

ROSENEATH SCHOOL SCHOOL MANAGEMENT POLICY

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REVOCATION: this Management Policy (**Policy**) revokes all former policies in the areas listed above at Roseneath School (**School/Kura**).

GENERAL STATEMENT: the Policy deals with enrolment, Student/Ākonga discipline, reporting Student/Ākonga progress, classification of Students/Ākonga and other issues regarding the sound management and operation of the School/Kura. The desired outcome of the Policy is: *to ensure that the School/Kura is managed in a structured, fair and principled manner for the benefit of all Students/Ākonga and Staff/Kaimahi.*

GENERAL STRUCTURE / CROSS-REFERENCES: the Policy comprises a number of Chapters. Each Chapter is to be read in conjunction with the other Chapters due to the interconnected nature of School/Kura management issues. Cross-references to other policies will generally be appropriate. Staff/Kaimahi must also take into account other applicable legislation, Codes of

Practice and Ministry of Education (**Ministry**) guidelines and, where appropriate, best practice (in addition to any compulsory cross-reference document specifically listed in a Chapter).

APPROVED:

3 April 2023

REVIEW DATE:

May 2024

ACCESS TO INFORMATION/PRIVACY

Compulsory cross-reference documents

This Policy is to be read in conjunction with:

- the [Privacy Act 2020](#);
- any NZSTA Guidelines to Boards/Poari on the [Privacy Act 2020](#);
- any relevant Ministry guidance on school enrolment ([information can be found here](#)); and
- other relevant legislation, including the [Local Government Official Information and Meetings Act 1987](#), the [Local Government Act 2002](#), and the [Education and Training Act 2020](#).

Description and purpose

Our Access to Information / Privacy Chapter deals with collection, storage, access, use and disclosure of personal information relating to Staff/Kaimahi and Students/Ākonga. It aims to:

- protect the privacy of Staff/Kaimahi and Students/Ākonga;
- ensure that personal information is only used for the purposes for which it is collected; and
- ensure that the Board complies with the [Privacy Act 2020](#), any relevant NZSTA Guidelines to Boards on the Privacy Act 2020, [Office of the Privacy Commissioner guidance](#) and other relevant privacy standards.

What kinds of personal information does the School/Kura collect or create?

Personal information is any information about an identifiable individual (ie children, parents/caregivers, Staff/Kaimahi). The types of information the School/Kura holds may include:

- biographic information, eg name, date of birth, and family details
- medical information
- contact information
- attendance and visitor records.
- learning records, e.g. reports, assessments
- correspondence
- financial, e.g. details of payments.
- any other purposes required by legislation..

Personal information is generally only collected where it is necessary for the purposes set out in this Policy.

What does the School/Kura collect personal information for?

The School/Kura collects personal information for the following purposes, including:

- to enrol children/tamariki at the School/Kura and to support Student/Ākongā wellbeing while they are a Student/Ākongā at the School/Kura
- assess the educational needs of Students/Ākongā, their learning progression and to capture examples of their learning
- to ensure the School/Kura secures the correct resources from the Ministry of Education for Students/Ākongā
- to provide and support school programmes and activities
- to communicate with parents/whānau/caregivers and the School/Kura community
- to promote the School/Kura and its achievements to the public.
- the School/Kura is also an employer so holds personal information about Staff/Kaimahi
- the School/Kura may also hold personal information about other people that come to the School/Kura (for example police vetting).

Disclosure

We will not share personal information with any third parties, except where disclosure is authorised by law. For example, where we have consent to share personal information or with others if the disclosure is required or authorised by the law.

Consent

The School/Kura prefers to obtain consent to use and disclose any personal information. The School/Kura aims to be transparent about how it intends to collect, store, access, use and disclose personal information when we seek consent. Consent, where provided, can be withdrawn by notifying the School/Kura.

Guidelines

Privacy officer

1. The Principal/Tumuaki is appointed as the Privacy Officer of the School/Kura to ensure compliance with this Chapter and with the requirements of the [Privacy Act 2020](#). The Privacy Officer's role will include encouraging compliance with information privacy principles, dealing with requests for information, and working with the Privacy Commissioner in relation to any investigation.

Staff/Kaimahi information

2. Generally, only the Principal/Tumuaki will have access to Staff/Kaimahi records. However, in serious matters regarding Staff/Kaimahi members or pupils, the Chair will also have access to Staff/Kaimahi records.
3. Staff/Kaimahi will have access to their own personal files in accordance with the Privacy Act 2020.

Student/Ākongā information

4. Student/Ākongā' records and files will be available to Students/Ākongā, Staff/Kaimahi (including the Chair and the Board/Poari) and Ministry officials where permitted by law or appropriate consent has been obtained.

5. Student/Ākonga records and files will be provided to parents in relation to matters which, in the Principal/Tumuaki's opinion, are preventing or slowing the Student's/Ākonga's progress through the School/Kura or are harming the Student's/Ākonga's relationships with teachers or other Students/Ākonga. In other cases, parents may make a request for information under the [Official Information Act 1982](#), in which case the School/Kura will decide whether the need to protect the Student/Ākonga's privacy in the circumstances outweighs the public interest in providing parents with that information or part of the information.
6. Before posting information about Students/Ākonga on the internet (including Student/Ākonga images and schoolwork) the School/Kura will obtain written consent from parents/carers and will otherwise exercise prudent judgement and common sense.
7. Addresses and phone numbers of families/whānau will be available only to recognised groups associated with the School/Kura (for instance the Board and Friends), unless families agree for their address and phone numbers to be included on a list that is made available to the School/Kura community at large.

Other agencies

8. Relevant Student/Ākonga and/or Staff/Kaimahi records will be made available to health authorities or other public authorities in cases where permitted by law or with appropriate consent..
9. In other cases, information will only be disclosed to other schools and/or agencies if:
 - (a) The Principal of a student's new school has requested it and it is permitted by law;
 - (b) parental/carer consent has been obtained;
 - (c) or
 - (d) this is otherwise permitted under the [Privacy Act 2020](#), the [Education and Training Act 2020](#) or any other legislation.

Dealing with requests for information

10. Requests for Staff/Kaimahi or Student/Ākonga information will be dealt with in accordance with the above guidelines and, where applicable, the flow chart in **Appendix A**.

Reporting breaches of the Privacy Act

11. If there is a privacy breach that is likely to cause anyone serious harm, the Privacy Officer of the School/Kura will notify the [Office of the Privacy Commissioner](#) and any affected person (unless an exception applies) as soon as practicably able to do so, within 72 hours after becoming aware of a notifiable breach.

ANIMAL CARE AND PROTECTION

Description and purpose

Our Animal Care and Protection Chapter provide guidelines for the treatment of animals at the School/Kura. It aims to:

- ensure that the Board/Poari complies with the [Animal Welfare Act 1999](#);
- encourage, through example, the proper care of living things within the School/Kura;
- provide opportunities for children/Student/Ākonga to observe, handle, and care for a range of animals in humane ways;
- ensure that, in any activity involving the keeping of an animal or its study on a field trip, the welfare of the animal is given high priority; and
- educate Student/Ākonga by example and discussion about the importance of caring for animals and the responsibilities this involves.

Guidelines

1. All living creatures at the School/Kura will be treated with care and respect.
2. Responsibility for the welfare of animals at the School/Kura rests with the teacher involved and, ultimately, with the Principal/Tumuaki and the Board/Poari.
3. Animals kept at the School/Kura will be provided with their five basic needs:
 - (a) freedom from thirst, hunger, and malnutrition (including during weekends and holidays);
 - (b) freedom from discomfort and lack of shelter (by being provided with appropriate cages or containers that are properly ventilated and hygienic and do not allow exposure to extremes of noise, draughts, and sunlight);
 - (c) freedom from injury, disease, and parasite infestation by prevention or rapid diagnosis and treatment (diseased or injured animals will be treated promptly and will not be kept at the School/Kura until they have recovered; if this is not feasible, they will be humanely destroyed);
 - (d) freedom from distress (through proper care and handling); and
 - (e) freedom to display their normal patterns of behaviour.
4. In the case of School/Kura or classroom pets, prior arrangements about long-term care (including holiday care) will be made before any animals are kept at the School/Kura. When the animal is no longer required or is no longer able to be kept, appropriate arrangements will be made to return it to its natural habitat (in the case of a wild animal) or to find a suitable home for it. Non-native classroom pets will not be released into the wild under any circumstances. If appropriate arrangements cannot be made, the animal will be humanely destroyed by a veterinarian.
5. When animals are used for a specific study, the surviving animals will be returned to their natural habitat or home at the end of the study.
6. Animals captured on field trips will be returned to their habitat before Students/Ākonga leave the area unless their proper care in the School/Kura has been prearranged.

7. Native animals will not be kept at the School/Kura unless a permit from the Department of Conservation has been obtained (as required under the [Wildlife Act 1953](#)).
8. Where the use of animals in any study (including science fair projects) involves a manipulation of an animal in accordance with the law, the study will be carried out in accordance with a code of ethical conduct approved by the Ministry for Primary Industries and with the prior approval of the Board/Poari.

ATTENDANCE/ABSENTEEISM

Description and purpose

Our Attendance/Absenteeism Chapter provides guidelines which address safety issues and legal requirements regarding Student/Ākonga attendance and absenteeism. It aims to:

- ensure that the Board/Poari complies with the requirements of the [Education and Training Act 2020](#) by taking all reasonable steps to ensure that enrolled Students/Ākonga attend the School/Kura whenever it is open; and
- ensure the safety of Students/Ākonga by accounting for their whereabouts during school days (including while they are at School/Kura, travelling to/from School/Kura, or believed to be in either state).

Attendance register

- Attendance registers are official legal documents, audited regularly by the Ministry of Education. Recording attendance electronically highlights patterns of attendance that can then be appropriately managed. safety of Students/Ākonga by accounting for their whereabouts during school days (including while they are at School/Kura, travelling to/from School/Kura, or believed to be in either state).
- Guidelines are issued by the Ministry ([see here for relevant resources](#)).
- Follow this process to record attendance:

Responsibility	Action
Classroom teachers	<ol style="list-style-type: none"> 1. Open eTap as soon as you arrive at school in the morning, and leave it open all day. 2. By 9:10 am and 1:55 pm, record and save attendance information in eTap: <ul style="list-style-type: none"> • Record children who arrive between 9:10 - 9:30 am as L (for late). • Record children who arrive after 9:20 am as L (for late) and send them to the office. • Record children who are absent for an unknown reason with a question mark (?). The office will change this later if the reason is established. • Record children who are absent for a known reason with the appropriate code: M for medical, J for justified absence, E for explained but unjustified reason, or D for dental/medical appointment. The office will then know that there is no need to follow up.
School/Kura office	<ol style="list-style-type: none"> 3. At 9.15 am, check absences room by room, and change codes after following up any children who are un-notified absent. Ring all recorded contact numbers listed for the Student/Ākonga. If contact is not made, the calls are logged and the process is complete. 4. By 9:15 am and 1:55 pm, record all class absences in the emergency evacuation folder. Keep this in the office.

- Classroom teachers
5. At the beginning of the afternoon teaching session, record and save attendance information in eTap as described above.

Group activities:

- On afternoons when group activities are running, children proceed to their activities straight after lunch. Teachers taking activities load their group's names into eTap and mark their group's roll on eTap.

Relievers and Itinerant Teachers:

- Record absences in the emergency evacuation folder and send this with a child to the office. The office will record the attendance for the class on eTap and give the folder back to the child to return to the classroom. This is to happen first thing in the morning and straight after lunch.

Illness:

- Office Staff/Kaimahi must inform classroom teachers of any Students/Ākonga who go home sick, and record the absences onto eTap.

Reporting Unacceptable Levels of Absence:

- The classroom teacher and the office are responsible for alerting the Principal/Tumuaki if any Student/Ākonga has an unacceptable level of absence (10 half-days per term).
- The Principal/Tumuaki will then follow up the attendance after discussion with the classroom teacher and the office. The Principal/Tumuaki will then decide what form of action needs to take place - contact parents, send a letter to the whānau etc.
- If the School/Kura cannot satisfactorily deal with a child's irregular attendance, the case will be referred to the [Attendance Service](#).
- Office Staff/Kaimahi must inform classroom teachers of any Students/Ākonga who go home sick, and record the absences onto eTap.

Justified absences:

- Unplanned absences such as a bus breakdown, accident, road closure, extreme weather conditions etc
- Planned non attendance such as national/local representation in a sporting or cultural event in New Zealand or overseas.
- Approved absence (including overseas) can also include bereavement, visiting an ill relative, exceptional family circumstances.

Sending Students/Ākonga Home/Early Release

No Students/Ākonga may leave the School/Kura during school hours except by special arrangement, for example, a parent/caregiver request (verbal or written) for the Student/Ākonga to attend a medical appointment.

If a Student/Ākonga becomes ill at School/Kura, follow the procedure for sending sick Students/Ākonga home.

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

Illness

Staying away from School/Kura

To stop illness from spreading, it is important for Students/Ākonga and Staff/Kaimahi to stay away from School/Kura when they are ill. How long they should be home depends on their illness.

See School/Kura exclusion for advice on when Students/Ākonga and Staff/Kaimahi should stay away from the School/Kura when they have a more serious infection/illness.

Also see Infectious Diseases

If a Student/Ākonga is sick at School/Kura

If a Student/Ākonga is, or becomes, sick at the School/Kura, take them to the office. Contact the parent(s)/carer(s)/whānau and arrange for the Student/Ākonga to be collected from the School/Kura. No Student/Ākonga is sent home unless a parent(s)/carer(s)/whānau has been contacted and permission given for the Student/Ākonga to leave. The office Staff/Kaimahi or the Principal/Tumuaki is informed in every case, and teachers will be informed if one of their Students/Ākonga is sent home.

When caring for a sick Student/Ākonga, School/Kura Staff/Kaimahi:

- follow appropriate hygiene measures
- follow our procedures for dealing with blood and other body fluids
- The School/Kura will not administer medication to a Student/Ākonga without formal parental/carers/whānau consent. However, paracetamol may be given with verbal consent from a parent/carers.

Related topics

- Asthma
- Medicines
- Pandemic Management (if the illness occurs during the Code Yellow phase of a pandemic) – See Health & Safety Policy.

Infectious Diseases

The School/Kura community is susceptible to a wide range of bacterial and viral infections throughout the year. To minimise the spread of infections, our School/Kura encourages basic hygiene practices amongst Students/Ākonga and Staff/Kaimahi at all times. We use heightened hygiene practices as appropriate when there is a known presence of, or risk of, a highly contagious and debilitating infection (e.g. influenza virus or norovirus).

Basic hygiene measures

The School/Kura promotes basic hygiene measures to help stop the spread of infectious diseases. This includes key messages such as:

- wash your hands before and after you eat
- avoid touching your eyes, nose, and mouth
- cover your coughs and sneezes
- hand hygiene.

Hand hygiene

Hand hygiene is the best way to prevent the spread of infections – this means washing and drying your hands really well. Reminding Students/Ākonga and Staff/Kaimahi how to wash and dry their hands effectively will help to keep everyone well.

It is important to wash and dry your hands after you have been to the toilet, before you have anything to eat, whenever your hands feel dirty, and before eating or preparing food.

Follow these steps:

1. wash your hands under clean running water – warm water is best if you have it.
2. put soap on your hands and wash for at least 20 seconds.
3. **TIP:** Singing happy birthday to yourself twice takes about 20 seconds.
4. rub hands together until the soap makes bubbles, rub on both sides of both hands, and in between fingers and thumbs, and round and round both hands.
5. rinse all the soap off under clean running water.
6. dry your hands all over for 20 seconds. Drying your hands is as important as washing them.
7. **TIP:** Using paper towels is best (or, if at home, a clean, dry towel).

Ministry of Health: [Hand washing](#) (see High Five for Clean Hands poster).

Coughs and sneezes

We remind Students/Ākonga and Staff/Kaimahi to cover their coughs and sneezes. This means using a tissue (and disposing of it immediately), using the inside of your elbow ("the Dracula"), or cupping your hands over your mouth/nose and then washing your hands straight away.

Staying away from School/Kura

- To stop sickness from spreading, Students/Ākonga should be kept at home when they are ill. How long they should be at home depends on their illness.
- In the case of some illnesses, the decision about whether to **exclude** Students/Ākonga or Staff/Kaimahi will be made by the Medical Officer of Health.
- The [Ministry of Health](#) gives advice on when Students/Ākonga and Staff/Kaimahi should stay away from school when they are unwell with a more serious infection/illness.

- More serious illnesses/infections include campylobacter, chickenpox, conjunctivitis, cryptosporidium, gastroenteritis, giardia, glandular fever, hand, foot, and mouth, hepatitis A & B, influenza, measles, meningococcal disease, mumps, norovirus, pertussis (whooping cough), skin infections (e.g., school sores, ringworm, scabies), and typhoid.
- Ministry of Health: [School exclusion](#) (includes link to a helpful Infectious Diseases table)

Outbreak or risk of outbreak

Heightened hygiene practices

We use heightened hygiene practices when there is a known presence of, or risk of, a serious infection/illness (e.g. influenza virus or measles). This will be signalled by Ministry and Ministry of Health advisories. Heightened hygiene practices include:

- informing parents/carers/whānau about the situation and what they can do, and what action the School/Kura is taking
- reiterating basic hygiene measures
- watching out for symptoms
- limiting times when large groups of people are together (e.g. no school assemblies), and encouraging social distancing where possible
- stepping up School/Kura cleaning practices – this applies particularly to hard surfaces, e.g. sinks, handles and door, railings, table tops:
 - clean surfaces with a neutral detergent, followed by a disinfectant
 - clean surfaces that are touched frequently every day.
- If someone at School/Kura shows symptoms of a serious infection/illness, they are separated from others while waiting to be taken home. Call Healthline on 0800 611 116 for advice.

Anyone with a serious infection/illness should not attend school while they are infectious. Anyone who is not immunised against the relevant infection/illness and has potentially been exposed to it should also stay away from School/Kura.

Immunisations

In the case of an outbreak of a serious infection/illness, it is useful to know who has been vaccinated against the infection/illness. Our School/Kura keeps a record of immunisation information to help identify Students/Ākonga at risk. We encourage parents/carers/whānau to keep their child's immunisations up to date.

In an outbreak, those who haven't been immunised may need to be excluded or quarantined.

Ministry of Health: [Immunisation](#)

[Immunisation Advisory Centre](#) (0800 IMMUNE)

[Information for parents/carers/whānau](#)

If parents/carers/whānau are unsure about their child's immunity (or anyone in their family) to a particular infection/illness, they should check with their family doctor. They can also ring 0800 IMMUNE (0800 466 863) or Healthline on 0800 611 116 for advice.

PANDEMIC: See [Pandemic](#) on the Ministry of Health site

Resources

- Ministry of Health: [Diseases and illnesses](#) (information about various diseases and symptoms, treatment, and prevention)
- [HealthInfo](#) (information about health conditions)
- Ministry of Health: [Hand washing](#)
- HealthED: [Infectious diseases and viruses](#) (info sheets and pamphlets that can be downloaded or ordered)
- HealthED: [Infectious Diseases](#) (a handy poster that outlines common infectious diseases, how they are spread, and recommendations for staying away from school).
- Ministry of Health: [Public health unit contacts](#)

Student/Ākongā attendance

The [Education and Training Act 2020](#), requires that all children six years old and over must attend school. The Principal/Tumuaki is accountable to the Ministry for the daily attendance of all Students/Ākongā listed on the School/Kura admission register. To monitor the attendance of Students/Ākongā the School/Kura must:

Responsibility	Action
School/Kura	1. Advise, and regularly remind parents, of the need to contact the School/Kura when their child is away.
Parent/carers/whānau	2. Contact the School/Kura before 9:10 am to report their child's absence that day, and send a note to the teacher when the child returns to School/Kura. Parents/ <u>carers/whānau</u> must also keep the School/Kura advised of any changes to their contact phone numbers.
Teachers	3. Complete the attendance register and use it to manage patterns of absence. Teachers receive notes on the child's return, and file these notes in the classroom for a year.

Resources

[Attendance Code List](#)

BULLYING

Description and purpose

The School/Kura Board seeks to take all reasonable steps to develop high standards of behaviour.

The Board seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students/Ākonga, Staff/Kaimahi, parents, carers and whānau share the responsibility for making the School/Kura a respectful and inclusive environment.

We are committed to ensuring that our School/Kura provides an environment free from bullying behaviours. All members of our School/Kura community – Board, School/Kura leaders, teachers, Staff/Kaimahi, Students/Ākonga and parents, carers and whānau should have an understanding of what bullying is; and know what to do when bullying does occur.

Behaviour management

Managing behaviour relies on consistently applying both our school's behaviour plan and strategies to promote positive Student/Ākonga behaviour.

At School/Kura:

1. Teachers maintain positive learning environments and relationships with Students/Ākonga.
2. We make a clear statement of acceptable and unacceptable behaviour known to all Staff/Kaimahi, parents, carers, whānau and Students/Ākonga.
3. All members of the School/Kura, including the Students/Ākonga themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening.
4. We consistently apply a discipline plan in all cases of unacceptable behaviour.
5. The School/Kura actions the procedures outlined by the Ministry for the stand-down, suspension, or exclusion of Student/Ākonga, in cases of extreme and persistent behaviour.
6. Individual programmes and strategies for Student/Ākonga with particular behaviour difficulties are devised with parents/carers/whānau and Staff/Kaimahi, and outside agencies if necessary, and these Student/Ākonga may be dealt with outside the School's/Kura's behaviour plan.

Parents' concerns about Student/Ākonga behaviour

7. If a parent/carer/whānau has a concern about an incident at School/Kura, the parent/carer/whānau should contact the School/Kura and the School/Kura will address the concern in accordance with the Concerns and Complaints process.
8. Parents/carers/whānau should not approach other children or parents/carers/whānau about School/Kura behaviour incidents.

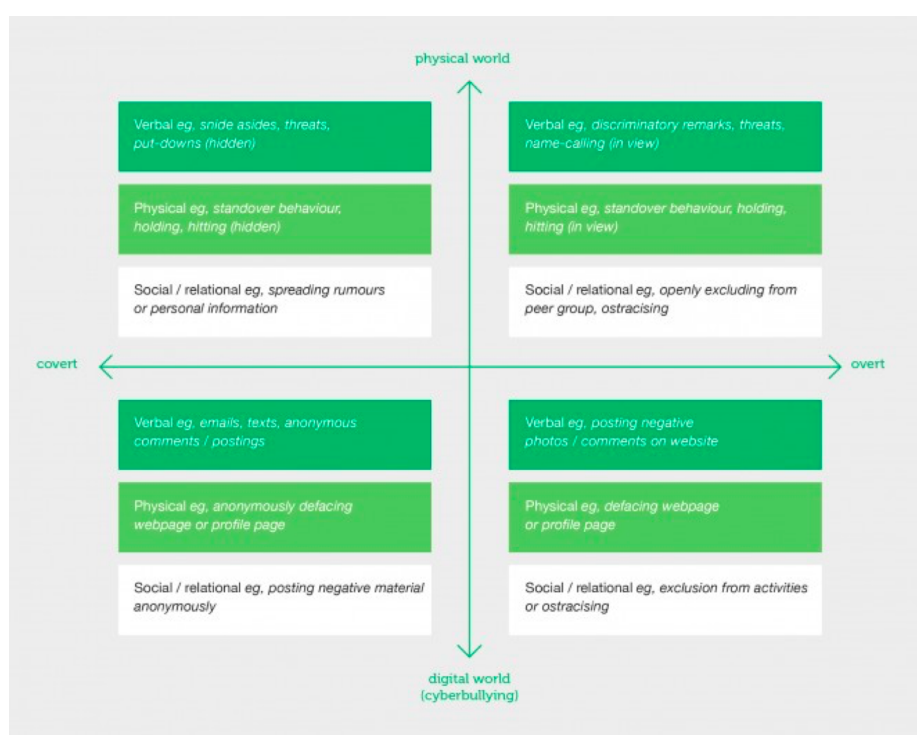
Definition

Bullying is deliberate, harmful behaviour that is often repeated, or continues over a period of time. It often involves a power imbalance and it is difficult for those being bullied to defend themselves. Bullying takes place in the digital world too, through cyberbullying.

All members of the School/Kura, including Students/Ākonga themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening. Bullying behaviour can be overt (directly and easily observed) or covert (indirect and hidden or less easily observed). A great deal of bullying is covert with bullying behaviour rarely occurring in front of adults. If Students/Ākonga are being bullied, they need to feel supported and know what to do.

Examples of bullying behaviours include:

- physical, for example, hitting, kicking, taking belongings, defacing a web page
- verbal, for example, name calling; insults; racist, sexist, or homophobic remarks
- social/relational, for example, spreading nasty stories, excluding from groups, making threats, standover tactics
- cyberbullying, for example, posting negative comments on social media, publishing or sending inappropriate messages or images, sending mean or intimidating texts and emails.



To effectively prevent and respond to bullying behaviour at the School/Kura we:

- promote a School/Kura culture that is: inclusive; values diversity; promotes positive and healthy social relationships; and ensures that everyone understands that rights and responsibilities (and can quickly solve problems and disputes that arise).
- promote digital citizenship to our Students/Ākonga
- provide guidelines for managing and dealing with bullying
- identify and acknowledge bullying/intimidating behaviour and do not tolerate it. This includes cyberbullying, and transgender bullying.
- deal with incidents of bullying through the School's/Kura's behaviour plan.

Guidelines for dealing with bullying

Rights and responsibilities

All Students/Ākonga have the right to be treated with respect and dignity. In order for this to happen, it is important that Students/Ākonga also understand they have a responsibility to treat other Students/Ākonga with respect and dignity. Students/Ākonga also have rights and responsibilities relating to:

- personal security and protections from physical, emotional and sexual harassment or abuse from peers or others in the School/Kura environment
- freedom from discrimination
- participation, to express their views and have a say in matters which affect them
- an education that nurtures them to their full potential
- owning property and having it treated with respect
- being taught, and having demonstrated to them, respect for the rights of others.
- Students/Ākonga have a right to have their parents/carers/whānau informed and involved in matters that affect them.

Addressing issues

Bullying incidents should be dealt with in a fair manner that protects the dignity and privacy of all parties. Resolution should be aimed at achieving, where appropriate, a positive outcome for all parties with particular emphasis on ensuring that the wellbeing of the target of the bullying behaviour is restored and that any underlying issues behind the bullying behaviour are positively addressed.

Notification – child

Anyone can and should notify of incidents of bullying.

1. Notification should be made in the **first instance**, to the Classroom Teacher.
2. Notification should be made in the **second instance**, to the Deputy Principal/Tumuaki. (where there is one)
3. Notification should be made in the **third instance**, to the Principal/Tumuaki.

Anyone to whom a notification is made should determine a course of action that takes into account this process.

Parents/cares/whānau should be informed of the process and its outcomes

Notification – adult

Notifying of adult bullying behaviour should be made to the Principal/Tumuaki or directly to the Board.

Note: if dissatisfied with the outcomes of addressing bullying behaviour, notifiers should seek the support of the Deputy Principal/Tumuaki, Principal/Tumuaki or Board in accordance with the Concerns and Complaints Policy.

Communication of this policy

This Policy must be placed on the school website and highlighted in the School/Kura enrolment pack.

Resources

- [Bullying prevention and response: A guide for schools 2015.](#)
- [Kia Kaha](#)
- [NetSafe](#)
- [Wellbeing@School](#)
- [PB4L \(Positive Behaviour for Learning\)](#)
- [Making Schools Safer for Trans and Gender Diverse Youth](#)

CLASSIFICATION OF STUDENTS/ĀKONGA

Description and purpose

Our Classification Chapter deals with the allocation and progression of Students/Ākonga through year groups at the School/Kura. It aims to:

- provide clear rules for the classification of Students/Ākonga; and
- outline when exceptions to these rules may apply.

Guidelines

General

1. The School/Kura will function as a Year 1 to Year 8 school for nearly all of its Students/Ākonga.
2. Our Students/Ākonga will receive a classification of Year 0, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 or Year 8. No other classification will be used.
3. Our Students/Ākonga will be classified according to their actual age as at 1 February of each year, regardless of their specific performance level. A Student/Ākonga that is five years old as at 1 February will be classified as Year 1, and so forth through to Year 8.
4. No changes to classification will be made during a year.
5. Final classification of pupils will be the responsibility of the Principal/Tumuaki.

New entrant Students/Ākonga

6. A Student/Ākonga starting school as a 5 year old from 1 July will continue on through the remainder of that year as a Year 0 Student/Ākonga, and the following year as a Year 1 Student/Ākonga.
7. A Student/Ākonga starting school as a 5 year old on or before 30 June will continue on through the remainder of that year as a Year 1 Student/Ākonga and move through to Year 2 in the following year.

Graduation

8. Generally, our Students/Ākonga will graduate to Year 9 when aged 13 as at 1 February of that year, having spent eight years at the School/Kura.
9. Generally, no Student/Ākonga will graduate to Year 9 when aged 14 as at 1 February of that year. Exceptions to this guideline are only to be allowed after full consultation with the current Class Teacher, the Student's/Ākonga's Parents/Cares/whānau, and the Principal/Tumuaki.

COACHING

Description and purpose

Our Responsible Coaching Code provides guidelines for coaches of sports teams at the School/Kura. It aims to:

- recognise that the School/Kura welcomes, relies on and is grateful for parents/carers/whānau and other volunteers coaching its School/Kura sports teams, because through this process Students/Ākonga of the School/Kura have wider exposure to sport than they otherwise might have;
- ensure that Students/Ākonga who participate in local community sports in School/Kura teams have a positive experience in doing so, and also that the experience reflects positively on the School/Kura;
- ensure that parents/carers/whānau and volunteers who coach School/Kura teams are aware of the School's/Kura's expectations in relation to coaching (and why it has them) and indicate a commitment to complying with them; and
- provide a standard against which the School/Kura may require that an appointed coach cease coaching the relevant sports team (in the case of major and / or ongoing failure to comply).

Guidelines

A "Responsible Coach" is someone who:

9. Is committed to their role, ie:
 - (a) plans ahead sufficiently for team establishment and registration within appropriate competitions / leagues, and for sufficient practice opportunities;
 - (b) sets and publishes a schedule for regular practices and meetings (eg weekly, and before games);
 - (c) is present at, and arrives in good time to, all practices and games;
 - (d) ensures, so far as practicable, that appropriate equipment, gear, facilities and / or grounds are available for their team when required;
 - (e) accepts responsibility for pupils left in their care during practices or games and complies with the School's/Kura's Health and Safety Policy; and
 - (f) reports back (even if informally) to the School/Kura on their team's progress, including as to results and any relevant issues arising.
10. Has and exhibits a reasonable level of coaching competence, ie:
 - (a) knows the rules of the sport involved and the skills necessary to coach it;
 - (b) seeks to develop and improve their personal coaching skills; and
 - (c) collaborates with other parents and coaches to take advantage of specialist skills, and areas of interest, in order to improve the overall level of coaching received by their players.
11. Is a positive role model, and projects a positive image of coaching, ie:

- (a) is enthusiastic about the sport and participating in it;
 - (b) is fair, considerate and honest with players;
 - (c) encourages and promotes a healthy lifestyle, including refraining from smoking, taking drugs or drinking alcohol around the players;
 - (d) limits physical contact to that which is necessary for the player's skill development and which is appropriate to the situation; and
 - (e) acts appropriately with respect to language, manner and presentation, including keeping one's temper, not using foul or abusive language, respecting referees' decisions, and being complimentary of good play (irrespective of side).
12. Honours and respects the sport, ie:
- (a) upholds the spirit as well as the letter of the rules of the sport;
 - (b) respects all referees, opponents, officials and spectators, and encourages this respect in their players; and
 - (c) seeks to instil enjoyment of the sport or game in players and parents alike.
13. Demonstrates an on-going commitment to the well-being and development of the players on and off the field, ie:
- (a) maintains concern for the health and safety of their players;
 - (b) focuses on enjoyment of the activity, the mastery of skills over winning, and the importance of effort over outcome;
 - (c) fosters success through giving positive feedback, valuing teamwork, and consistently providing support to players;
 - (d) is concerned with the development of each player as a whole person, ie emotionally, physically and intellectually; and
 - (e) respects the rights, dignity and worth of every player and treats everyone equally, regardless of background or ability.
14. Recognises that as a coach of a School/Kura sports team they are an ambassador of the School/Kura in the wider community, and seeks to maintain and enhance the School's/Kura's reputation and brand through their role.
15. Undertakes to abide by all other School/Kura policies as applicable to their coaching role.

The School/Kural will provide all coaches will a copy of these guidelines.

COMMUNITY CONSULTATION

Description and purpose

Our Community Consultation Chapter deals with the School's/Kura's engagement with the community. It aims to:

- ensure that the community is consulted on matters relating to the ongoing development of the School/Kura;
- ensure that the needs and aspirations that the community has for the School/Kura are reflected in the programmes and procedures in the School/Kura; and
- define the manner and procedures for the School/Kura and the Board to consult the community.

Definitions

For the purpose of this Chapter:

- "Community" means the School/Kura community and the local community.
- "School/Kura community" includes all those people who have a direct relationship with the School/Kura at the current time, such as parents/carers/whānau, friends and donors.
- "Local community" refers to those people that the Local Residents Association represents or purports to represent.

Guidelines

1. The Board:
 - (a) encourages members of the community to be involved in and consulted about the School/Kura on an ongoing and informal basis; and
 - (b) recognises its responsibility to consult with the community, so as to ensure that issues affecting the community are raised.
2. The Board will send out newsletters to the School/Kura community on a regular basis (and at other times as required). The names and contact number of the Chair will be included on any newsletter.
3. The Board/Poari will consult the Local Residents Association on issues which affect the local community.

CULTURE, CARE, AND MANAGEMENT OF STUDENTS/ĀKONGA

The School/Kura promotes a culture of care and protection of Students/Ākonga, and we expect a high degree of professionalism from our Staff/Kaimahi in working with children. We treat all Students/Ākonga with care, courtesy, and appropriate language. Staff/Kaimahi create a positive and safe learning environment and promote positive Student/Ākonga behaviour. Unacceptable behaviour, including bullying, is dealt with through the School's/Kura's discipline plan.

Purposes

1. To ensure that so far as is possible the School/Kura is a secure and happy learning environment at all times.
2. To enable Students/Ākonga to develop:
 - a. self-discipline and self-esteem;
 - b. a sense of self and group responsibility; and
 - c. respect for others, authority, property and environment.
3. To encourage the use of appropriate language and behaviours toward others.
4. To provide guidelines for best handling conflict, misbehaviour and lack of discipline.

Guidelines

1. The classroom atmosphere should be warm and supportive.
2. As and when appropriate, specific teaching will be provided in relation to self-discipline, appropriate behaviours and relationships with others.
3. Student/Ākonga achievements - academic, sporting, cultural, behavioural and inter-relational - will be acknowledged in some way.
4. The School/Kura will maintain a zero-tolerance policy as regards bullying, in any form.
5. In relation to discipline:
 - a. The School/Kura has developed a set of procedures to be followed in case of breaches of discipline by Students/Ākonga. Staff/Kaimahi are to follow these procedures, and parents/caregivers/whānau are to be kept aware of them.
 - b. Staff/Kaimahi are to be supportive of each other in dealing with discipline problems.
 - c. When disciplining Students/Ākonga, Staff/Kaimahi will acknowledge that Students/Ākonga are individual and unique.
 - d. The School/Kura will call on outside agencies for assistance with disciplinary matters when necessary, after consultation with the parents/carers/whānau concerned.

Contact between Staff/Kaimahi and Student/Ākongas at School/Kura

6. When Staff/Kaimahi are interacting with a Student/Ākonga one-to-one, they ensure wherever possible that the space is not closed off from other people.
7. Teachers take particular care with Students/Ākonga who express themselves freely and seek close physical contact. When this is a problem, it is always discussed with the Student's/Ākonga's parents/carers/whānau.

8. Staff/Kaimahi are aware that Students/Ākonga with special needs may have particular needs with regards to safety and supervision.
9. Corporal punishment is prohibited in accordance with [section 98 of Education & Training Act 2020](#) and Staff/Kaimahi avoid physical contact with Students/Ākonga that could be considered intimate, sexual, threatening, or violent.
10. If a teacher is attacked by a Student/Ākonga, they protect themselves without causing injury to the Student/Ākonga involved, and immediately report this incident to the Principal/Tumuaki. If a Student/Ākonga cannot be restrained in any other way, the adult physically restrains the Student/Ākonga as appropriately as possible, and seeks other adult support in accordance with this Policy - See *Physical Restraint*.

Time-out and seclusion

11. Corporal punishment and seclusion is prohibited at this School/Kura ([section 98 of the Education and Training Act](#)). Seclusion is defined as placing a Student/Ākonga, involuntarily, into a room by themselves for any amount of time, where they cannot leave of their own will. It is inappropriate, and can be emotionally (and physically) damaging to Students/Ākonga.
12. Time-out is different from seclusion, and can be used at School/Kura. In time-out, a Student/Ākonga may be asked to go to a specified area, either within the classroom or in another part of the School/Kura, in order to calm down. In these situations, the Student/Ākonga may be separated from others, but is not secluded. Any Student/Ākonga in time-out is checked regularly by Staff/Kaimahi.

Out-of-school contact between Staff/Kaimahi and Students/Ākonga

13. Staff/Kaimahi are vigilant about safe and appropriate out-of-school contact with Students/Ākonga, including through social media, texting, and emails.
14. During education outside the classroom activities and camps, Staff/Kaimahi ensure safe interactions, sleeping, and travel arrangements for all Students/Ākonga, and follow the procedures in Supervision and EOTC Parent Help.

Concerns about Student/Ākonga welfare

15. Staff/Kaimahi have a professional responsibility to report any concerns about abuse or neglect, or professional misconduct to the School's/Kura's designated child protection person, the Principal/Tumuaki.

ENROLMENT

Compulsory cross-reference documents

This Policy is to be read in conjunction with the:

- [Education Act and Training Act 2020](#); and
- [Ministry Circular 2020/08](#) and other relevant guidance.

Description and purpose

Our Enrolment Chapter provides guidelines for the enrolment of Students/Ākonga at the School/Kura. It aims to:

- maintain the highest possible standard of education delivery to those children attending the School/Kura;
- prioritise entry to those children living in the School/Kura zone;
- if required, limit number of children attending the School/Kura using pre-established criteria to the extent necessary to avoid undue pressure on the School's/Kura's buildings, facilities and resources; and
- maintain some flexibility in enrolments in order not to exclude more children than is necessary to meet these objectives

Guidelines

Domestic and international Students/Ākonga

1. Other than in accordance with an exchange scheme that has been approved by the New Zealand Government, only domestic Students/Ākonga will have a right to enrol and receive free education at the School/Kura. If necessary, this will require proof of New Zealand or Australian citizenship, New Zealand residency, or a special Student/Ākonga Visa/Permit is valid for the purpose of primary school study.
2. Any international Student/Ākonga (other than an exchange Student/Ākonga) will be required to pay fees, and will only be enrolled if there is a "vacant place" at the School/Kura, the viability of which is dependent on the income from the foreign Student/Ākonga.

Home zone

3. The School/Kura zone shall be as described and shown on the map in **Appendix C**.
4. All Students/Ākonga who live permanently within the School/Kura zone will be entitled to enrol.
5. Each year, applications for enrolment in the following year from in-zone Students/Ākonga will be sought by a date which will be published in a daily or community newspaper circulating in the area served by the School/Kura. All in-zone applications shall be received by this date and will be made in writing on a form which will be available from the School/Kura office. This will enable the board to assess the number of places which can be made available to Students/Ākonga who live outside the home zone.

Out of zone enrolments

6. Children not permanently resident within the School/Kura Zone will be prioritised for enrolment in the following order:
 - (a) Children with siblings currently enrolled at the School/Kura.
 - (b) Children with siblings formerly enrolled at the School/Kura.
 - (c) Children of Staff/Kaimahi members.
 - (d) Children that have previously been a Student/Ākonga of the School/Kura and have for reasons of overseas travel or illness or otherwise ceased to be a Student/Ākonga of the School for any reason.
 - (e) Other children permanently resident outside the School/Kura zone.
7. For the purposes of Guideline 6, "siblings" includes children that share de facto parents, live in the same household, or who are otherwise treated by the adults of that household as if they are siblings.
8. Each year, we will inform parents of the number of out-of-zone places likely to be available in the following year, how applications are to be made and the date by which all applications must be received. We will publish this information on the School/Kura website and in a daily newspaper circulating in the area served by the School/Kura. All out-of-zone applications must be received by this date and must be made in writing on a form which will be available from the School/Kura office.
9. If there are more applicants in any out-of-zone priority group than there are places available, selection within that priority group will be by ballot conducted in accordance with any instructions issued by the Minister of Education under the [Education Act and Training Act 2020](#).
10. Parents/carers/whānau will be informed of the date of any ballot by notice in a daily newspaper circulating in the area served by the School/Kura.
11. We will send a letter to every applicant who will be the subject to a ballot informing them of:
 - (a) when and how the ballot will be held;
 - (b) when and how applicants will be advised of the results of the ballot; and
 - (c) the rights and responsibilities of applicants after the ballot.
12. The Board will give written notice to every applicant whose application is declined regarding:
 - (a) the reason why the application has been declined; and
 - (b) the Ministry's powers under [section 76](#) to direct the Board to enrol an applicant.

Undertakings and review of Student/Ākonga enrolments

13. Parents/carers of a prospective Student/Ākonga may be required by the Board/Poari, as a condition of enrolment, to give a Statutory Undertaking in respect of, or to give written corroboration of, any factor relevant to this enrolment scheme (for instance, regarding the Student/Ākonga's permanent residence or sibling relationship).

14. Any enrolment approved pursuant to this scheme which is subsequently discovered or believed by the Board/Poari on reasonable grounds to have been based on misleading information or misrepresentation on any matter of fact (for instance, regarding the use of a temporary rental residence or a false sibling relationship) may be annulled by decision of the Board/Poari.
15. At least 10 school days before annulling a Student/Ākonga's enrolment, the Board/Poari will write to the parents/caregivers/whānau concerned and will give them every reasonable opportunity to explain their position (including through a submission to the Board/Poari).
16. A decision by the Board/Poari to annul an enrolment will take effect one month later, at which point that Student/Ākonga's right to enrolment will terminate.
17. Any decision by the Board/Poari to annul an enrolment will be final.
18. Following any annulment, the Board/Poari will write to the Student/Ākonga's parents/carers/whānau and the Ministry advising them of the name of the Student/Ākonga, the date of annulment, and the date on which it takes effect.

New entrants

19. New entrants applications may be made at any time of the year, but a guarantee of place will not be made earlier than three months before the date that a child is scheduled to start at the School/Kura.

Contact with newly enrolled Students/Ākonga

20. Parents/carers/whānau will have the opportunity to meet with the Principal/Tumuaki / classroom teacher after 3-4 weeks at School/Kura.
21. A new entrant parent/carer/whānau session will be held termly to inform parents/carers/whānau of organisational procedures and information about the first few months learning at the School/Kura.

Waitlist

22. Where children/tamariki are not accepted for enrolment on their initial application they may have their names placed on a waiting list on request.

Roll returns

23. The School/Kura will provide the Ministry with the details of its roll as at 1 March and 1 July each year.
24. The roll return will be tabled and noted in the minutes at the first Board/Poari meeting following submission of the roll return to the Ministry. It will be signed off by the Principal/Tumuaki and returned to the Ministry's National Office within 10 days of the two roll count dates.

Disclosure

25. The School/Kura will have available for inspection at the School/Kura at all reasonable times a copy of this Scheme, the results of the most recent ballot, and a copy of the waiting list.

Review

26. This Scheme and the Home Zone will be reviewed at least annually. Any modification will be made according to the appropriate legislation and guidelines issued by the Ministry.

MONITORING AND REPORTING STUDENT/ĀKONGA PROGRESS

Compulsory cross-reference documents

This Policy Chapter is to be read in conjunction with:

- ;
- the applicable legislation and Ministry guidelines;
- the Curriculum Policy;
- the School/Kura Assessment Plan;
- the New Zealand Curriculum; and
- the Annual Strategic Curriculum Plan.

Description and purpose

Our Monitoring and Reporting Student/Ākonga Progress Chapter deals with the monitoring and reporting of Student/Ākonga progress to parents/caregivers/whānau. It aims to ensure that we:

- recognise, celebrate and encourage the progress of Students/Ākonga;
- provide for the accurate monitoring of Student/Ākonga learning;
- provide for meaningful written and oral reporting of Student/Ākongas' progress in balanced and plain language to Students'/Ākongas' parents/cares/whānau; and
- utilise information about each Student/Ākonga to support their ongoing learning needs through continually focussed and improved teaching.

Guidelines

Confidentiality

27. With the exception of compliance with the informational requirements of the Ministry, documentation relating to monitoring and evaluation of Student/Ākonga progress is confidential to School/Kura Staff/Kaimahi, the Student's/Ākonga's parents/cares /whānau, and (as appropriate) the Student/Ākonga.
28. Notwithstanding the general requirement of confidentiality, we may make relevant particular information available to Special Education Service personnel, should they be involved with a Student/Ākonga.

Monitoring

29. We will record an appropriate level of quality information, standardised across the School/Kura.
30. We will make every effort to achieve high validity of assessment data.
31. We will monitor and assess our Students/Ākonga through:
 - (a) use of, and compliance with, Ministry requirements;

- (b) specified assessment in set curriculum areas and key competencies(as detailed in the School/Kura Assessment Plan);
 - (c) the use of goals for each Student/Ākonga set jointly by the Student/Ākonga, their teacher, and their parents/cares/whānau;
 - (d) a collection of Student/Ākonga work kept in an individual Student/Ākonga sample folder to be sent home with mid-year and end of year reports; and
 - (e) ongoing work in each Student/Ākonga's work books.
32. Where a monitoring process is prescribed by the Ministry or other supervisory body, we will use this process as a substitute for, or in addition to, our established monitoring procedures, as appropriate.

Reporting

33. We recognise the professional responsibility of our teachers to give comprehensive comment on the progress of each Student/Ākonga both in and out of the classroom.
34. We will report Student/Ākonga progress in relation to the Ministry requirements and the curriculum, and report Student/Ākongas' overall performance to their parents/carers/whānau in plain written language at least twice per year.
35. We will have regular goal-setting meetings between teachers, individual Students/Ākonga and their parents/care/whānau to evaluate each Student's/Ākonga's progress against previously set goals and set new goals based on agreed focus or areas of need.

PHYSICAL RESTRAINT

The School/Kura will comply with the following:

- [Ministry of Education – Minimising the use of physical restraint in New Zealand schools and kura](#)
- [Education \(Physical Restraint\) Rules](#)
- [Physical Restraint Guidelines Aramai He Tētēkura](#)
- [Section 99 of the Education and Training Act 2020](#)

The School/Kura also prohibits the use of corporal punishment or seclusion of any Student/Ākonga in accordance with [section 98 of Education and Training Act 2020](#).

The Board/Poari is committed to a supportive and caring school environment where all Students/Ākonga and Staff/Kaimahi are kept safe from harm and treated with dignity.

Except as authorised under this Policy, no Staff/Kaimahi may use any form of physical restraint on our Students/Ākonga.

Our Principal/Tumuaki, teachers, and Board/Poari-authorised Staff/Kaimahi can only physically restrain a Students/Ākonga as a last resort, where:

- [the use of physical restraint is necessary to prevent imminent harm to the Student/Ākonga or another person,](#)
- [there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and](#)
- [the physical](#) restraint is reasonable and proportionate to the circumstances.

Delegations

The Board/Poari delegates to the Principal/Tumuaki responsibility for:

- [developing and implementing procedures and practices to prevent, plan for, and respond to Students/Ākonga distress that meet the requirements of the Education \(Physical Restraint\) Rules 2023 and its amendments \(2023 Rules\), and](#)
- [recommending eligible non-teaching staff to the Board/Poari for authorisation to use physical restraint according to requirements of the 2023 Rules.](#)

Only the Board/Poari can authorise non-teaching Staff/Kaimahi to use physical restraint.

Expectations

All Staff/Kaimahi subject to this Policy are trained to confidently apply prevention and de-escalation strategies, limiting the need to restrain a student physically according to the 2023 Rules and the relevant guidelines.

Board

The Board/Poari requires:

- [compliance with the 2023 Rules, and](#)
- [an evidence-based assurance from the Principal/Tumuaki that this Policy is being followed.](#)

Principal/Tumuaki

The Principal/Tumuaki must ensure:

- [the implementation and compliance of this Policy, including the completion of best practice training by all Staff/Kaimahi who are authorised to use physical restraint,](#)
- [operational compliance with the Education and Training Act 2020 and the 2023 Rules,](#)
- [all physical restraint incidents are immediately reported at the next Board/Poari meeting,](#)
- [the Board/Poari is informed of all relevant information \(risks, trends, and impacts\), and](#)
- [all non-teaching Staff/Kaimahi who may use physical restraint on a Student/Ākonga have been authorised by the Board/Poari.](#)

Monitoring

The Principal/Tumuaki must report to the Board/Poari:

- [on compliance, or the actions being taken to ensure compliance with this Policy, the legislation, and the 2023 Rules on reducing Students/Ākonga distress and use of physical restraint, and](#)
- [at every Board/Poari meeting, all incidents, matters, or risks relating to this Policy, ensuring that the non-identification and privacy of individual Students/Ākonga is maintained.](#)

The Board/Poari must monitor the use of physical restraint, looking for trends and any action that could be taken at the governance level to support reducing such incidents.

Definitions	<p>As defined in the Education and Training Act 2020:</p> <p>Physical restraint is using physical force to prevent, restrict or subdue the movement of a Student's/Ākonga's body or part of the Student's/Ākonga's body against the Student's/Ākonga's will.</p> <p>Harm means harm to the health, safety, or well-being of the Student/Ākonga or another person, including any significant emotional distress suffered by the Student/Ākonga or the other person.</p> <p>Authorised staff member means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Education and Training Act.</p>
Legislation	<p>Education and Training Act 2020 (Sections 99-101)</p> <p>Education (Physical Restraint) Rules 2023</p> <p>Health and Safety at Work Act 2015</p>
This Policy is to be read in conjunction with the Board's:	<ul style="list-style-type: none"> • Health and safety policy • Child protection policy • Privacy policy • Emergency procedures • Reporting and monitoring policy and procedures • Concerns and complaints process
Procedures/supporting documentation	<p>The Ministry of Education's Physical Restraint Guidelines</p> <p>Appendix 1 of the Rules</p> <p>Suggested procedures/practices that cover:</p> <ul style="list-style-type: none"> • the authorisation process • reducing and de-escalating student distress • training and support for staff • notifying and reporting on instances of physical restraint • monitoring the use of physical restraint.

SCHOOL/KURA ASSEMBLY

Description and purpose

Our School/Kura Assembly Chapter deals with the function and content of assemblies at the School/Kura. It aims to:

- promote the identity and culture of the School/Kura;
- enhance the corporate life of the School/Kura;
- provide teachers with an opportunity to develop leadership qualities and Students/Ākonga with an opportunity to take on responsibility;
- share achievement; and
- provide a means of high-level communication within the School/Kura.

Guidelines

1. The whole School/Kura will generally meet together weekly.
2. Assemblies will consist of general news and notices, combined School/Kura singing, class group items, individual Student's/Ākonga's items, and award presentations.
3. Teachers are responsible for bringing their own classes into assembly quietly and supervising them during assembly.
4. Overall control of School/Kura assemblies will be the responsibility of the Principal/Tumuaki.
5. The Principal/Tumuaki will make appropriate news items and notices, welcomes, farewells and will present the awards.
6. Classrooms will take turns at organising items and running assemblies, and in this regard Students/Ākonga will be asked to contribute individually and/or as a group as supervised by their teacher.

SELF REVIEW

Compulsory cross-reference document

This Chapter is to be read in conjunction with the NZSTA or Ministry of Education guidance.

Description and purpose

Our Self Review Policy deals with the Board's/Poari's and the School's/Kura's assessment of its own performance. It aims to implement processes of self review that identify strategies for continuous improvement, which ensure that quality learning and teaching take place at the School/Kura.

Guidelines

1. Each year we will provide a programme of self-review and document how the relevant legislation, the Ministry requirements, the National Education Goals and the National Education Guidelines are being implemented.
2. In particular, each year we will measure the School's/Kura's actual performance against the mission, aims, directions, objectives, priorities, and targets of the Board/Poari as expressed in the School Charter to give effect to the Government's national education guidelines and the Board's/Poari's priorities.
3. Following each review, we will establish any specific aims, directions, objectives, priorities, and targets for the following year, and will update the relevant section of the Charter to this effect if and as required.

STAND-DOWN, SUSPENSION AND EXCLUSION

All New Zealanders between the ages of 5 and 19 have the right to a free education under the Education and Training Act 2020 ([section 33](#)). Between the ages of 6 and 16 it is compulsory for Students/Ākonga to attend school.

From time to time it is necessary to stand down or suspend a Student/Ākonga from School/Kura for his/her own safety and/or to enable other Students/Ākonga to pursue their education without severe and/or repeated interruption from another Student/Ākonga. A Student/Ākonga so stood down or suspended continues to have a right to an education and is required to attend until the age of 16.

These definitions are taken from the Ministry Guidelines 2009:

Stand-down: The formal removal of a Student/Ākonga from School/Kura for a specified period. Stand-downs of a particular Student/Ākonga can total no more than five school days in a term or ten school days in a year

Suspension: The formal removal of a Student/Ākonga from School/Kura until the Board/Poari decides the outcome at a suspension meeting. The Board/Poari must meet to decide the outcome of a suspension ([section 15](#) and [17](#) of the Education (Stand-Down, Suspension, Exclusion and Expulsion Rules 1999)). Following a suspension, the Board/Poari may decide to:

- lift the suspension without conditions;
- lift the suspension with reasonable conditions;
- extend the suspension with reasonable conditions for a reasonable period;
- exclude the Student/Ākonga.

Exclusion: The formal removal of a Student/Ākonga aged under 16 from the School/Kura and the requirement that the Student/Ākonga enrol elsewhere.

Expulsion means the formal removal of a Student/Ākonga aged under 16 from the School/Kura. If the Student/Ākonga wishes to continue schooling, they may enrol elsewhere.

The Principal/Tumuaki is usually the person with the delegated authority to stand-down or suspend a Student/Ākonga, and there is a clear procedure which must be followed.

The principles of natural justice must be applied to any process leading to stand down or suspend a Student/Ākonga. There must be sufficient grounds to warrant any stand-down or suspension, and the rights of the Student/Ākonga and any parent/caregiver must be recognised throughout the process.

The School will comply with the [Education \(Stand-down, Suspension, Exclusion and Expulsion\) Rules 1999](#).

The School/Kura will also comply with the Ministry Guidelines for Principal/Tumuakis and Boards/Poari on [Stand-downs, Suspensions, Exclusions and Expulsions](#). For a summary of these Guidelines and the decision-making processes that come into force when a Student/Ākonga's misbehaviour requires action beyond regular in-school interventions, see the flowcharts attached in **Appendix D**.

Resources

- Guidelines for Principal/Tumuakis and Boards/Poari on Stand-downs, Suspension, Exclusions and Expulsions: [Part 1 Legal options and duties](#).
- Guidelines for Principal/Tumuakis and Boards/Poari for managing behaviour that may or may not lead to Stand-downs, Suspension, Exclusions and Expulsions: [Part 2 Good practice](#).

STUDENT/ĀKONGA BEHAVIOUR

At the School/Kura, Students/Ākonga are encouraged to develop independence and display self-discipline in all aspects of their work and life at the School/Kura. In particular, positive behaviour examples are taught, reiterated and rewarded.

General disciplinary procedures and guidelines

On those occasions where a Staff/Kaimahi needs to be involved in disciplining a Student/Ākonga, the following general procedures will be followed:

1. The Staff/Kaimahi will state clearly to the Student/Ākonga that their behaviour is unacceptable; that it should stop; and why this is so. (See *School expectations*, and ideas for Staff/Kaimahi.)
2. Inappropriate playground behaviour will be noted in the eTap(Tracking form) with the date, behaviour, Student/Ākonga's name and teacher's name recorded. This is a way of recording incidents in the playground for all Students/Ākonga, for example eating in the wrong place. This is a warning, and an opportunity to think about the choice the Student/Ākonga has made.

If, however, the Student's/Ākonga's behaviour doesn't change or improve then the School/Kura with parents/carers/whānau will create some behaviour goals for the Student/Ākonga.

3. Action in response to Serious Offences (for example, Bullying; Being out of School grounds) will be taken immediately: the Principal/Tumuaki will be informed; parents/carers/whānau will be contacted and asked to attend a meeting at School/Kura with the Student/Ākonga and Principal/Tumuaki. From this meeting there will be some behaviour goals and possibly a behaviour plan for the Student/Ākonga.

If, however, Student's/Ākonga's behaviour doesn't change or improve then the School/Kura with parents/carers/whānau will look at seeking external support for the Student/Ākonga.

4. If a Student/Ākonga is showing sign of repetitive negative behaviour and/or is involved in a serious incidents involving behaviour within the classroom, the class teacher will contact the parents/carers/whānau to discuss possible strategies to support the Student/Ākonga to make positive changes for improvement. The teacher will set some behaviour goals to support the Student/Ākonga and this will include ways for home and the School/Kura to support the Student/Ākonga.
5. For behaviour in the playground that is dangerous to other children, the teacher may prohibit the Student/Ākonga from playing in certain areas or using playground equipment for a specified period.
6. In extreme safety risk situations, parents//carers/whānau may be asked to supervise the Student/Ākonga during breaks and lunch, or with parental/caregiver consent the Student/Ākonga may be banned from using the playground for a specific period.
7. If behaviour does not show significant improvement with the input of specialist services or parents//carers/whānau, then procedures for suspension as outlined in the relevant Ministry guidance will be put in motion.

Note for teachers

8. In a serious situation, try to avoid confrontation. If such a situation threatens, state clearly what you expect to happen and move away. However, keep an eye on the situation and report to the Principal/Tumuaki if there is a need for back up.
9. For example: "*What are you doing? That is against School/Kura expectations and rules. I want you to stop doing that. Go and wait outside the Principal/Tumuaki's office*".

Students/Ākonga

For unacceptable behaviour such as kicking, biting, hitting, putting people down verbally:

1. The Staff/Kaimahi member will state clearly to the Student/Ākonga that their behaviour is unacceptable; that it should stop; and why this is so. (See *School/Kura expectations*, and ideas for Staff/Kaimahi.)
2. The behaviour will be noted in eTap (Tracking form) with the date, behaviour, Student/Ākonga's name and teacher's name recorded.
3. If unacceptable behaviour continues, parents will be contacted and asked to reinforce the disapproval of unacceptable behaviour.
4. If unacceptable behaviour continues beyond that, a more formal meeting with parents//carers/whānau will be requested to set in place remedial strategies, for example a reward system for positive behaviour. The Principal/Tumuaki will be informed.

A guide to positive behaviour

- See APPENDIX C.

STUDENT/ĀKONGA DAMAGE

Description and purpose

Our Student/Ākonga Damage policy deals with damage of School/Kura equipment by Students/Ākonga. It aims to ensure that:

- School/Kura equipment is cared for; and
- issues relating to Student/Ākonga damage of School/Kura equipment are dealt with fairly

Guidelines

1. Our Students/Ākonga are expected to take reasonable care of all equipment and are expected to be responsible for their own actions.
2. Should a Student/Ākonga deliberately, or as a result of unacceptable behaviour, cause damage to a School/Kura building or equipment, then appropriate reimbursement will be made as agreed between parents/caregivers/whānau and Staff/Kaimahi. Parents/caregivers/whānau will be promptly informed and the School's/Kura's policy outlined to them.
3. Should the matter not be resolved then the Principal/Tumuaki will ask the Board/Poari to contact parents/caregivers/whānau.
4. Information about any incident referred to in Guideline 2 may be kept in a confidential file, and where appropriate this file may support a case for suspension, stand down or other form of discipline (see the School Climate and Discipline Chapter of this Policy).
5. If a claim against insurance is made, parents/caregivers/whānau will be expected to meet any excess.
6. Acts of vandalism to the School/Kura by a child that is not a Student/Ākonga of the School/Kura will in the first instance be discussed with that child's family (if possible), and will be reported to the police if necessary.

STUDENT/ĀKONGA ENROLMENT RECORDS

Compulsory cross-reference documents

This policy Chapter is to be read in conjunction with Ministry [guidance](#).

Description and purpose

Our Student/Ākonga Enrolment Records Chapter deals with requirements for the School/Kura keep an Enrolment Record for each Student/Ākonga to send that Enrolment Record to any subsequent school that the Student/Ākonga attends. It aims to ensure that:

- all current and departing Students/Ākonga continue to receive their right to education; and
- the Board/Poari complies with its legal obligations under [section 237](#) of the Education and Training Act 2020.

Guidelines

1. We will ensure that an Enrolment Record as specified by the Secretary of Education is maintained for every Student/Ākonga enrolled at the School/Kura. The Enrolment Record is distinct from the School's/Kura's own enrolment form.
2. For seven years after Students/Ākonga have left a school, we will ensure that the School/Kura retains:
 - (a) for every Student/Ākonga, the School's/Kura's own enrolment form signed by the parent(s)/caregivers) and/or Student/Ākonga;
 - (b) for Students/Ākonga who have gone to another school, a photocopy of their Enrolment Record;
 - (c) any Student/Ākonga Enrolment Records that have not been requested by another school; and
 - (d) the Enrolment Records of Students/Ākonga who are known to have left the School/Kura as the result of an exemption, or to go overseas, or to enter tertiary education or work, or who are over 16 and are simply leaving School/Kura.
3. When enrolling a Student/Ākonga, we will inform parents/carers/whānau and Students/Ākonga that:
 - (a) in the case of Students/Ākonga who have never been enrolled before, an Enrolment Record will be begun for the Student/Ākonga, and in the case of other Students/Ākonga their Enrolment Record will be requested from the Student's/Ākonga's previous school;
 - (b) when the Student/Ākonga leaves the School/Kura to go to another school, the Enrolment Record will be updated and passed on to the Student/Ākonga's next school;
 - (c) the School/Kura the Student/Ākonga is attending will hold the Enrolment Record, and the Student/Ākonga and parent/caregiver can request a copy from the School/Kura; and

- (d) the Enrolment Record will be made available to the Ministry or its agents if requested for a specific purpose.
4. When a Student/Ākonga moves to another school, we will forward the Student/Ākonga's Enrolment Record to the Principal/Tumuaki of that school within seven days of receiving a written request to do so. If no such request is received, we will take all reasonable steps to discover the whereabouts of the child, including contacting parents and/or any appropriate agencies.
 5. Should any Student/Ākonga who has expressed an intention to enrol at the School/Kura not have begun to attend on or near the date the parents/caregivers and Student/Ākonga have agreed with the School/Kura, we will contact the Student/Ākonga's parents/carers/whānau, and if necessary, advise the Student/Ākonga's first school.

SURRENDER AND RETENTION OF DIGITAL DEVICES

The School/Kura fosters a positive culture of safe and responsible use of digital devices through the Digital Technology and Cybersafety policy and use agreements. We encourage Students/Ākonga to be confident, capable, and responsible in their use of digital technology. Inappropriate use is dealt with as appropriate through the behaviour management plan and or surrender and retention guidelines.

Surrender and retention applies to items and devices that are:

- *likely to endanger safety*

Depending on the circumstances, this category could include images, social media posts, texts, audio, video, etc.

- *likely to detrimentally affect the learning environment*

This is anything that disrupts the flow of teaching and learning. It may include any item or device, that while harmless in itself, is used in an annoying or attention seeking (and therefore disruptive) way.

- *harmful*

Any item deemed to pose an immediate threat to a person's physical or emotional safety is harmful. This is the only category that may warrant a search ([section 107](#) of the Education and Training Act).

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

The focus must be on the inappropriate behaviour, i.e., causing disruption in the class, or compromising the safety of an individual, rather than on the technology itself. The School's/Kura's cybersafety agreements and behaviour management plans set out what is acceptable and the consequences of inappropriate behaviour. Incidents involving digital devices are managed with due respect for the Student/Ākonga's safety and privacy, and the integrity of the device and contents.

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

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

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

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

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

Retention of digital devices

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

Resources

- See NetSafe's [Digital Technology - Safe and responsible use in schools](#) for comprehensive information and guidelines.

SURRENDER AND RETENTION OF PROPERTY AND SEARCHES

As part of our commitment to provide a safe physical and emotional environment for our School/Kura community, the School/Kura is obliged to protect all members of the School/Kura community from dangerous items brought to School/Kura, and to respect the privacy and emotional safety of the individual. The School/Kura community, and the public, expects the school environment to be free of alcohol and drugs, weapons, and cyberbullying.

To provide this protection and meet expectations, the School/Kura:

- makes its community aware of which items are prohibited at the School/Kura and the consequences of bringing such an item to School/Kura;
- has guidelines around the surrender and retention of property, including digital devices, and the searching of Students/Ākonga;
- ensures that all Staff/Kaimahi members understand the guidelines and their authority to act within them;
- ensures that searches are conducted according to the School/Kura guidelines and only by authorised Staff/Kaimahi members;
- keeps a written record of searches.

The Surrender and Retention and Searches legislation applies at school, and at all school events and school supervised situations, such as Education Outside the Classroom (EOTC) events.

These are guidelines only – see more detailed information in the [Ministry of Education Guidelines](#) and seek legal advice as necessary.

Legislation

- [Education Act and Training Act 2020](#) – Part 3, [Subpart 4 – Searches and surrender of property](#)
- [New Zealand Bill of Rights Act 1990](#) in particular section 21 which states that everyone has the right to be secure against unreasonable search or seizure, whether of the person, property or correspondence or otherwise. The section doesn't prohibit searcher or seizure of Student/Ākonga property but schools must be able to justify their actions as reasonable and necessary to maintain a safe environment
- [Human Rights Act 1993](#)
- [Privacy Act 2020](#)

Resources

- Ministry [Guidelines and Rules](#).

TEACHER DUTY

Description and purpose

Our Teacher Duty Chapter deals with Staff/Kaimahi supervision of Students/Ākonga during break times. It aims to:

- make the playground a safe and enjoyable place to play;
- control and supervise Students/Ākonga who are indoor on wet days;
- supervise Students/Ākonga during lunch and eating times;
- provide adequate care for Students/Ākonga who are injured; and
- remove and/or counsel Students/Ākonga involved in inappropriate behaviour.

Guidelines

1. We will always have a teacher on duty during breaks in the School/Kura day. Duty times will be 8.45am to 9.00am, 10.30am to 10.50am (morning break), 12.30pm to 1.00pm (lunch break), 1.00pm to 1.30pm (lunch break), and 2.55pm to 3.10pm (road patrol) on each School/Kura day.
2. If a teacher knows in advance that they will be away on their duty day then they are to arrange to swap.
3. A teacher on duty will:
 - (a) record inappropriate behaviour by Students/Ākonga;
 - (b) supervise a 10-minute lunch break between 12.30pm and 12.40pm;
 - (c) at other times, be active in the School/Kura grounds and remain visible to Students/Ākonga so that Students/Ākonga can find them in case of accident or emergency;
 - (d) in the case of an accident or emergency (refer to the Health and Safety Policy):
 - (i) contact parents/carers/whānau or emergency services; or
 - (ii) treat minor Student/Ākonga injuries by administering basic first aid; and
 - (iii) fill in the Injury Register where necessary;
 - (e) check corridors and cloakrooms; and
 - (f) decide whether all Students/Ākonga should be inside in the case of wet weather, in which case the teacher may need to ring a rain bell (this should only occur when children cannot play outside due to continuous rain).
4. Students/Ākonga:
 - (a) may remain inside during morning break and lunch providing they remain seated when eating food, behave in an appropriate manner, and are engaged in appropriate activities / are appropriately occupied (for example, reading, board games, computers, playing instruments or finishing work);

- (b) will not leave the School/Kura grounds after arriving in the morning without teacher permission; and
 - (c) may retrieve balls from neighbours provided they are supervised by the duty teacher.
5. Out of bounds areas are:
- (a) any bank area that has been fenced;
 - (b) for Year 0 to 3 Students/Ākonga, near the saluting base / Point Jerningham and path to the Long Hall, without teacher supervision;
 - (c) church or gateways grounds; and
 - (d) beyond the fenceline on the School/Kura drive.
6. The after School/Kura duty teacher will take any Student/Ākonga not collected by 3.10pm to the library to await collection. For further information regarding teacher duty during road patrol, refer to the Road Patrol Chapter of the Health and Safety Policy.

TREATY OF WAITANGI/TE TIRITI O WAITANGI

Description and purpose

Our Treaty of Waitangi/Te Tiriti o Waitangi Chapter provides guidelines for the School/Kura to act consistently with the Treaty of Waitangi/Te Tiriti o Waitangi. It aims to ensure fulfilment of the intent of the Treaty of Waitangi/Te Tiriti o Waitangi through the valuing of New Zealand's dual cultural heritage.

The Education and Training Act sets as one of the School's/Kura's primary objectives under [section 127](#) to give effect to Te Tiriti o Waitangi, including by:

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and tea o Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori, and equitable outcomes for Māori Students/Ākonga.

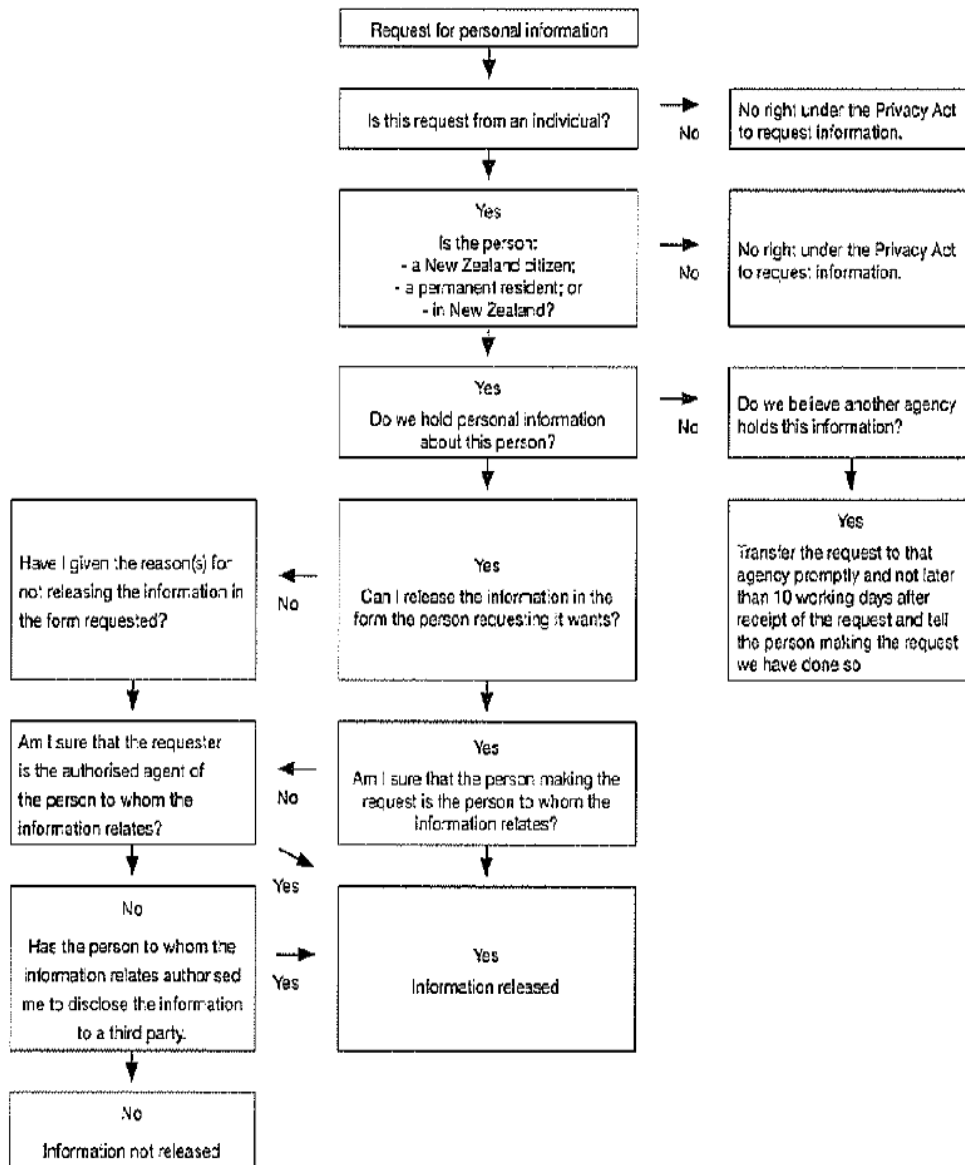
Background

In pre-European times, the land at the School was the site of Te Wai Hirere, a stockaded village of Ngai Tara. Te Wai Hirere means “the gushing water”, because heavy rain had occurred while the Pa was being constructed and a flood swept over the site causing temporary havoc. The School's/Kura's Students/Ākonga have inherited this history.

Guidelines

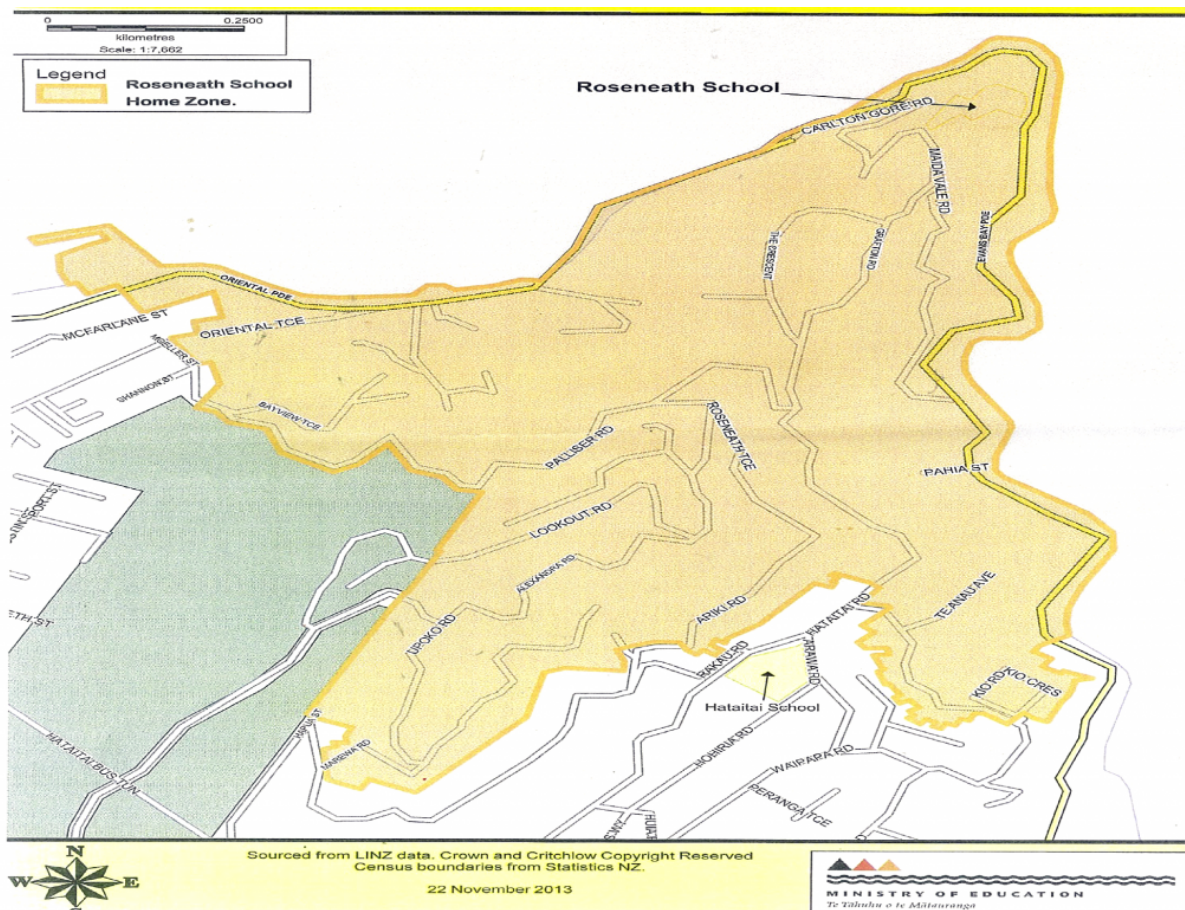
1. We will develop practices which reflect the intent of the Treaty of Waitangi/Te Tiriti o Waitangi as a partnership between peoples and which reflects New Zealand's dual cultural heritage.
2. As a School/Kura whose predominant language and culture is European, Students/Ākonga will be encouraged to become aware of, respect, and be receptive to the values of Māori culture. In particular, we will:
 - (a) endeavour to ensure the curriculum reflects Māori perspectives by:
 - (i) continuing the correct use and pronunciation of Māori language in day to day activities (including through the use of greetings);
 - (ii) providing experiences for Students/Ākonga to gain a basic understanding of tikanga Māori /Māori protocol;
 - (iii) providing opportunities for Student/Ākonga to experience Māori culture and to reciprocate by sharing their skills and culture (for instance, through exchange visits to other schools); and
 - (iv) supporting Staff/Kaimahi in seeking opportunities to develop and maintain their knowledge and expertise of te reo Māori (language), ngā tikanga Māori (customs), and taha Māori (Māori perspective);
 - (b) make equitable provisions in the curriculum for the instructional needs of Māori Students/Ākonga (in consultation with their parents/carers/whānau); and
 - (c) given the small numbers of Staff/Kaimahi at the School/Kura and their limited expertise in this field, endeavour to provide opportunities outside the School/Kura or by correspondence for Students/Ākonga that wish to further learn or understand Māori language and culture.

APPENDIX A: REQUEST FOR PERSONAL INFORMATION FLOWCHART



APPENDIX B: DESCRIPTION AND MAP OF SCHOOL ZONE

All Students/Ākonga who live within the home zone described below and/or shown on the attached map shall be entitled to enrol at the school.



Home zone

- The outside boundary line is the sea from opposite 154 Oriental Parade (in zone) and above, around to opposite 216 Evans Bay Parade (in zone).
- The internal boundary line from 154 Oriental Parade is a line such that Oriental Terrace addresses and Bayview Terrace and Palliser Road addresses are in zone. Moeller Street addresses are not in zone.
- The internal boundary line continues along the eastern edge of the Town Belt such that Hapua Street numbers 38 and above are in zone. Marewa Road, Heparara Street and Arika Road addresses 35 (odd side), 46 (even side) and below are in zone. Rakau Road and Hataitai Road addresses are not in zone.
- To the north of Hataitai School, Grafton Road addresses are in zone, and to the east of Hataitai School Te Anau Road addresses 109 (odd side) and 110 (even side) and above are in zone. Kio Crescent and Kio Road addresses are in zone.
- The internal boundary line then connects to the sea such that 216 and 217 and below numbers on Evans Bay Parade are in zone.

APPENDIX C: A GUIDE TO POSITIVE BEHAVIOUR

At the School/Kura:

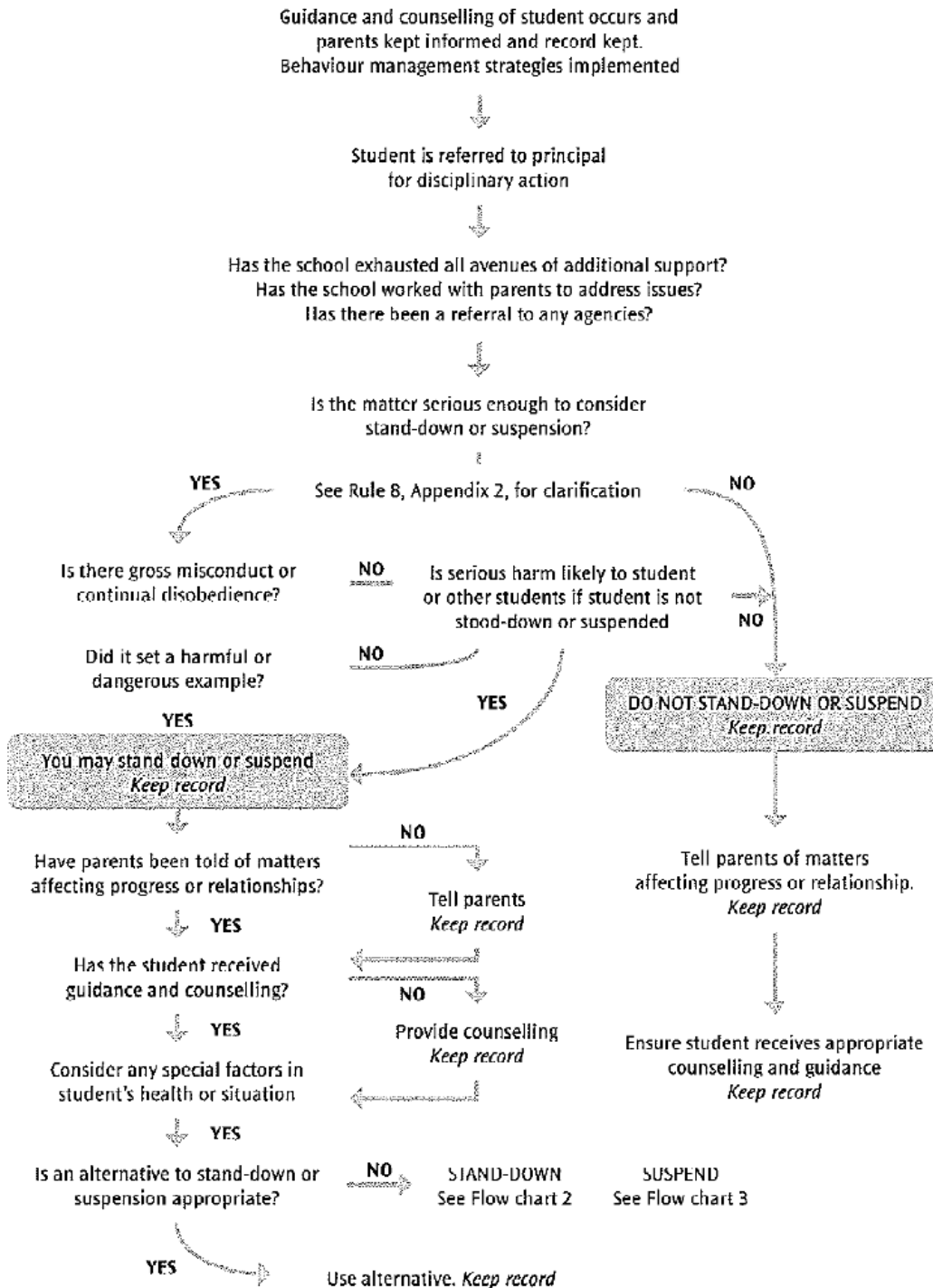
- We walk in classrooms and corridors.
- We use our words to explain our feelings and concerns with others.
- Ball games are played outside.
- We solve problems peacefully by talking things through.
- We call people by their proper names.
- We ask permission of the owner before using other's property.
- We put rubbish and other waste in the approved places, and we clean up after ourselves.
- We encourage people when they are trying.
- We treat others as we would like them to treat us.
- We sit down to eat our morning tea and lunch in our own classroom.
- We look after things we use at school/kura.

APPENDIX D: FLOWCHARTS ON STUDENT/ĀKONGA STAND-DOWN, SUSPENSION, EXCLUSION, AND EXPULSION

Flowchart 1

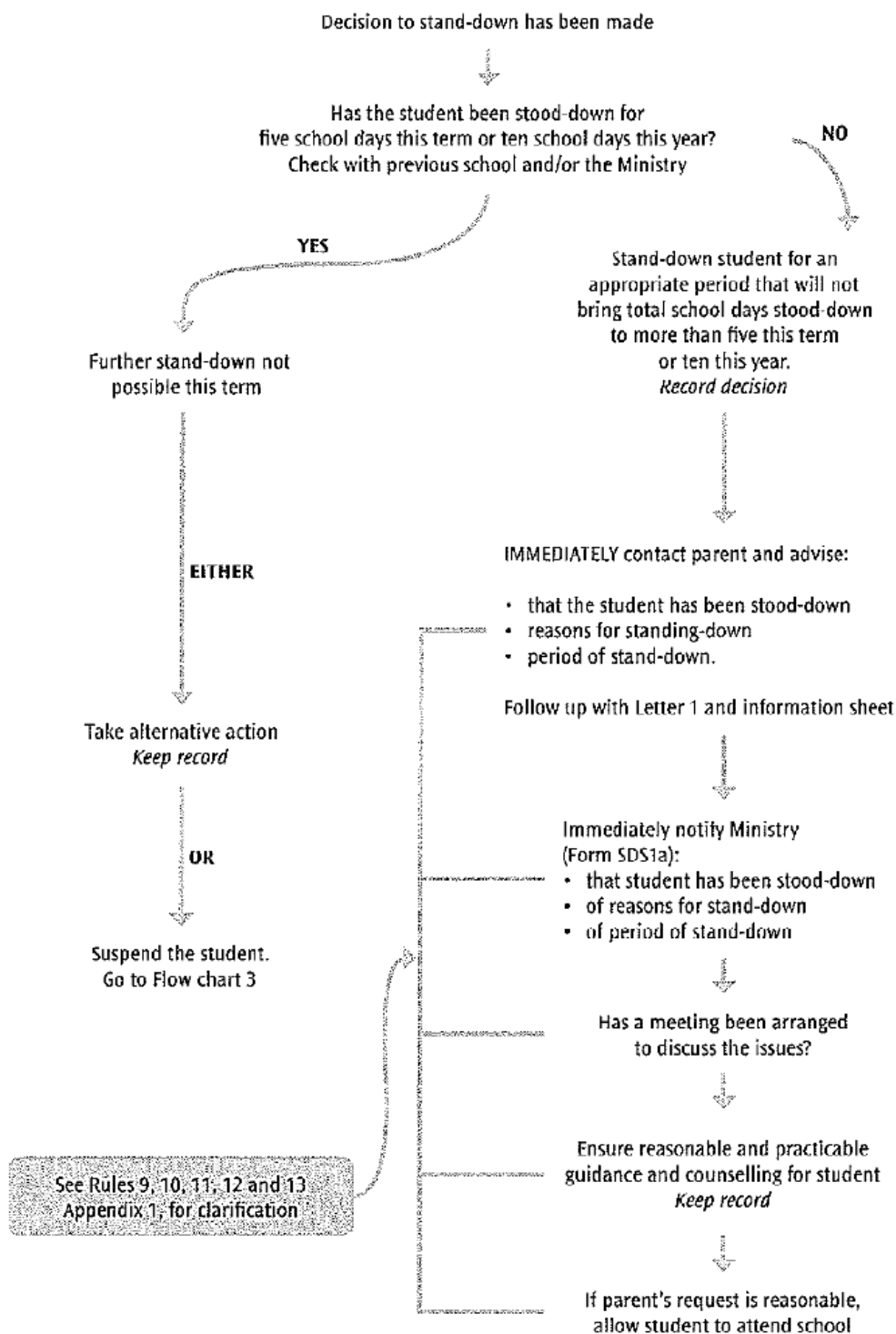
Principal considers possible stand-down or suspension

At all times, the principles of natural justice apply – act fairly and reasonably in the circumstances.



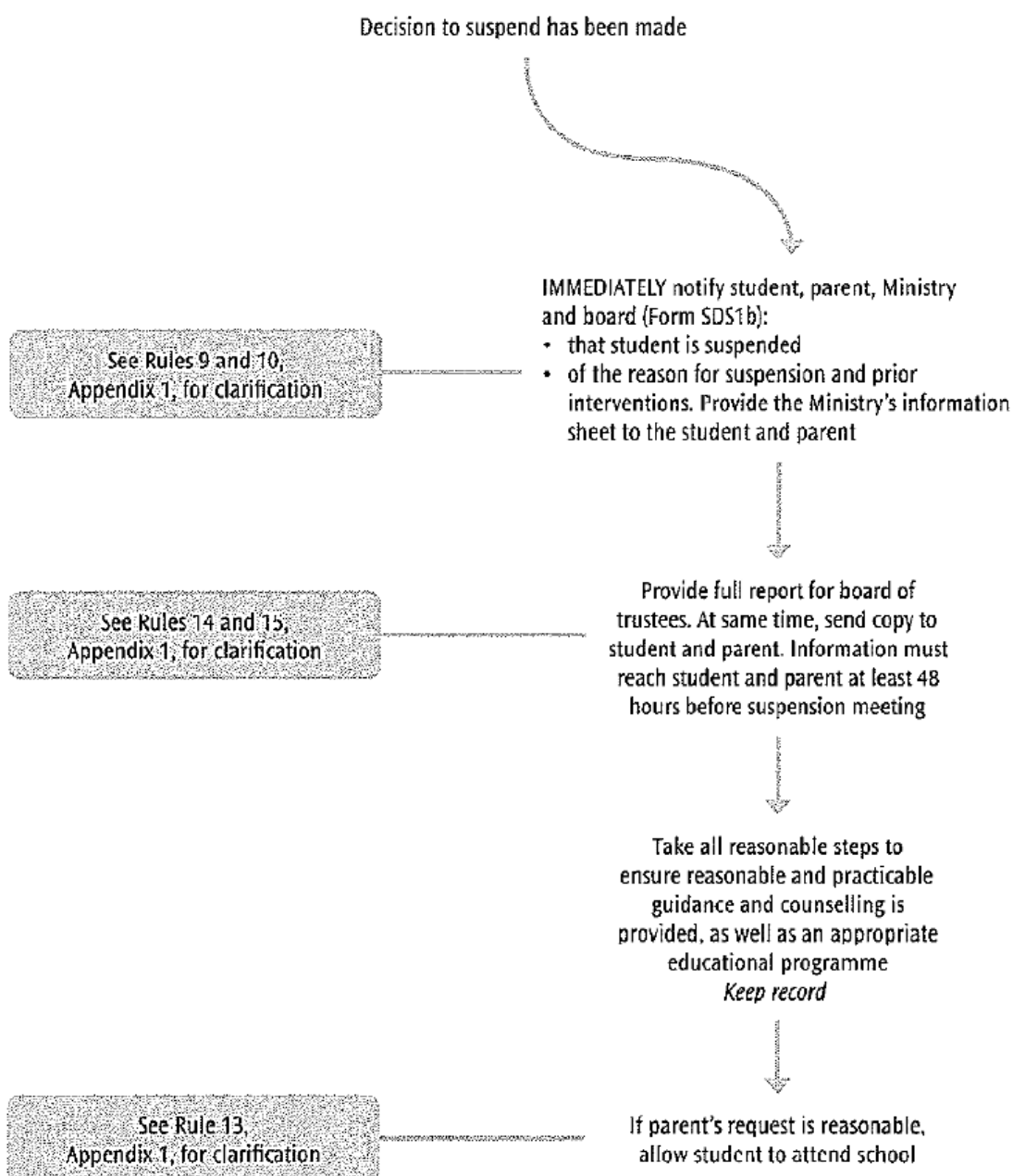
Flowchart 2

Stand-downs: Action by principal following decision to stand-down



Flowchart 3

Suspensions: Action by principal following decision to suspend



Flowchart 4

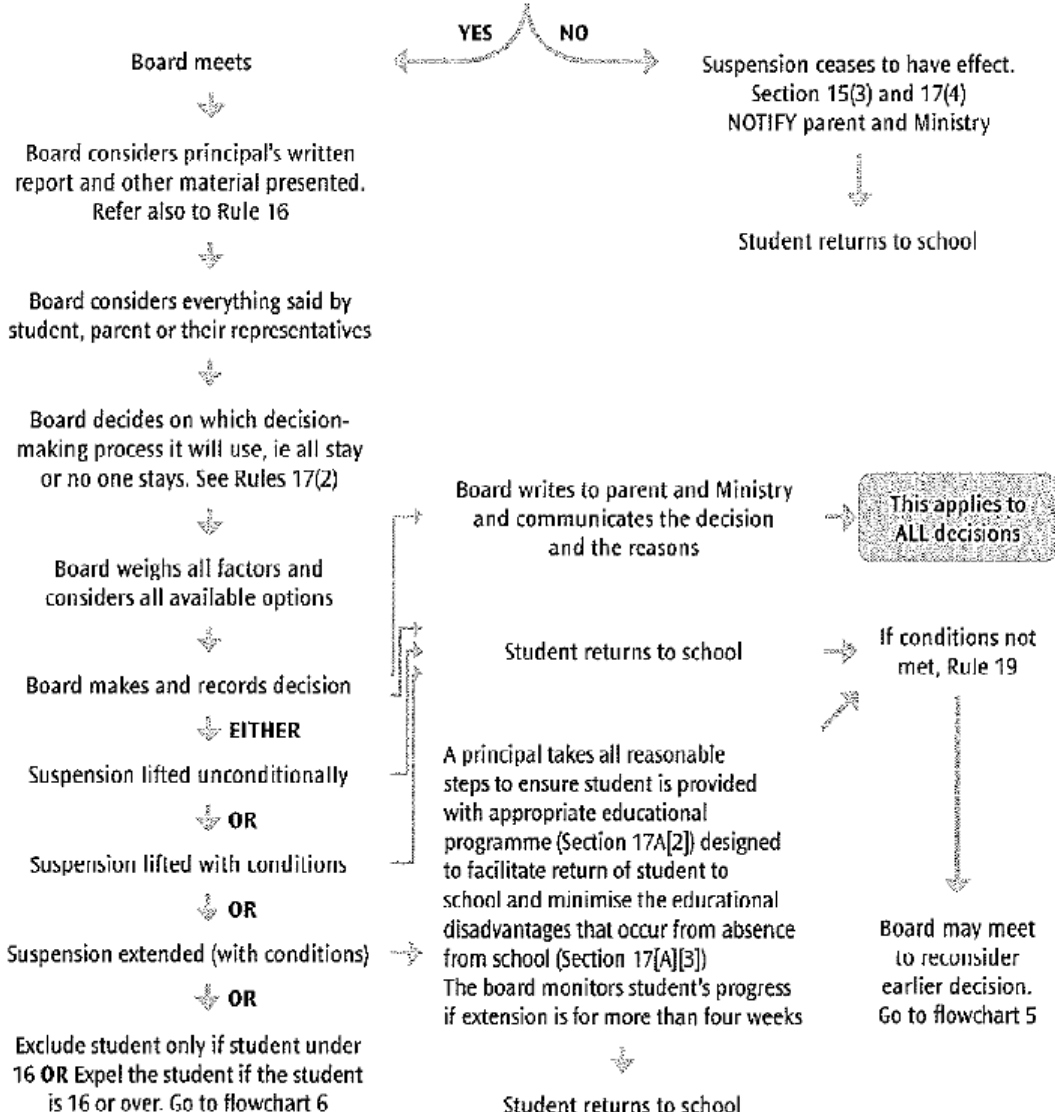
Action by board following decision to suspend

Student has been suspended. Parents, board and Ministry have been notified. Board, parents and student have been given principal's full written report and Ministry information on suspensions. This information must reach student and parent at least 48 before the suspension meeting

Board arranges meeting to decide whether to lift or extend the suspension or exclude or expel the student, taking all reasonable steps to give the student's parents reasonable notice of:

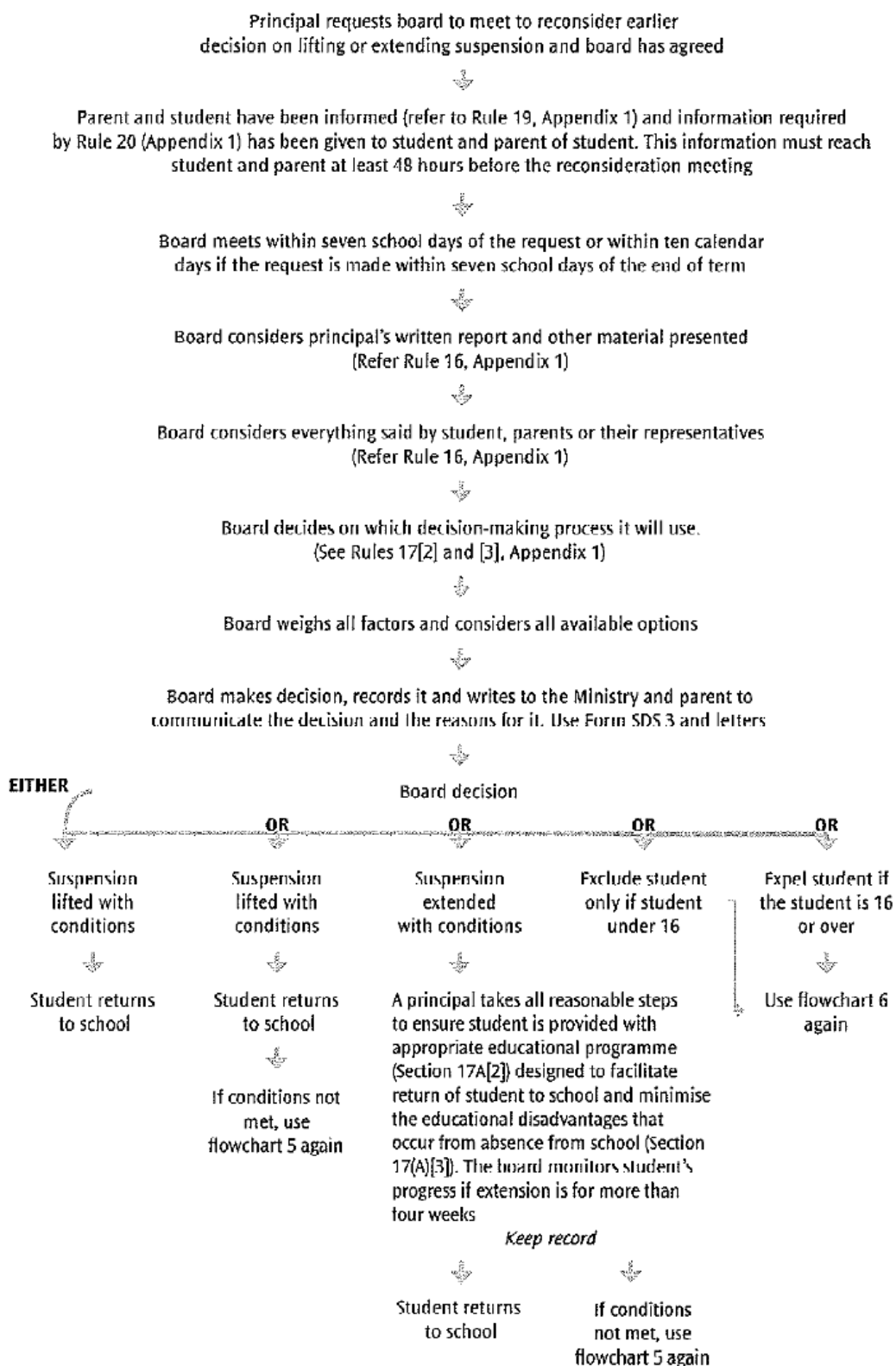
- time and place of meeting
- right of student to attend the meeting
- right of parents to attend the meeting
- right of parents and student to bring representatives
- right of any of the above to speak at the board meeting. Section 17B

Is meeting before close of (a) seventh school day after day of suspension? **OR** (b) tenth calendar day after day of suspension when suspension occurred within seven school days of end of term?



Flowchart 5

Reconsideration of suspension: Action by board



Flowchart 6

Action by principal when student excluded or expelled

