM PROCEDURES

LIBRARY MANAGEMENT STATEMENT

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
Our library service supports information literacy development and lifelong recreational reading.

PURPOSE
To create a stimulating, accessible learning environment in which akonga develop an enthusiasm for information and an enjoyment of reading.
To provide centralised access to resources that support the kura’s teaching and learning programmes and akonga’s recreational reading interests.
To provide a variety of opportunities for akonga and staff to develop information literacy using a wide range of resources and information technologies.
To help akonga develop their sense of identity and values, broaden their experiences, widen their understanding of the diversity of cultures and increase their knowledge of the world around them.

GUIDELINES

Information Literacy
The Library Staff collaborate with teaching staff to actively encourage and support the development of a kura-wide, cross-curricular information literacy programme.

Service
Funding is provided for staffing and ongoing training.
Job descriptions, performance appraisal and professional development are available for all library staff and comply with Ministry of Education requirements and employment contracts.
Akonga Librarians and volunteer helpers are trained and supervised to assist with the daily operation the library.
The Library staff submits a budget proposal, outlining and supporting priorities for expenditure, to the Tumuaki for consideration by the BOT. The maintenance of library facilities and major development projects such as information technology, are budgeted for separately from the Kura’s operational budget.

Reading
The library is used to support reading and literacy development at all levels, across the curriculum.
The Library staff co-ordinate an annual programme of reading and promotional activities to raise the profile of the library within the kura community.

Access
The library is open and available during kura hours and timetabled with fixed and flexible timetable options for classes, small groups and individuals.
Classroom Kaiako have responsibility for supervising classes when using the library.
The Library Staff, including Akonga Librarians are rostered to assist with supervision during lunch-time.

The Library Staff will ensure that the library catalogue provides easy and accurate access to kura-wide information resources.
Standardised systems of operation, including cataloguing, processing, and issuing of resources, are established and maintained according to the guidelines in the Procedures Manual.

**Information Resources**
The Library staff co-ordinate the planned development of the collection in accordance with the Collection Management Statement, with priorities established in a Buying Plan.
Criteria for selecting and weeding resources and procedures for handling donations and handling complaints are documented in the Collection Management Statement.
Library users are made aware of their responsibilities under the Copyright Act 1994 and the kura’s Cyber Safety Agreement.
All Kaiako are responsible for making effective and appropriate use of outside resoagencies, organisations and individuals, such as the National Library, to supplement the kura’s resources and for promoting these to akonga.
A stocktake is completed annually, complying with Ministry of Education requirements and guidelines.

**Place**
The kura has a designated, centrally located library. The facilities, furniture and equipment are well-maintained and comply with health and safety regulations.
PLANNING PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM

To establish effective teaching and learning in the classroom through adequate teacher planning and preparation.

PURPOSE

To ensure consistency of planning practice throughout the kura
To follow formative practice
To set appropriate and relevant goals and objectives for akonga learning
To establish high, achievable expectations that enhance akonga learning.
To make effective use of class time.
To complete the cycle of plan – teach – evaluate – plan.

GUIDELINES

Planning and Preparation needs:
- To take into account both long term and short term planning
- To cater for individual, group and class needs
- To reflect kura policies and programmes
- To suit the individual’s teaching style
- To be balanced and allowing some flexibility
- To be ongoing.
- To be based on a current organisational timetable.
- To ensure resources, materials, equipment etc are organised prior to being needed.
- To ensure the class will be able to operate effectively in the teacher’s absence by having relevant reliever folders available.

Planning and preparation will be based on:
- The kaupapa of the Kura and the needs of the akonga

Planning will:
- Be viewed by senior management at the beginning and end of each term and feedback/feed forward given.
NAG 1 - CURRICULUM PROCEDURES

PUBLICATION OF AKONGA AND STAFF IMAGES AND WORK PROCEDURE

KO TE AHO MATUA TE POTOKOMANAWA O TE KURA

(To be read in conjunction with Cybersafety and Privacy Procedures)

AIM
To protect the intellectual property, safety and privacy of our staff and akonga.

PURPOSE
To enhance learning opportunities for nga akonga through various publishing media including online, newspapers and newsletters.
To acknowledge staff and akonga rights to privacy and copyright.

GUIDELINES

The kura may participate in and publish akonga material for four main purposes:
  • To educate the akonga, including the role and use of technology in society
  • To encourage the akonga to be part of and participate in the kura community
  • To share the results of learning within the kura community
  • To promote the kura in the wider community

The kura will only publish material in our own newsletter or website, local news media or educational publications or websites.

Online learning may include scanned, digital or video images of akonga or their work in kura or class activities. Akonga may also participate in online classroom or video and audio conferences.

All work published must meet educational and standards criteria. Material will not be published which may defame anyone or their work, be objectionable from a human rights point of view, be obscene or infringe copyright of a third party.

Work will be edited for correct spelling and grammar.

Written permission is required to publish any child’s image or work to safeguard their rights of privacy and copyright. If requested by the akonga or legal guardian, all material will be removed from the website.

On the internet nga akonga may only be identified by their first name and year at kura. No other personal information will be given.

Original akonga work is protected by copyright. Any third party wishing to use a child’s work must have the permission of the child or their legal guardian.

As access by others to any media publication is beyond the kura’s control the kura takes every step to safeguard akonga and their work. This includes limited information about the child.

The Tumuaki is available to answer any queries related to the kura’s procedures for publication of akonga images and work.
NAG 1 - CURRICULUM PROCEDURES

SEXUALITY EDUCATION PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM

To help akonga understand that sexuality is an integral part of everyday life and that the perception young people have about themselves as sexual beings affects their expectations, aspirations, social roles, living, and learning.

PURPOSE

To acknowledge that sexuality has social, cultural, emotional and spiritual dimensions as well as physical dimensions.
To give opportunities for akonga to consider how the physical, social, cultural, emotional and spiritual dimensions of sexuality influence their well-being.
To encourage akonga to clarify their own values, and understand the values of their whanau and community.
To provide whānau and staff with a clear understanding of the kura’s approach to sexuality education

GUIDELINES

Sexuality education is an integral part of the kura’s Hauora programme.
The sexuality education programme will encourage akonga to develop set skills and attitudes of self-worth, decision-making, and of relating to and respecting the rights of others.
Akonga will critically examine the social and cultural influences that shape the ways people learn about, and express, their sexuality (e.g., gender roles, body image, discrimination, equity, the media, culturally based values and beliefs and the law).
Where appropriate boys and girls may be taught together or separately to meet their different needs.
Teaching staff will be available to discuss the context and content of sexuality education courses with parents/caregivers.
Akonga will attend programmes for the prevention of sexual abuse separately from other sexuality programmes to prevent mixed messages confusing the intention of the sexuality programme.
Kaiako of sexuality education will be appropriately trained, and the Tumuaki will be informed of topics to be covered by any visiting speakers.
Kaiako will be allowed to decline to teach the sex education component of the programme if they feel uncomfortable in that situation. The Tumuaki will be responsible for finding a suitable teacher for any class in that situation.
Each year, before any specific sex education component of the sexuality education programme is taught, parents/caregivers will be sent information about the programme, invited to discuss any issues or concerns, and reminded of their right to withdraw their nga akonga according to section 25AA of the Education Act 1989.
NAG 1 - CURRICULUM PROCEDURES

SPECIAL NEEDS AND ABILITIES SUPPORT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To acknowledge and cater for individual learning and behavioural needs of our akonga.

PURPOSE
To identify akonga who have special needs or abilities.
To assist Kaiako to understand the special needs/abilities procedures within our kura.
To nurture values and learning concepts which reflect tikanga Maori.
To provide appropriate support for classroom Kaiako.
To develop an in-kura rōpū responsible for special needs/abilities.
To develop, monitor and evaluate programmes for special needs/abilities children.
To develop and maintain a special needs/abilities register.

GUIDELINES
Identification will be ongoing and throughout the year by Kaiako.
We will use peer nomination, whānau nomination, teacher observation, teacher nomination, and assessment data i.e. running records as ways of identifying our gifted and talented.
All parents will be notified prior to children entering programmes.
Special needs/abilities rōpū meets regularly, formally and informally to discuss progress and action.
Meetings are held with relevant people as appropriate (Whānau, RTLB, Speech Language Therapist, SWIS, SE Advisers, and Public Health Nurse).
Regularly screen which children should be referred to support agencies.
Monitoring and requests for further data from Kaiako and/or others is followed up where necessary.
Feedback is provided as required to akonga, class teacher and whānau.
Budget provision will be made, as necessary, for resources, programmes, staffing and professional development.
AKONGA ACHIEVEMENT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

At the Kura a comprehensive programme ensures that all akonga have access to high quality teaching and learning. We will do this by ensuring:

Success for All
All akonga will be given opportunities to gain the knowledge, skills, attitudes, and values identified in the Marautanga Maori

A Safe Learning Environment
The Kura provides a safe, physical and emotional environment for all akonga.

Improving Literacy and Numeracy
The Kura places priority on improving akonga achievement in Te Reo and Pāngarau, especially in Tau 1-4.

Better Use of Akonga Achievement Information
The Kura gathers sufficiently comprehensive assessment evidence to evaluate the progress and achievement of all akonga and to implement future teaching and learning priorities.

Improving Outcomes for Nga akonga
Drawing on dependable assessment evidence, The Kura will improve outcomes for akonga who are not achieving, who are at risk of not achieving, or who have special learning needs.

Improving Maori Outcomes
The Kura works with our whanau to plan and set targets that achieve better outcomes for our akonga.

Providing Career Guidance
The Kura provides career guidance in Tau 11-13.

Providing English Transition Guidance
The Kura provides an English Literacy Programme emphasising Reading, Writing, and Vocabulary Development
**Reporting**

The Kura reports to akonga and their parents on the achievement of akonga and to the kura’s community on the achievement akonga as a whole.

**Reviewing**

The Kura maintains an on-going programme of self-review in relation to procedures, programmes and planning for curriculum and akonga achievement.

**Additional Support Systems Include:**

- An assessment and evaluation programme
- A reporting to parents programme
- An Education Outside the Classroom programme - EOTC
- A Special Needs programme
- An on-going programme of curriculum review and reporting to the BOT

Through regular reporting to Board of Trustee, the Board of Trustees will be assured that the curriculum at the Kura has the infrastructure to allow for successful delivery and akonga achievement.
NAG 2
DOCUMENTATION & SELF-REVIEW PROCEDURES
NAG 2 - DOCUMENTATION & SELF-REVIEW PROCEDURE

CHARTER DEVELOPMENT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To provide a Kura Charter which includes the Strategic and Annual plans for the kura.

PURPOSE
To outline the priorities and direction for the kura and how these are to be achieved.

GUIDELINES
The Charter comprises the kura’s Mission, Vision, Values as well as Charter or Strategic Goals, the Strategic Plan and the Annual Development Plan.

The strategic goals are to be achieved within a 3-5 year timeframe. They indicate the kura’s priorities for development, for improving teaching and learning and for addressing the National Education Goals (NEGS) through the National Administration Guidelines (NAGS).

The strategic plan takes each charter/strategic goal and identifies actions anticipated over a three to five year timeframe to achieve the goal. The most important part of strategic planning is the thinking, analysis, and discussion that take place in the process of identifying and prioritising goals and actions required to achieve these goals.

The annual plan is the annually updated section of the kura charter. It identifies in detail what needs to be done during the current year related to the charter/strategic goals as a series of action plans.

Targets for improving teaching and learning are also included as part of the annual plan and are reported to the Board of Trustees annually and included in the Board’s Annual Report.

They are measurable outcomes based on an analysis of current akonga achievement data and identify factors which may contribute to improving akonga achievement.

Developing the charter takes into account factors such as learning resources, professional development, teaching practices, staffing needs, kura organisation, policies, priorities and infrastructure needs.
KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To identify strengths in akonga achievement and programme delivery.
To identify barriers to learning and plan to address these effectively.
To gain feedback from nga akonga, community and staff regarding curriculum delivery
To consult with whanau on curriculum delivery
To provide specific information to address literacy, numeracy and achievement of akonga.

GUIDELINES
Curriculum delivery should be planned and systematically undertaken as part of the kura-wide self-review processes
A major review of each curriculum area is undertaken at least once every four years.
An annual review is undertaken of each area towards the end of each year to determine planning for the following year and to determine budget priorities.
The Curriculum Review process will be reviewed for effectiveness as part of the Kura Self Review cycle.
NAG 2 - DOCUMENTATION & SELF-REVIEW PROCEDURE

REPORTING TO AKONGA, PARENTS AND COMMUNITY PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM

Both formal and informal reporting is important in establishing good relationships between parents, child and teacher, and this is essential for good learning.

PURPOSE

To ensure Kaiako keep parents regularly informed about what is happening in the kura, especially regarding their child’s learning.
To inform parents of children’s achievements work habits, strengths and areas for further development.
Also personal qualities and social skills, special skills and interests.
To establish common goals that can be jointly pursued with parents and their children.

GUIDELINES

Our kura operates an ‘Open Door’ policy in which Kaiako are readily accessible to parents. This will facilitate informal reporting.
Kaiako who have concerns about aspects of a child’s progress or attitude will arrange, in consultation with the Tumuaki or Amokura for parents to come into kura to discuss possible courses of action that might help solve the problem.
Regular panui can be an appropriate form of communication.
Akonga led conferences are held in Term 2 when akonga and Kaiako share the Pukapuka Mahi Mohuhake with parents/whanau.
A full written report will be sent out at the end of the year.
All issues discussed should be based on the principles of discretion and confidentiality.
The Tumuaki should be consulted if Kaiako are concerned for a child’s well-being as a result of information gained during discussions with a caregiver.
Kurawide achievement information is reported to the Board of Trustees at the beginning and end of the kura year. Progress information is provided to the Board of Trustees during the year.
Information on annual targets is also provided in the annual audit report.
KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To fulfil the requirements to provide a programme of self-review as outlined in the National Administration Guidelines.

OBJECTIVE
Through self-review the kura is able to ensure that each area of operation is running effectively. The programme will demonstrate to the Board that all kura operations are carried out effectively and efficiently. It will provide a vehicle to acknowledge those areas well provided and those areas needing improvement or development.

GUIDELINES
The Board will approve a three year programme of self review covering all operational areas. The programme will be reviewed annually. All areas will be reviewed concurrently within the cycle covering the NAGs. For each review an individual or team with a team leader will be appointed to undertake the review. Those involved in the area being reviewed will be given adequate notification of the review date and the process to be followed. Once an initial review has been carried out a draft report will be presented by the reviewers to the staff members with responsibility in that area and the Tumuaki or Board Chair (as appropriate) A final report will be presented to the Tumuaki or Board including details of the review and recommendations for change. Generally the Tumuaki will present a summary of reviews to the Board. Recommendations calling for required change, if accepted, will be incorporated in the kura’s operational plan for the following year. Where immediate action is called for these may be implemented without delay.

The Board will accept responsibility for reviewing, within the programme, its own operations. The Tumuaki will report to the Board on reviews conducted and recommendations made or changes implemented.
NAG 3 PERSONNEL PROCEDURES
NAG 3 – PERSONNEL PROCEDURE

APPOINTMENTS PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To ensure the kura is staffed by people who are best able to provide for the educational needs of our akonga.

PURPOSE
To meet legal and collective agreement requirements for staff appointments.
To be an EEO (Equal Employment Opportunity) employer

GUIDELINES

Tumuaki Appointment - Board of Trustees responsibility. The current Tumuaki will not be involved in this appointment in any way.

Tumuaki Tuarua and/or Assistant Principal - Board of Trustees and Tumuaki responsibility.

Amorangi Appointments – Tumuaki responsibility. Senior management may be included on the interview panel - for teaching vacancies.

The Board may enlist the support of an external consultant who should have general teaching experience; an understanding of the kura’s needs and character; knowledge of professional leadership and professional administration practices.

The HR ohu may be involved where appropriate

Appointment Responsibilities Include:
Advertising – position to close between 2-4 weeks after last advertisement
Preparing an information package which will include at a minimum, a job description and application for appointment form.
Requesting a CV and up to 3 referees
Shortlisting applicants
Reference checks – Written and/or verbal checks must be conducted.
Interviewing – same people with the appropriate skills to conduct each interview.
Offering the position to the most suitable applicant - includes provisions of Employment Relations Act in respect of collective or individual employment agreements.

Confirmation of Appointment - The position may be offered verbally to the successful applicant but is not confirmed until Board of Trustees has ratified and confirmation is in writing by both parties. If an applicant does not accept the offer, the position may either be offered to the next person, if suitable, or the position may be re-advertised.

Verification and certification of documentation including qualifications, teacher registration, police vet

Time schedules – for closing dates and interviews need to be reasonable.
All applicants to be advised in writing of the outcome of the interviews.

STRICT CONFIDENTIALITY IS NECESSARY FOR ALL STAGES OF THE APPOINTMENTPROCESS

Additional Requirements:
An appointment cannot be made unless all members of the Appointment’s Committee are in agreement.
Any secondary employment requires Board approval. If the Board gives approval then the primary employment will have precedence.
To guide the Interview process the following kawa (protocols) **may be used:**

- Ka mihi whakatau
- (ka karakia i te uiui tuatahi, ka waiata ā muri ake i ngā mihi whakatau)
- Ka whai i te kawa o Tainui ara tau-utuutu
- Ka whakamōhio atu ko wai te rōpū uiui
- Ka pātaingia ngā pātai ki te kaitono.
- (Kia őrite ngā pātai me te kaipātai i ngā uiui katoa)
- Ka pātai hoki te kaitono ki te rōpū uiui.
- Ka whakawātea ngā whānau tautoko ki te whakanui i tō rātou kaitono.
- Ka mutu rātou, ka whakakapi te hui.
- (Ka tukuna te uiui whakamutunga mō te karakia whakaoti i ngā uiui katoa)
NAG 3 – PERSONNEL PROCEDURE

CONCERNS AND COMPLAINTS PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To manage complaints effectively in a fair, consistent and efficient manner.

PURPOSE
To provide a fair process for all parties in dealing with complaints.

GUIDELINES
A Concern is a verbal statement of concern made to a staff member about a matter.
A Complaint is defined as a written statement of concern about a matter.
Initial parental concerns should be addressed at their source with the person involved or the class teacher or senior management and, if necessary, the Tumuaki.

If the issue is unresolved further action can only be taken if the matter becomes a formal complaint (i.e. set down in writing) to either the Tumuaki or the Board of Trustees.
All complaints should be specific and addressed as quickly as possible. If necessary a special meeting of the Board may be called.

All letters addressed to the Chairperson of the Board are for the whole Board. The Chairperson cannot decide independently what action will be taken.

Resolution or dismissal of the complaint is not to be discussed before all information is to hand.
If the complaint is of a serious nature the Tumuaki will inform the Board Chairperson. Any complaint involving the Tumuaki will be referred to the Board Chairperson.

Any complaint should be referred to the Tumuaki for investigation and to the employee concerned for a response. Complaints involving the Tumuaki will be investigated by the Board Chairperson. The Tumuaki will have a right of reply.
The employer shall consider the employee's reply before making a decision.
Any member of the Board of Trustees who has a conflict of interest in a complaint shall take no part in the discussion about it but may submit a statement on the matter.

The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is recommended that the Board seek advice from NZSTA personnel/industrial adviser in such cases. The Board must also consider the relevant staff disciplinary policies, employment contracts and NZSTA advice. Nothing in this clause prevents the employer from initiating disciplinary procedures.

The employee will be advised of their right to representation.
Every effort shall be made by the employer to reconcile the differences involved and achieve an outcome that is fair to the employee and the complainant.
The Board recognises that not all complainants may be satisfied with the outcome of a complaint. After one reconsideration, if the Board is confident of its decision, it will refuse to enter into any further discussion or correspondence. The NZSTA Helpdesk can assist by giving an objective assessment of the Board processes.

A complaint regarding lack of compliance with an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than as a reconsideration of the previous issue.

Any resolution or agreement will be recorded and copies provided for the parties involved.
CONCERNS PROCEDURE

Caregiver has a concern about something happening at the kura

Caregiver asks for an appointment with the child’s teacher. Issue discussed with teacher.

Matter resolved to both parties satisfaction – either concluded or an understanding in place for future action

Matter unresolved or has resurfaced. Make an appointment and discuss with principal.

After an agreed period of time e.g. two weeks action unsuccessful ie problem has resurfaced.

Matter resolved to both parties satisfaction – either concluded or an understanding in place for future action.

Matter unresolved. Complaint put in writing and addressed to the chairperson of the board of trustees. The chairperson then follows the board process for handling complaints.

After an agreed period of time eg two weeks action unsuccessful ie problem has resurfaced.
COMPLAINTS PROCEDURE
(Shaded area denotes “public excluded” meetings)

Letter of complaint is acknowledged by the Chairperson and the complainant advised of the
next steps in the board process. The letter becomes part of the correspondence that will be
dealt with at the next board meeting while the public is excluded.

Letter is tabled at board meeting (with the public excluded) and referred to relevant parties
for reporting back to the Board. The Board decides whether to deal with the matter as a whole
or appoint a committee to investigate and recommend to the Board.

At the meeting of the Board/Committee the reports are received and the parties may be
invited to speak to their complaint or answer questions. The Board/Committee considers the
evidence and/or information and comes to a decision or recommendation.

Depending on the delegated powers of the committee either they or the Board as a whole come to a
resolution as to how the board will respond and/or what action will be taken.

The Board’s response is communicated to the parties to the complaint. This may be either
publicly or confidentially depending on the case.

Any of the parties may request the board to reconsider their decision – however normally for
such a reconsideration to take place new information that would have been relevant to the
Board’s deliberations must be produced.
NAG 3 – PERSONNEL PROCEDURE

EQUAL EMPLOYMENT OPPORTUNITY (EEO) PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To comply with the requirements of the State Sector Act 1998 relating to providing fair opportunities for all employees and potential employees to gain employment at the kura.

PURPOSE
To ensure that all employees and applicants for positions are given fair and equitable treatment according to their skills, qualifications, abilities and aptitude without regard to issues of race, gender, disability and age.

GUIDELINES
An EEO convenor will be appointed (this may be the Tumuaki)
An EEO programme will be developed and its implementation monitored by the Board
All kura policies, practices and procedures will be reviewed having due regard to EEO.
The Board of Trustees will recognise the aims and aspirations of Māori, the employment requirements of Māori and the need for greater involvement of Māori in education.
The Board of Trustees will recognise the aims, aspirations and cultural difference of all ethnic and minority groups.
The Board of Trustees will recognise the employment requirements of women and of the disabled.
AIM
To provide a positive framework for ensuring a high standard of management and teaching to improve the quality of learning of akonga and meet accountability requirements for appraisal.

PURPOSE
To meet the relevant professional standards, the collective or individual employment agreements for Tumuaki, Kaiako and support staff and Registered Teacher Criteria for Kaiako. To establish a process for appraisal, professional development and support.

Staff Appraisal
Responsibility for appraisal of staff is delegated to the Tumuaki. Staff will be appraised by the Tumuaki or a senior staff member. The annual appraisal process incorporates professional standards for the Tumuaki and teaching staff and performance indicators for non-teaching staff.

The process includes:
- establishing a job description
- establishing performance expectations or objectives
- personal development objectives based on areas for improvement and new initiatives
- support requested to achieve expected performance
- monitoring through data gathering of progress based on observations of teaching and/or ongoing discussion for the Tumuaki
- an evaluation of actual performance compared to performance expectation
- a final interview and written report.

All aspects of the process are to be documented including areas of strength and suggestions for development. It should also include the appraisees’s self-appraisal notes and reflections. Appraisal reports are to be signed by both appraiser and appraisee. The final report will also detail priorities for future development.

All reports are to be copied and given to the appraisee - the master will be retained on the employee’s personal file for 7 years. The appraisal forms the basis for attestation for salary increment for teaching staff.

All appraisal reports are confidential to the appraisee, the appraiser and the Tumuaki. In exceptional circumstances the appraisal reports may need to be made available to the Board by way of example in the case of an employment dispute or personal grievance. The reports may also need to be made available to Education Review Office reviewers.

If a dispute arises the disputes process will be followed as per the concerns and complaints procedure. New employees whose salary increment date is within one term of their appointment will provide evidence to show they have met the professional standards at the appropriate level. If such evidence is unavailable the kura will require one full term to decide whether the employee meets all the professional standards at the appropriate level.
The general timetable for the appraisal process is:

- Review Job Description and finalise development targets and support: End Term 1
- First classroom observation: End Term 2
- Optional second classroom observation: End Term 3
- Interim meeting to check on progress: End Term 3
- Appraisal Interview and set Development Objectives for following year: End Term 4

**Tumuaki Appraisal and Pay Policy**

The Tumuaki may be employed under either the Collective or an Individual Employment Agreement. The Tumuaki is responsible and accountable for establishment and implementation of the performance management system.

The Tumuaki is appraised by the Board’s nominated representative which may include an external appraiser. The process for the Tumuaki appraisal will follow the general outline above.

The Tumuaki appraisal may involve discussion by the appraiser with Board of Trustees, staff members, nga akonga and parents.

Data gathering for the Tumuaki appraisal may include the strategic and development plan, professional development, Tumuaki reports to the Board of Trustees, newsletters, feedback forms, self-review, achievement data.

A draft final report is submitted first to the Tumuaki for feedback and comment. The final report is confidential to the Tumuaki, Appraiser and the Board Chair unless the Tumuaki agrees otherwise.

Any dispute relating to the appraisal process will be referred to an independent arbitrator or mediator mutually agreed upon by the Tumuaki and the Board Chair. In the final analysis the Board, as the employer, will have responsibility for the final decision.

The Board will ensure budget provision for this policy.

Tumuaki remuneration is based upon the relevant employment agreement.

**Professional Development**

Professional development is an integral part of the performance management system.

Annual individual professional development objectives are set and appropriate support to meet objectives is established.

Development objectives will support kura objectives set out in the strategic and development plans.

Personal and Kura wide Objectives and a plan of action for their achievement will be based on job descriptions and decided between appraisee and appraiser.

Agreed professional development objectives will be supported and resourced through a professional development plan and budget.

Professional development is comprehensive and may include classroom observations of the teacher by senior management or peers, observations of other Kaiako/nga kaiako in this kura or other kuras, attendance at courses, professional discussions at staff meetings, readings, classroom release time, and self-reflection. Records of all these are to be maintained.

**Teacher Registration**

All Kaiako are responsible for and must maintain current registration of their Practising Certificate.

A record is kept of support and guidance programmes provided to assist towards registration of provisionally registered Kaiako.

All teaching staff will be registered Kaiako, provisionally registered Kaiako/nga kaiako or have a limited authority to teach (including relievers).
A register detailing the registration of all teaching staff will be maintained. Details will include registration number and expiry date of registration.

Kaiako will be reminded by the office at least 2 months prior to expiry date of the need to ensure registration is renewed.

Kaiako cannot be employed if registration has expired.

Kaiako currently employed will be stood down until Registration has been renewed and the original received by the kura for certification as a true copy.

**Use of Management Units and Units for Recruitment, Retention, Responsibility and Reward**

The Tumuaki will have delegated authority to make decisions on the allocation of units.

The Tumuaki will determine:
- who will receive unit/s
- the purpose for allocation of the unit/s
- whether permanent or fixed term

The Tumuaki decision on the allocation of units should:
- reflect the strategic direction of the kura
- reward specific accountabilities and responsibilities
- reward excellent performance

**Classroom Release Time (CRT)**

CRT is designed to provide professional support for Kaiako while maximising benefits for akonga learning.

CRT may be used for planning, assessment, evaluation, reporting, professional development including classroom observations, reading/research and professional meetings, notwithstanding any specific arrangements negotiated between the Tumuaki and a staff member.

Classroom release is to be taken in the kura unless specific arrangements are negotiated between the Tumuaki and a staff member.

CRT is 10 hours per term. Each kaiako will be allocated 2 days per term.

The Tumuaki will organise the roster for CRT.

Where necessary advanced or delayed allocation of CRT may be made to cover genuine circumstances e.g sick leave, lack of reliever.

A record of CRT delivered or not delivered is to be maintained.

Procedures will be reviewed annually to cater for staff turnover, recruitment difficulties, reliever issues, and new education initiatives, concerns regarding benefits to akonga learning or other genuine issues or concerns.

In addition to CRT the following positions will be allocated additional release time for management responsibilities. Tumuaki Tuarua and Assistant Principal - 1 day per fortnight

Beginning Teacher release time is set out in the staff induction procedure.

Relief Kaiako employed for Classroom Release Time purposes must prepare and have their own program of work ready for instruction. Consultation with the released teacher is preferable although not necessary.
NAG 3 – PERSONNEL PROCEDURE

PERSONAL GRIEVANCE PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

PURPOSE
To protect the wellbeing of staff if there is a grievance issue.
To provide procedures for employees to have a grievance heard.

GUIDELINES
Procedures will be consistent with NZEI guidelines, the Human Rights Act 1993, the relevant Employment Agreement and the Employment Relations Act 2000 e.g. grievance grounds could be sexual harassment or discrimination on grounds of race.
Any grievance may be raised initially with Senior Staff.
If a grievance is dealt with satisfactorily at this level it need not proceed further.
If an issue remains unresolved the grievance may be referred to the next stage in writing:
Tumuaki
Board of Trustees
Grievance Committee established by the Board and may include outside consultants from e.g. Human Rights Commission, NZEI, Union representative, NZSTA
All parties involved including the Board of Trustees, Union Representatives and Mediators.
Employment Court
As grievance situations can be very stressful on all concerned every effort should be made to maintain a professional environment and provide appropriate support for those involved.
NAG 3 – PERSONNEL PROCEDURES

PROFESSIONAL CONDUCT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To maintain a high level of professionalism in teaching.

PURPOSE
To ensure that all staff are aware of the kura’s expectations
To ensure that staff act professionally at all times.

GUIDELINES

NZ Kaiako/nga kaiako Council “Code of Ethics for Registered Kaiako/nga kaiako” provides a foundation for professional conduct as set out below.

Ensure the needs of the akonga and their learning are paramount.
Respect the dignity, rights and integrity of our kura community.
Provide and support classroom programmes that challenge each akonga to achieve personal standards of excellence and enables them to reach their full potential.
Adhere to all statutory obligations.
Actively support the kura charter, local goals, policies and procedures.
Demonstrate a commitment to continuing personal and professional growth and development.
Work co-operatively and collaboratively and support other members of the kura community.
Respect confidentiality of information.
Promote the kura in a professional manner, working actively to uphold the image of the kura in the wider community.
Understand and make a commitment to the elimination of sexism and racism both with regard to Equal Employment Opportunities and Equal Educational Opportunities.
Fulfil the intent of Te Tiriti o Waitangi
Committed to the principles of Te Aho Matua

Code of Ethics for Registered Kaiako

Kaikō registered to practice in New Zealand are committed to the attainment of the highest standards of professional service in the promotion of learning by those they teach, mindful of the learner’s ability, cultural background, gender, age or stage of development. This complex professional task is undertaken in collaboration with colleagues, learners, parents/guardians and family/whānau, as well as with members of the wider community.

Ka arahina ngā taunekeneke ngaio a ngā pouako e ngā mātāpono e whā.
Mana Motuhake
Ki te whakaaro ki ngā tika o te tangata, kia whakanui, kia whakawawaohia hoki.
Te Tika
Ki te toha i te mana me te ārai i ngā hara tūkino i te mana.
Haepapa Taurima
Ki te mahi pai, ki te whakaiti i ngā wharanga ki ētahi atu.
Te Pono
Kia noho pono ki a koe anō me ngā tāngata katoa.

Application of the Code of Ethics shall take account of the requirements of the law as well as the obligation of Kaiako to Te Aho Matua, the Treaty of Waitangi and the rights and aspirations of Māori as tangata whenua.

**Kaiako will strive to:**

develop and maintain professional relationships with learners based upon the best interests of those learners
base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach
present subject matter from an informed and balanced viewpoint
encourage learners to think critically about significant social issues
cater for the varied learning needs of diverse learners
promote the physical, emotional, social, intellectual and spiritual wellbeing of learners
protect the confidentiality of information about learners obtained in the course of professional service, consistent with legal requirements.

**Commitment to parents/guardians and family/whānau**

Kaiako recognise that they work in collaboration with the parents/guardians and family/whānau of learners, encouraging their active involvement in the education of their children. They acknowledge the rights of caregivers to consultation on the welfare and progress of their children and respect lawful parental authority, although professional decisions must always be weighted towards what is judged to be the best interests of learners.

In relation to parents/guardians, and the family/whānau of learners,

Kaiako/nga kaiako will strive to:

involve them in decision-making about the care and education of their children,
establish open, honest and respectful relationships,
respect their privacy,
respect their rights to information about their children, unless that is judged to be not in the best interests of our akonga.

**Commitment to society**

Kaiako are vested by the public with trust and responsibility, together with an expectation that they will help prepare akonga for life in society in the broadest sense.

In fulfillment of their obligations, Kaiako will strive to:
actively support policies and programmes which promote equality of opportunity for all,
work collegially teach and model those positive values which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.
Commitment to the profession

In the belief that the quality of the services of the teaching profession influences the nation and its citizens, Kaiako shall exert every effort to maintain and raise professional standards, to promote a climate that encourages the exercise of professional judgement, and to achieve conditions which attract persons worthy of trust to careers in education.

In fulfilment of their obligations to the teaching profession, Kaiako will strive to:

advance the interests of the teaching profession through responsible ethical practice,
regard themselves as learners and engage in continuing professional development,
be truthful when making statements about their qualifications and competencies,
contribute to the development and promotion of sound educational policy,
contribute to the development of an open and reflective professional culture,
treat colleagues and associates with respect, working with them co-operatively and collegially to promote akonga learning,
assist newcomers to the profession,
respect confidential information on colleagues unless disclosure is required by the law or serves a compelling professional purpose,
speak out if the behaviour of a colleague is seriously in breach of this Code.
NAG 3 – PERSONNEL PROCEDURES

STAFF COMPETENCY PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

(To be read in conjunction with the Staff Discipline Procedure.)

AIM
To have a clearly defined process for handling staff competency issues to ensure that staff employment agreements are implemented and the process is fair for all those involved.

PURPOSE
To ensure that the normal, acceptable areas of an individual’s professional development needs as identified by the Staff Appraisal process are not misconstrued as questioning that staff member’s competency.
To ensure that the staff member is alerted early to any question of their professional competency.
To identify the specific elements of the staff member’s performance causing concern,
Identify the corrective action required and the timeframe allowed for correction.
To ensure all those involved in the process receive adequate and appropriate support.
To protect the employee against any unjustified or vindictive action.
To ensure that any disciplinary action taken by the Board is fair and appropriate to the circumstances and is carried out in such a way as not to leave the Board susceptible to a personal grievance claim by the employee.

GUIDELINES
The Tumuaki is responsible for putting in place appropriate assistance and personal guidance for an employee. If this ongoing assistance has not remedied the matters of competency causing concern, these guidelines will govern the action to be taken.
The competency process will have regard to the relevant employment contract.
Each staff member’s Job Description should be reviewed on an annual basis.
Matters causing concern should in the first instance, attempt to be resolved by informal discussion, counselling and support.
If the concerns are not resolved informally the Tumuaki will commence formal competency procedures as follows.
The staff member is to be advised in writing by the Tumuaki that they may have representation throughout this process and to be told in advance of the purpose of any meeting convened in accordance with this procedure.
The Tumuaki is to have a second person as a witness present throughout this process.

First Warning (Verbal)
The staff member must be advised of the specific matter(s) causing concern and have an opportunity to respond.
If corrective action is required the staff member must be advised of the corrective action required and the timeframe allowed. This timeframe is to be determined by the Tumuaki. The employee is to be advised that failure to perform to the required standard will result in a written warning.
The corrective action, timeframe and specific assistance provided to the staff member concerned will be documented and signed by employee, staff member witness and the Tumuaki. Written Warning
The teacher’s performance will continue to be monitored and if no improvement is found the matter is to be discussed at a formal meeting with the employee and an explanation sought. If the explanation is unsatisfactory then a written warning is to be given advising them that their employment is in jeopardy.

(Further investigation may need to be carried out first to clarify points of disagreement). The staff member must be advised in writing of the specific matter(s) causing concern, of the corrective action required and the time frame allowed. This is to be signed by the Staff Member, Tumuaki and his/her witness. The employee is to be advised that failure to perform will lead to the Tumuaki recommending to the Board of Trustees that they review the employee’s continued employment and possibly termination of that employment. The process and results of any evaluation are to be recorded in writing, signed by the Tumuaki and staff member. One copy is to be given to the staff member, one is to be placed on the staff member’s personal file. Where insufficient improvement occurs a further meeting is to be held and if the employee has no satisfactory explanation for the failure to meet the requirements the Tumuaki may notify the employee that she/he will recommend to the Board of Trustees that they review the staff member’s continued employment and the possible termination of that employment.

No action shall be taken by the Board of Trustees on the report until the teacher has had the opportunity to respond in writing to the Board of Trustees and be heard by them if the staff member so wishes. At no time during this process is the Tumuaki, any other senior staff member or any member of the Board to recommend to the staff member any change to their employment status as this could be taken as “constructive dismissal” and be grounds for a possible personal grievance case.

Final Action
The Tumuaki makes a recommendation to the Board
The Tumuaki is to remove him/herself from the final decision. This fact and a record of the Board’s discussion are to be minuted
The full Board or a Board sub-committee will meet to discuss the issue. The employee is invited to attend with support and is given any documentation prior to the meeting and a final opportunity to respond. Details of the meeting are to be minuted and recorded.

If the outcome is dismissal the employee may request a written statement of the reasons for dismissal as per the Employment Relations Act 2000 (Section 120). The statement must be provided within 14 working days of receipt. Failure to provide the reason or the correct reason may jeopardise the employer’s position in the event of a personal grievance case.

The Board of Trustees will decide whether and when to consult with the Kura Trustees Association. The Board will hold Professional Liability Insurance at all times. The insurer will be contacted to advise that a personnel issue is being dealt with.
Serious Misconduct
If there is misconduct that is sufficiently serious it may warrant instant dismissal as per the relevant collective or individual employment contracts, irrespective of the steps laid down in this procedure.

Tumuaki Competency
Should the Tumuaki competency be questioned the Board will follow the procedure outlined in this policy with the Board of Trustees Chairperson acting in the position where the policy refers to the Tumuaki.
NAG 3 – PERSONNEL PROCEDURE

STAFF DISCIPLINE PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

(To be read in conjunction with the Concerns and Complaints Procedure)

AIM
To establish a process for dealing with staff discipline issues.

PURPOSE
To ensure that legislation, policies, guidelines and expectations are adhered to by staff.
To ensure that any disciplinary action is carried out in a just and fair manner for the employee.
To maintain an environment where the emphasis is on the quality of teaching and learning.

GUIDELINES
All disciplinary situations are subject to the strictest confidentiality,
The process may involve a verbal warning, followed by a written warning preceding any disciplinary action.
The Tumuaki is responsible for any disciplinary action to the final stage. This includes consulting with and keeping the Board informed. If the disciplinary action involves the Tumuaki, the Board Chairperson will be responsible for the process.
Every attempt will be made by the Tumuaki and Board of Trustees to informally resolve any issues involving staff prior to the issue becoming a major one requiring disciplinary action.

Verbal Warning - the staff member is advised of the matter causing concern, the corrective action required and the time frame allowed to make necessary changes. A written confirmation that the verbal warning has been given then follows.

Written Warning - the staff member is given appropriate time to respond to the Tumuaki evaluation of the situation. Further investigation and discussion may follow. It is advisable that another senior staff member is present during the process.
All documentation relating to the investigation is to be kept and signed by the staff member, senior staff member and Tumuaki, with copies for the staff member and their personal file.

Disciplinary Action – The Tumuaki will make a recommendation to the Board of Trustees and not take part in any final decision. Options for recommendation may include:
Additional training or supervision
Suspension - as per the relevant collective or individual employment agreement – .
Dismissal - in cases of serious misconduct summary dismissal without notice may occur. Nevertheless full investigation is carried out and the employee given the opportunity to respond to the allegations or results of the investigation.

Serious Misconduct may include:
Physical, verbal or sexual abuse
Failure to carry out lawful instruction
Failure to abide by kura policies and procedures
Misappropriation of kura funds or property
Any action or lack of action considered serious in the light of circumstances at the time

The full Board or a Board sub-committee will meet to discuss the issue. The employee is invited to attend with support and is given any documentation prior to the meeting and a final opportunity to respond. Details of the meeting are to be minuted and recorded.
If the outcome is dismissal the employee may request a written statement of the reasons for dismissal as per the Employment Relations Act (Section 120). The statement must be provided within 14 working days of receipt. Failure to provide the reason or the correct reason may jeopardise the employer’s position in the event of a personal grievance case.

If there is a dismissal the Board may wish to manage the situation to reduce damage to the kura reputation, to the employee or other employees or akonga.

External support from the Kura Trustees Association is advised throughout the process.

At no stage during the process is the Tumuaki, senior staff member or Board member to suggest to the staff member any change to their employment status as this might be interpreted as “constructive dismissal” at a later stage.

If a case for discipline is found such action may be negotiated with the employee and their support person/s. The Board of Trustees will hold professional liability insurance at all times and the insurer will be notified immediately should there be a probability of a claim against the Board.
NAG 3 – PERSONNEL PROCEDURE

STAFF INDUCTION PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To provide for a smooth introduction of new staff to the kura.

PURPOSE
To introduce a new staff member to the staff, pupils, kura and community.
To familiarise a new employee with kura policies, procedures, environment and resources.
To provide Beginning Kaiako with an appropriate Advice and Guidance Programme.

GUIDELINES
New staff will be advised of initial requirements in the letter of appointment.
Prior to starting, a time will be arranged for an orientation visit to the kura.
At commencement of kura the new employee will be welcomed with a powhiri. Additional information will be given and appointment requirements finalised.
For a Beginning Teacher a tutor teacher will be appointed. For other staff the Pouako will provide support with induction.
The Kura Induction Programme and/or Beginning Teacher (BT) Programme outlined below may be used (where applicable) to guide the induction of new staff.
KURA INDUCTION PROGRAMME
ALL KAIAKO

LETTER OF APPOINTMENT
Provides details of:
Terms and conditions of employment
Starting date
Other information required prior to commencement of teaching

INITIAL VISIT
Arranged prior to commencement of kura year or term
Meet with staff and other members of kura community Orientation about kura
Contact people for support and further information Room allocation
Location and access to classroom and resources Planning information – long term and unit plans
Preliminary information about kura – Staff Information Manual, Planning folder requirements Kura Map
Community information for anyone new to the area

COMMENCEMENT OF KURA
Introduce to staff not already met Meeting with Pouako
Pōwhiri
Staff list of names
Areas of responsibility – curriculum and functional tasks Duty rosters and duty requirements
Timetabling – Library, Swimming, Sport, Classroom, Hui Planning requirements – term planner for whole kura Class Lists
Attendance Registers
Booking procedures for kura equipment and facilities Discipline procedures
Establishment of routines
Security procedures – issue with keys and security codes Copy of Charter, Strategic Plan and Development Plan Absence procedure and staff member to be contacted
BEGINNING TEACHER ADVICE AND GUIDANCE PROGRAMME

Induction programme will consist of:
Meetings
Classroom visits Observations
Informal Guidance
Staff Development – BT Programme Appraisal

MEETINGS

Meetings will be held regularly between the Beginning Teacher and the Kaiako Hāpai, who will normally be the Whānau Leader (Pouako). It is expected that meetings will be held weekly in Terms 1 and 2.

Ongoing informal discussions with the Kaiako Hāpai and colleagues will also occur in relation to planning, assessment, record keeping, catering for individual children including special needs and abilities, curriculum support.

PROGRAMME

The Term 1 programme is designed to help get the BT established and is quite specific to make the workload manageable. Beyond Term 1 the Induction and mentoring Programme can be tailored to the individual Beginning Teacher’s needs and strengths within the guidelines provided.

REPORTING

The Tutor Teacher will be required to report on the programme. Reports should be made on both formal and informal meetings or discussions and should indicate:
Programme covered Discussions
Advice given and actions taken
Follow up and feedback Evaluations

Reporting may be done in a manifold book, or on a standard report form or on computer. These should be discussed with the BT and signed by both BT and Tutor with a copy to the Tumuaki for filing.

CLASSROOM OBSERVATIONS

Observations may be arranged in other classes in our kura or to other kuras to observe experienced Kaiako. Classroom observations should have a purpose e.g. to observe a specific classroom programme or
curriculum area, classroom management strategies, classroom environment. The Tutor may also schedule times to observe the BT at work. These observations require:

A specific purpose
Prior notice
Follow up meeting
Written comment

**APPRAISAL**

The BT will be subject to the same appraisal process as other staff.

**STAFF DEVELOPMENT**

The BT will have the opportunity to be involved in the BT programme run for all new Kaiako. Other professional development may also be included.

**USE OF 0.2 TIME**

This time will be utilised for needs identified by the BT and the Tutor Teacher. This may include release time for the BT for planning, preparation, assessment, resource making, observations etc. Some of the time may also be utilised by the Tutor Teacher to observe the BT in class or for reporting.

**CLASSROOM RELEASE TIME**

The BT is also entitled to CRT as per other staff members.
BEGINNING TEACHER (BT) PROGRAMME

TERM 1
Getting to know the class
Setting routines, expectations, standards
Collect work samples – handwriting, written language
Planning – Daily planning and unit plan
Assessments – Diagnostic Testing for Reading, Maths
Keeping Track – Portfolio and Cumulative files
Attendance Register
Read Staff Manual to be familiar with procedures and policies
Continue diagnostic assessments for maths and reading if necessary
Long Term Planning – unit planning
Class and Group descriptions Reading
Programme
Maths Programme
End of Term evaluations including self evaluation and feedback and evaluation of Induction
Programme
Review planning Planning
for Term 2

TERM 2 AND 3
Marau Development – each curriculum area Pūtaiao, Tikanga ā Iwi, Hauora, Hangarau, Ngā Toi, Te Reo Matatini and Pāngarau
Ongoing support with planning – short term and long term
Assessment and Evaluation techniques
Record keeping
Classroom Environment
Resources
Communicating and Reporting to Parents
Behaviour Management
Special Needs
Grouping children and working with groups Kura and Class Trips
Community resources and people – library, police, recreational facilities
Familiarisation with role of Social Worker, Dental Nurse, Health Nurse, RTLB NZEI Advisory Services
National Library Service
Communication in the Kura and Community
Time Management – Balancing private and professional life
Coping with Workload
Relief Kaiako
Classroom observations

TERM 4
Ongoing curriculum development
Refining techniques – planning, teaching, assessing
Review of induction programme
Review of professional development
Review of year’s work
End of Year procedures
End of Year Appraisal including professional development requirements for following year
NAG 3 – PERSONNEL PROCEDURE

STAFF LEAVE PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To make provision for staff leave within relevant employment contract provisions, Board policy, and funding arrangements applying to the kura.

PURPOSE
To provide guidelines for the various types of staff leave.

GUIDELINES
The Tumuaki has delegated responsibility to approve leave. Leave requests are to be in writing to the Tumuaki as soon as possible. Leave must be seen to operate consistently and fairly.

SICK LEAVE
Sick leave entitlements are provided for in an employee’s contract of employment. All employees are to advise the Tumuaki [or designated staff member] as soon as they are aware they will not be well enough to undertake their duties.

The Tumuaki/Board may require a sick leave certificate for absences exceeding:
- 2 days for caretaking and cleaning staff,
- 3 days for support staff,
- 5 days for teaching staff; or
Every absence where a regular pattern of taking sick leave is occurring

The Tumuaki/Board may require a medical certificate at any time where the board believes a second opinion or confirmation of an illness is required. The Tumuaki/Board will elect a medical practitioner with costs being met by the Board.

Where there is an ongoing illness the Board may require a medical certificate and report from the doctor as to the likely length of the illness and/or return to work. Employment may be terminated for prolonged illness. The Board will seek industrial advice prior to any process commencing which may result in termination due to long term illness.

Medical certificates written in advance or retrospectively of illness will not be accepted and accordingly sick pay not paid i.e. leave without pay.

No single medical certificate will be accepted for any period exceeding one calendar month.

The Board may request an employee to provide information on the reason for sick leave or seek approval from the employee for the doctor to provide the reason. [Note: If an employee gives approval to the Board the doctor cannot refuse to provide the information.]

Where the Board has good cause to believe there may be abuse of sick leave this will be treated as a disciplinary matter.

Some contracts provide for anticipated sick leave entitlements in exceptional circumstances or for disregarded sick leave. Where this may apply, the Tumuaki/Board must seek Ministry of Education approval for funding prior to the anticipated or disregarded sick leave being approved.
DOMESTIC LEAVE

Contracts provide for an employee to take sick leave as a charge against their own sick leave to care for sick dependent members of the employee’s household.
Funding arrangements are to be checked prior to any approval being given.
The employee may be asked for evidence of the illness of any dependent member of an employee’s household.

DISCRETIONARY LEAVE

1) Applications for paid or unpaid discretionary leave will be considered by the Board on the recommendation of the Tumuaki.
2) The following factors are to be considered by the Tumuaki and Board:
   - The timing of the leave and any potential disruption to the education of the children
   - The operational requirements of the kura.
   - Could leave reasonably have occurred during kura vacation time.
   - Availability of suitable relieving Kaiako/nga kaiako.
   - Cost to the board of providing relief where leave is on pay.
   - Benefits to the kura in granting leave.
   - Extent of leave already granted.
   - Purpose of the leave
   - Approval will not be unreasonably withheld

Applications for leave on the leave form should be made by staff at least 3 weeks prior to when the leave is required.
In exceptional circumstances where staff members and/or students are disadvantaged the Board of Trustees may re-assess the granting of leave.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

FINANCE COMMITTEE TERMS OF REFERENCE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

GENERAL RESPONSIBILITIES:
The Ohu Putea Committee is responsible for:
Advising the board on all financial matters relating to the effective financial operation of Te Kura Kaupapa Maori o Hoani Waititi Marae, including assisting in the development of an effective kura budget process, development of the annual kura budget particularly those parts not directly related to the curriculum, and working with and advising the Tumuaki on the day to day financial matters necessary to ensure effective, succinct and accurate financial reporting to the Board.
Developing financial policy for approval by the Board
Reviewing all financial policies
Preparing an annual and longer-term financial plan for the Board

AUTHORITY:
The committee is accountable to the board, from whom it takes all directions.
The committee is empowered to make policy recommendations and review policy but cannot itself make policy.
The Tumuaki is empowered to approve day-to-day payments within the budget and cash flow allocations, but must have such payments ratified by the Board at the next meeting.
The Tumuaki may approve expenses up to $5,000. Any amounts greater unless already approved in the annual budget must be approved by the Board.

MEMBERSHIP:
The finance committee may include the Tumuaki, the Board Chairperson, the Treasurer and other Board members with an interest in financial management.

MEETINGS:
The Committee will meet at 4pm before the monthly BOT/Whanau meeting (third Wednesday of the month) at 5.30pm. The Committee will provide a financial report to be tabled and approved at the BOT/Whanau meeting.

ACCOUNTABILITY:
The committee will be accountable to the Board of Trustees who may question the committee on the Financial Report at each meeting.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

FINANCIAL MANAGEMENT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To outline effective procedures for kura financial and resource management.

PURPOSES
To enable preparation of monthly financial reports for the Board of Trustees
To enable the preparation of annual accounts for audit, in line with state sector accounting requirements.
To ensure compliance with GST, ACC and other financial regulations.
To ensure that funds are available for ongoing maintenance and planned developments.
To provide the Tumuaki with the financial resources to manage the kura effectively.
To have a consistent and effective procedural approach to the ordering and purchasing of Goods and Services

GUIDELINES

Financial Services
Education Services Limited provides full accounting, reporting and financial advisory services including preparation of annual accounts for audit.

Budgeting
A draft budget will be prepared by the Tumuaki and the ohu putea committee prior to the beginning of the financial year, and presented to the Board of Trustees for approval as an unconfirmed budget. It is confirmed by the Board of Trustees at the beginning of each financial year after the first funding instalment and then reconfirmed after the 1 March Roll Return.
The budget will be prepared using current and historical figures, an estimate of likely income and the planned priorities and objectives of the Board.
The budget will also ensure that provision is made for those areas for which special funding is allocated including special needs, targeted funding and areas designed to enhance the learning opportunities for akonga.

Income Management
The kura has two bank accounts. One is a working account and the other is an investment account. All kura income will pass through the working account. Based on kura commitments and priorities funds may be transferred to the investment account to take advantage of better interest rates. Both accounts are subject to audit.
All money collected in the kura will be receipted and banked into the working account. All receipted money will be securely stored until banked. Cash will not be held in classrooms.
Incoming cash will not be used for payments. Any cash received is to be checked first then verified by a second person and banked by another.
Purchases
All purchases must be requested using appropriate Purchase Order Request Form.
All purchases are to be authorised by the Tumuaki and verified against budget allocation by the Board.
Purchases over $5,000 must be authorised by the Board.

Payments
All payments are to be supported by a tax invoice or receipt.
All invoices for all transactions are to be retained.
Staff with budget responsibility must first verify receipt of goods before payment is made.
Payments may be made by either cheque or internet banking.
All payments are to be authorised by the Tumuaki and the Board.
All cheque and internet payments must be signed or authorised by any two of the designated signatories which include the Tumuaki and designated Board members.
There is petty cash of $100.00 at the kura.

Reimbursements
Any reimbursements must be accompanied by receipts, dockets or travel details.
Reimbursement of travel costs are at the rate designated in the relevant collective agreement.
No cheque signatory may approve and/or sign their own claim for reimbursement.
No salary advances are to be made from kura funds unless approved by the Board. Where any anomalies in staff salary or wages occur these are to be addressed through the payroll provider.

Kura Donations
Kura donations are collected to supplement government funding and allow the kura to provide additional resources and support for nga akonga.
The level of donation is to be set by the Board of Trustees and parents are to be informed how this will enhance their children’s learning opportunities.
Receipts are to be issued for all donations received.
Parents will be reminded each term that donations are due.

Fundraising
Any fundraising venture must first have the permission of the Tumuaki.
Any communication with organisations outside the kura must also have Tumuaki permission and any written communication should be on kura stationery.
All funds raised are to pass through the kura accounting system and will be receipted and subsequently subject to audit.
A specific account will be established in the kura accounting system for the fundraising activity/group.
Any fundraising venture needs to take account that GST may be payable on those fundraising activities for which goods and services are chargeable. (Note fundraising activities where goods are donated would not be subject to GST.)

Stationery Sales
A distinction is to be made for accounting purposes between stationery that is purchased for kura/Office use and stationery for sale.
An annual stock take of stationery for sale is to be conducted and details provided for audit.
Stationery from stock for sale and used by Kaiako/nga kaiako will be charged to syndicate budget.

Reporting
At each monthly meeting of the BOT/Whanau a financial report is to be present
Applying for grants from funding organisations and government agencies
All funding applications must be approved by the Tumuaki. The Tari Kaiwhakahaere will keep a record of all funding applications, decision letters and accountability reports. The ohu putea committee will be regularly updated by the Tumuaki on grant expenditure.

Documentation
All financial documentation is to be maintained to support smooth financial operating procedures and the annual audit process.
All financial documentation required for audit and taxation purposes is to be retained for a period of 7 years after which time it will be destroyed.

Delegated Authority to Spend
The Tumuaki has delegated authority from the Board of Trustees to spend up to $5,000 to purchase any goods or services necessary for the kura to function effectively and to achieve current goals.
Any purchase above this amount requires specific Board approval.

Ordering and Purchasing of Goods & Services
All orders and purchases of goods and services will be made by the office and confirmed by the Tumuaki.
The need for goods and/or services will be established by the staff and the Tumuaki in line with the operating budget for the year, or in consultation with the Komiti Putea and/or the BOT.
Written quotes will be obtained by the office and considered by the Tumuaki.
Goods and services will be ordered by the Tumuaki, or the budget holder of specific areas of the curriculum, or Tari Kaiwhakahaere.
On the arrival of goods or on the completion of services, the Tumuaki and/or the Tari Kaiwhakahaere will check that the goods and services are in line with the kura expectations. If a purchase order has been completed and goods/services are being charged to an account, the goods/services will be checked against the purchase order.
The invoice will be checked against the goods/services received. The invoice will be signed by the Tumuaki if the documentation of the goods/services is correct. A budget code will be added for payment purposes and forwarded to the Tari Kaiwhakahaere.
The Tari Kaiwhakahaere will enter the details of the invoice on a Batch Header and forward to Education Services Limited. Copies of the Batch Header and the invoices will be kept on file in the office.
The Education Services Limited will pay the creditor. If there are any queries about the invoice and payment details, the Education Services Limited Officer will contact the Tumuaki and/or the kura Tari Kaiwhakahaere. The Education Services Limited Officer will record the purchase of any asset on the Asset Register. Asset serial numbers will also be recorded on the Asset Register.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

PECUNIARY INTEREST PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To ensure that there is a transparent process in place for the approval of contracts by the Board of Trustees.

PURPOSE
To provide protection for Board of Trustee members in cases where personal financial interests may be seen to conflict with kura interests.

GUIDELINES
Any board member who may be seen to have a personal or family interest in any contract involving the kura is to abstain from voting on that contract.
This is to apply where even if a Board member did not believe there was any personal interest but it was considered by any other Board member or member of the public that pecuniary interest might apply.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

FIXED ASSETS AND DEPRECIATION PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To ensure the value of fixed assets recorded in the Kura’s annual financial statements is materially correct and that the annual depreciation charge fairly represents the use of the assets over their lives.

PURPOSE
To identify what are classed as assets and how they are valued
To determine depreciation and disposal of assets

GUIDELINES

Definition
Fixed assets are physical assets that are held by the kura for use in the production or supply of goods and services, for rental to others or for administrative purposes, and have been acquired or constructed with the intention of being used on a continuing basis.
Fixed assets may also include items held for the maintenance or repair of other assets.
Fixed assets are property, plant and equipment used by the kura for more than 12 months, over which the kura has control.
Land and buildings that are owned by the Crown are occupied on the basis of a property occupancy agreement.

Cost (Valuation)
Fixed assets transferred to the Board of Trustees on 1 October 1989 are recorded at valuation on that date and have since been depreciated.
All other fixed assets are initially recorded at cost or, in the case of donated assets, initially recorded at their fair value at the date of receipt. Initial cost includes the purchase consideration, or fair value as the case may be, and those costs directly attributable to bringing the asset to the location and condition necessary for its intended use.
Fixed assets are valued at historical cost and are not revalued. Subsequent expenditure that increases or extends an asset’s service potential is capitalised.
Where assets have been revalued in past periods the asset has been recorded at the last valuation.

Recognition
Items of property, plant and equipment with an individual value in excess of $300 are capitalised on purchase.
Items with an individual value below $300 are expensed with the exception of furniture and fittings that are purchased in quantity where the total value exceeds $300 e.g. classroom sets of desks and chairs. This is to reflect their significant total value as a percentage of the total assets held by the kura.
Textbooks, minor sports or teaching equipment, even when purchased in quantity, are recorded as a learning resource and not capitalised on purchase. This reflects the high usage and frequent
curriculum changes that make textbooks obsolete or the need for regular replacement of other items and their overall low value when compared to the total fixed asset holding.

**Depreciation**

Fixed assets are depreciated on a systematic basis. Fixed assets, except for library books, are depreciated so as to charge their cost or value over their estimated useful life on a straight-line basis.

Estimated useful lives are:

<table>
<thead>
<tr>
<th>Fixed Asset Category</th>
<th>Useful Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Furniture</td>
<td>10 years</td>
</tr>
<tr>
<td>Office Furniture</td>
<td>10 years</td>
</tr>
<tr>
<td>Office Equipment</td>
<td>5 years</td>
</tr>
<tr>
<td>Other Equipment</td>
<td>5 years</td>
</tr>
<tr>
<td>Computers</td>
<td>5 years</td>
</tr>
<tr>
<td>Plant &amp; machinery</td>
<td>5 years</td>
</tr>
<tr>
<td>Buildings</td>
<td>40 years</td>
</tr>
<tr>
<td>Leasehold Improvements</td>
<td>40 years</td>
</tr>
<tr>
<td>Playground Equipment/grounds improvements</td>
<td>5 years</td>
</tr>
</tbody>
</table>

Library books are depreciated on diminishing value at 12.5% per annum

Leased equipment is depreciated over the lease term.

**Gain/Loss on Disposal**

When a fixed asset is disposed of, the gain or loss recognised in the Statement of Financial Performance is calculated as the difference between the sales price and the carrying amount of the fixed asset.

When a fixed asset is written off, because it is now obsolete or beyond repair, the gain or loss recognised in the Statement of Financial Performance is the carrying amount of the fixed asset.

**Review**

The useful life and method of depreciation of each category of fixed assets is reviewed annually.

A physical stock-take of fixed assets is carried out at regular intervals to verify the physical existence and ensure that the true cost of fixed assets is reflected in the kura’s financial statements.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

CHEQUE ACCOUNT, INVESTMENTS & RESERVES PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM

The Kura will comply with its financial obligations to ensure safe practices for the management of kura monies.

GUIDELINES

For cheque, investment, and deposit accounts together with any reserves, the Kura will follow the following guidelines

Cheque Account:

The Board agrees that one cheque account shall be operated for kura general receipts and payments. The Board has an arrangement with Education Services Limited to carry out the accounting work necessary for the cheque account. At no time shall the cheque account be operated in overdraft. All cheques for operating expenses shall be signed by the Tumuaki and one other Board member, or approved signatory.

Investments / Deposit Accounts:

The Board has an arrangement with the Education Services Limited to manage any surplus funds in the Kura account. Surplus funds will be invested in short-term (interest bearing) accounts.

Reserves:

The Board agrees to transfer specific funds of monies to standalone accounts. Standalone accounts shall be operated to hold cash reserves for specific projects that are planned to cover more than one financial year.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

PRE-LOADED DEBIT CARD USE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
The Kura has a responsibility of ensuring that the pre-loaded bank debit card is used for legitimate and pre-approved kura transactions. Te Aho Matua is integral to the way in which the policy will be applied.

PURPOSE
The purpose of this policy is to provide clear parameters for ensuring that the kura pre-loaded debit card is used for appropriate purposes and that adequate controls are in place for day-to-day use. This policy applies to the principal who is the key card holder and any senior staff member whom they might delegate authority to.

GUIDELINES
The principal has sole responsibility for the card, but may delegate to a senior staff member for the purposes of kura transactions whilst off-site (for example on haerenga).
No-one else should have access to the card at anytime.
The card will be pre-loaded with the pre-approved amount, which must sit within all other financial guidelines.
Pre-loading will only be done once the attached form has been completed and signed by both the principal and board chairperson or his/her delegated board member.
All receipts must be kept by the principal or senior staff member with delegated responsibility for the card and reconciled by him/her at the end of each month.
A monthly reconciliation report will be provided to the financial committee monthly.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

COLLECTION & STORAGE OF MONEY
PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To ensure all monies are collected and stored in an efficient and accurate manner

GUIDELINES
All monies are received at the office at the beginning of the kura day. If money arrives later in the day or when the office is closed, it should be sealed in an envelope and locked away in the secured filing cabinet. Information accompanying all monies to the office must include:

• The purpose for which the money is to be used
• The Whanau name of the nga akonga who have brought the money
• The amount of the money

All monies are stored in a locked filing cabinet.
All monies received are receipted and recorded in the Cash Receipts Journal. Receipts are issued to all people who send money to kura.
Banking of all monies is carried out every Friday. Total monies received for the week is balanced with the total deposit banked. If there is a discrepancy, it is reported to the Tumuaki as soon as possible.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

TRANSPORT ASSISTANCE CLAIMS PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

PURPOSE

This procedure sets out the administration and distribution of the transport assistance grant fund.

RATIONALE

Te Kura Kaupapa Maori o Hoani Waititi Marae receives a transport assistance grant from the Ministry of Education for tamariki who live further than 3.2km (Under 10 years) and 4.8km (10 years and over) from home to kura.

The daily rate paid (as per Ministry of Education guidelines) is based on the decile rating therefore this can be subject to change. The kura will pay out based on the current rate.

PROCEDURES

This grant will be distributed to eligible whānau who make claims to this fund. These monies will be paid out through Education Services Limited directly into whānau personal bank accounts.

By the end of February each year eligible whānau should ensure that they are included on the transport assistance grant list that will be submitted to the Ministry of Education. The Ministry of Education is unable to adjust the funding entitlement during the year except in the case of a significant change in circumstances. At the beginning of each kura year the kura will place a pānui in the kura newsletter asking eligible parents to provide relevant details to the office (Name, Address, and Distance from kura).

Whānau will be eligible to claim for transport assistance grant fund based on the list submitted to the Ministry of Education.

Each term the Tumuaki will remind parents via the kura pānui to claim for this grant. Claim forms will be made available through the Tari.

Whānau are to submit their claim forms for this grant each term.

All claims should be received by the Tari no later than the end of the second to last week of each term.

Claims will not be accepted after the close off date.

New whānau need to ensure that confirmation of bank account details are included.

It is the responsibility of eligible whānau to apply for this pūtea.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

PROPERTY MANAGEMENT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To ensure that the Kura buildings and facilities provide a safe and healthy learning environment for nga akonga.

PURPOSE
To comply with current asset management agreements
To implement programmes of capital works, long term and preventative maintenance.
To comply with legislation concerning occupational health and safety and with Health and Safety Code.

GUIDELINES

Budgeting
The annual budget will provide for ongoing maintenance to existing plant, equipment and property.
The capital works funding will be utilised in accordance with MOE property guidelines.

Planning and Reporting
A 10 Year Property plan provides for long term maintenance and is updated annually.
The 5 Year Property Plan provides for capital works projects.
A programme of preventative maintenance is prepared and reviewed annually.
The Board will be provided with a report at its monthly meeting concerning maintenance of assets.

Health and Safety
The kura will comply with all requirements for health and safety, including where appropriate, local body regulations.
The kura will encourage safe practices and reduce hazards.
Kura buildings and grounds will be regularly cleaned and maintained.

Vandalism
Protection of kura property – buildings, grounds and equipment is a priority.
Procedures will be in place to identify persons responsible for acts of vandalism and to take necessary follow up action with the person involved, the family or police.
Restitution, disciplinary action or trespass notices are measures that may be taken.
Board of Trustees will be kept informed of acts of vandalism.

Community Use of Kura Facilities
Kura facilities are available for community use if not being used by the kura.
Tumuaki approval is required for use of kura facilities by the community.
Charges for use of kura facilities are to be determined by the Board of Trustees and reviewed regularly based on maintenance and running costs.
Users of the facilities are required to meet other kura policies where applicable.
Board of Trustees to be kept informed of users of the facilities.

Emergency Procedures
Refer to Emergency Management Procedures under Health and Safety
NAG 4 – FINANCE AND PROPERTY PROCEDURE

THEFT AND FRAUD PREVENTION PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM

To protect the physical and financial resources of the Kura

PURPOSE

To prevent and detect theft and fraudulent actions by persons who are employed or contracted by the kura or who are service recipients of the kura.
To conduct any investigation into any theft or fraudulent actions in a manner that conforms to the principles of natural justice and is procedurally just and fair.
To establish systems and procedures to guard against the actions of theft and fraud.

GUIDELINES

The Board requires the Tumuaki to implement the following preventative measures:
The kura physical resources are kept secure and accounted for.
The kura financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards set out in the Public Finance Act 1989, Section 45C and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Tumuaki are proven competent to carry out such responsibilities and that such persons are held accountable for proper execution of their responsibilities.
All staff members are aware of their responsibility to immediately inform the Tumuaki should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, nga akonga or other persons associated with the kura.
In the event of an allegation of theft or fraud the Tumuaki shall act in accordance with the following procedures:
Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
So far as it is possible and within 24 hours:
  • Record the details of the allegation, the person or persons allegedly involved, and the quantity and or value of the theft or fraud.
  • Request a written statement from the person who has informed the Tumuaki, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and or value of the theft.
  • Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
  • Inform the Board Chairperson of the information received and consult with them as appropriate.
On the basis of advice received and after consultation with the Board Chairperson, the Tumuaki shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further actions is to be taken.
The Tumuaki shall then carry out the following procedures:
Investigate the matter further;
**If a prima facie** case is thought to exist to continue with their investigation;
Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
Lay a complaint with the New Zealand Police;
If necessary, commission an independent expert investigation;
In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
Seek legal advice; or
Inform the Manager, National Operations, Ministry of Education local office and/or kura auditors.
Once all available evidence is obtained the Tumuaki shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
If a case is considered to exist the Tumuaki or a person designated by them shall, unless another course of action is more appropriate:
Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
Advise the person in writing of the processes to be involved from this point on.

The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Tumuaki shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Tumuaki considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.

Any intimation or written statement made on behalf of the kura and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Tumuaki and if considered appropriate after taking expert advice.

Any allegation concerning the Tumuaki should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of this Policy.

Any allegation concerning a member of the Board of Trustees should be made to the Tumuaki. The Tumuaki will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of this Policy.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

PROCEDURE FOR PERSONAL BELONGINGS AT KURA

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To outline the kura’s perspective on personal belongings being brought to kura and highlight where the responsibility lies if things are lost or damaged.

GUIDELINES
Personal belongings are not covered by the kura’s insurance policy. All non-essential items (e.g. toys, sports gear, and technology devices) are the responsibility of the akonga who brings them to kura. Kaiako and parents need to ensure that their private insurance covers any personal items taken to kura. Kaiako, staff and akonga using their own belongings in the classroom do so at their own risk. When inappropriate use of personal property takes place, the staff need to use discretion to modify behaviour: If the item does not belong to the akonga, it must be returned to the rightful owner. Any items used in any inappropriate way are retained and held in the Tari until the end of the kura day. The item is then returned to its owner. Constant offenders are dealt with according to the Behaviour Management Policy.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

COLLECTION MANAGEMENT

STATEMENT

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE

The Kura library needs a wide range of high quality and up-to-date resources, in both te reo Māori and English that will support all learning areas and the needs of users of various ages.

PURPOSE

Resources are selected to:
- support and enrich the educational programmes of the kura
- develop and foster a love of reading
- support the development of information literacy skills
- support recreational needs and interests of akonga
- provide access to a wide variety of books and information sources in a range of formats and from a range of resources including on-line
- provide an awareness and knowledge of the cultural and historic heritage of New Zealand and other countries

GUIDELINES

Responsibility for selection

The Library staff have overall responsibility for selecting and purchasing resources for the collection, in consultation with teaching staff and with input from akonga. Resources are purchased according to a buying plan and budget based on an assessment of the collection.

Selection of kura library resources

Specific criteria and procedures for selection and acquisition of resources are documented in our Procedures Manual.

Donations

The library will accept donated resources that meet the selection criteria, and will withdraw them in the same way as other library resources.
Donors should be made aware that in giving the material to the kura they relinquish ownership of the item/s.

Collection Maintenance

Processing extends the life of resources and will be completed before resources are made available for use. Mending is a time consuming activity and will only be undertaken after consideration of the cost of time and materials versus usefulness of the resource and replacement cost.
Weeding is an ongoing process of removing from the collection items that no longer meet the established selection criteria. Weeded material will be disposed of permanently. Ongoing weeding of the collection is carried out by the library staff and volunteers in consultation with teaching staff, in line with criteria in the *Collection Management: selection and weeding* information guide.

**Copyright**
The kura will encourage library users to adhere to copyright law.

**Reviewing the statement**
The Collection Management Statement is evaluated and updated in accordance with changes in curriculum and changes in priorities within the kura.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

KURA DONATION PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
Kura donations are collected in order to sustain our operational budget.

THE EDUCATION (SCHOOL DONATION) AMENDMENT ACT 2019

This Act came into force on 22 October 2019. It supports the school donations scheme announced by the government as part of its Budget 2019 package.

From the start of the 2020 school year Kura were given the option to receive a $150 per student per year payment from the Ministry of Education if they agreed not to ask whanau for Kura donations. The Board and whanau agreed to opt-in to this scheme. For more information go to the Ministry of Education website.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

LOST PROPERTY PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To ensure every opportunity is provided for lost property to be returned to its rightful owner and manage unclaimed items.

GUIDELINES
Lost property such as shoes and clothes will be collected and held in the Uniform room at the Tari. Please ask office staff if you wish to access this room to view items. A reminder announcement will be made at the end of each term to view and collect lost property. If unclaimed clothing will be donated to charity. Other items will be held at the office and notification given in kura pānui to enable the owner to claim it.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

SECURITY PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To ensure the security of kura and personal assets of staff that are located at the kura.

GUIDELINES
An after-hours security system will operate, that will include regular patrol checks of the kura by a security company.
Any security issues or concerns will be reported immediately to the Tumuaki, or other designated person by way of a phone call.
The Tumuaki, or designated person, will approve whether or not a patrol vehicle shall be sent to the kura.
Keys will be allocated to staff on appointment to the kura.
Staff will operate individual security access codes to kura buildings when entering and leaving the kura.
An asset schedule will be reviewed annually.
Security breaches during the normal operating hours will be immediately reported to the Tumuaki or staff member in charge. A report of the breach will be completed by the staff member concerned.
The Tumuaki or staff member in charge will report the breach to the Police if necessary, or the chairperson of the Board of Trustees.
The security of kura assets and personal assets being used for field trips will be the responsibility of the staff member in charge. This staff member will ensure that all akonga and whānau on the field trip are aware of their responsibilities to ensure the security of kura and personal assets.
NAG 4 – FINANCE AND PROPERTY PROCEDURE

PROCEDURE FOR USE OF KURA BUILDINGS & FACILITIES

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To ensure there are clear guidelines and procedures for the use of the kura building and facilities.

PURPOSE
As a state funded kura, it is accepted that the kura has a duty to co-operate with and facilitate access to, its facilities for the wider Kura and Marae whanau community use.

GUIDELINES
Sustained usage of facilities is by way of application to the Board of Trustees, who will decide on the merits of each application.
Once access is granted, the applicants must liaise with the Tumuaki who will negotiate access details.
Successful applicants will be informed of the necessary security and vandalism matters that will need to be complied with in full, throughout the period of use.
If the security policy is breached, and vandalism occurs during the time of use, the applicant’s access will be cancelled. The applicant will meet the full costs incurred by the breach.
NAG 5 HEALTH & SAFETY PROCEDURES
ANIMAL WELFARE PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
Animals will be respected and protected within our kura environment.

PURPOSE
Under the Animal Welfare Act 1999 the Board of Trustees and staff will ensure that all animals on kura property will be offered protection from harm.
Please note: the Marae policy clearly states that dogs are not allowed on Marae property.

GUIDELINES
Every reasonable step will be taken to locate owner/owners.
If the owner/owners cannot be found, then Animal Control will be contacted to remove the animal
If animals are injured the SPCA will be contacted to assess the situation and appropriate action will follow.
Where animals are brought to kura in association with curriculum activities e.g. pet day or classroom displays, all care will be taken to ensure animal safety and wellbeing.
Safety of akonga is paramount when any animals are on kura property.
NAG 5 – HEALTH & SAFETY PROCEDURES

ANIMAL CODE OF ETHICS

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
The Kura recognises that under the Animal Welfare Act 1999 it –may be required to have a Code of Ethical Conduct relating to the welfare of any animals

PURPOSE
To encourage through example, the proper care of living things within the kura situation.
To provide experiences for tamariki to observe, handle and care for a range of animals in a humane way.
To ensure that the care and welfare of animals must have the highest priority in any activity involving the keeping of an animal or its study on a field trip.
To educate nga akonga through example and discussion on the importance on animal care, welfare and the responsibilities involved.

GUIDELINES
‘Animal’ is defined as any living creature with a backbone, including land-based and aquatic mammals and birds, fish & reptiles.
It is generally accepted that other living creatures such as spiders, snails, worms, and insects must be treated with care & kindness.
If the appropriate care cannot be provided, the animal is not to be kept at kura.
Creatures kept in classrooms must be fed and housed properly, and returned to their natural habitat on completion of the study.
Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care is guaranteed.
Responsibility for the welfare of animals rests with the teacher involved, but ultimately with the principal and Board of Trustees.

The following freedoms apply:
Animals must have appropriated diet, including access to water. Provisions must be made for their care at weekends and over holidays.
Animals must have cages / containers of an appropriate size, which is ventilated and hygienic.
Animals must not be subjected to extremes of noise, draught or sunlight.
Animals must be free from injury and disease. Diseased or injured animals must be treated, and must be kept at kura.
Animals must be handled / kept in such a way that they are not subjected to the stress of fear.
Animals must be able to express normal behaviour.
AIM
To safeguard the physical and emotional safety of children by providing protection from any form of abuse

PURPOSE
To ensure the kura meets its obligations with regard to child abuse and safety.
To provide support for the main forms of abuse – sexual, physical, emotional, neglect and mental.
To provide confidentiality for staff involved in cases of abuse.

GUIDELINES
This procedure outlines the Kura’s commitment to child protection and recognises the important role and responsibility of all our staff in the protection of tamariki. It includes the Board’s expectations when child abuse is reported or suspected by us.

This procedure applies to all tamariki who attend the Kura and those with whom personnel come into contact in the course of their work with the kura. It applies to staff, volunteers, whānau and management of the kura. It also applies to any contracted personnel providing support services to the kura, staff and akonga.

The Board of Trustees has an obligation to ensure the wellbeing of akonga 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 tamariki. The safety and wellbeing of the tamaiti 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 1989, any person in our kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused or neglected, or deprived must follow kura procedures and may also report the matter to a social worker or the local police.

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

Develop appropriate procedures to meet child safety requirements as required and appropriate to the kura;
Comply with relevant legislative requirements and responsibilities;
Make this procedure available on the kura’s internet site or available on request;
Ensure that every contract, or funding arrangement, that the kura enters into requires the adoption of child protection policies where required;
Ensures that the interests and protection of the child are paramount in all circumstances;
Recognise the rights of the whānau to participate in 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 procedure, 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 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 Board or designated person;

Seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise.

Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy;

Ensure this procedure forms part of the initial staff induction programme for each staff member.

**Definitions**

*Child abuse* refers to the harming (whether physically, emotionally or sexually), ill treatment, abuse, neglect, or serious deprivation of any tamaiti, young person (Section 2 Children, Young Persons, and Their Families Act 1989).

This includes actual, potential and suspected abuse:

Physical abuse – any acts that may result in physical harm of a child or young person.

Sexual abuse – any acts that involve forcing or enticing a child to take part in sexual activities, including child sexual exploitation, whether or not they are aware of what is happening.

Emotional abuse – any act or omission that results in adverse or impaired psychological, social, intellectual or emotional functioning or development.

Neglect – the persistent failure to meet a child’s basic physical or social needs, leading to adverse or impaired physical or emotional functioning or development.

*Child/Tamaiti* refers to any tamaiti under the age of 14 years.

*Child protection* refers to activities carried out to ensure that tamariki are safe in cases where there is suspected

*Child, Youth and Family* refers to the agency responsible for investigating and responding to suspected abuse and neglect and for providing care and protection to children found to be in need.

*Disclosure* refers to information given to a staff member by a child, parent or caregiver or a third party in relation to abuse or neglect.
Confidentiality and information sharing

All observations, after an investigation has been notified, shall be kept in writing but the file will be sealed for confidential reasons.

The Privacy Act 1993 and the Children, Young Persons, and their Families Act 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated. Note that under Section 16 of the CYPF Act, any person who believes that a tamaiti has been, or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Child, Youth and Family or the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

Recruitment and employment

Safety checks will be carried out in accordance with the Vulnerable Children Act 2014. For all staff this will include: a police vet and identity verification. For all potential new staff this will include: a police vet; identity verification; reference checks and an interview. A work history will be sought and previous employers will be contacted. If there is any suspicion or evidence that an applicant may pose a risk to a tamaiti, the applicant will not be appointed.

Training, supervision and support

We are committed to maintaining and increasing staff awareness of how to prevent, recognise and respond to abuse through appropriate training and the provision of resources and advice to ensure all staff can carry out their roles in terms of this policy:

Understanding child abuse and the indicators of child abuse.
How to reduce the risk of child abuse.
Understanding and complying with legal obligations in regards to child abuse.
Working with outside agencies on child abuse issues.
Planning of environment and supervision to minimise risk.
Dealing with tamaiti/mātua/whānau.

As part of their induction, new staff are made aware of the policy on child protection.
NAG 5 – HEALTH & SAFETY PROCEDURES

BEHAVIOUR MANAGEMENT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

(To be read in conjunction with NAG 1: Curriculum Requirements and Akonga Achievement)

TE AHO MATUA – Te Ira Tangata

Tino motuhake ēnei āhuatanga katoa. Ko tēnei hoki te kākano i ruia mai i Rangiātea. E kore ia e ngaro. Ėngari, ko tā ngā mātua, ko tā te whānau, ko tā te kura hoki, he mea awwi, he mea whāngai, he mea whakaako i te tamaiti kia tupu ora ai tōna katoa i roto i te tīka me te maungārongo.


He tapu tō te wahine, he tapu anō tō te tāne. Kia kaua tētahi e whakaiti i tētahi. Ėngari kia whakanui tētahi i runga i te mōhio ma te mahi ngātahi a te wahine me te tāne e tupu ora ai ngā tamariki me te iwi hoki.

RATIONALE

Ko te putake o tō mātou kaupapahere me ngā pūnaha whakahaere, ko ngā uara, ngā mōtika, ngā haepapa, ngā whakatauākī me ngā pepehā o ngā mātua tūpuna. Akonga and kaiako have the right to feel secure and safe while at Kura

Akonga, staff and parents must take responsibility for their own actions and show respect for each other their property and their environment. Akonga are supported to develop appropriate social and personal skills and behaviour.

PURPOSE

To practice a partnership model of teaching where kaiako work alongside akonga with mutual respect. To help akonga appreciate the rights of all to learn in a safe and secure environment. To practice positive discipline. To negotiate class agreements of appropriate behaviour so the class develops a sense of ownership. To help akonga appreciate the consequences of their behaviour and to understand that unhelpful behaviour is a choice. To learn and teach alternative strategies for managing behaviour. To develop co-operatively nga punaha whakahaere. To develop a clear set of disciplinary steps to deal with problem behaviour. To involve parents with the ongoing implementation of our behaviour policy.
GUIDELINES

Whānau are contacted and their co-operation requested when their child’s behaviour at kura is causing concern.
All consequences of unacceptable behaviour are viewed as learning opportunities.
Opportunities will be provided for staff who wish to pursue professional development in behaviour management.
A kura record will be maintained to record incidences of inappropriate behaviour.
Akonga who are identified regularly will be added to the At Risk Register.
Support agencies will be contacted when needed i.e. RTLB, Social Worker, Special Education.
Kura-wide behaviour management programmes will be implemented to help our akonga develop appropriate social skills and personal behaviour. This will include co-operative learning.
Tamariki will be able to articulate and model the kura’s values, rights and responsibilities.
NAG 5 – HEALTH & SAFETY PROCEDURES

Punaha Whakahaere – In Class

Learning programmes relate to the interests and needs of tamariki. Teachers have good knowledge of teaching pedagogies and behaviour management strategies. Incentives are operating in class, syndicate and kura wide. Values, rights and responsibilities are displayed and revisited regularly.

In class:
1. Warning – either verbal, sign or written.
2. Second warning – either verbal, sign or written.
3. Third warning – kāri whero. Tamaiti will be withdrawn to buddy room. Another child to accompany disruptive child to ensure safe arrival at buddy room.
   Tamaiti will be required to fill out a reflective pūrongo.
   Teachers may also use: class apology, detention or other class agreed consequences. Reflective pūrongo will be sighted by senior staff and a copy sent home to be sighted by parents or caregivers.

Kaiako to keep an incident book for ākomanga – record kept of date, time, and incident. Copies of all pūrongo to be kept in appropriate folder/behaviour book.

4. Severe, continuous misbehaviour inform tumuaki. Parents will be contacted.
5. Hui with parents, tumuaki, kaiako discuss incident and follow-up.

6. Tamariki with behavioural challenges to be referred to school at-risk register.
7. Support resources will be followed through: Kirimana, RTLB, Group Special Education, Learning programs, SWIS Worker.

8. Stand –down review process (Ministry of Education) – gross misconduct, continuous disobedience that is harmful or dangerous.
   This may include but is not limited to:
   - Non compliance, direct disobedience
   - Whakaiti-derogatory comments or actions.
   - Whakatumatuma
   - Violence
   - Stealing
   - Intentional, willful damage
   - Bringing of illegal substances to kura
   Leaving school grounds without parental or school knowledge.
NAG 5 – HEALTH & SAFETY PROCEDURES

Punaha Whakahaere – Playground

Areas for play are clearly defined and articulated to tamariki. Teachers have good behaviour management strategies. Appropriate school-wide incentive programmes support positive playground behaviour – Mauri Tau, Kura Maungārono. Duty teachers are visible and active in monitoring playground behaviour.

Playground:
1. Verbal warning – child may be sent to kaitakawaenga.
2. Turu whakawhiu – timeout (1 minute per year of age). Reflective pūrongo will be filled out, sighted by senior staff and a copy sent home to be sighted by parents or caregivers. Recorded on weekly incident overview.
3. Three whakawhiu in a one week period will result in: detention following week or restricted play (will play in a designated area or designated games)
   Teachers may also use: class apology, detention or other class agreed consequences.
Kaiako will fill out incident book kept in office – record kept of date, time, and incident. All copies of pūrongo to be kept.

5. Severe, continuous misbehaviour inform tuumuaki. Parents will be contacted.
6. Hui with parents, tuumuaki, kaiako discuss incident and follow-up.
7. Tamariki with behavioural challenges to be referred to school at-risk register.
8. Support resources will be followed through: Kirimana, RTLB, Special Education, Learning programs, SWIS Worker.
9. Stand –down review process (Ministry of Education) – gross misconduct, continuous disobedience that is harmful or dangerous. This may include but is not limited to:
   Non compliance, direct disobedience
   Whakaiti-derogatory comments or actions.
   Whakatumatuma
   Violence
   Stealing
   Intentional, willful damage
   Bringing of illegal substances to kura
   Leaving school grounds without parental or school knowledge.
NAG 5 – HEALTH & SAFETY PROCEDURES

NON-VIOLENCE PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE

Kura should be a safe place for all akonga. The Kura will enable akonga to meet their potential emotionally, physically, socially and academically. Fear of bullying and violence can prevent this happening. Our kura recognises that bullying and aggressive behaviour can happen. This policy aims to ensure victims learn skills to overcome bullying and bullies are encouraged to consider other ways of behaving. The kura staff and pupils accept the need to develop skills of negotiation and to use these in the classroom and playground. Parents and caregivers will be invited to learn these and practise them with the pupils at home.

PURPOSE

To establish recognised procedures and strategies that will work towards eliminating violence, bullying and unmanaged anger at the Kura.

GUIDELINES

The Peer Mediation Programme will be taught and used in the playground. Each year a teacher will have the delegated responsibility of overseeing this.
Conflict resolution skills will be taught and used in the classroom.
The kura acknowledges that bullying and violence happen and that pupils should be encouraged to report it both to the kura and their parents.
Complaints about bullying and aggression will always be written down and taken seriously.
Children who talk to adults about being bullied or hurt will be looked after by Kaiako/nga kaiako.
Parents and caregivers of bullies and victims will be talked to by Kaiako/nga kaiako so they know what has happened. Monitoring and follow-up will take place to ensure that aggressive behaviour stops.
Some anger management training such as the exercises in “A Volcano in my Tummy” will be taught in all classes each year. All classes will learn “The Anger Rules”.
Because the people least likely to be bullied are confident, assertive, like themselves, and go around with good friends, the kura will concentrate on developing these skills through both self esteem and the classroom climate.
The Policy will be monitored by the Tumuaki, Senior Staff and the Poari.

CONCLUSION

In order to eliminate violence and bullying from the kura there must be a kura wide commitment from pupils, staff and parents and caregivers.
NAG 5 – HEALTH & SAFETY PROCEDURES

HŌTAKA HAUORA – HŌKAKATANGA PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

To be read in conjunction with Te Aho Matua: Te Ira Tangata

RATIONALE

Te Ira Tangata: Kua mōhio tātou ki tēnei āhua o te ākonga pena ka:
Mahi ngātahi
Manaaki tangata
Aroha tētehi ki tētehi
Whakaatuhia te tuākana/teina

PURPOSE

E ai ki Te Mātauranga o Aotearoa ko te ākonga te pūtakē o te ako. Kei tētahi wāhi o tōna ‘huarahi’ ake tēnā ākonga me tēnā. Mā te tautoko i te ākonga kia marama ake rātou kia tā rātou e rongo ai, ki te rerekētanga o te tupu o te tinana, me te tuhurā i ngā huarahi kia mauritau ai ēnei tuāhuatanga, ka whai whakaaro e pakari tika ai ngā waiaro o tēnā me tēnā ki te tu pūtaka o te tangata. Mā te mahi tahi me te whānau, me ngā tamariki anō ka tautoko i te whakawhitihiti kōrero me te whakaū i te karere, he āhuatanga māori noa te whanaketanga hōkakatanga, he wāhanga hiamo hoki o te tupu o te tangata.

PŪTAKE

Ka whakaahua i ngā āhuatanga o te pūhuruhurutanga kia tau pai te wairua o ngā tauira ki te rerekē haere o tōna tinana, ā tētahi atu.
Kia mahi tahi ko te whanau, ko te kura
Kia ū ai ngā kura ki ngā ture.
Kia noho haumaru ngā ākonga, kaiako me te kura.

NGĀ AROATOHU

Poari:

Me whakawhitihiti kōrero te Poari me te whānau hei ia rua tau hei whakarite i tētahi tauāki mō te whakaako i te hōtaka Hauora. Ko te take, kia whakamōhio atu i te whānau he aha ngā tūāhuatanga kei roto i te hōtaka me te whai wāhi mai hoki ki te whakaputa i ō rātou whakaaro e pā ana ki te kiko o te hōtaka me te āhua o te whakaako, tae atu hoki ki ngā tūāhua ahurea me whakaata i te hōtaka.

Whānau:

Kei ngā mātua me ngā kaitiaki te mana kia puta mai tā rātou tamaiti i ngā akoranga mātauranga hōkakatanga (Education Standards Act 2001, s11). Me tuhi reta ki te Tumuaki. Me mātua whakarite e te Tumuaki kia puta te ākonga i ngā wāhanga o te marautanga hauora e hāngai ana ki ngā mātauranga hōkakatanga me te whakarite i tētahi kaitiaki mōna.
I mua i te whakaako i te Mātauranga Hōkakatanga, me mārama pai ngā mātua ki te kiko o tērā ka whakaakona. Me mārama hoki rātou he nunui ngā pātai ka pātaihia e ngā ākonga. Nā reira me rite
mai ngā mātua ki ngā tū mōhiohio e kawea ai ki te kainga e ā rātou tamariki kihai i whakatakotoria i te mahere ako.

**Tumuaki / Kaiwhakaako:**
Me whakaata atu ngā mahi whakaako i ngā uara o te hapori kura. Me mātua mōhio ngā kaiwhakaako he aha hoki ēnei āura me te mārama hoki ki ō te hōtaka uara i mua i te whakaritenga. Me whai tautoko te hunga whakaako i mua tonu i te whakaako me te whakarite i te hōtaka, mā te whakangūngū, mā te tautoko ā rauemi hoki.

**Akomanga:**
Me whakarite i te kaiako tētahi kirimana mahi, ngā ture, ngā tikanga hei aratohu e whakaaetia ai e te katoa kia haumaru, kia mauritau hoki te akomanga hei wāhi mahi (tirohia te punaha kua tāpiri nei).

**Relevant legislation: Education Act 1989), Human Rights Act 1993**

NAG 5 – HEALTH & SAFETY PROCEDURES

CYBERSAFETY PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

PURPOSE
To maximise the educational benefits of communication technologies while minimising the risks for both staff and akonga.
To provide a safe learning environment in the use of information and communication technologies by taking all possible precautions to ensure safe use.

RATIONALE
This policy is designed to meet the kura’s statutory obligations to maintain a safe learning environment and to consult with the community. As well, the Board is aware of its responsibilities to be a good employer. The overall goal is to maximise the educational benefits of communication technologies while minimising the risks.

Use of the Internet and other communication technologies at the Kura is to be limited to educational and personal usage appropriate in the kura environment. Appropriate use also includes staff professional development.

‘Other communication technologies’ include the mobile phone and technologies associated with Internet use e.g. digital camera and web cam. Included, too, are similar technologies still being developed.
The communication technologies at the Kura are available to staff and nga akonga under certain conditions, as outlined in their signed Use Agreements. The kura will make basic training available for staff using these technologies. Associated professional development needs will be considered.

Appropriate cybersafety measures will be put in place and enforced by the kura. In order to ensure the safety of the kura learning environment, action should be taken if these safety regulations are breached by nga akonga or staff.

This Cybersafety Policy applies to all employees of the Board (i.e. teaching, support and ancillary staff) and to all nga akonga and any other authorised users of the computers, and any other programme run by the kura or on behalf of the kura by subcontractors. It also applies to teacher and other professional trainees assigned to the kura from time to time, relief Kaiako/nga kaiko, and staff and nga akonga in the Community Education programme.

The Principal will report regularly to the Board on the kura implementation of this Board policy.

GUIDELINES
All akonga must read and sign a Computing / Cybersafety Use Agreement outlining the regulations and conditions under which computers and communication technologies may be used while at kura or in any way which affects the safety of the kura learning environment. The agreement must also be signed by a parent/caregiver.

Akonga will be supervised while using kura facilities; the degree and type of that supervision may vary, dependent on the type of technology concerned, where the equipment is physically situated and whether or not the activity is occurring in the classroom authorised users.

All staff must sign a Cybersafety Use Agreement which includes details of their professional responsibilities and the limits to their own use of the Internet.
Educational material on cybersafety will be provided by management to staff and akonga, and to parents/caregivers. As well, additional safety education will be delivered, where relevant, through teaching programmes.

Basic training for staff will be made available by management, as will appropriate professional development.

The necessary procedures will be put into place by the kura to address cybersafety issues in all venues where the Internet and other communication technologies are accessed by staff or nga akonga.

The kura will provide an effective electronic security system, which is financially practicable. The kura will continue to refine methods to improve cybersafety.

The Principal will be responsible for the establishment and maintenance of a cybersafety programme in the kura. (The Principal may well delegate that responsibility to a member of the Senior Management Team.)

The Board supports the right of the kura to check communication technology-related work or data of staff or nga akonga at any time, and to carry out a comprehensive investigation of any breaches of the kura’s Cybersafety policies. Such breaches will be taken seriously and be dealt with through the kura’s disciplinary and support systems. In such incidents, there will be special attention paid to the need for specific procedures as regards the gathering of evidence. If illegal material or activities are suspected, the matter will be reported to the Police or the Department of Internal Affairs Censorship Compliance.

The kura will consult with the wider kura community and provide opportunities to learn about cyber safety issues e.g. through Parent Information Evenings.

Communication technologies include computers, video cameras, digital cameras, still cameras, fax, phones (not cell phones), scanners, OHP, projectors, the Hall Audio system, class CD’s, listening posts, microphones, smartboard, photocopiers, mobile phone and technologies still being developed.

Use of the Internet and other communication technologies is limited to educational and personal usage appropriate in the kura environment.

The Tumuaki is responsible for the establishment and maintenance of a cybersafety programme in the kura. Cybersafety procedures apply in all venues where the Internet and other communication technologies are accessed by staff or nga akonga including classrooms, offices and library. Cybersafety rules should be displayed at all work stations.

The cybersafety programme includes three components:

Policies, Procedures and Use Agreements
An effective electronic security system
A cybersafety education programme
Professional development will be available for staff in the use of these technologies as well as on cybersafety.

On enrolment all akonga must read and sign a Computing/Cybersafety Use Agreement outlining the regulations and conditions under which computers and communication technologies may be used while at kura.

The agreement must also be signed by a parent/caregiver. The agreement will be filed in the kura office. Staff will have access to the agreement. Akonga for whom there is no agreement will not be able to access the relevant kura technologies.

At the commencement of employment, all Board employees including support staff, teacher trainees and relief Kaiako/nga kaiako) must sign the Cybersafety Staff Use Agreement.

Any use of kura facilities by persons other than the kura staff and akonga must first be approved by the Tumuaki. Those persons must be made aware of kura policies re cybersafety (a formal agreement may not be necessary) and be supervised by a staff member or other approved person.

The kura will provide an effective electronic security system, including filtering software. The kura will continue to refine methods to improve cybersafety.
The kura is not, and cannot be held responsible for the loss of material, accidental corruption or any other action that might affect transmission or loss of data.

The kura may carry out regular audits of communication technology-related work or data of staff or akonga at any time.

Any breaches of cybersafety regulations will be taken seriously and should be reported to senior management or the Tumuaki as soon as possible and dealt with through the kura disciplinary and support systems.

Breaches may result in loss of privilege or follow up which may include retraining, counselling or support. In such incidents special attention will be paid to the need for specific procedures regarding the gathering of evidence, appropriate documentation and external consultation. If illegal material or activities are suspected, the matter will be reported to the Police or the Department of Internal Affairs Censorship Compliance. The Board will also be informed and legal advice sought.

The kura will consult with the wider kura community and provide opportunities to learn about cybersafety issues e.g. through Parent Information Evenings.

ASSOCIATED PROCEDURES

NAG 1 – Curriculum Procedures
Internet and Email Use
Publication of Akonga and Staff Images and Work
NAG 5 – HEALTH & SAFETY PROCEDURES

CYBERSAFETY STAFF USE

PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

GENERAL POLICY

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

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

STAFF USE

All staff must read the Cybersafety Policy and sign the Use Agreement and return the Agreement portion of the document to the Tumuaki. The Policy pages should be retained for later reference.

All staff will have access to kura computers, including the internet and email, and will be provided with an individual login user name and password. This needs to be kept confidential and not shared with anyone else; any illegal and/or inappropriate use of the kura computer facilities can be traced to the user by means of this login information.

Staff will be provided with individual Internet e-mail accounts.

Links to appropriate websites can be placed on the kura web pages (home pages for the browsers) to provide quick access to particular sites (once established).

Staff need to be aware of confidentiality and privacy issues when accessing akonga or staff information via the kura network.

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

STAFF RESPONSIBILITIES WHEN USING THE INTERNET WITH AKONGA

Before ANY akonga can make use of the Internet, the kura Computing/Cybersafety Use Agreement (obtainable at enrolment or from the Cybersafety Officer/Team) must be filled in and signed by both akonga and caregivers.

This form should be returned to the kura office where it will be processed and recorded on the computerised Pupil Files.

As this permission form needs to be completed only once in a akonga’s time at kura, office staff will on request print off a class list for staff so that it is clear which akonga do not yet have permission to use the Internet.

UNDER NO CIRCUMSTANCES will a staff member permit akonga to use the Internet unless that staff member has sighted proof that the kura has on record a Use Agreement signed by both the child and a parent/caregiver. It is the staff member’s responsibility to ensure that this condition is met.
Staff who are not confident of their Internet skills may request help from the ICT Manager/Team.

Only one Window is to be used with the Browser at any one time.

The staff member must be in the room, remain there and actively supervise while the nga akonga are using the Internet. No akonga may be unsupervised to use the Internet, in or out of class time. This includes use in places like the Library and as well as classrooms.

Akonga should be regularly reminded of the contents of the Use Agreement they have signed and that there are can be serious penalties (including possible involvement of law enforcement) for significant breaches of this agreement.

If akonga are permitted email accounts (or accessing accounts outside of kura) staff will be advised as to what is appropriate.

Akonga need to be directed to places on the Internet, rather than be permitted to surf. The teacher will need to have gained experience using the Internet before permitting akonga access.

Inappropriate use of the Internet or any other communication technologies by a akonga must be reported immediately to the Cybersafety Officer/Team. If the CO is absent, then another senior member of staff should be notified.

KURA APP AND WEBSITE

It is important that the Kura website and app are monitored and updated on a regular basis. All information and panui loaded on to these digital platforms must be approved by the Tumuaki.

MONITORING

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

Filtering software will be deployed where appropriate to restrict access to certain sites.

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

CYBERSAFETY USE AGREEMENT FOR STAFF

Please fill in and sign the attached sheet regarding Akonga Safety, Professional Development, and your agreement to the kura’ s policy and procedure.

The Agreement Form should be returned to the Tumuaki.
NAG 5 – HEALTH & SAFETY PROCEDURES

CYBERSAFETY STAFF USE AGREEMENT

Akonga Safety (tick one)

☐ I have the appropriate knowledge to safely supervise akonga Internet use.

☐ I need training in basic Cybersafety issues before I supervise akonga Internet use.

Staff Professional Development (tick one)

☐ No professional development on Internet use is required at present.

☐ I would like additional training in Internet use.

I understand and agree to follow the attached Cybersafety Use Policy as it applies to use of Internet and other communication technologies by staff and by akonga under the direction of staff.

Name:

Date: Signature:
NAG 5 – HEALTH & SAFETY PROCEDURES

STAFF USE OF ICT DEVICE AGREEMENT

The following agreement is between the kura and __________________________________ for the use of the kura owned ICT device. This computer may be used for both professional and personal use. It is expected that the ICT device will be at kura each day.

TERM OF AGREEMENT
Use of this ICT device is from ________________ until _________________

RELEVANT POLICIES AND LEGISLATION
Kura policies on Cybersafety, Internet and Email Use and Publication of Staff and Akonga Images and Work and the Cybersafety Staff Use Agreement apply to all use of this computer. The Privacy and Copyright Acts are also applicable in terms of any information about staff and akonga which may be held on the computer. The kura reserves the right to audit the ICT device at any time.

SECURITY
Security of the ICT device is a priority at all times. When not in use at kura it is expected that the computer will be secured either in your class or in the office. You are also expected to take security precautions for the ICT device when it is not at kura.

INSURANCE
The ICT device is covered by the kura insurance policy providing it is being used for kura business. Otherwise it will be the user’s responsibility. Acts of carelessness could mean that replacement may have to be covered either personally or by your insurance.

DISPUTES
All reasonable steps will be taken to resolve any dispute which may arise in connection with this agreement. Any concerns or problems should in the first instance be taken up with the Tumuaki.

END OF USE PERIOD
At the end of the use period the computer and all attachments is to be returned to the Tumuaki. All personal information will have to be removed by the user so that the computer is left ready for the next user.

TERMINATION OF AGREEMENT
This agreement may be terminated if there is any breach of terms of this agreement.

ICT device Serial No. _______________________________________________________

Received _____________________ Signed _______________________

Returned _____________________ Signed _______________________

Page 111 of 175   Reviewed by Board of Trustees on 30 Sept 2020   Next review due by 30 Sept 2022
NAG 5 – HEALTH & SAFETY PROCEDURES

CYBERSAFETY USE AGREEMENT FOR NGA AKONGA

This document is comprised of this cover page and three sections:
Section A: Introduction
Section B: Cybersafety Rules for Nga akonga
Section C: Cybersafety Use Agreement Form.

Instructions for parents*/caregivers/legal guardians
Please read sections A and B carefully. If there are any points you would like to discuss with the kura, let the kura office know as soon as possible.
Discuss the cybersafety rules with your child.
Sign the use agreement form (Section C) and return that page to the kura office.
Please keep Sections A and B for future reference.
* The term ‘parent’ used throughout this document also refers to legal guardians and caregivers.

Important terms used in this document:
The abbreviation ‘ICT’ in this document refers to the term ‘Information and Communication Technologies’
‘Cybersafety’ refers to the safe use of the Internet and ICT equipment/devices, including mobile phones
‘Kura ICT’ refers to the kura’s computer network, Internet access facilities, computers, and other kura ICT
equipment/devices as outlined in (d) below
The term ‘ICT equipment/devices’ used in this document, includes but is not limited to, computers (such as
desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks,
 iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles,
 video and audio players/receivers (such as portable CD and DVD players), and any other, similar,
technologies as they come into use
‘Objectionable’ in this agreement means material that deals with matters such as sex, cruelty, or violence in
such a manner that it is likely to be injurious to the good of nga akonga or incompatible with a kura
environment. This is intended to be inclusive of the definition used in the Films, Videos and Publications
Classification Act 1993.
Additional information can be found on NetSafe’s website www.netsafe.org.nz/ua
NAG 5 – HEALTH & SAFETY PROCEDURES

SECTION A

INTRODUCTION

The measures to ensure the cybersafety of the Kura outlined in this document are based on our core values. The kura’s computer network, Internet access facilities, computers and other kura ICT equipment/devices bring great benefits to the teaching and learning programmes and effective operation of the kura. The kura has rigorous cybersafety practices in place, which include cybersafety use agreements for all kura staff and nga akonga.

The overall goal of the kura in this matter is to create and maintain a cybersafety culture which is in keeping with the values of the kura, and legislative and professional obligations. This use agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the kura environment. All nga akonga will be issued with a use agreement and once signed consent has been returned to kura, nga akonga will be able to use the kura ICT equipment/devices.

The kura’s computer network, Internet access facilities, computers and other kura ICT equipment/devices are for educational purposes appropriate to the kura environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the kura, and used on or off the kura site.

The kura may monitor traffic and material sent and received using the kura’s ICT network. The kura may use filtering and/or monitoring software to restrict access to certain sites and data, including email.

The kura may audit its computer network, Internet access facilities, computers and other kura ICT equipment/devices or commission an independent forensic audit.
NAG 5 – HEALTH & SAFETY PROCEDURES

SECTION B    CYBERSAFETY RULES FOR AKONGA

Ko ngā ture e pā ana ki te hangarau mōhiohio i Te Kura Kaupapa Māori o Hoani Waititi Marae

Ka ŭ ahau ki ngā ture o raro iho nei kia noho haumaru ai ahau, ā, ko ahu hoa hoki.

E kore e tae a e au te whakamahi i ngā hangarau mōhiohio o te kura kia waitohu ra anō mātou ko ahu mātua i tēnei pepa whakaae me te whakahoki ki te kura.

Ka whakamahi ahau i ngā hangarau mōhiohio o te kura ki te whakaoiti i aku mahi kura anake.

Mehemea kāore au e tino mōhio ana, āe, e āhei ana kia whakamahi ahau i tētahi hangarau mōhiohio ka pātai atu ahau ki tētahi kaiako i mua i te whakamahinga.

Mehemea he kupu huna tāku ka uru atu ahau ki te rorohiko ki taua kupu huna anake, e kore hoki ahau e tuku i tētahi atu ki te whakamahi i tāku kupu huna. E kore au e whakarerekē i ngā kupu huna kia whakaae ra anō te kaiako.

E kore au e whāki i taku kupu huna ki tētahi atu.

E kore au e hono ki te ipurangi kia whakaae ra anō tētahi kaiako, kia noho mai ra anō hoki tētahi pakeke ki te tiaki i a a.

E kore au e whakamahi i ngā hangarau mōhiohio o te kura ki te tāunu, tāwai, whakaiti, whakatumatuma, whakamamai rānei i tētahi tangata no te kura, te kura ake rānei ahakoa ki taki whakapono he mea whakakatakata noa iho.

I a au i te kura e kore au e:

Rapu mea i te ipurangi e mōhio ana ahau kāore e paingia ana i te kura pērā i ngā mea pōhane, mea taikaha rānei, kupu kākākanga rānei.

Whai ki te karo i ngā pūnaha ārai kino, pūnaha haumaru kua whakaritea e te kura.

Ina kire ahau i tētahi mea kino ka

Kore au e whakaatu i taua mea ki tētahi atu

Pāwhiri i te “Hector Safety Button”, whakaweto rānei i te mata o te rorohiko

Tiki tonu atu i tētahi kaiako

E kore au e whakateke mai i ngā mea pērā i te kōnae pūoro, kiriata, kēmu ātea, pūmanawa rānei ki a whakaae ra anō te kaiako. He mea tiaki i a au tēnei ture kia kore ai e whati i a a au ngā ture mana tā.

Me mātua whakaae aku mātua me te kura ina hiahia ahau ki te mau mai i ngā hangarau mōhiohio o te kāinga ki te kura. Hei tauira: waea pūkoro, kēmu hiko, kamera, iPod, rākau maumahara (USB

Page 114 of 175 Reviewed by Board of Trustees on 30 Sept 2020 Next review due by 30 Sept 2022
E kore au e hono i tētahi mea pērā i te USB, kamera, waea kōrero ki tētahi o ngā hangarau mōhiohio o te kura kia whakaae ra anō tētahi kaiako. Kei raro hoki i tēnei ture ko ngā hangarau waea kore katoa.

Kei raro i ēnei ture ngā hangarau mōhiohio katoa e mauria mai ana i te kāinga, pērā i te waea pūkoro.

Ka pātai atu ahau ki te kaiako i mua i tuku tukunga i ngā mōhiohio whaiaro ki te ipurangi. Mehemea e hiahia ana ahau ki te tuku atu i ngā mōhiohio whaiaro o tētahi atu me whakaae ia i te tuatahi.

Ko ngā mōhiohio whaiaro ko ngā mea pēnei i te:

Ingoa
Wāhi noho
Ī-mēra
Tau waea
Whakaahua
Ka āta tiaki ahau i ngā hangarau mōhiohio katoa a te kura:

  e kore au e mahi kia hē te haere o tētahi hangarau mōhiohio
  e kore au e uru tāhāe, uru mana kore rānei ki tētahi pūnaha hangarau mōhiohio Ka whai ahau i ngā ture haumaru, e kore au e whai pīhau i aku hoa ina mahi hē rātou

Ka whakamōhio tonu atu ahau i tētahi kaiako ina kite ahau i tētahi mea e pakaru ana

E mōhio ana ahau ina whati i a au ngā ture nei, tēnā pea ka whakamōhiongia atu aku mātua. Ina tino nui taku hara, tēnā pea ka whakawhiua ahau e te kura, tēnā anō hoki pea ka mate aku mātua ki te utu kia whakatikaina tētahi mea ina pakaru i a au.

Kua pānui ahau i te whakaaetanga nei, ā, e mārama ana ki a au. Ka ū ahau ki ngā ture o roto i te whakaaetanga nei, ka ū anō hoki ahau ki ngā whakawhiu ka whakaritea ina whati i a au ngā ritenga o te Whakaaetanga nei.

Waitohu a te Ākonga: ________________________

Rā: _________________________________
NAG 5 – HEALTH & SAFETY PROCEDURES

SECTION C  USE AGREEMENT FORM FOR PARENTS

To the parent/caregiver/legal guardian, please:

- **Read this page carefully** to check that you understand your responsibilities under this agreement
- Sign the appropriate section on this form
- Detach and return this form to the kura office
- **Keep the document for future reference**, as well as the copy of this signed page which the kura will provide.

I understand that Te Kura Kaupapa Maori o Hoani Waititi Marae will:

- Do its best to enhance learning through the safe use of ICT. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or kura ICT equipment/devices at kura, or at kura-related activities
- Work progressively with children and their whanau to encourage and develop an understanding of the importance of cybersafety through education designed to complement and support the use agreement initiative. This includes providing children with strategies to keep themselves safe in Cyberspace
- Keep a copy of this signed use agreement on file
- Respond to any breaches in an appropriate manner
- Welcome enquiries from parents or nga akonga about cybersafety issues.

My responsibilities include:

- I will read this cybersafety use agreement document
- I will discuss the information with my child and explain why it is important
- I will return the signed agreement to the kura
- I will support the kura’s cybersafety programme by encouraging my child to follow the cybersafety rules, and to always ask the teacher if they are unsure about any use of ICT
- I will contact the principal or kura cybersafety manager to discuss any questions I might have about cybersafety and/or this use agreement and I am welcome to do this at any time.

*Additional information can be found on the NetSafe website www.netsafe.org.nz/ua*
NAG 5 – HEALTH & SAFETY PROCEDURES

Please detach and return this section to kura.

Parents / Caregivers
I have read the Kura Cybersafety Policy and Use Agreement and understand that my child may not access the Internet at kura without this Use Agreement being signed and returned to kura. I also understand there may be serious consequences if the rules are broken. I have gone over the information with my child and explained its importance. I understand that if my child steals or damages equipment this could result in the home receiving a bill for the cost of replacement parts or repairs.

I understand that while the kura will do its best to restrict akonga access to offensive, dangerous or illegal material on the Internet or other communication technologies, it is the responsibility of my child to have no involvement in such material or activities. I also understand this Agreement applies to communication technologies my child brings into the kura environment.

I give my permission for ……………………………Room ……. to be given access at kura to computers, the Internet and other communication technologies.

Name: ..............................................

Signature of Parent/Caregiver: .............................................. Date: .................

I have read this cybersafety use agreement and I am aware of the kura’s initiatives to maintain a cybersafe learning environment, including my child’s responsibilities.

Name of akonga: .............................................. Akonga’s signature: ......................................

Name of parent/caregiver/legal guardian: ..............................................

Parent’s signature: .............................................. Date: ......................................

Please note: This agreement for your child will remain in force as long as he/she is enrolled at this kura. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.

Please return this to your teacher after it has been signed
NAG 5 – HEALTH AND SAFETY PROCEDURES

STUDENT PARENTING

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
The Kura supports all whānau members who are parenting. The focus of this policy is on supporting students who become parents and are still attending kura.

PURPOSE
To comply with all relevant health and safety requirements
To ensure that the best opportunities for teaching and learning continue to be experienced by student parent
To have a management plan in place which meets all regulatory and Te Aho Matua requirements
To ensure whānau are part of the process and have the opportunity to regularly review the management plan

GUIDELINES
The tumuaki (or delegated authority) will ensure that any akonga parent/s and their whānau will be well supported within the kura environment and will be able to continue to effectively study and learn alongside other students.
As soon as practical after the akonga and whānau becoming aware of their pending parenthood, they will make a time to meet with and advise the tumuaki and/or kaiako
The tumuaki and/or kaiako or delegated member of staff will work with the student and whānau to develop a management plan that will:
• Enable continued access to teaching and learning in the kura
• Ensure the safety of the young baby and parent at all times
• Enable access to private space if required from time to time to tend to baby needs
• Enable baby to be fed (including breastfeeding) as and where necessary
• Ensure a continued safe and effective learning space for all students
The management plan will be presented to the kura Board of Trustees for consideration and ultimate sign-off prior to the birth of the baby, or arrival of baby at the kura.
The tumuaki will ensure regular times for review of the management plan with the akonga, whānau and kaiako or delegated member of staff.
The management plan will include timely support to transition baby to kohanga reo or the chosen early childhood learning environment as negotiated with the student and whānau.
NAG 5 – HEALTH AND SAFETY PROCEDURES

OUTSIDE AGENCY PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To protect the rights of children in our care

PURPOSE
To establish procedures for any agency wishing to interview children in our kura grounds

GUIDELINES
Any person/agency wishing to interview a child must meet with the Tumuaki or Deputy (if Tumuaki is absent).
They must establish a ‘legitimate right” to meet with the child. This must be proved in writing and be supported by a relevant Act of Parliament.
If ‘legitimate right” has been established the Tumuaki or Deputy should then determine the appropriate course of action. This could include:
Parent or Caregiver being notified
Other staff consulted
Other staff involved in the interview process
Agencies could include Police, Child Youth and Family Services (CYFS), Health Authorities, legal counsel.
Generally parent permission is required. However in an emergency e.g. a child protection safety situation, the parent may not be notified. (Refer also to Child Abuse procedures)
A record of all action taken pertaining to an interview shall be kept by the Tumuaki.
All records are to be kept confidential.
An agent of the Tumuaki can only be the Tumuaki tuarua or the Board of Trustees Chairperson.
NAG 5 – HEALTH & SAFETY PROCEDURES

WORKPLACE HARASSMENT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

(To be read in conjunction with Complaints and Staff Discipline Procedures)

AIM
To ensure that no form of harassment occurs within the kura

PURPOSE
To maintain a safe physical and emotional environment for akonga and staff.
To respect individual differences including gender, ethnicity, sexual orientation, disability, physical appearance.

DEFINITION
Harassment is defined as behaviour which is unwelcome or offensive to a akonga, staff member or caregiver. It may be physical, verbal, emotional, written, actual or implied, involve sexual innuendo, possible promise of preferential or detrimental treatment, threats.
The behaviour may be between adults, adult to child, child to child or child to adult.
The behaviour is of such significance that it has a detrimental effect on that person’s kuraing, parenting, job satisfaction or job performance.

GUIDELINES
Anyone experiencing workplace harassment should immediately make it clear to the person responsible that such behaviour is unwarranted and unacceptable.
Should the unacceptable behaviour continue the Complaints procedure should be initiated.
Should there be more than one complainant they are to be interviewed separately.
The kura’s policy and the Human Rights Act are to be explained to the defendant who will have right of reply.
In informing the Board of Trustees the Tumuaki may keep confidentiality of parties involved until the complaint is upheld.
If the case proceeds to Board level possible action to be taken includes:
Correction and/or counselling
Warning and reprimand in writing
Suspension
Dismissal
Referral to Police or other agencies
In determining appropriate action, consideration will be given as to whether or not it is the first complaint, the seriousness of the offence, length of service, job performance of a staff member, effect of the disciplinary measure on a akonga’s kuraing. Consideration has to be given to the safety of others.
If a staff member is involved consideration needs to be given to the relevant collective or individual employment agreement.
Advice and support may be engaged from NZSTA, NZEI, and the Human Rights Commission.
NAG 5 – HEALTH & SAFETY PROCEDURES

EMERGENCY MANAGEMENT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To provide plans for managing any emergency situation which may arise in the kura.

PURPOSE
To have emergency evacuation procedures in place to quickly and safely evacuate all akonga, staff and visitors without further endangering lives.
To provide guidelines for managing specific emergencies
To create an environment of planning and preparation not panic in an emergency.

GUIDELINES FOR EVACUATIONS
Trial evacuations will be held each term. Evacuation Procedures are displayed in each room.
When alarm is signaled Kaiako/nga kaiako will check:
all exits are clear
close windows and classroom door – DO NOT LOCK
all nga akonga have exited including “at risk” nga akonga identified as possibly needing support for medical, behavioural or other reasons are accounted for and are supported during the evacuation.
The teacher will lead classes quickly and quietly to the designated assembly point ON THE FIELD.
Those with designated responsibility will check specific building areas, closing fire stops doors after them, before going to assembly areas.

A roll is taken by the class teacher at the assembly point. With our electronic roll system class registers are brought to the assembly area by the Administration Officer and distributed to classes for roll call.
Nga akonga in classrooms other than their own are to remain with that class until given permission to rejoin their class by both Kaiako/nga kaiako.
Class Kaiako/nga kaiako must report to the Tumuaki whether or not all children are accounted for. Any absences must be reported immediately to the Tumuaki and last whereabouts, if known, listed for checking.
All visitors to the kura must sign in at the kura office. During an evacuation, visitors, parent/caregivers, volunteers and contract workers must be checked off this list, brought out by the Administration Officer.

Any akonga or staff member leaving the kura grounds is also required to sign out and in for emergency purposes.
Staff and nga akonga should regularly familiarise themselves with emergency procedures including :
- Building and Emergency Exits
- Location of Fire Alarms
- Building Wardens and Responsibilities
- Location of Fire Extinguishers
- Evacuation Assembly Area
- Nearest Phone and that it works
Procedures for Specific Emergencies:

**FIRE**

**Raise the alarm – Fire alarm will ring continuously**
Dial 111 for the emergency
Follow the correct procedure and advise operator of the emergency.

**Evacuate the area**
Ensure that akonga and visitors have evacuated the area
Shut doors as you leave.

**Proceed to assembly area**
See evacuation notices displayed for the assembly area.

**Ensure that you tell the Tumuaki that you are safe**
Stay in the assembly area until you are advised that you can leave
Do not re-enter the area until the all clear is given.

**EARTHQUAKE**

**Before an earthquake**
Identify safe places within the classroom e.g. under a sturdy table, or under the doorway.

**During an earthquake**
Move to the nearest safe place, DROP, COVER AND HOLD
Stay Inside. If Outside stay where you are. Do not run to buildings.
In the event of an earthquake, akonga and Kaiako will seek refuge under desks until appropriate time enables buildings to be vacated.

**When shaking stops**
Treat injuries and put out fires
Turn off water, electricity, gas and heating at mains if it is safe
Evacuate if fire cannot be controlled
Be prepared for after shocks

**HAZARDOUS OR CHEMICALSPILL**

**Raise the alarm**
Dial 111 for the emergency that is required
Remain in Class and wait for decision re Evacuation
Close all windows
Reassure akonga and remain calm.
Advise emergency services of any effects being felt – irritation to eyes, nausea
Block doors and windows with any available material, such as tape or blankets.
Evacuate immediately when requested to
Evacuate the area
Check to ensure staff and nga akonga have evacuated the classrooms.
Shut all doors as you leave
Proceed to the assembly area
Tell Tumuaki/warden that you are safe
Stay in assembly area until you are told it is safe to leave
Leave clean up to emergency services

FLOOD

Before a Flood
Find out about the flood risk and know how to reach the nearest safest ground

When a Flood threatens
Listen to the radio for information and follow civil defence instructions
Disconnect electrical devices
Avoid flood areas
Ensure any chemicals, toxins stored above water level.

POLICE EMERGENCY (ARMED OFFENDERS, HOSTAGE, THREATENING VISITOR)
Advise office immediately if a situation arises so Tumuaki and/or Police can be called
Everyone to remain inside until all clear is given to vacate the buildings.
All doors and windows to be closed/locked
Children to be occupied.
Parents/caregivers to be advised where appropriate.
KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

PURPOSE
It is essential that the kura take all practical steps to protect staff and akonga from a possible pandemic outbreak. A pandemic outbreak of Influenza is used here as a generic example for planning and response purposes.

GUIDELINES
The Pandemic Manager for the Kura will be the Tumuaki. The kura will develop a pandemic action plan. This is to be reviewed on an annual basis. This will include:

- The kura protocol for dealing with sick staff / akonga.
- Cleaning requirements and practices in case of a pandemic outbreak.
- Consultation procedures to be used in each stage of the pandemic.

This procedure uses guidelines and protocols found in the New Zealand Influenza Pandemic Plan: A framework for action (dated 30 April 2010) as its base for responding to pandemic outbreak.
NAG 5 – HEALTH & SAFETY PROCEDURES

PANDEMIC PLAN

New Zealand pandemic planning is based around a six-phase strategy:
1. Plan for it (planning and preparedness)
2. Keep it out (border management)
3. Stamp it out (cluster control)
4. Manage it (pandemic management)
5. Manage it: Post-Peak
6. Recover from it (recovery)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Potential trigger</th>
<th>Specific objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan For It</td>
<td>Level of influenza at normal seasonal levels</td>
<td>Plan and prepare to reduce the health, social and economic impact of a pandemic on New Zealand. Deal with disease in animals, if required.</td>
</tr>
<tr>
<td>Planning and preparedness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep It Out</td>
<td>Sustained human-to-human transmission of a novel influenza virus overseas in two or more countries</td>
<td>Prevent, or delay to the greatest extent possible, the arrival of the pandemic virus in New Zealand.</td>
</tr>
<tr>
<td>Border management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stamp It Out</td>
<td>Novel influenza virus or pandemic virus detected in case(s) in New Zealand</td>
<td>Control and/or eliminate any clusters found in New Zealand.</td>
</tr>
<tr>
<td>Cluster control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage It</td>
<td>Multiple clusters at separate locations, or clusters spreading out of control</td>
<td>Reduce the impact of pandemic influenza on New Zealand’s population.</td>
</tr>
<tr>
<td>Pandemic management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage It: Post-Peak</td>
<td>New Zealand wave decreasing</td>
<td>Expedite recovery, and prepare for a re-escalation of response.</td>
</tr>
<tr>
<td>Transition to Recover From It phase, and planning for a resurgence or second wave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recover From It</td>
<td>Population protected by vaccination, or pandemic abated in New Zealand</td>
<td>Expedite the recovery of population health, communities and society where affected by the pandemic, pandemic management measures, or disruption to normal services</td>
</tr>
<tr>
<td>Recovery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**STAGE 2: KEEP IT OUT**

**Actions:**
Update and activate staff and BOT telephone and email trees.
Check all contact details are correct:
- Staff
- Nga akonga
- BOT Members

Ensure MOE local office has updated BOT/Tumuaki contact details.

Brief staff on roles and responsibilities

Actions taken with akonga, including closing the kura and sending children home where necessary.

Outline to parents possible methods of future communications e.g. national and local media and kura website.

With akonga - implement programmes to limit spread of influenza e.g. hand hygiene, cough and sneeze etiquette, not spitting, staying at home when sick. Advise cleaning contractors to implement Pandemic Cleaning Procedure.

Cleaning contractor will implement the Pandemic Cleaning Procedure as advised by the MOH public health.

Review resources to ensure that there are sufficient supplies of sanitisers, masks, gloves and cleaning products

**STAGE 3: STAMP IT OUT**

**Actions:**
Through consultation with local DHB emergency planner and local MOE - the BOT Chairperson and Principal will make the decision to close the kura.

Communicate the decision.

Take care of akonga showing influenza symptoms:
Set up isolation room in the Whare Pukapuka

Arrange to send children home. Only children permitted to go home are those whose parents either collect them from kura or have given permission

Notify any cases to health authorities as requested

Children staying at kura to be kept in normal classes where possible (dependant on number of staff available) until children are collected or until end of kura day.

Cancel all extra curricular activities and planned class / kura trips.

Introduce extra cleaning as per outlined schedule. This will be determined by the nature of the pandemic and will be advised by the MOH community public health.
Post closure notices on entry points – office, library, Whare Tapere and each classroom block entrance. Through local media (radio, television), kura app and website, telephone/text inform all interested groups. Collaborate with local agencies in making kura facilities available in pandemic response efforts.

**STAGE 6: RECOVER FROM IT**

**Actions:**

Through media (radio, newspaper, and television), kura app and website, telephone/text message and email, advise that kura is reopen, 0800 to be supplied by MOH. As necessary arrange for trauma / grief counselling – contact M.O.E Group Special Education. With BOT and Senior Management undertake debrief of procedures undertaken. Staff revisits importance of keeping safe guidelines with nga akonga (see Stage 1 Point 7).

**PROCEDURES:**

**Kura protocol for dealing with sick / staff and nga akonga:**

Take care of nga akonga and staff showing influenza symptoms
Set up isolation room (Whare Pukapuka).
In consultation with Executive group arrange to send children home. Only children to go home are those whose parents either collect them from kura or have given permission via phone or email that they are to go home.
Notify any cases to health authorities as requested
Children staying at kura to be kept in normal classes where possible (dependant on number of staff available) until children are collected or until end of kura day.
Cancel all extra curricular activities and planned class / kura trips.

**Cleaning requirements and practices in case of a pandemic outbreak:**

Cleaning contractor to provide procedures for the extra cleaning required in a pandemic, as part of their contractual obligations.
This will be dependent on advise from MOH Public Health as to suitable agent to clean all services (detergents and /or bleach).
C. Consultation procedures.
The attached letter will be distributed to all parents/caregivers in the event of a pandemic.

Tēnā koutou ngā mātua.

We have been advised by the Ministry of Health of a serious pandemic outbreak and have been advised, for health and safety reasons, to close the kura.

In order to ensure the health and safety of your children, we are advising you of the closure of the kura until further notice.

Please ensure that your children are kept at home until this closure has been lifted. Regular updates on the situation can be ascertained from local and national media and via email.
POLICIES AND PROCEDURES

NAG 5 – HEALTH & SAFETY PROCEDURES

LOCKDOWN PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

PREAMBLE

A lock-down would be used anytime akonga need to be contained and protected inside kura buildings. A chemical spill, for example, could put nga akonga and staff at risk of toxic inhalation if allowed outside. Also, a fugitive abandoning a car chase to flee on foot could pose the risk of a hostage situation. In both these cases the Police would request a lock-down of the kura to prevent putting nga akonga and staff in danger.

An unarmed intruder inside the building can also be cause to implement the lock-down procedure, separating the intruder from nga akonga. In this case a lock-down may also help to prevent confusion, and to make it easier for staff to account for all nga akonga as it is simpler to determine if a akonga is missing when the nga akonga are at least standing still.

When the ‘lock down’ signal is given, Kaiako go to their classroom doors, listening, and then looking for a sign of imminent danger. If it’s safe to do so, they pull in any akonga on the decking or nearby toilets, then close and lock the door and turn off the lights.

POLICY STATEMENT

The Board of Trustees believes that the safety of akonga and staff is paramount and takes every precaution to ensure the safety of all. In the event of perceived or actual threat the kura must be appropriately secured to protect our kura community.

RATIONALE

The Kura Board is committed to providing a safe and caring environment for akonga and staff. Therefore, the kura will develop a plan to respond to a perceived or actual threat to the kura community.
COMMUNICATION

In the event of a critical incident requiring ‘Lock Down’, the person witnessing the incident must try to notify the kura office to raise the alarm. The Office staff member receiving the incident call will notify the Tumuaki or Deputy.

The Tumuaki and/or the person-in-charge (PIC) at the time of the incident will determine the need for a ‘Lock Down’ and sound the appropriate alarm.

An Emergency Lockdown will be announced by intercom or other voice communication. The announcement will state the following:

“This is a LOCK DOWN”
“This is not a fire drill”
“Everyone is to stay in the room, remain seated and to keep calm and quiet.”

Alternative signal: the sounding of the Kura electric bell with intermittent 5 second (on/off) bursts for a continuous one minute period.
The Tumuaki or PIC shall immediately contact Police and provide as much information as possible.
Fire evacuation alarms are not to be sounded.

PROCEDURES

If the ‘Lock Down Alarm’ is sounded before kura, during morning tea or lunch time akonga s are to move directly to their classroom as long as it is safe to do so.

- Kaiako/nga kaiako are to stay in, or move to, their classroom.
- Support staff are to move promptly to the playground areas and direct nga akonga to their classrooms, if it is safe to do so.
- The Tumuaki must stay in, or move to, the office area to facilitate communication.
- If outside, children proceed to the nearest classroom.

All staff need to be mindful that children from other classrooms may seek sanctuary in their room.
Lock classroom and other doors.
Close and lock all windows. Close curtains.
Turn off lights and computer monitors.
Each person should stay away from windows and doors, and remain low to the ground.
Everyone is to remain quiet.
Do not allow nga akonga to use the kura or classroom phones. They must be kept free for communication with office.
No one is to answer the door under any circumstance.
A staff member should take a head count and obtain the name of each individual in the room. When practical, email the list of children and staff in the room to the office.

**Inform the office via email of any children missing.**

Should the fire alarm sound, do not evacuate the building unless:

You have first-hand knowledge that there is a fire in the building, or;

You have been advised by Police or the Tumuaki to evacuate the building.

Remain in position until all clear and notified by law enforcement, fire, emergency manager, Tumuaki or PIC.

The ‘ALL CLEAR’ announcement will be communicated by the Person In Charge only via the PA System.

The ‘ALL CLEAR’ announcement will state the following:

“\[Email message here\]"

“Everyone is to move in an orderly manner to the emergency assembly area.”
NAG 5 – HEALTH & SAFETY PROCEDURES

MINISTRY OF EDUCATION TOOLKIT 5S - INTRUDER INSIDE BUILDING EMERGENCY RESPONSE

Staff Action

- Notify the principal or other staff [description, location, activity]
- Keep the classroom / students secure
- Politely greet the intruder & identify yourself

If visit is not legitimate ask the intruder to leave
Ask the intruder the purpose of his/her visit

If Intruder Refuses to Leave

- Advise intruder that the Police will be called
- Keep the classroom / students secure
- Walk away if intruder show potential for violence

- Write down the events as soon as you can
- Continue to observe the intruder
- Notify the Principal “Call the Police”

Principal Action

- Decide the level of response
- Send assistance
- Locate the intruder & assess the situation

- Obatin written report from witness(es)
- Meet Police & direct them to location
- Accompany to office
- Accompany to exit

Police Required
STAND DOWN AND SUSPENSIONS PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM

To provide a process for stand down or suspension of a akonga if that akonga’s behaviour is deemed to present a danger to him/herself or to other akonga or if that behaviour constitutes gross misconduct or repeatedly unacceptable behaviour.

PURPOSE

To ensure that the rights of all akonga are upheld and the learning environment is orderly and safe.
To ensure that all regulatory and legal requirements regarding stand down and suspension are met
To provide clear guidelines for cases where a child is to be stood down, suspended, excluded or expelled.

GUIDELINES

The Tumuaki will, after consultation with staff and where necessary caregivers, make a decision to stand down/suspend a child and will document reasons for this action including prior behavioural management strategies that led to this decision being made.
The kura should ensure that the families of the nga akonga concerned are informed as quickly as possible of the stand down/suspension, of its implications and of their rights and responsibilities.
The Tumuaki has the power to stand down or suspend nga akonga without referral to the Board. The Tumuaki will, however, inform the Chairperson of the Board of Trustees.
In the case of a stand down, the Tumuaki may reconsider whether the stand down is to continue the full number of days, or whether the stand down can be shortened. Relevant possibilities and strategies will be put in place so that the child’s education can continue positively. This meeting could include parents/caregivers, the classroom teacher and the child.
All relevant discussions and decisions will be documented.
In the case of a suspension, a special Disciplinary Committee convened by the Board of Trustees will be held ‘in committee’ (public excluded) with the child, parents/caregivers and their support, according to the requirements of the guidelines on Stand down, Suspension, Exclusion and Expulsion. A decision will be made in the best interests of the child. Options include:
• the suspension be lifted without conditions
• the suspension be lifted but with conditions attached
• the suspension be continued for a further period because of special circumstances
• the child be excluded.
The Ministry of Education will be informed of the decision made.
The kura will assist with the re-establishment of a child who is excluded.
The kura will endeavour to work closely with the family concerned in any disciplinary action at all times.
The caregivers have the right to appeal a decision made by a Disciplinary Committee to the Board of Trustees.
NAG 5 – HEALTH & SAFETY PROCEDURE

SUN SAFE PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE

With the increase in UV light in Aotearoa and the increased awareness of the possibility of harmful effects of the sun, it is imperative that the kura ensures protection from the sun during outdoor kura activities during Terms 1 and 4.

PURPOSE

To ensure the kura provides guidelines for protecting staff and akonga in regards to sun exposure.

GUIDELINES

Sun protection is incorporated into educational programmes and prevention measures in the Hauora Programme of the kura.
Regular reminders of the requirement to wear broad brim or bucket hats and sunscreen (SPF Broad Spectrum 30+) during kura activities, both in and out or the kura grounds, are given in the kura pānui.
Tamariki without hats are required to remain in the shaded areas of the kura
All staff act as a role model by:
Wearing appropriate hats and clothing for all outdoors activities Using sunscreen for skin protection
Seeking shade for any outdoor activities where possible
The kura maintains a planting programme to provide shaded areas
Positive reinforcement is provided for children wearing hats and sunscreen
Outdoor activities are reduced during summer between 11:00 and 3:00 karaka daily
The Board reviews the kura environment to ensure adequate shade areas are available in the kura and that budget provision is make for re-locatable and fixed sunshade areas.
Encourage children to wear clothing that protects their skin from the sun.
NAG 5 – HEALTH & SAFETY PROCEDURE

WATER ONLY

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE
Sugary drinks are one of the most significant causes of poor oral health and contribute to childhood obesity and Type 2 diabetes. A “WATER ONLY” policy has been introduced to address this issue.

PURPOSE
The Kura promotes the importance and benefits of consuming water.

GUIDELINES
Water is the only drink option akonga can consume at Kura
Akonga have access to water fountains including during class time
Sports teams will only use water as a source of hydration
The kura will not associate with any programmes that promotes sugary drinks
Organisations or individuals using the kura facilities must be advised of this policy
Contractors and others working within the kura property are to be advised of the kura’s water only policy and that this policy applies to them whilst on the property.
Signs shall be displayed at the entrance to the kura and in the classrooms
Regular reminders of the water only policy will be made at kura as well as at kura functions.
The Kura will not sell sugary drinks at school fundraisers and other celebrations
Staff will model healthy drinking options and the benefits of consuming water
NAG 5 – HEALTH & SAFETY PROCEDURES

ADMINISTERING FIRST AID & MEDICATION PROCEDURE

AIM
To facilitate the administration of prescribed medicines to ensure that a child’s health does not jeopardise kura attendance.

PURPOSE
To cater for basic first aid, illness and medical conditions.
To provide procedures for establishing permission to administer medication
To outline the process for managing medication and its administration

GUIDELINES
First Aid
The Sick Bay is to be supervised by Administration Support Staff at all times
Administration Staff and at least one staff member in each syndicate are to have an up to date First Aid Certificate. First Aid certificates are checked annually to ensure they are current.
All children will report to the office area before entering the Sick Bay.
First Aid supplies are to be securely stored.
Children requiring special medical support will have details recorded on their files and a record and treatment plan kept in Sick Bay e.g. asthma, allergies. These children are identified on enrolment and the person in charge of sick bay and the class teacher informed.
All treatment for First Aid or illness is to be recorded in the accident and illness registers in the Sick Bay and the Support Staff Office.
Gloves must be worn at all times when treating blood related injuries.
Linen will be washed on a regular basis.
Any serious injury or illness will be reported to the Tumuaki.
Duty staff are responsible for ensuring that all accidents/injuries in the playground are attended to or referred to the Sick Bay.
If in the opinion of the duty staff member or admin staff supervising sick bay, an injury or illness is sufficient to require closer examination parents/caregivers will be contacted and the Tumuaki informed.
If the parent/caregiver cannot be contacted, the emergency contact may be called or the kura may be responsible for taking the akonga to the Doctor or hospital.
Children are not to remain in the Sick Bay for long periods of time but should be sent home.

Skin Infections
Skin infections such as impetigo (kura sores) and boils are caused by bacteria and are contagious. They can spread to other parts of the body if left untreated and from an infected person to others they are in contact with. Many young children have cuts and scratches which explains why they get skin infections so easily. They spread more easily in hot humid weather. The end of summer is when you are most likely to see them. Impetigo – the germs enter the body where there is an opening on the skin caused by cut, scratch, insect bite, scabies or burn.
Boils – the germs enter through broken skin or down a hair follicle. Boils are often found on the back of the neck, armpits or the buttocks. A carbuncle is a collection of boils.

**Treatment for Skin Infections**
Send child to the Sick Bay for the sores to be covered
**DO NOT** put any lotion or cream on them
If concerned, make a referral to the Public Health Nurse and/or the Tumuaki who will arrange to send a letter home informing parents and suggesting need for follow up treatment.
The child may still attend kura but ensure that all open sores and boils are covered. A staff member can discuss with the akonga how easily the infection is passed on without making the child feel ashamed. The child’s co-operation is sought.
Children with a skin infection are not permitted to swim or to be involved in contact sports until the sores are healed.
If it appears that the child is not receiving appropriate treatment, the child is to be referred again to a health professional.

**Administering Medication**
Kura staff will not administer prescription medication at kura unless it is absolutely essential that the child have the medication at kura.
All requests containing full details should be on the appropriate parent request form and agreed to by the Tumuaki. Parents/guardians must provide a medical statement that it is acceptable for a non-medical staff member to have responsibility for administering the medication.
No non-prescription drugs are to be sent to kura – Kaiako/nga kaiako will not administer these under any circumstances.
The first dose of any medication is to be given at home.
The medication must be kept in a locked place, if possible in the kura’s administration area, in a child-proof container.
The Tumuaki may delegate the administering of medication to another/or other persons. Staff members have a right to choose whether or not to take the responsibility for administering the prescribed medication to a akonga.
The delegated person/s will administer the medication as requested by the parent/caregiver
Administering of medication will be witnessed by another adult and a record initialed by both adults.
Where no staff member is agreeable to administering the medication the responsibility will remain with the parent/caregiver.
NAG 5 – HEALTH & SAFETY PROCEDURES

ADMINISTRATION OF MEDICATION AT KURA

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Room</th>
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<table>
<thead>
<tr>
<th>Daytime Contact Number</th>
<th>or</th>
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<table>
<thead>
<tr>
<th>Name of Medication</th>
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<table>
<thead>
<tr>
<th>Dosage</th>
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<table>
<thead>
<tr>
<th>Doctor</th>
</tr>
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</tbody>
</table>

Permission Given for Non-Medical Personnel to Administer Medication | YES/NO

It needs to be taken at ________________ (time) or when needs dictate (please circle)

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Finish Date</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

My child will administer his/her own medication | YES / NO

My child needs supervision with taking his/her medication | YES / NO

My child requires an adult to give the medication | YES / NO

My child is taking this medication because he/she has;

___________________________________________________________________________
I accept full responsibility for maintaining supplies, having my child’s name, the name of the drug and the correct dose on the container, and that the supplies will not have passed the expiry date.

I have given permission for a member of the kura staff to administer the medication according to my child’s needs as indicated above and accept that this may not be the same staff member each time.

I accept that the kura will take due care with the administration of this medication but I release the kura and the kura’s staff from any responsibility associated with it.

I understand that the kura cannot be held responsible for any injury or fatality if correct procedures and systems have been followed.

Full Name of Parent ____________________________________________________________

Signature___________________________________ Date________________________

Phone_________________________ Emergency Phone__________________________

Approved by Tumuaki:

Signed____________________________________ Date__________________________
NAG 5 – HEALTH & SAFETY PROCEDURES

SERIOUS INCIDENT MANAGEMENT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To establish a process for managing a variety of serious incidents.

PURPOSE
To respond appropriately to a crisis situation
To reduce the likelihood of risk to other staff or akonga
To provide appropriate support for those involved in the crisis situation
To provide assistance in coping with the physical and emotional impact of a traumatic incident.

GUIDELINES
When a Serious Incident occurs the Tumuaki is informed immediately, who then advises the Chairperson of the Board of Trustees, Senior Management and establishes a Serious Incident Management Team including some / all of the following:

- Tumuaki (Chair)
- Board Chairperson
- Tumuaki Tuarua
- Pouako
- Kaikō
- Appropriate representatives of outside agencies

The Serious Incident Management Team will implement the management plan (attached).

All media releases are to be handled by the Tumuaki or Board Chairperson.

The Ministry of Education (Special Education) team may be contacted for assistance with managing the incident, including dealing with any counselling or media enquiries.
NAG 5 – HEALTH & SAFETY PROCEDURES

SERIOUS INCIDENT RESPONSE PLANS

These guidelines are established to assist kura staff, Board Members and the community deal with a range of serious incidents which could possibly occur both on- and off-site. The kura will be supported in such events by the community emergency and social services, and the Ministry of Education’s regional Special Education (SE).

ACCIDENT RESPONSE SEQUENCE – SOMEONE IS INJURED

Steps 1 to 7 are a sequence.
Approach the victim safely/look out for danger and take charge of the situation
Check responsiveness. Talk to Victim
Determine extent of injury by performing a rapid initial assessment using ABC (Initial Survey)
A - Airway
B - Breathing
C - Circulation
If necessary act to stabilise the patient by performing urgently needed first aid.
Open the airway
Perform either CPR or resuscitation,
Stop/control bleeding
Treat for Shock
Check for other injuries by carrying out a thorough body search (Secondary survey)
Act on what you find to make the patient comfortable
Hand over to medical/emergency people
Look after self and any other people. Treat for shock.
Record the vital signs throughout- and post-emergency
Fill out Accident/Incident form.

In the case of serious harm OSH will need to be informed.
Inform the Tumuaki
Tumuaki talks to Board, SE, parents, staff, other nga akonga and media
Activate trauma plan if needed with help of SE

RESCUE PLAN   SOMEONE NEEDS RESCUE FROM FURTHER HARM

All of the following should occur simultaneously if possible
Take charge
Look after yourself (and the group by way of delegation)
Assess the environment, the victim and your options
Set up the site where the victim is to be placed
Stabilise the victim if required
Move the victim

After Incident
Arrange medical or other support necessary
**THE EVACUATION PLAN – SOMEONE NEEDS MOVING TO MEDICAL CARE WHICH IS SOME DISTANCE AWAY**

Assess the patient for stability
Assess the resources you have (personnel and equipment)
Assess the environment (easy terrain?)
Decide on either Action Plan A or Action Plan B

### Action Plan A

**PREPARE PATIENT AND CARRY THEM**

<table>
<thead>
<tr>
<th>Action Plan A</th>
<th>Action Plan B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action A will be appropriate if 1, 2 and 3 are in your favour.</td>
<td>Action B will be necessary if any one of 1, 2 and 3 is unfavourable.</td>
</tr>
<tr>
<td>1 Construct or go get stretcher</td>
<td>1 Send out a message – written message with two runners preferable OR</td>
</tr>
<tr>
<td>2 Prepare stretcher and patient for trip</td>
<td>2 Call Police on 111 requesting a helicopter</td>
</tr>
<tr>
<td>3 Select the route</td>
<td>3 Prepare the heli site (anchor things Down)</td>
</tr>
<tr>
<td>4 Prepare the team</td>
<td>4 Care for patient and group</td>
</tr>
<tr>
<td>5 Carry patient to pick up point and/or medical care</td>
<td>5 Attract helicopter to site</td>
</tr>
<tr>
<td>6 At all times look after group</td>
<td></td>
</tr>
</tbody>
</table>

### Action Plan B

**CALL FOR HELICOPTER VIA POLICE**

**SEARCH PLAN – SOMEONE IS MISSING IN OUTDOORS OR KURA ENVIRONMENT**

1, 2, 3 and 4 are sequential

Question witnesses to establish the circumstances of loss and the Point Last Seen
Look in possible hiding places to eliminate these first
Alert the police and Tumuaki
Compile clues from any witnesses to the time leading up to the discovery that the person is missing

5, 6, 7, 8, and 9 can be concurrent depending on the resources you have

Check place last seen
Check areas of high probability (what excited/intrigued the person?)
Set up confinement/road blocks
Check paths of least resistance
Deploy attraction such as calling out their name, lighting a fire, shining a torch
Evaluate the situation. If you have found them be positive. Give TLC.

If the subject is still missing

Call the police who will activate their SAR (Search and Rescue) team and
contact the Tumuaki who will contact parents, other akonga and staff, the Board and deal with media.

**THE FATALITY PLAN**

**The order of the steps may vary**

Look after the group: shelter, fluids and food
Cover the body & create a no-go zone
Contact the TIC, the Tumuaki & Police
Allow for grieving (the language of death is sometimes an issue. It is accurate and no less caring to use the term ‘died’)
Abandon the activity
Tumuaki informs the Board, SE, parents, staff, other akonga and media
Activate trauma plan with help of SE

**FOLLOW UP FOR ANY EVENT**

**Some useful steps following any event**

All cases of serious harm must be reported to OSH immediately
Contact with parent(s)/caregiver(s) must be immediate
Develop a support plan for the group, the staff and your relationship with the victim and family, and implement that plan (the MOE SE (Ministry of Education –Special Education will help)
Keep in contact with all parties including the media
Look after your own welfare
Investigate the incident and report to the BOT

**TRAUMA PLAN**

**The Kura Trauma Team meets to:**

Establish the facts
Establish/confirm the support systems already in place
Undertake a needs analysis
Decide on the actions required (refer to B below)
Allocate roles

**The Kura Trauma Team actions (as appropriate) the following:**

Look after those involved e.g. nga akonga, staff trauma team, families directly and indirectly involved
Oversee the involvement of the media, police & other services
Maintain a clear paper trail
Staff the phones
Contact of SE (Special Education)
Control of information
Convene progress meetings
Prepare communiqués
Make available an appropriate/separate space
Monitoring of the Trauma Team
Debrief/evaluate actions
Identify areas of ongoing support
Acknowledge the contributions of those involved
Identify any Professional Development need
SPECIAL NOTES FOR ANY EVENT

Investigation:
The kura’s incident investigation plan would be activated after any incident.

Recording:
All incidents/accidents including near misses relating to nga akonga, staff, contractors and volunteers must be recorded in the OSH document held in the kura office.

Communication:
As is good practice, send out a written message with at least two runners if radio/phone is not appropriate. The Tumuaki is the only staff member authorised to talk to the media. The BOT spokesperson is the Chairperson.
NAG 5 – HEALTH & SAFETY PROCEDURES

WATER SAFETY PROCEDURE

AIM
To provide all children with a safe environment when engaged in an activity in, on, or near the water.

PURPOSE
To promote the teaching of sound water safety skills, knowledge and attitudes.
To recognise that kura and Kaiako/nga kaiako are ideally situated to demonstrate and promote best policy, practice and programming for water safety education.

GUIDELINES
The kura will support and promote water safety by:
Providing Kaiako/nga kaiako and instructors with professional development and operational guidelines for safe teaching of all water related activities.
Ensuring that parents/caregivers and others used to assist in conducting water-based activities have appropriate supervisory skills and training.
Identifying and utilising, where appropriate, water safety programmes offered by external organisations that assist in the teaching of swimming and safety.
Developing evaluation processes that ensure regular review and revision of the teaching of water safety skills and knowledge.
Ensuring that the kura provides adequate resources for the effective teaching and promotion of water safety education and evaluate the management of water safety policy and practice.
Ensuring fair and equitable access for all nga akonga with regards to the teaching of swimming and water safety.
Ensuring fair and equitable provision of resources for the teaching of swimming and water safety, particularly with regards to the provision of swimming pool access, transport where necessary, equipment, and other teaching resources.
Establishing approval processes and regulations to govern kura activity conducted within the kura environment where water safety is a consideration.
Establishing appropriate approval processes on the use of venues and other organisations outside the kura that involve an aquatic environment and related aquatic activity.
Ensuring consultation with appropriate authorities in formulating and reviewing the water safety policy.
NAG 5 – HEALTH & SAFETY PROCEDURES

AUahi KORE PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To provide a healthy, smoke-free environment

PURPOSE
To comply with the Smoke-Free Environments Act 1990

GUIDELINES
Smoking shall not be permitted anywhere within the buildings or grounds of the kura or any official kura activity such as field trips, sports events.
Organisations or individuals using the kura facilities must be advised of this policy as a condition on use.
Contractors and others working within the kura property are to be advised of the kura’s smoke-free policy and that this policy applies to them whilst on the property.
Signs shall be displayed at the entrance to the kura and in the office foyer and any place or places that the board of trustees may consider appropriate.
Regular reminders of the Smoke-free policy will be made in the kura newsletter as well as at kura functions.
Staff are encouraged to be good role models for nga akonga and where requested given support to become smokefree.
NAG 5 – HEALTH & SAFETY PROCEDURES

PROCEDURE FOR STAFF HAVING NON-ENROLLED CHILDREN AT KURA

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE

The task of teaching is a full-time one and involves being responsible for the learning, social, and safety needs of the children in the class throughout the day.

To divide time between the competing needs of the children in the class and a non-enrolled child may mean that neither is adequately catered for.

The Whānau / Board of Trustees exposes itself to risk under the Health and Safety in Employment Act by allowing this type of activity.

PROCESS

A staff member should not bring a child to kura that is not an enrolled akonga at the kura during the course of the day.

It is accepted that there may be emergency situations when it is necessary for a staff member to care for a non-enrolled child at kura. Such occasions will be rare and one-off. Approval for this needs to be obtained from the Tumuaki.

Beyond this, staff will need to make other arrangements for a non-enrolled child in their care.

A staff member who is not on duty, or another person who brings a non-enrolled child to kura is solely responsible for that child and may be directed by the Tumuaki or Chairperson of the Board of Trustees to remove that child (if it is considered necessary).
NAG 5 – HEALTH & SAFETY PROCEDURES

PARA KORE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE

The Kura is committed to waste minimisation and environmental sustainability

PURPOSE

To minimise the amount of waste going to landfill
To ensure akonga understand the importance of reducing waste and disposing of waste responsibly
To ensure akonga know how to separate waste, recycle glass, cardboard, paper, plastic and cans and compost food waste
To ensure waste audits are carried out at the Kura on a regular basis
To encourage smarter, eco-friendly thinking about purchasing of products at the Kura

GUIDELINES

Waste separation bins are in place and all akonga, kaiako and staff are encouraged to use them
Manuhiri, whanau and contractors are advised of the Kura’s waste minimisation policy and that this policy applies to them while they are onsite
Appropriate signage is displayed to ensure recycling is easy to do at the Kura.
Regular reminders of the Para Kore policy will be made at the Kura and at Kura functions
Notices displaying our Kura Para Kore policy are in prominent places around the Kura.
The Kura will take into consideration the benefits of environmentally friendly products when making purchases
NAG 5 – HEALTH & SAFETY PROCEDURES

LEAVING KURA GROUNDS PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE
It is imperative that children’s welfare and safety whilst at kura is paramount.

PURPOSE
To formally establish that the kura staff and whanau are responsible for implementing this policy from the official start and end of each kura day.

GUIDELINES
Every child comes under the care of the kura staff and whanau from 8.30 am to 3.30 pm of each official kura day.
Under the Health and Safety Requirements of the Ministry of Education (NAG 5) the welfare and care of each child is priority. Those physical, spiritual, emotional and mental aspects of their development are nurtured in a safe and secure learning environment.
Written or verbal permission must be forthcoming prior to leaving the kura grounds either from the legal caregiver/s, staff member and or Tumuaki.
Failure to abide by the above requirement will mean that no child is able to leave the kura grounds during the official hours of a kura day.

CONCLUSION
The “Leaving Kura Grounds” Policy ensures the welfare and safety of children is paramount at all times.
NAG 5 – HEALTH & SAFETY PROCEDURES

EDUCATION OUTSIDE THE CLASSROOM (EOTC) PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE

Education Outside the Classroom encompasses those activities outside the kura environment which enriches all aspects of the curriculum and provides further opportunities for learning, personal growth and social development with safety of all being paramount.

This range may include curriculum related field studies, environmental education and visits to places and people of educational interest, along with noho marae, camping, tramping and outdoor pursuits. Areas may include the immediate neighbourhood, the local community and its outlying environment.

PURPOSE

To stimulate language, children’s creativity and aesthetic appreciation.
To nurture children’s curiosity in the environment.
To interact socially with the wider community e.g. parents, other children, other adults.
To foster opportunities for the children to live in a co-operative environment e.g. noho marae, camps and overnight stays.
To extend social development and holistic awareness of people.
To encourage physical growth and development.
To make children aware of challenges and possible dangers in the environment.
To utilise resources outside the kura environment.
To provide opportunities for the community to participate in children’s education.
To enhance self-esteem in children by developing strengths and abilities.
To develop in children the knowledge and skills to meet challenges and dangers of the environment.
To enrich the children’s knowledge through first-hand experience outside the classroom.

GUIDELINES

The kura will provide Education Outside the Classroom which takes into account:

the environment, facilities/activities available
the needs of akonga
skills and experiences of staff
finance/financial resources
safety procedures applicable to activities chosen

Programmes including Education Outside the Classroom will:

Have specific activities related to educational objectives
Be within the capabilities of all taking part
Be adequately supervised as per Implementation Policy
Have the support of the community
Foster an awareness of and sensitivity to the whole environment
Kaiako need to:
Have teaching skills appropriate to different environments
Have the ability to capitalize on opportunities for personal growth of nga akonga
Show informed, good judgement when dealing with emergencies and to take the first aid kit with them on all excursions
Be aware of their legal responsibilities for nga akonga participating in Education Outside the Classroom
Attend to Health & Safety requirements prior to excursions
Attend to form filling and checklists – (Risk Analysis and Management Systems – RAMS, Health & Permission Form, Pre-Excursion checklist)

CONCLUSION
It must be recognised that EOTC is an important part of the development and growth of our akonga. It also provides kaiako the opportunities to get to know akonga outside of a classroom setting.

THE SAFETY OF ALL IS PARAMOUNT
NAG 5 – HEALTH & SAFETY PROCEDURES

FOOD & NUTRITION PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE
The Kura recognises that in order to meet our commitment to uphold the principles of Te Aho Matua¹ to nurture the holistic development and wellbeing of our tamariki, we must be proactive in modelling healthy food and nutrition guidelines and practices.

PURPOSE
To establish and ensure the maintenance of healthy food and nutrition programmes and practices at the Kura
To ensure that whānau and tamariki receive clear and consistent messages about the importance of healthy eating and nutrition
To ensure that whānau take the lead in modeling healthy eating and nutrition
To support healthy food and nutrition initiatives and activities

GUIDELINES
Tamariki will be encouraged to take responsibility for their own healthy food and nutrition choices, through classroom programmes and kura-wide initiatives
The kura will provide and reinforce healthy guidelines
Kaiko will be encouraged and guided in their implementation of Health Curriculum objectives
The kura will actively discourage, via classroom programmes, pānui and whānau consultation, the provision and consumption of foods high in fat, sugar and salt
The kura will utilize, and coordinate with, other initiatives and resources in the facilitation and reinforcement of healthy food and nutrition messages and activities

Koia nei ngā mātāpono e hāngai pū ana ki te kaupapahere nei, arā: ‘ko te hononga o te wairua me te tinana o te tangata’ (1.1); ko te herenga o ngā mātua, te whānau me te kura ki te ‘whakaako i te tamaiti kia tipu ora ai tōna katoa’ (1.2); ‘hei tōna pakeketanga kei te tamaiti anō te tikanga mō te huarahi e whaia ai e ia, nā reira, me tipu ora ai ia me te tauira tika’ (1.3); ko ngā āhuatanga o te kai pai, o te tiaki tinana, o te whakapakari tinana ‘kia tipu ai tōna hauora’ (1.7).
KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

PURPOSE
The Kura will take all practicable steps to ensure the safety of staff, akonga, visitors and contractors by complying with relevant health and safety legislation, standards, and codes of practice.

THIS IS ACHIEVED BY:

Taking individual responsibility for their health and safety
Being informed and having an understanding of the Kura’s health and safety policy
Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area
Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management
Ensuring union and other employee representatives are consulted regarding health and safety management
Ensuring kuras have an effective method for identifying hazards.

Significant hazards will then be controlled by:
Eliminating or isolating any hazard that arises out of the kura or kura environment likely to cause harm to staff, nga akonga or other people
Minimising the effects of hazards, if they cannot be practically eliminated or isolated
Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work
Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace
Providing appropriate orientation, training and supervision for all new and existing staff
Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors
Accurate recording, reporting and investigating injuries
Board of Trustees commitment to continuous improvement in health and safety
Board of Trustees commitment to comply with all relevant health and safety legislation
Supporting the safe and early return to work of injured employees
Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy
NAG 5 – HEALTH & SAFETY PROCEDURES

ROAD SAFETY PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE
It is the duty of the kura to consider at all times the safety and physical wellbeing of each individual child placed in their daily care.

PURPOSE
To ensure the safety of children as they travel to and from kura while attending kura routines and activities.
To demonstrate to all akonga that rules are made for their own safety by people who care.
To encourage children to take some responsibility for their own safety on the road.

GUIDELINES

Bus Safety
Kaiako have a responsibility to ensure that the children are seated and to reinforce the kura's behaviour expectations.
Children will be given regular instruction on general bus rules, emergency procedures and conduct expected when boarding or leaving the bus.
Travelling by Motor Vehicle Children will be regularly instructed in correct procedures for travelling in a car.
Where private vehicles are used for a kura trip the kura is to have procedures to ensure that seat belts, licences and warrants comply with law.
When children are to be picked up after kura they are to follow procedures established by the kura.

Cycling
No child to ride a bike to kura under the age of 10 years unless accompanied by an adult.
All children to wear a cycle helmet correctly fitted and fastened as legally required.

General:
The priorities given to road safety for kura children reflect the needs of the local community and legal requirements.
NAG 5 – HEALTH & SAFETY PROCEDURES

WAIPIRO AND TARUKINO PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

Ka noho te whānau o te Kura he i tauringa mo ā tātou tamariki mokopuna.

E kore e tukuna te waipiro me te tarukino ki runga i te papa o te Kura.
He wāhi kore kapaipa katoa ngā whenua o te kura
Kia kaua ngā kaimahi me ngā whānau e kuhu mai ki te kura, mēnā ne haurangi, kua heahea rānei i te tarukino.
Kia kaua hoki te kura e whai wāhi ki tētahi mahikohi moni mana, kei rita te waipiro i hokona atu ana.
NAG 5 – HEALTH & SAFETY PROCEDURES

SICK CHILD & INJURY PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

RATIONALE
Tamariki will be protected from sickness and injury wherever possible. If sickness or injury occurs during the day, tamariki will receive the best possible care.

PURPOSE
Any tamaūti presenting at kura with an infectious disease such as chicken pox, a fever, or contagious skin disorder, will be sent home.
Any seriously injured tamaūti will be directed to medical help, e.g. breaks or concussion.
Any medication brought to kura will be kept in a safe place and given to the tamaūti according to the instructions, and signed authority given by family/caregivers.

STRATEGIES
Every possible action will be taken to ensure all equipment is maintained to a safe standard.
All surfaces where tamariki may fall more than a height of one metre will be protected by a soft fall surface.
All medications are kept away from tamariki in a secure place, e.g. refrigerator in the kitchen.
Families/whanau are asked not to leave medications in a tamaūti’s bag.
If a tamaūti is sick or injured during the day:
Family/whanau will be contacted by telephone, email, texting, etc.
If family/whanau cannot be contacted the alternative contact person on the tamaūti’s Enrolment Form, will be notified.
The tamaūti shall be isolated with staff supervision, if required.
If no contact can be made the person responsible will decide if medical help should be sought.
If serious injury or sickness occurs the Ambulance Service will be contacted while the tamaūti receives first aid treatment from a staff member who holds a current first aid certificate.
All injuries are to be recorded in the Accident Book. Details of the accident will include date and time name of the tamaūti, accident details, treatment details, location of the accident, and signature of the staff member dealing with the incident. Families shall be informed of an accident other than minor bumps, bruises and scrapes, because it may need more attention. All head injuries or blood injuries will be brought to the family’s attention.
All medication is to be recorded in the Rongoā Book. Details will include date, name of tamaūti, medication name, dosage, frequency or time to be given, and family’s authorizing signature. When medication is given, the staff member responsible will counter-sign the book and record time of medication.
Parents and Kaiako/nga kaiako share the responsibility for creating a healthy kura environment, which will protect and nurture tamariki.

Parent/Whanau Responsibilities
Parents, guardians or whanau should not send their tamaūti to Kura if the tamaūti is sick.
Allow your tamaūti time to recover before they return to kura.
If you are worried about your tamaiti’s health please seek GP advice before bringing your tamaiti to kura.
Discuss concerns about tamariki’s health with Kaiako at kura.
Let teacher’s know if you have given medicine to your tamaiti during the night or prior to arriving at kura.
Collect tamariki within one hour if unwell.
Provide kura with up to date emergency contact numbers.

Kura Responsibilities
Parents will be contacted if there are concerns about a tamaiti’s health and may be asked to take the tamaiti home.
First aid will be administered where required.
Tamariki who are unwell will rest in a well-ventilated and warm room away from other tamariki until collected (i.e. Ruma Hauora).
Efforts will be made to ensure tamariki are comfortable and emotionally supported and supervised.
The Tari will be advised that the akonga is in the Ruma Hauora
The treatment will be recorded in the Ruma Hauora book
Medical help will be sought if a tamaiti becomes more ill which may include ringing 111 for an ambulance.
We may suggest that you consult a GP for diagnosis and treatment.
We will obtain up to date health information and advice from the Public Health Service. All Kaiako are responsible for the health and safety of the tamariki whilst attending the Kura. Staff are responsible for monitoring tamariki’s health and passing on concerns about tamariki’s health or well-being to the Tumuaki.
The Tumuaki is responsible for reporting notifiable diseases to the Regional Public Health and providing the Ministry with any relevant information in consultation with parents.
The Tumuaki reserves the right (in consultation with the teaching team) to exclude any tamaiti who appears too unwell to be attending kura.
Tumuaki to notify the Ministry of Business, Innovation and Employment if “serious harm” occurs as soon as possible.
NAG 6 LEGISLATION & ADMINISTRATION
NAG 6 – LEGISLATION & ADMINISTRATION PROCEDURES

ATTENDANCE PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM:
To support akonga to attend kura on a regular basis.

PURPOSE
The kura will have a consistent system for marking attendance registers.
To optimise learning and achievement nga akonga are required to attend kura at all times.

GUIDELINES
The kura documents attendance and non-attendance. The kura operates both an electronic register and a hard copy as a backup.
The kura has a consistent system for marking attendance registers.
Attendance registers are a legal document and will be marked in the morning and after lunch to meet requirements.
The kura will address absence without notification on a daily basis, regular absence, regular lateness, or other patterns of attendance concern.
Non-attendance information will be checked weekly by the Tumuaki who will make contact with families where there may be a concern.
If the child/children are still not attending, the Social Worker in Kuras will make contact with the home.
If the problem persists, then Truancy is contacted. Where a child is not in attendance for 20 days then they will be removed from the roll and NETS informed.
Akonga are encouraged to be at kura regularly.
CALL BACK DAYS PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
The Kura supports the professional development opportunities of its staff.
It is recognised that kaiako work on professional development and classroom planning during times when Kura is not open for instruction, including the period of “call back” days provided for in the Primary and Secondary Teacher’s Collective agreements.

PURPOSE
To support and provide opportunities for staff to engage in quality professional development.

GUIDELINES
The Tumuaki will discuss fully with staff any call back days that will be utilized.
Staff will be informed early and in writing of any pending call back days.
It will be an expectation that staff attend call back days.
No more than 10 days per year will be called.
NAG 6 – LEGISLATION & ADMINISTRATION PROCEDURES

COPYRIGHT COMPLIANCE PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To meet compliance with the Copyright Act 1994.

PURPOSE
To put in place copyright procedures

GUIDELINES
All staff (Kaiako and Support Staff) are annually to be informed of and comply with the provisions of the copyright licences held by the kura (if any).
Staff are to be made aware that any photocopying that exceeds what is stated in each of the licences held by the kura is deemed to be the responsibility of the individual and the kura does not accept liability. New staff will be informed as part of the induction process.
National Film Library films and videos are automatically useable as a blanket waiver covers them.
Personal CD’s/videos may be shown but hired items are not to be shown.
Any staff member showing videos in breach of the terms of the Films, Videos, and Publications Classification Act 1993, may be liable to a fine up to a maximum of $10,000.

Copyright in a Literacy, Dramatic, Musical or Artistic Work
Section 44 of the Copyright Act 1994:

Allowed to copy for educational purposes:
One copy only of the whole or part on one occasion (by or for the person giving instructions) by reprographic process.
One or more copies made by non-reprographic process.
One or more copies on one occasion (provided to nga akonga at no charge).
No more than the greater of 3% of the work or edition or 3 pages (but if only 3 pages or less in total, then only 50%).
Once copied, no other copies can be made of the same part or from the same work within 14 days. A ‘work’ includes an article in a newspaper, a short story, or a poem in an anthology.
ENROLMENT PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

To be read in conjunction with Te Whakauru Tamariki Procedure

AIM
To collect and verify enrolment information.

PURPOSE
To ensure that a birth date can be verified before enrolment.
To check country of birth to see if residency is required.
To ensure residency papers are produced when necessary.
To check immunisation requirements.

GUIDELINES
Current enrolment forms will be filled out.
Birth certificate must be produced for each child before they commence kura. If born in NZ, Cook Islands, Niue, Tokelau no residency required but birth certificate still required.
If residency is required documented evidence must be produced before enrolment.
The person enrolling the child must be the legal guardian of that child and must show proof of identity that he/she is the legal guardian. If the legal guardian is other than the parent, we require to sight (and copy) documentation.
Children born from January 1995 need an immunisation certificate to show if they are fully immunised or not. This certificate is required by the Health (Immunisation) Regulations 1995.
Any health information will be recorded and the Tumuaki advised. Recording of health information and any medication requirements will be documented in sick bay. Class Kaiako will also be advised.
POLICE VETTING PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To ensure that the kura is a safe environment for everyone and that legislative requirements are met

PURPOSE
To provide a process for ensuring that Police Vetting is carried out.

GUIDELINES
Privacy principles will be followed in respect to the collection, collation and storage of police vetting information
All prospective and existing staff will undergo police vetting every 3 years in accordance with legislative requirements.

Compulsory Vetting
All existing teaching staff will be vetted as part of the Teacher Registration process.
All new teaching and non-teaching employees will be vetted.
Contractors and their employees who “regularly” work at kura during kura hours. (ie. contractors with work of a habitual or recurrent nature) must be vetted within 2 weeks of first starting work.
A further vet is required ‘on or about’ the 3rd anniversary of the previous vet.

Optional Vetting
Boards of Trustees may also be vetted.
Kura Volunteers may be vetted.

Applications for Vetting
Teacher Vetting applications are part of the employment and Teacher Registration and Renewal process.
All other vetting will be carried out online direct to the Police.
Consent by any applicant/employee to a vet is required by the Police for privacy purposes, but is not technically necessary as it is legally compulsory.
Accuracy of information is also necessary to ensure a vet is carried out on the right person and should be checked by the applicant.

Screening a Police Vet
The following factors will be taken into account when evaluating criminal records:
the nature and seriousness of the offence
the relationship of the offence to the position applied for
when the offence occurred and the age of the individual at the time of the offence.
circumstances surrounding the conduct of the offence
societal conditions that may have contributed to the nature of the conduct.
the probability of recurring offending
the applicant’s commitment to rehabilitation and to changing behaviour.
has a sentence been served or is the person still doing community service.
concerns raised by a ‘Red Stamp’ (indicates Police have concerns about this person working with children).
Some general guidelines with regard to specific offences are:
Offences Unacceptable for Employment
child sexual or physical abuse
sexually exploitative offences
any crime involving children
drug related offences
any violence related offence
any dishonesty related offence

Police Vet Follow Up
If a vet does not reveal any criminal offences or concerns by the police the vet should be destroyed or
handed to the employee or contractor. A record of the vet taking place is to be kept.
If a vet does reveal criminal offences or concerns the applicant must first be asked to validate the
information contained in the vet.
If an applicant disputes the information contained in the vet they must pursue it with the Police. Until the
Board receives a correction from the Police it will assume the original information is correct. Adverse
action cannot be taken by the Board until this has been done or the person has failed to do so within a
reasonable period.
If employment issues arise from concerns raised by a Police vet the Board will consider any necessary follow
up action based on the screening criteria. The Board will ensure that the process is a fair one and will consult
the NZSTA personnel/industrial relations adviser before any action is taken.
If after considering the nature of an individual’s criminal record the Board has no concerns then the vet
should be destroyed or handed to the employee or contractor. A record of the vet having taken place must
be kept. If a criminal record raises issues about the suitability of the person in their role at the kura the Board
will consult with NZSTA personnel/industrial relations adviser on correct procedure to take in each case.

Privacy
The strictest confidentiality is to be ensured at all times with all police vetting information.
All Police vets will be directed to the Tumuaki.
Because of the police vetting information all mail marked ‘Confidential’ should only be opened by the person
to whom it is addressed.
The Tumuaki will refer any issues of concern to the Board. The Chairperson or the Board may need to see the
information if employment decisions are likely.
All Police vetting information should be kept in a secure place.
NAG 6 – LEGISLATION & ADMINISTRATION PROCEDURES

PRIVACY PROTECTION PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To promote and protect individual privacy in line with the principles of the Privacy Act 1993.

PURPOSE
To establish guidelines for maintaining individual privacy

GUIDELINES
The kura will appoint a Privacy Officer who will ensure that the principles embodied in the Act are adhered to.
Procedures will be implemented which govern the collection, storage, use and disclosure of information.

Collection of Information
Purpose: The kura may not collect personal information unless there is a lawful and specified legitimate purpose for collecting that information relating to the functioning of the kura.
Source: The kura must generally collect data directly from the individual concerned (or the parent). However, it is not necessary to comply with this principle if we believe on reasonable grounds that:
The information is publicly available
The individual concerned authorises collection of the information from someone else
Compliance would prejudice the purpose of the collection
The information will not be used in a form in which the individual concerned is identified

Collection: Where personal information is collected from an individual, the kura must ensure the individual is aware of the purpose for which it is collected, the intended recipients, and the rights of access to and correction of that information.

Manner of Collection: The kura must not collect personal information by unlawful, unfair or reasonably intrusive means.

Storage
Security: The kura must ensure that personal information is secure against loss, modification or misuse to a degree that is reasonable in the circumstances
Access: The kura must allow an individual to confirm that he / she has a file, access it, check it, and if the individual thinks fit, request correction.
Correction: An individual is entitled to request any correction. Where such correction is not made, the individual is entitled to have a statement of the correction sought attached to the information.

Use
Accuracy: The kura must take steps to ensure that, before use, information is accurate, up to date, complete, relevant and not misleading.
Information Retention: The kura must not keep personal information longer than is required for the purposes for which the information was collected.
Limits of Use: Personal information collected by the kura for one purpose may not be used for any other purposes unless the kura believes on reasonable grounds that:
The information is publicly available
The use of the information for that other purpose is authorised by the individual concerned
The use of the information for another purpose is necessary to prevent an imminent threat to health or safety
The use of the information is in a form in which the individual is not identifiable

Disclosure

*Limits on Disclosure:* the kura may not disclose personal information unless we believe on reasonable grounds that:
- Disclosure is one of the purposes for which the information was obtained (e.g. pupil assessment disclosed to parents, ERO etc)
- That the source of the information is a publicly available publication
- Disclosure is to the individual concerned
- Disclosure is authorised by the individual concerned
- Disclosure of information is necessary to prevent an imminent threat to health and safety
- The information disclosed is used in such a way that the individual concerned is not identified
- The use of the information for that other purpose is authorised by the individual concerned

In accordance with the Act, the Board will appoint a Privacy Officer to monitor the use and access of personal information held by the kura.

Confidential information will be stored in the lockable filing cabinets (Administration Office area) and will be locked when not attended by staff.
INTRODUCTION

The Board accepts that it has a responsibility to have in operation internal procedures for receiving and dealing with information about serious wrongdoing in or by the kura. The Board also accepts that it must regularly educate and train its employees on the internal disclosure system. The Board agrees that this procedure must be published widely in the kura, will be provided to all new employees and will be republished at regular intervals (at least annually). The purpose of this procedure is to provide information and guidance to employees of the Kura who wish to report serious wrongdoing within the kura. The procedure is issued in compliance with the Protected Disclosures Act 2000 and the Education Act 1989.

What is a Protected Disclosure?

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

Definition of Serious Wrongdoing

Serious wrongdoing includes any serious wrongdoing of any of the following type: an unlawful, corrupt, or irregular use of funds or resources; or an act, omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or an act, omission or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial; or an act, omission or course of conduct that constitutes an offence; or an act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.

Conditions for Disclosure

Before making a disclosure the employee should be sure the following conditions are met: the information is about serious wrongdoing in or by the Kura; the employee believes on reasonable grounds the information to be true or likely to be true; the employee wishes the wrongdoing to be investigated; and the employee wishes the disclosure to be protected.

Who Can Make A Disclosure?

Any employee of the kura can make a disclosure. For the purposes of this procedure an employee includes: current employees and Tumuaki; former employees and Tumuaki; and contractors supplying services to the kura.
Protection of Employees Making Disclosures
An employee who makes a disclosure and who has acted in accordance with the Procedures section outlined below:
- may bring a personal grievance in respect of retaliatory action from their employers;
- may access the anti-discrimination provisions of the Human Rights Act 1993 in respect of retaliatory action from their employers;
- are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure; and
- will, subject to paragraph 10 in the Procedures section below, have their disclosure treated with the utmost confidentiality.

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

PROCEDURES
Any employee of the kura who wishes to make a protected disclosure should do so by submitting the disclosure in writing.

Information to be contained in the disclosure:
The disclosure should contain detailed information including the following:
- the nature of the serious wrongdoing;
- the name or names of the people involved; and
- surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.

Where to send disclosures
A disclosure must be sent in writing to the Tumuaki who has been nominated by the Board under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

OR
If you believe that the Tumuaki is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Board Chairperson.

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

Protection of disclosing employee’s name
All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Tumuaki or Board Chairperson will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:
- to ensure an effective investigation; or
- to prevent serious risk to public health or public safety or the environment.

Report of investigation
At the conclusion of the investigation the Tumuaki will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board Chairperson.
Disclosure to an appropriate authority in certain circumstances
Disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- The Board Chairperson is or may be involved in the wrongdoing;
- Immediate reference to another authority is justified by urgency or exceptional circumstances; or
- There has been no action or recommended action within 20 working days of the date of the disclosure.

Appropriate Authorities include (but not limited to):
- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security or Ombudsman
- Parliamentary Commissioner for the Environment or Police Complaints Authority
- Solicitor General
- State Service Commissioner
- The head of any public sector organisation

Disclosure to Ministers and Ombudsman
A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this Policy and reasonably believes that the person or authority to whom the disclosure was made:

- has decided not to investigate; or
- has decided to investigate but not made progress with the investigation within reasonable time; or
- has investigated but has not taken or recommended any action. And the employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.
NAG 6 – LEGISLATION & ADMINISTRATION PROCEDURES

RECLASSIFICATION OF NGA AKONGA PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM

The Kura acknowledges that all children progress academically and socially at different rates. On occasion there may be a need to reclassify a child based on their academic or social development.

PURPOSE

To provide the kura with clear procedures to follow if there is a need to consider the reclassification of individual akonga.

LEGISLATION

A akonga who has completed the work of Year 8 (or the equivalent) cannot be enrolled or remain enrolled at a primary or intermediate kura. A child who turns 14 cannot be, or remain at a primary or intermediate kura the next year.

GUIDELINES

The Kura will consider reclassifying akonga if there is evidence to show that:

- a child’s illness has severely affected their academic progress
- a child has learning difficulties that impact on their ability to work with their chronological peers
- a child has for some reason been unable to complete their Tau 8 programme of study.

Reclassification needs to occur before the end of the child’s Tau 7 year.

Data/Evidence is collated to support the reclassification of the child based on the above guidelines. The Tumuaki and senior staff to meet to discuss the case.

A meeting is called with parents / caregivers to discuss the possibility of reclassification.

A joint decision is made with the whānau as to whether or not reclassification will occur.

By the 1 December each year, the Tumuaki will inform the Ministry of Education of the name of any Tau 8 akonga who is to be retained for a further year instead of moving on to secondary kura.

Associated documentation will be retained in the kura and be available for audit purposes.
NAG 6 – LEGISLATION & ADMINISTRATION PROCEDURES

TE TIRITI O WAITANGI

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM
To acknowledge the importance and relevance of Te Tiriti o Waitangi.

PURPOSE
To acknowledge Maori as tangata whenua and that Te Reo and Tikanga Maori are a living part of Aotearoa.
To recognise, understand, value and experience the dual heritage of Aotearoa.
To provide all akonga in the kura with the opportunity to participate in our unique cultural heritage.
To ensure the curriculum reflects the perspectives of tangata whenua.
To actively involve whanau in developing iwi perspectives within the kura.

GUIDELINES
Acknowledge Ngāti Whatua & Te Kawerau a Maki as tangata whenua
Consultation with whanau, including local kaumatua, is important to determine how Te Tiriti o Waitangi can best be reflected in the kura.
Provide resources to support developing understanding by staff and akonga through:
  • Curriculum studies and activities
  • professional development
  • haerenga
Akonga are encouraged to value their unique identity, cultural traditions and values in all aspects of their education.
NAG 6 – LEGISLATION & ADMINISTRATION PROCEDURES

TRANSITION PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

AIM

E tika ana kia tuku wā ki ngā tamariki nohinohi e tata ana ki te rima o ngā tau kia uru mai ki te kura i mua i tōna timatanga tūturu. Ko te manako mā tēnei mahi ka tere waia ia ki te āhua o te noho ki te kura, tōna kaikoko hou me ērā o ngā tamariki kei tōna akomanga.

GUIDELINES

Mēnā ka taea, me ūmata te whakawhitinga mai ki te kura e toru wiki kura i mua i tōna rā whānau tuarima. Ka whakamāramatia te rā timata i roto i te pānui ki āna mātua e kia nei kua whiwhi tūranga i te kura.
I muri i tētahi whakawhitinga kōrero i waenganui i te Kōhanga Reo, te kura me ngā mātua – i runga anō i ngā mateā o te tamaiti, ka whakatauhia e te kura kia pēwhea te roa o te whakawhiti. Heoi anō, i te nuinga o te wā, e kore e iti ake i te 9 o ngā hāwhe rā i roto i ngā wiki e toru. Ka whakaritea ko ēhea wāhanga o te rā i runga i ngā mahi e mahia ana i te kura me ngā mateā o te tamaiti. (mateā = needs)
Ka whakatau te kura / te kura teina / te akomanga rānei i ngā tamariki hou i tō rātou rā tuatahi o te whakawhitinga mai ki te kura.
Mā ōna mātua / kaitiaki ia e tuku mai, ā, pai ake mēnā ka noho i tōna taha tae noa ki te wā i mea ai te kura kua tau pai ia.
Ki te puta te kura ki wāhi kē, me matua haere mai tētahi o ōna mātua / kaitiaki ki tōna taha. Ki te kore ka noho ia ki tōna kōhanga reo mō taua rangi. Me mārama ki ngā mātua / kaitiaki kāore i te kura te mana tiaki i te tamaiti, kei a rātou tonu mo te tūpono ka whara te tamaiti.
WHAKAURU TAMARIKI PROCEDURE

KO TE AHO MATUA TE POUTOKOMANAWA O TE KURA

(To be read in conjunction with the Enrolment Procedure)

PURPOSE
To ensure a clear Enrolment Policy is in place whereby school entry requirements are consistent and publicised.
Our aim is to retain and enhance Te Reo Māori, Tikanga Māori and the embodiment & fulfilment of Te Aho Matua o ngā KKM and the Education (Aho Matua) amendment act 1999, s.155.

GUIDELINES
The overwhelming requirement is that tamariki have sufficient te reo Māori proficiency in order to operate confidently and competently at their respective age and/or year group.
This will necessitate a ‘language assessment interview’ which will be conducted by one or more current staff members prior to recommendation.

Me reo māori tētahi o ngā kaitiaki matua o ia tamaiti i mua i tana kuhu mai - me whakaatu mai rānei e ako ana tētahi (neke atu rānei) o ngā kaitiaki matua e noho ana ki te kainga orite o te tamaiti.

At least one of the permanent parents or caregivers of the child who lives in the same house as the child, must be either a speaker of te reo Māori or actively involved in learning te reo Māori.

Me whakaae, me oati mai hoki te whānau e tono mai ana – ka noho tētahi (neke atu rānei) o ngā kaitiaki matua o te tamaiti (koa hoki e noho ana ki te whare orite ki tā te tamaiti) ki te noho hei pou reo māori mō te tamaiti i te kainga.

At least one of the permanent parents or caregivers of the child who lives in the same house as the child, must commit to being the permanent & fulltime Māori speaker for that child in the home.

Mehemea kare kau tētahi e kōrero Māori i te kainga o te tamaiti – me whakaae tētahi (neke atu rānei) o ngā kaitiaki matua ki te uru atu ki te hotaka ako reo Māori a te kura, ki tētahi atu rānei, māna anō e whiriwhiri engari me whakaantu mai ki te kura kua uru atu ia.

If, at the time of enrolment, there is no speaker of Māori in the household, at least one of the permanent parents or caregivers of the child who lives in the same house as the child, must commit to becoming the permanent, fulltime Māori speaker at home and demonstrate to the kura the programme that person has enrolled in.

Ki te uru atu te tamaiti ki TKR o Hoani Waititi Marae me haere te tamaiti ki te kura kaupapa Māori o Hoani Waititi Marae.

A condition of entry to Te Kohanga Reo o Te Aroha is that the child must attend Te Kura Kaupapa Māori o Hoani Waititi Marae.

Ahakoa pea kei te kōhanga reo o te marae - me tika tonu te reo o te tamaiti i mua i tana kuhu mai ki te kura (tirohia a 3.14 me 3.15 e whai ake nei)
Notwithstanding a child’s enrolment at Te Aroha Kohanga Reo, that child must still meet the minimum language requirements outlined in 3.14 and 3.15 following before gaining entry to the kura.

Me tae te whānau e tono ana ki ngā hui whānau/poari e rua ki te whai whakaaetanga i mua i tā te tamaiti kuhunga mai ki te kura - ahakoa pea kei te kōhanga reo.

All applicant whānau must attend at least TWO hui whānau prior to enrolment – once at the start of the process [before anything else happens] and again once the language assessment & whānau discussion regarding expected commitment to the kura have been held. If the applicant whānau is agreeable they need simply to reiterate their support & acceptance of the conditions of entry. It is expected that at least one whānau member join at least one of the various kura ohu mahi.

Immediate Whānau and/or caregivers will also be interviewed and must display a satisfactory knowledge & commitment to their tamaiti, the kura, Te Aho Matua, te reo Māori and the numerous extra curricula activities of the kura.

At least one permanent parent/caregiver must commit to being on at least one of the Whānau Ohu (sub-committees).

At least one person from every whānau is expected to attend the monthly hui whānau & any special hui that may be called throughout the year. Others of the whānau may be called on to help for haerenga, coaching or managing sports teams, organising or co-ordinating any number of other kura events.

In instances where there are other siblings of the applicant student already attending the kura, the kura will give careful consideration to & for the welfare & wellbeing of the child/ren already enrolled. For approval to be granted, the kura must be satisfied the applicant’s prospective enrolment is not going to impact negatively on the siblings already enrolled.

For entry into Kura Tuatahi (Up to Year 8)

Tamariki can start at Te Kura Kaupapa Māori o Hoani Waititi Marae on their fifth birthday or the first Kura day after that date or at any point subsequent subject to having sufficient te reo Maori (as described above).

The Kura acknowledges that, in some instances, it may take more than one reo assessment for tamariki to demonstrate the required level of proficiency.

First priority is given to graduates of Kōhanga Reo, Puna Reo or other Māori language environments such as their home. The overwhelming desire is that the tamaiti is a proficient speaker of Maori for their age.

Second priority is given to students transferring from another KKM aho matua who have proficient te reo Māori commensurate with their respective age and/or year group.

For entry into Te Wharekura (Years 9 to 13)

First priority is given to graduates of Te Kura Tuatahi o Hoani Waititi Marae.

Second priority is given to graduates of other Kura Kaupapa Māori aho matua (kura tuatahi) or students transferring from other Kura Kaupapa Māori aho matua (Wharekura).

Each application will be considered on its merits. There is NO guaranteed or automatic entry or re-entry. It will require exceptional circumstances for a student to be admitted to Year 13 (Kauri).
In addition to the Ohu Whakauru, each application will be considered by the tumuaki & Kāhui Amorangi and be subject to:

A personal interview of the tamaiti & his/her whānau by the Tumuaki (& possibly one other of the Kāhui Amorangi) at which the desire & rationale for wanting to enrol are clearly outlined – first by the tamaiti and in Māori & secondly by the whānau spokesperson.

Perusal of the student’s most recent report from his/her most recent kura or school. This must be a satisfactory report or better.

Perusal of the student’s most recent exercise books from his/her most recent kura or school and satisfactory agreement of same by the tumuaki and/or Kāhui Amorangi.

The Kura reserves the right to seek further information on the student’s demeanour and performance at his/her current school/kura before a decision is made.

A satisfactory assurance statement from the applicant’s whānau that they will support their child in every way possible (and required) and that they will support and uphold the ethos of the kura (Te Aho Matua), the Tūtōhinga AND that either one or both parents/caregivers/guardians will commit to being on at least one Ohu (sub-committee) of the Whānau.

No student will be considered for entry or re-entry in to Year 13 if they require less than 28 level 3 NCEA credits to successfully complete Level 3 and UE.