

Westminster Christian School

est. 1981

Educating for Time and Eternity

School Policies

As at 7th March 2019

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NAG 1 - Curriculum

1. Do our school programmes have each seven essential learning areas covered?
2. Do we have a system for monitoring children's progress against the national Curriculum objectives?
3. Do we have a system for analysing barriers to learning and associated strategies, which address each barrier?
4. Do we have a system for assessing student achievement (those at risk, gifted and talented and those not achieving)?
5. Do we have a system for keeping and maintaining individual records?
6. Does our charter or curriculum delivery policy need reviewing (are there aspects of the curriculum which require particular attention)?
7. Has our community been consulted about the Health Curriculum (every two years)?

Associated Policies

Policies

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Policy No. 7 - Curriculum

Romans: 11 v 36

For from Him and through Him and to Him are all things, to Him be the glory for ever. Amen.

Proverbs: 2-6

For the Lord gives wisdom and from His mouth comes knowledge and understanding.

Rationale

To ensure that the BOT complies with NAG 1 by providing a balanced curriculum in accordance with the National Curriculum Statements (i.e. the NZCF and other documents based upon it). This balanced curriculum must be in line with our special character, which means our curriculum, is Christ centred.

Purposes

1. That the staff will implement a Biblical World View into all curriculum areas.
2. To ensure the BOT has processes in place to implement learning programmes based on essential learning areas, skills and the achievement objectives as outlined in NAG 1.
3. Monitor student progress against National Achievement Objectives and National Standards in Reading, Writing and Maths.
4. Analyse barriers to learning and to implement strategies to overcome them.
5. Assess student achievement, maintain individual records and report on student progress.
6. To recognise that each child has their own individual talents, their own dignity, motivation and ways of learning.
7. To provide programmes that meet children's learning needs.

Guidelines: (as outlined in nag 1).

1. Staff will develop a curriculum plan to be approved by the BOT covering the seven essential learning areas (Maths, English, Science, Technology, Social Science, Physical Education/Health and Music/Arts).
This curriculum plan will provide balanced programmes, which are consistent with the NZ Curriculum, our Special Character and reflect the Schools' Charter.
2. The programmes will be planned so that in each learning area, each strand will be covered over a year so that Achievement Objectives are taught to, assessed and used to direct future planning in authentic learning contexts.
3. The eight essential skills will be included in planning programmes. They will be selected and assessed along with Achievement Objectives, Assessment which will be dated and recorded and then recorded on the cumulative card.
4. Assessment of essential skills will be used to help determine barriers to learning and strategies required to overcome them. This will include looking at children who are at risk and children who have special abilities.
5. School wide planning and a range of assessment procedures will be developed in each essential learning area and in the essential skills. This will include formative, summative and feed forward assessment. All teachers will write a feed forward statement on all their units so they know what to do for further planning.

6. At the end of each unit plan evaluation will take place. We will address any identified needs by implementing individualized educational programmes. (IEP).
7. The school will have written procedures, which are actively practised and regularly reviewed, to ensure compliance, to check curriculum is being delivered.
8. Compliance reporting is documented in National Administration Guideline 4.
9. Provide career education and guidance for pupils in Years 7 and 8.
10. Priority to Literacy and Numeracy in Years 1 – 4.
11. Engage our Maori community in order to develop policies, plans and targets for improving the achievement of any Maori students and make these known to the school community.
12. Ensure there is ongoing review of the total curriculum area.
13. Report on student progress and achievement to the students, parents, Board of Trustees and the wider school community where necessary.

Conclusion

The BOT will provide a balanced curriculum in accordance with the National Curriculum Statements as required by NAG 1. Effective learning will be Christ centred, enjoyable and satisfying. Learning happens best when there is an active partnership of children, teachers, parents and community.

Policy No. 13 - Assessment, Evaluation & Reporting Policy

Do your best to present yourself to God as one approved a workman who does not need to be ashamed.

Tim II 2:5

Rationale

A consistent Assessment, Evaluation and Reporting programme throughout the school provides opportunity for students, parents and teachers to identify needs, ascertain progress levels, provide relevant education and ensure that a difference is being made through the students' learning at school and to assist teaching staff in evaluation and modification of their programmes and courses.

Guidelines

Reporting to parents and BOT needs to be specific, relevant and purposeful. All staff will encourage our pupils to fulfil the gifts and potential which God has given.

It needs to be specific.

It needs to be an honest indicator of student progress and ability.

It needs to inform parents effectively.

Written reports are done twice yearly and parents are given the opportunity for at least one formal interview each year. Next Learning Steps are placed in each Student's Report. All children are measured against the Westminster Achievement Goals twice a year. Parents can arrange an interview at a time suitable to the teacher.

Assessment is based on anecdotal records, tests and surveys (including Six Year Nets, Test Batteries and PAT). We also used Gloss for Maths assessment.

Every effort will be made to ensure that assessment procedures are fair to all students and clearly understood by them.

All assessment procedures will be reviewed annually. If necessary where there are two groups of children eg. two Year 2 classes, moderation will be encouraged to show consistency across the year group.

Procedures

At each level selected Achievement Objectives are listed for strands and each Essential Learning area in each unit. Self-assessment procedures will also be encouraged.

Conclusion

A cumulative record of student progress is kept and communicated to parents, caregivers and BOT and is used to develop learning programmes.

All children should have fair and equal access to regular school experiences and an opportunity to participate fully in the life of the school.

Policy No. 18 - Special Needs

For you created my inmost being, you knit me together in my mothers womb. I praise you because I am fearfully and wonderfully made.
Psalm 139:14

Rationale

Westminster Christian School will be a welcoming, accessible environment, which encourages the full inclusion of learners with special needs.

All students will have obligation to receive an education that is geared to their capabilities and needs.

Purposes

1. To include learners with special needs in all class activities and curriculum where possible.
2. To encourage teachers to teach children with special needs (with support and information where needed).
3. To encourage effective communication between parents/caregivers and to consult, when appropriate, in the development of educational programmes for their children. That consultation be communicated through the Principal, and class teacher.
4. To collaborate and use support networking between parents, administrators, teachers and other specialists.
5. To provide Teacher Aide support and resources for individual special needs, as resources are available – limit to resources – parents may be asked to part pay.
6. To encourage peers to respect diversity.

Guidelines

1. Create a learning environment in which students naturally interact with one another through talking, sharing and working together.
2. Class teachers are to adapt their classrooms to accommodate wide diversity amongst students in physical, intellectual, behavioral and social domains.
3. Class teachers identify the support resources required for students with special educational needs and apply through the Principal for adequate additional funding.
4. The Principal is to ensure that funding provided is spent for the purposes identified.
5. Students with special educational needs require written individualised educational goals plans documenting IEP's listing:
 - a. current strengths and needs;
 - b. goals;
 - c. objectives;
 - d. teaching strategies;
 - e. resource deployment;
 - f. evaluation procedures;
 - g. responsibilities of team members; and
 - h. date for review of programme.
6. The school is sensitive to the needs, values and ethnicity of parents / caregivers and encourages and respects their contribution towards the development of their child.
7. The Board of Trustees ensures safe access, learning opportunities and provides training for staff.

Policy No. 34 - Taha Maori Policy

Rationale

The school has a commitment to promote cultural sensitivity in a Biblical context concluding that we are all one in Christ.

Purposes

To understand, experience and appreciate Maori culture, attitudes and values.

To support all New Zealanders in their right to their own culture.

To develop cultural awareness in the children and an appreciation of our dual cultural heritage.

To incorporate other cultural perspectives as an integral part of the school programme.

Guidelines

Where appropriate, Taha Maori will be integrated with other curriculum areas, adding a further dimension to teaching and learning. This may include:

- Mathematics: counting, time, using natural resources for equipment, e.g. sticks, stones, feathers
- Social Sciences: history, values compared with Christian values legends and the world view they promote
- Science: navigation, conservation
- Language: story telling, greetings and responses
- Physical Education: stick games, poi, knuckle bones, tops
- Music: dance, action songs, instruments
- Art: natural dyes, weaving, carving and messages contained Health: Mana, tapu
- The school will, whenever possible, make full use of Maori resources in the community and capitalise on the experiences and perspective of the tangata whenua.

Conclusion

We will work towards the promotion of a better understanding of a Maori perspective in our school and provide programmes that help the children to value our dual cultural heritage across all curriculum areas.

Policy No. 47 - Gifted and Talented Education

We have different gifts, according to the grace given us by God...et us use them

Romans 12:16

Rationale

1. Children with exceptional abilities will recognise that their ability is given to them for the mutual benefit of others and they will actively cultivate their talents for this purpose.
2. Westminster Christian School will provide an environment where children with exceptional abilities are recognised and valued, and learning programmes are adapted and resourced in order to develop their talents.
3. Talents are used for the building up of others as they are a gift from God (this ties in with our Community Big Picture).

Procedures

1. A checklist to identify exceptionally able children will be filled out by the classroom teacher for any child they believe could need a modified curriculum to reach their needs.
2. A record will be kept in the Special Needs Register and in liaison with the gifted education professional, parents and classroom teacher; an appropriate education plan will be planned.
3. Parents will be given the opportunity at Enrolment to specify any exceptionality their child might have, which might require subsequent modification of the curriculum.
4. All unit plans in classrooms will need to have appropriate differentiated activities for the range of students in the classroom.

Guidelines

1. Pupils who are identified as gifted will be in the top 20% academically (where this can be substantiated by standardised tests), and will meet Category 2 Behavioural and/or Category 3 Outstanding Ability Factors. These are designed to look broadly at all students, and where necessary, will identify Gifted Underachievers and Gifted Students with Disabilities.
2. Special Character will also be considered in the identification of giftedness.
3. The process will involve a handover from one teacher to the next so as to streamline their education provisions each year.
4. In addition to classroom provisions, there will be opportunities for identified students to participate in special programmes that are available through the Teachers Resource Centre, One Day School, Gifted Kidz, holiday programmes, and the Internet.

Policy No. 52 – Annual Review of Information

Code Requirements

Section 9.1: Signatories must review all information provided to prospective international students at least annually to ensure its accuracy and relevance.

Section 9.2: The annual review of information must be recorded in a form that can be made available to the Administrator if requested.

The information given to International Students will be reviewed annually in November.

Responsibility for overseeing the annual review of all information available to international students is as follows:

- The Principal is responsible for approving any changes highlighted in the review.
- The Principal is responsible for implementing these changes, both in hardcopy and on the Website
- The Principal is responsible for ensuring annual review of information is recorded in a form that can be made available to the Code Administrator if requested.

Annual Review of Information Checklist:

- | | |
|-------------------------|--|
| Section 4.2: Prospectus | <ul style="list-style-type: none">-4.2.1 Tuition Fees-4.2.2 Application Requirements and Procedures-4.2.3 Conditions of Acceptance-4.2.4 Refund Conditions-4.2.5 English Language Proficiency-4.2.6 Information on Facilities, Equipment and Staffing-4.2.7 Information on Courses/Qualifications offered-4.2.8 Information on Medical and Travel Insurance-4.2.9 Information and advice on the types of Accommodation available to students-4.3.1 Availability and characteristics of accommodation options-4.3.2 Realistic estimates of the cost of accommodation on and off campus-4.3.3 Application process for securing accommodation-4.3.4 Whether or not the suitability of accommodation has been assessed and the results communicated to students.-5.3 The Standard CODE, IMMIGRATION, HEALTH AND TRAVEL INSURANCE, ELIGIBILITY FOR HEALTH SERVICES, ACCIDENT INSURANCE and MEDICAL & TRAVEL INSURANCE wording.-17.1 Name and Designation of person or unit students can contact regarding accommodation queries |
| Section 7.2: Handbook | <ul style="list-style-type: none">-7.2.1 Orientation Programme and Support Services-7.2.2 Grievance Procedures-7.2.3 Summary Code |

- 7.2.4 Withdrawal and Non-Attendance Procedures
- 7.2.5 Circumstances in which Tuition may be Terminated
- 7.2.6 Fees Protection and Refund Policy
- 7.6 Notifying of Change of Address
- 15.1 Name and Designation of Pastoral Support Person or Unit
- 15.2 Support Services
- 15.3 Additional Support Services (as applicable)

Other Information:

- Section 7: Offer of Place Letter(s)
- Section 13: Tuition Agreement
- Section 13: Refund Policy
- Section 13: Application for Enrolment Form

Policy No. 56 - Promotion / Retention of Children

Rationale

The promotion and retention of children should be in accordance with Ministry Guidelines and the individual social and educational needs of each child.

Purposes

1. To clarify promotional policy throughout the school.
2. To ensure that the needs of children are met to the best ability of the schools staffing and resources.

Guideline

Children should remain in the Junior Syndicate for a period of (year 0 – 4) no longer than 4 years and no less than 3 years before promotion into Year 4.

Cut Off Date

The cut off birth date for children to move from Year 0 to Year 1 is 30th June. This means that a child who has a birth date and starts school before or on 30th June will go into Year 2 in the next calendar year.

Any children whose birthdays falls on or after 1 July are considered to be New Entrants and will go into Year 1 the following calendar year. We will carefully look at all children's progress if their birthdays fall within a month either side of 30th June to ensure they are suited socially, academically and physically to the year level their birthday puts them in.

We will only move children out of their age group under exceptional circumstances and after full consultation with parents.

Children's Classifications

When entering school at 5, children will be classified as Year 0. They will be reclassified after six months of schooling. Therefore, a child starting at 5 in mid-year will be classified as Year 1 at the start of the next calendar year.

Conclusion

That no child stay in the same year level or miss a year without consultation and professional guidance between Principal, Teacher, Senior Management or related services.

Policy No. 57 - Westminster Achievement Standards

Rationale

We use National Standards and rename them as Westminster Achievement Goals as benchmarks for our parents and pupils to guide their achievement in Reading, Writing and Maths for the near future.

Purpose

To give parents a benchmark that is standardised so they can see their child's progress in Reading, Writing and Maths.

Objectives

1. The school will report in plain language to students and parents twice a year, at the end of Terms 2 and 4, on their progress in Reading, Writing and Mathematics. The first report will reflect on the journey so far and what needs to be done to meet the standard by the end of the year.
The second report, at the end of the year, will show if the standard has been met after one year of teaching.
2. Staff will give parents feedback on how the child can be assisted to effectively meet the standard in Reading, Writing and Mathematics throughout the child's learning year.
3. The school reports school-level data in the Board's annual report on Westminster Achievement Goals under the following headings:
 - a. school strengths and identified areas for improvement;
 - b. the basis for identifying areas for improvement;
 - c. planned actions for lifting achievement
 - d. the numbers and proportions of students At, Above, Below or Well Below the standards, including Maori, Pasifika, and by gender (where this does not breach an individual's privacy).

Policy No. 58 - Homework

Whatever you do work at it with all your heart, as working for the Lord not for men.

Colossians 3:23

Rationale

Homework is given across the school in order to practise mastery of skills in the core curriculum areas as well as positively reinforcing and consolidating what is being learnt in the classroom. It is also given so as to encourage the student to develop positive work habits and time management. At times work that is not completed in class may also be sent home. Homework will be given either electronically or as a hard copy or a combination of both.

Guidelines

1. Homework must be completed as requested by the class teacher.
2. Time allocation - Monday to Thursday
 - Juniors - years 0 to 2 - up to 20 minutes
 - Middles - years 3 and 4 - up to 30 minutes
 - Seniors - years 5 and 6 - up to 35 minutes
 - Intermediate - Yr 7/8 up to 45 minutes
3. Homework should be done independently by the student and guidance and assistance given only when necessary.
4. Teachers will set consequences for homework that is not completed without a valid reason being given.

NAG 2 - Strategy

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
- c. on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and
 - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

All Nags 1 – 6 are administered insofar as these do not contradict God's self revelation of himself in:

1. *The creation, preservation and governance of the universe.*
2. *The Holy Scriptures of the Old and New Testaments or Word of God written.*

NAG 3 - Good Employer

1. Do we have job descriptions for every staff member and a system for regular review.
2. Do we have a professional appraisal system for all staff (including support staff)?
3. Do we have a school staff development plan linked to school needs, appraisal and job description?
4. Does the Principal have a performance agreement?
5. Do we have a complaints policy? Is it known by the community?
6. Do we have an EEO Policy and programme?
7. Do we have an equity policy?
8. Are the employment contracts easily accessible to the Board of Trustees and all staff (support and teaching).
9. Are the personnel related policies still relevant? Are the personnel policies reviewed?

All Nags 1 – 6 are administered insofar as these do not contradict God's self revelation of himself in:

1. *The creation, preservation and governance of the universe.*
2. *The Holy Scriptures of the Old and New Testaments or Word of God written.*

Associated Policies

Policies

EEO

Complaints

Staff Appointment

Staff Appraisal

Sexual Harassment

Parental Involvement

Associated Practices

Performance Management System

EEO monitoring and reporting

Compliance with employment contracts

Provision of a safe working environment

Regular consultation with staff

Acknowledging staff effort

Provision for staff development in the annual budget

Code of conduct – Board of Trustees and Principals

Christian Character

We expect that our staff will display high standards of Christian-like behaviour that is expected in their role as employees of this school. This will be evident through dealings with Board, Community and their teaching colleagues.

Our Christian character will permeate from our relationship with God, our daily Christian education programmes in our classrooms, our daily devotions as staff and our daily linkage to our Biblical World View as outlined in our mission statement.

We must never forget we are pursuing Christ-centered education.

Policy No. 2 - Allocation Of Permanent Management and Fixed Term Reward Units

Do not defraud your neighbour or rob him.

Leviticus: 19 : 13

The Board of Trustees is bound by the requirements of Scripture (*Matthew 10 v 10 and Luke 10 v 7*) as well as legislation and by the State Sector Act 1988 which requires the Board to be a good employer. The 1998 CEC Contract introduced M & R units.

For the worker is worth his keep.

Matthew 10 : 10

The worker deserves his wages.

Luke 10: 7

Rationale

To create career pathways for teachers and to rethink the leadership roles they will need in the future. To distribute leadership and responsibility according to our school's strategic plan, direction and support our management structure.

Purpose

1. To guarantee all staff that the process of allocating Management Units and Units for Responsibility, Recruitment, Retention, and Reward is transparent.
2. To ensure the implementation of the school's priorities through recruitments, retention and reward of appropriately skilled and knowledgeable teachers.
3. To ensure a balanced management team that supports school processes procedures and initiatives. M Units = Management and R Units = Recruitment, Responsibility, Retention and Reward.
4. To support the Boards good employer policies of using the strengths of the staff.
5. To enable the Board to comply with Employment Contract requirements.
6. 60% of units must be permanent units, 40% are to be fixed term.
7. Fixed term goals should be achievable measurable, realistic and have an appropriate time frame.

Guidelines

1. Allocation:
 - The allocation of units will be the responsibility of the Principal.
 - Consult staff.
 - Requirements of the PTCA are met.
 - Allocation of units is based on objective criteria i.e. to positions rather than to specific people holding positions.
 - Manage the process.
 - Report to the Board annually on the unit allowance (or whenever any alterations are made) (Principal to do).
2. Management Units:

All units are permanent. They can be redirected upon the resignation of a holder or if the holder relinquishes them in writing. These types of units are for the middle management positions.
3. Teachers designated as Assistant Principal and Deputy Principal

The job description for these positions would include the professional standards for DP'S and AP's. For appointments the number of units allocated to these positions will be identified on the job specifications for each position. Unit holders will be required to include their management tasks in a performance agreement which will then be appraised by the Principal annually. At the time of appointment any change of responsibility and status of each position will be reflected in change of the number of units allocated. If a unit holder leaves during the year then the selection process will apply. Surplus units may then be distributed to other or new management positions to meet identified school needs. It is up to the Principal to notify the Board M and R unit holders annually.

4. Fixed Term Units:

Shall be allocated to individuals who are in genuine fixed term roles. That is i.e. roles that come into an end at a specified time or event.

Fixed term units will have a specific time when they will expire. These units will be associated with a job description and a clear process for performance management so that the tenure of the role should be sufficient that the goals of the role can be met. Staff wishing to be considered for a fixed term unit will be required to submit an application to the Principal.

5. Removal of Management Units:

Where there is a reduction in the number of management units allocated to the school – the following steps will take place.

Step 1: The Principal will request a staff member to voluntarily relinquish their unit and responsibility.

Step 2: If there is no response to the Principals request he/she will then identify the changes in responsibility and status required to provide a balanced management profile that best meets the current school needs.

Step 3: The teacher holding the position identifying the unit will be notified in writing of the decision made and the reason why school needs and unit structures needed to be changed.

In case of a dispute a review process will involve a written complaint to the Board.

A Board sub-committee including the Principal in consultation with the staff member will deal with any of the disputes arising.

This dispute should be resolved in a Christian like manner or we should be following procedures as outlined in our Disputes Resolution Policy.

6. Loss of units:

When units are lost as a result of role reduction the matter is dealt with in the surplus staffing provisions. Salary protection is available for a staff member where a permanent unit is lost. Where a fixed term unit is lost the protection is only for the period of the fixed term.

7. Other Management Unit Holders:

Teachers other than the DP or AP who receive management units will have the job specifications duties and expectations linked to the unit or units stated in their job description.

8. This policy will be reviewed annually.

Policy No. 3 - Equal Employment Opportunities

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

Rationale

Employers have an obligation under the State Sector Act 1988 to act as a good employer and operate an EEO Programme.

The New Testament makes it clear that all who have faith in the living God have been clothed with Christ and are therefore sons and daughters of God. There is neither Jew nor Greek, slave nor free, male or female for you are all one in Christ Jesus. If you belong to Christ then you are Abraham's seed and heirs according to the promise. Galatians 3:26-29.

Purposes

To identify and eliminate policies, procedures and actions that cause unfairness in the employment of any person or groups of people.

Guidelines

1. The school will appoint a person to be responsible for the EEO Programme i.e. Co-ordinator.
2. The Principal will draw up a database of information on all new employees and will report on it annually to the BOT.
3. The database will provide information on gender and ethnic groups of employees, and information on all disabilities of employees, because the EEO Programme particularly recognises the aspirations of all staff, ethnic minorities and persons with disabilities and aged persons.
4. The EEO Co-ordinator will, in his/her report, suggest any appropriate changes to personnel policies and practices to encourage fairer practice.
5. The EEO Co-ordinator will outline 1 or 2 specific objectives for each of the personnel policies to be included in the EEO programme annually.
6. The EEO Co-ordinator will monitor all job interviews to ensure no discriminatory processes are initiated or questions are asked which disadvantage any individual applicant.
7. An internal monitoring system will be in place to ensure staff and board members are kept informed of EEO issues.

Policy No. 4 - Performance Management / Appraisal

Servants, Obey in all things your Master according to the flesh not with eye service as men pleasers but in singleness of heart, fearing God. Col 3:22

Rationale

National Administration Guideline 2 states that:

Each BOT is required to develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.

Guidelines

Performance management refers to all aspects of employee performance:

- Procedures for handling complaints about staff and competency.
- Keeping of staff profiles.
- Allocation of M & R units (see appropriate Policy).
- Appraisal (With Appraisals for Professional Development, Principal's Appraisal and Teacher Registration / Attestation). The process includes assessments and evaluations with regard to Quality assurance (measured against job description / professional standards) and Professional Development.

Appraisal System / General

The Appraisal system is to support, assist and encourage employees to achieve a high level of performance in all areas of their work, consistent with the direction of the organisation of the school. Effective communication between the appraisee and appraiser is important. It is not a grading or inspection but rather a development tool.

1. It is expected that BOT would delegate responsibility to the Principal for appraisals and staff except for the Principal.
2. Appraisal should be linked to the Strategic Planning and Self Review processes undertaken by schools, and this should be planned and provided for in the budget.
3. All staff with teaching duties and / or management responsibilities, including Principals, undergo a performance appraisal at least once every 12 months.
4. The appraiser and appraisee agree on performance expectations and objectives at the beginning of the appraisal period and on the assistance and support to be provided to achieve these (see sheet on the appraisal cycle for procedure).
5. From the Job Description, against professional standard indicators and in consultation with the Principal, objectives are determined by the Appraiser / Appraisee.
6. The appraiser – appraisee monitor performance against professional standards and provide expectations and objectives. Both evaluate the appraisee's performance and provide feedback. (Self-assessment is an important part of this process).
7. Classroom observation will form part of the monitoring programme.
8. Our policy will adhere to the Special Character of our school with regard to the Biblical standards as outlined in all Job Descriptions.
9. Guidelines for specific appraisals are included in the specific policies (ie. Principal, Professional Development, Beginning Teacher).

10. Documentation will be kept in the individual teacher file in the Principal's office in a locked filing cabinet. It is confidential to Principal, appraiser and appraisee unless agree by the appraisee.
11. In the event of a dispute arising between the appraiser and appraisee an independent Christian mediator will be brought in. If the matter is not resolved the BOT will decide the outcome.
12. Added to Policy 23:4:2002 That the Deputies and Assistant Principal of the school should be given the authority to enter a classroom and observe parts of any programme that may be causing concern. When the information is gathered the Assistant Principal or Deputy Principal should discuss with the teacher what action needs to be taken. All Principals involving Assistant Principal or Deputy Principal Appraisal will be encompassed in our appraisal points No. 1 – 11 of this Policy.

Appendix 1 - Stress Procedures In The Workplace

Masters provide your slaves with what is right and fair because you know that you have a master in heaven.
Col 4: 1

Rationale

To comply with the legal requirements of the Health and Safety in Employment Act (1992) and its amendments.

Purposes

1. To promote awareness of workplace stress as a potential health hazard.
2. To reduce, as far as possible, unreasonable workplace stress on employees.

Guidelines

1. The school will promote an awareness of the issue of workplace stress. Senior staff will be trained to recognise potential workplace stress situations and to deal with them within the resources of the school. Staff will need to be educated and trained in strategies to reduce unhealthy stress levels.
2. The school will put in place clear guidelines that aim to identify, reduce and manage unhealthy stress. The school will have a clear process for considering and responding to complaints and concerns from employees and for identifying and minimising hazardous levels of workplace stress.
3. The staff will be made aware of the need to take responsibility for their own stress levels including regular holidays, effective time management and reporting to senior management unhealthy levels of stress.
4. The school will develop systems of recording information relevant to employees' vulnerability to workplace stress. This will be in consultation with staff.
5. The school will implement an EAP (Employee Assistance Programme) for those employees who are prone to stress or whose personal circumstances make the work environment stressful.
6. The school will ensure that an employee who needs sick leave for workplace related to illness is properly supported when s/he returns to school. This may relate to his/her curricular and co-curricular responsibilities.

Appendix 2 - Teaching Staff Appraisal And Assessment Procedures

Purposes (As Pertaining To Our Policy)

1. To provide formal opportunities for the recognition of efforts of staff and give feedback.
2. To establish processes and procedures that identifies and meets the needs of staff for professional development.
3. To develop a cohesive staff, working together as a team with common goals.
4. To maximise funding for staff development.
5. To improve the quality of teaching and learning.
6. To meet the school's curriculum goals.
7. To meet the dimensions laid down in the Professional Standards for Primary School Teachers and AP/DP's. (Refer to Collective Employment Contract 1998-2000).
8. To attest progression or deferment through salary increments.
9. To share and seek solutions for identified difficulties.
10. For all staff to establish curriculum responsibility, admin responsibility and personal targets.

Procedures

1. The performance management process links directly with the requirements of the 1998 Primary Teachers Collective Employment Contract (CEC).
2. The responsibility for the appraisal and assessment of all teaching staff is delegated to the principal who in turn may delegate further to appropriate staff.
3. Every staff member will have a job description, which incorporates the standards and will form the basis for performance appraisal and assessment.
4. Each staff member will be required to identify at least one personal development goal. As well, all staff will work towards the achievement of school-wide and syndicate goal(s).
5. Every staff member is entitled to the resourcing required to meet the established development objectives as agreed to in consultation with his/her appraiser and within the limits set by the budget approved for staff training.
6. The performance management process will be ongoing throughout the school year on a January through December cycle.
7. The outcomes of the Performance Management process are confidential to the appraisee/appraiser and the Principal, unless the appraisee agrees otherwise.
8. Upon leaving the school, teachers will have access to relevant personal documentation developed as part of school's performance management process. Information no longer deemed relevant by the teacher will be destroyed.
9. The performance management process is known to the staff and documented in the procedures for performance management.
10. Appraisers will be appointed in consultation with each teacher. A procedure for the review of this appointment is in place should there be any dispute. (Appendix A).
11. A review process is available for teachers who do not agree with the outcome of their performance appraisal. (Appendix B). The assessment review will take account of Section 5.6.4. of the CEC.

12. A process is available for a review of an assessment recommending deferred progression. This assessment review will take account of section 5.6.4. of the CEC (Appendix C).
13. The Principal's appraisal is the responsibility of the Chairperson of the Board of Trustees as specified in the principal's performance agreement.
14. The appraisal of all non-teaching staff is the responsibility of the principal.

Policy No. 6 - Dress Code

For All Staff members on school premises during school hours.

So whether you eat or drink or whatever you do, do it all to the glory of God.

1 Cor 10:31

Rationale

Dress must be of a professional standard/smart casual. We need to be positive role models for our students, and bring honour to God in our workplace.

Biblical Views on Dress and Appearance

- Our dress and appearance must honour God: Genesis 9:21-27; Exodus 20:26
- Dress and grooming should be suitable for the occasion: Genesis 41:12
- Clothing should not be a source of constant worry; we should trust God for the supply of needs: Matthew 6:25-34
- Personal cleanliness in Scripture usually represents spiritual purity in the light of God's holiness: Exodus 19:10; Leviticus 15:13,14.

Dress Code for Male Staff

- Dress must be appropriate for the task.
- Smart casual clothing (long pants and/or dress shorts) and collar shirts or more formal is required for normal teaching times. Dress change to occur at same time as school uniform change (summer/winter).
- PE clothes: Collar dress shirt (ie. polo shirt), dress shorts and footwear to include trainers.
- Formal functions: require a tie, collar dress shirt, trouser and formal shoes.
- Body piercing and tattoos are not to be visible.

Dress Code for Female Staff

- Dress must be appropriate for the task.
- High slits, low necklines, skirts and dresses of inappropriate length and transparent clothing are unprofessional in this school environment. Dress/skirt lengths are to meet the international recommendation of appropriate length, being, 20mm (2cm) above the knee.
- Body piercing (other than earrings) and tattoos are not to be visible.

Initial Procedures

- All staff will be given a copy of the dress code policy.
- In recognition of changing fashions, staff members are free to submit suggestions for change to the existing policy.

New Staff Members

Acceptance of the Dress Code Policy will be a signed as part of the yearly Code of Code issued to all staff.

Procedures For Non-Compliance

Ongoing non-compliance of this Dress Code Policy will be considered by the Senior Management Team as “Failure to Perform Work to a required Standard”, refer Policy and Procedures Manual.

Policy No. 11 - Parental Involvement

Teach your children in the ways of the Lord

Deut. Ch 6 v 7

Rationale

This policy outlines the parental, teacher, Friends and BoT shared responsibilities whenever activities are pursued at our school.

Purposes

1. To enhance learning by establishing a responsive and effective partnership between the school and parents.
2. To utilise expertise of parents and people in the wider community to enhance learning and teaching programmes.
3. To promote and enhance close, effective, communication channels for parents and teachers.

Guidelines

1. Parents are invited to act as “helpers” for some classroom activities in the school. Teachers and Principal will assume overall supervision of the parental help programme.
2. Parents are thoroughly informed of their obligations and purpose as helpers (within the classroom environment) by the teacher whose classroom they are involved in and will not have pre-schoolers accompanying them
3. Outlines of school policies and learning programmes are available and communicated to parents through Newsletters and Policies sent home. Sometimes the website is used.
4. Parents and representatives of the wider community are invited to participate in the policy making and policy “direction” of the school.
5. Parents will take a shared responsibility with the school for some of the sports programmes and any Saturday morning sporting arrangements.
6. All efforts will be made by children, staff and Board of Trustees members to make parents feel welcome whenever they are at school.
7. Organisation of curriculum and extracurricular activities and trips is the responsibility of teachers and Principal. Parents will be asked to assist with transport and supervision when required.
8. Teachers, after consulting with the Principal, may organise resource personnel from the community who may be able to enhance classroom instruction programmes.
9. The Friend of Westminster Committee and Board of Trustees will actively seek the involvement of parents in fundraising and social events during the school year.
10. Parents are kept informed of problems which may arise from their child’s progress or behaviour as outlined in the Behaviour Management Policy. This may result in a parent interview.
11. Communication with parents over individual children’s performance and related work will be done on a regular basis or as required.

Conclusion

The partnership between parents and the school develops greater awareness of the school's aspirations and operations and works towards the potential in Christ that each child has.

Policy No. 17 - Teacher Registration / Salary Assessment / Competency

Having then gifts differing according to the grace that is given to us, let us use them, if prophecy let us prophesy in proportion to our faith or ministry let us use it in our ministering, he who teaches in teaching, he who exhorts in exhortation, he who gives with liberality he who leads with diligence, he who shows mercy with cheerfulness.

Romans 12:6-8

Rationale

Processes relating to teacher registration, competency and assessment for salary progression involved “high impact” employment decisions affecting the career progression of every teacher. Clear procedures to do with these processes protect both employer and employee. Promulgated professional standards provide a consistent set of national standards to be used in these processes.

Purposes

The purpose of this policy is to provide clear guidelines that ensure sound procedures for:

- Inducting provisionally registered teachers.
- Ensuring the quality of staff seeking progression and renewal of their practising certificate.
- Dealing with cases where aspects of a teacher’s performance are causing concern.

Guidelines relating to provisionally registered teachers:

1. Each beginning teacher will be allocated a supervisor, who has overall responsibility for the programme of advice and guidance.
2. The programme of advice and guidance will include:
 - a. monthly meetings with the supervisor;
 - b. timetabled opportunities to observe teachers with particular expertise;
 - c. visit other schools of particular interest;
 - d. participation in any appropriate course set up to help beginning teachers
3. Each term the beginning teacher and supervisor will meet with the Principal to preview the programme for the up-coming term and review progress so far.
4. The process of assessment will include:
 - a. one formal assessment per term undertaken by the supervisor
 - b. two formal assessments per term undertaken by the Principal
 - c.
5. The supervisor will keep a written record of meetings and observations
6. In meeting the requirements above, the beginning teacher will also be meeting the requirements set out in the school’s appraisal policy.

Guidelines relating to staff seeking salary progression/renewal of Practising Certificate

1. All staff must have a Job Description.
2. Attached to all Job Descriptions will be the relevant set(s) of National Professional Standards and Special Character requirements.

3. All staff will be assessed annually against the appropriate set (s) of professional standards and appropriate special character requirements.
4. The Principal will be responsible for the assessments of all teaching staff.
5. At the start of each year the Principal will confirm with each staff member, which set (s) of standards will apply for the upcoming year.
6. The process of assessment will take two forms:
 - a) Classroom observations by the Principal (or appropriate agent)
 - b) Review meetings to discuss progress against non-classroom performance expectations.
7. Where a staff member is in disagreement regarding their assessment, a local review process is available (see contract clause 5.6.4).
8. The results of this annual assessment will be used for decisions about salary progression and renewal of practising certificate.

Guidelines relating to teachers causing concerns:

1. If the Principal has a concern about whether a teacher is not fulfilling one or more aspects of the relevant national standards, s/he must discuss the area (s) of concern with the teacher, and put in place an appropriate programme of assistance and guidance.
2. If the programme fails to remedy the concern the provisions of clause 3.6(a-e) of the Collective Contract will apply.

Policy No. 19 - Raising Concerns About School Related Matters

If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. But if they will not listen, take one or two others along, so that 'every matter may be established by the testimony of two or three witnesses. If they still refuse to listen, tell it to the church; and if they refuse to listen even to the church, treat them as you would a pagan or a tax collector.

Matthew 18 15-17

Rationale

We are aiming for a Godly outcome in a spirit of peace and reconciliation. Any complaints or concerns directed against school procedure, pupils, parents or teaching staff, will be dealt with according to the procedures below. It is in the best interests of the School's unity, that these Biblical principles are abided by in the above verse.

Purposes

1. To ensure that parents have a communication channel through which they can express concerns over a child's school issues.
2. To ensure that parents understand that in curriculum and professional matters the Principal is the implementer of the syllabuses.
3. To ensure that staff have a communication channel through which they can express concerns about matters.
4. To provide every opportunity for amicable resolution of disputes. Bringing concerns into the open immediately upon the concern being felt is recognised as important in avoiding the development of a major problem.

Guidelines

1. Parents will be reminded the Principal is responsible for the delivery of curriculum in the school based on the National Syllabuses.
2. In the first instance of any concern from staff or parent, such concern must be directed to the teacher or parent concerned. The teacher will inform the Principal if any such discussion takes place. It is expected that "common sense" be used when concerns arise. If a satisfactory resolution cannot be reached the concern must then be directed to the Principal.
3. The Principal will listen to the concern, assist in identifying exactly what the problem is, and what resulting outcome is required.
4. The Principal will discuss the matter confidentially with the involved person/s.
5. Outcomes of discussions will, if necessary, be reported back to the parent or staff member raising the concern.
 - a. Staff members are reminded that NEZI/Church counsellors are available for confidential assistance. Assistance can also be obtained from the School Trustees Association.
 - b. If a parent is dissatisfied with the outcome of discussion with the Principal, a verbal approach may be made to the Board of Trustees Chairperson, who will discuss the issue with the Principal in an attempt to obtain a satisfactory outcome.

- c. The Board of trustees Chairperson will report the outcome of the discussion to the parent or staff member raising the concern.
7. If the situation remains unresolved a letter outlining the continuing concern should be written by the parent to the Board of Trustees – this then constitutes a formal complaint. This step will not be accepted by the Board of Trustees unless the previously outlined steps have been taken and records kept. All complaints will be discussed “In Committee”.

The Board of Trustees will then consider the matter and put into place a plan of action designed to resolve the issue. This plan of action will outline all steps required to be taken, dependent upon whether resolution of the problem has occurred.

Conclusion

There needs to be a well-defined system through which parents and staff can raise matters that concern them in relation to the school environment. Refer to the rationale at the start of the policy.

Policy No. 22 - Performance Management

*For we are labourers together with God, ye are God's husbandry ye are God's building.
1 Cor. 3:9*

Rationale

To assist in meeting both Charter goals and our Special Character, in particular to enhance the quality of teaching and learning in the school.

Policy Statement

The Board of trustees will ensure that the school has in place a system of staff performance management, which meets all current legal requirements.

Procedures

1. Every staff member will have a current job description which forms the basis of a performance agreement on which appraisal is based.
2. The BOT is directly responsible for the appraisal of the Principal while the responsibility for the appraisal of other staff is delegated to the Principal, who may in turn delegate further to appropriate senior staff.
3. Performance appraisal will be carried out every year.
4. The Principal will ensure that appropriate and sufficient professional development opportunities are provided to staff.
5. All appraisals are confidential to the appraisee, the appraiser and the Principal. (ERO officers have, however, the right to sight appraisals).
6. In the event that a teacher is not satisfied with the fairness of an appraisal, the Principal is to re-examine the documentation. If that teacher is then still not satisfied the BOT has the responsibility of making a final decision.
7. The appraisal process will involve the following 8 consultative stages:
 - a. Establishing the appraiser for each teacher (normally Principal or Deputy Principal or senior teacher).
 - b. Developing the written statement of performance outcomes together with staff members.
 - c. Staff deciding on two development objectives (1 from each of teaching; school wide and management responsibilities).
 - d. Identifying any assistance, support or training to be provided as part of the professional development programme.
 - e. Self-appraisal by the teacher.
 - f. Observation of teaching practice and interview(s) of teacher by appraiser.
 - g. Opportunity for the teachers to discuss their performance during the appraisal process.
 - h. Preparation of an appraisal report to be signed by the appraiser and the appraisee.

Policy No. 25 - Appointments And Dismissal Of Teaching And Support Staff

Slaves obey your earthly masters with respect and fear and with sincerity of heart, just as you would obey Christ. Obey them not only to win their favour when their eye is on you but like slaves of Christ doing the will of God from your heart. Serve whole heartedly as if you were serving the Lord not men because you know that the Lord will reward everyone for whatever good he does whether he is slave or free.

Ephesians 6 v5-9

Rationale:

1. Board is committed to fostering and maintaining excellent employer / employee relationships in which the Biblical values of mutual respect and justice prevail.
2. The Board is required to abide by its Code of Conduct contained in the BOT Manual.
3. The Board of trustees is bound by the legal obligation to be a good employer (see State Sector Amendment Act 1989).

Statement:

1. The Board will comply with appointment appraisal, discipline and dismissal procedures established in the EEO Policy, current Primary Contract and other relevant awards and regulations for all teaching and non-teaching staff.
2. The Board of trustees Personnel Committee will ensure that positions are "tagged" according to the Special Character of the School and advertised as such and that selection is made in accordance with the provisions of the Deed of Integration.

Appointment Procedures For

1. Teaching Permanent & Non-Permanent Appointments
 - a. The position(s) will be advertised in the New Zealand Education Gazette and in other publications at the discretion of the Personnel Committee, the application period being at least two weeks from the date of the first advertisement of the vacancy.
 - b. All applicants will be sent an information package containing a current School Prospectus, a full job description and details of what is to be submitted with the letter of application.
 - c. The application must contain a personal letter of reply, current Curriculum Vitae, two character references (one educational, one from a pastor), and the names of at least two referees from whom the Personnel Committee may obtain a confidential report. There will be a list of questions pertaining to the Special Character content of our school that will be sent to all prospective applicants.
 - d. The Personnel Committee will select a short list of applicants (up to 6), which it will then interview.
 - e. These interviews will all take place within one week and the same BOT Personnel will conduct each interview.
 - f. The Personnel Committee will bring a recommendation for the appointment to the whole Board Meeting as soon as practicable. The Board is then responsible for confirming new appointments.
 - g. The recommended applicant will meet the board before appointment is made.

- h. The Board Chairperson will ensure that all applicants are advised as soon as practicable after the Board makes its decision. This is done prior to any public announcement of the appointment.
- i. The Personnel Committee are given the authority to make urgent appointments for subsequent ratification. An urgent appointment is one where the appointment has to be made before the next scheduled Board of Trustees meeting.
- j. Before any appointment is confirmed applicants will:
 - i. Be police vetted.
 - ii. Produce one original primary and one secondary identity document. If either of the documents contain a photograph, an authenticated photograph or a signed, dated verification statement must be supplied along with the name and details of the identity referee;
 - iii. Be face to face interviewed in person or remotely; and
 - iv. Have had referees from relevant professional institutions attest suitability to the position.
 - v. If there are any name changes, authenticated proof of name change must be supplied and a search made to verify that the identity can be confirmed.

As part of this process, the selection panel will conduct a risk assessment on the potential employee.

- 2. Teaching Staff (non-permanent appointments)
 - b. The position(s) will be advertised in publications at the discretion of the Principal, the application period being two weeks from date of the first advertisement of the vacancy.
 - c. Criteria for appointments will be made available to those inquiring during the consultation.
 - d. The appointment recommendation will go to the Board for their approval.
 - e. The Principal will advise all applicants of the decision, naming the appointee as soon as practicable after the acceptance by the successful candidate.
- 3. Other Staff
 - a. The position(s) will be advertised in publications at the discretion of the Principal, the application period being two weeks from date of the first advertisement of the vacancy.
 - b. Criteria for appointment will be made available to those inquiring during application period.
 - c. The appointment recommendation will go to the Board for verification.
 - d. The Principal will advise all applicants of the decision, naming the appointee as soon as practicable after acceptance by the successful candidate.

Note

- 1. All unsuccessful applicants, except for the Principal's position, have the right to a review of their non-appointment.
- 2. All appointments made are provisional, should any applicant request a review, until the review is complete.

Dismissal Procedures

Should the Principal or the Board instigate dismissal procedures, all procedures outlined in the relevant industrial awards will be followed.

This policy should be read in conjunction with the EEO Policy and the Complaints Policy.

Policy No. 26 - Consultation with the Community

Can two walk together, except they be agreed?

Amos: 3:3

Rationale

The Board of Trustees recognises that the school acts on behalf of the parents in its educational role. It is important therefore for the Board to maintain a close link with the parents and to keep the parents informed of their children's progress and to consult with them in respect of any significant proposed changes and developments which may affect the school or their children.

Statement

The Board of Trustees will ensure there is a close link between the school and its community.

Procedures

1. BOT will report to the School Community on the progress achieved by the school in the following areas:
 - National Curriculum Objectives.
 - Special Character Objectives.
 - Staff Objectives – including Equal Employment Opportunities and Staff Development.
 - Financial Objectives – including budgets, auditing, investments and borrowing.
 - Property Objectives – including the provision of new buildings as well as maintenance.
2. The School Community's involvement in activities and practices within the School will be promoted by:
 - Communicating pertinent information to parents in the form of a newsletter on a regular basis and viewing information on our website.
 - Welcoming parental assistance, in the school classroom with activities such as; reading groups, crafts, assemblies and help with transport and supervision on school trips.
 - Creating good communication channels between the Friends of Westminster and Trustee member, through the link of meetings.
 - Encouraging the Friends of Westminster's involvement with the school, where appropriate by supporting their efforts to: raise funds, make school improvements, and hold social and educational meetings.
3. The school/Board of Trustees will deal promptly with any complaints (that comply with the procedures laid out in school's Policy on dealing with complaints) in an effective and Godly manner.

Policy No. 30 - Sexual Harassment

Biblical Worldview

"But among you there must not be even a hint of sexual immorality or any kind of impurity or of greed because these are improper for God's holy temple, nor should there be obscenity, foolish talk or coarse joking which are out of place, but rather thanksgiving."
Ephesians 5:3-4

Rationale

Westminster Christian School has a commitment to ensuring that our school remains free from any form of harassment which may occur when an employee is subjected to verbal or physical behaviour which is unwelcome, personally offensive and fails to respect the rights of others.

What is sexual harassment?

It is unwelcome or offensive sexual behaviour that is repeated or is significant enough to have a harmful effect on an individual's job performance or job satisfaction. Unwelcome means behaviours that are not solicited or invited and are regarded by a person as undesirable or offensive at the time.

Examples of sexual harassment:

- Touching, hugging, encroaching on someone's personal space or kissing
- Staring or leering
- Insults or taunts of a sexual nature
- Unwanted invitations to go out on dates
- Requests for sexual favours, or pressure for sex or other sexual acts
- Repeated or inappropriate advances about a person's private life, clothing or physical appearance
- Sexually explicit pictures, posters, gifts, emails or text messages
- Sexual gestures, indecent exposure, or inappropriate display of the body
- Sexually suggestive comments or jokes, or other forms of inappropriate language
- Stalking or sexual assault

Our focus is to:

- Create a safe work environment free from sexual harassment
- Expect leaders will role model appropriate behaviour and enforce their policy
- Ensure we have zero tolerance for incidents of sexual harassment
- Encourage reporting of behaviour that breaches this policy
- Treat everyone fairly when listening to any complaints raised
- Seek to resolve issues at the lowest appropriate level of intervention
- All matters to be treated confidentially, ensuring all information is kept confidential to all parties.

Procedure for dealing with a complaint about sexual harassment

STAGE ONE - Self Help

An employee lets the person know that their behaviour is unwelcome, inappropriate or offensive and needs to stop.

This may resolve this matter quickly at an early stage and be alright at a minor level.

The aggrieved employee could:

- tell the person about the behaviour they do not like and ask them to stop
- write a letter on a private/confidential basis to the person
- take a support person to tell the person that the behaviour needs to stop

An employee should not approach someone directly about their behaviour if by doing so they would feel unsafe or threatened.

Resolution may involve a verbal or written apology or agreement how the parties will behave towards one another in the future.

If the employee is uncomfortable with this approach, or does not resolve the issue, they then proceed to Stage Two.

STAGE TWO - Informal Intervention

An employee asks for someone else to intervene on their behalf, e.g. Senior Manager or Principal.

This person will:

- discuss what happened and what is needed to resolve the situation
- listen impartially
- clarify the facts
- discover what appropriate action is needed
- discuss options (informal/formal)

Resolution - if there is agreement on what happened and what will resolve the situation, the issue can be resolved confidentially between the people concerned or Mediation - both parties need to agree to mediation. It is suitable where:

- both parties basically agree to the facts
- both parties agree to resolve the situation
- the harassment is low level.

Notes of the discussions will be kept confidentially stating what happened and what processes were followed.

STAGE THREE - Formal Complaint

A formal complaint is made in writing to a Senior Manager or Principal. Make sure a written complaint has the following:

- Entitled "Complaint"
- Details of what happened and where it happened
- The name of any witnesses
- what outcome/resolution the Complainant expects

All complaints must be kept private and confidential.

The decision whether or not to proceed to a Formal Investigation will be made by the Principal in consultation with the Board Chair. If a Formal Investigation is to be undertaken, the Board of Trustees and Insurers must be notified.

An Investigator will be assigned by the Principal and Board Chair.

Formal Process to be followed by the Assigned Investigator:

- The Respondent is formally advised a complaint has been made and informed of the allegations and potential outcome of the investigation.
- They are given the opportunity to reply in writing.
- The Complainant is interviewed and the allegations are formally documented.
- The Complainant may be accompanied by a support person.
- An accurate report of the incident will be obtained from the Complainant and the Complainant will sign the record of their account.

- A formal meeting is arranged with the Respondent to allow a response to the allegations.
- The Respondent is also allowed a support person present.
- The Respondent's formal response will be documented by the investigator and the Respondent will sign a record of their account.
- Consideration will be given to witness statements at this point.
- This information will be provided to the Complainant and Respondent who will be encouraged to comment.
- Consideration may be given as to whether the Respondent needs to be removed from the environment (or restrictions considered) should the ongoing safety and security of the Complainant, the Respondent and other staff be at risk.

Outcomes of the Investigation:

- The investigator will collate all the information and prepare a draft report which will be given to the Complainant and the Respondent for their comment. A copy of the final report will then be given to both parties.
- Each party will be advised of the outcome of the investigation once a final decision is made. Whether or not the respondent is subject to disciplinary action as a result of the complaint is a confidential matter between the Employer and Respondent.
- The Complainant will be informed that the matter has been appropriately dealt with by the Employer.

Some serious sexual harassment may come under the Crimes Act and this should be investigated through STA as the complaint may be sent straight to the Police, without completing the above steps.

Consideration may be given as to whether the Respondent needs to be removed from the environment (or restrictions considered) should the ongoing safety and security of the complainant, respondent and/or other staff be at risk.

A review of the investigation process can be instigated by either party.

Conclusion

Our aim is to restore a person back into their role with all parties knowing the Grace of God does work if we can take responsibility for our actions.

Policy No. 66 - Principal Performance Review

Therefore if your whole body is full of light and no part of it dark, it will be completely lighted as when the light of a lamp shines on you. Luke 11:36

Rationale

It is the policy of the Westminster Christian School Board of Trustees to review the principal's performance on an annual basis with the objective of ensuring high quality education opportunities for the students of the school.

Procedures

1. The review process will occur annually, providing a written records of whether the principal has performed satisfactorily as per the terms of the performance agreement and identifying professional development needs.
2. The principal's performance will be formally reviewed on an annual basis by the board chairperson or delegate(s) and optionally, at the board's choice, an independent consultant who specializes in education. Also ERO in their 3 year cycle can be part of the evaluation of the Principal's Performance.
3. Those delegated or contracted to perform the review process shall have written formalized instructions specifying the responsibilities of the role.
4. There will be three interim reviews, one per each term preceding the annual formal review, between the principal and chairperson or delegate(s) to discuss progress.
5. The principal will be reviewed on the criteria set forth in the performance agreement: achieved objectives, professional standards, practicing teacher criteria, learning and development objectives and fulfilment of additional duties which require concurrence payment.
6. If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
7. The board chairperson, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report, in accordance with the principal's views, or let the report stand, with the principal's comments attached.
9. The chairperson / delegate(s) / consultant will present the final report / summary back to the board the result of the review. The principal may / may not be present at the presentation and / but will have the opportunity to address the board. The principal will then exit and further discussion may continue among the board.
10. The principal will be informed personally and in writing of the final outcome following the report discussion.

11. The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

Policy No. 41 - Protected Disclosure Policy

So in everything do to others what you would have them do to you.

Matthew 7: 12

Introduction

The purpose of this policy is to provide information and guidance to employees of the school who wish to report serious wrongdoing within the school.

This policy is issued in compliance with the Protected Disclosures Act 2000 and will apply from 1 January 2001.

The policy consists of:

1. A definition of a protected disclosure.
2. A definition of serious wrongdoing that can be the basis for a protected disclosure by an employee.
3. Conditions for disclosure.
4. Information on who can make a disclosure.
5. Protections for employees making disclosures.
6. A procedure by which an employee can make a disclosure.

What is a Protected Disclosure

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

Definition of Serious Wrongdoing

Serious wrongdoing for the purposes of this policy includes any of the following:

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

-2-

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 school; and
- the employee believes on reasonable grounds the information to be true or is likely to be true; and
- 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 school can make a disclosure. For the purposes of this policy an employee includes:

- Current employees and principal.
- Former employees and principals.

- Contractors supplying services to the school.

Protection Of Employees Making Disclosure

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

- May bring a personal grievance in respect of retaliatory action from their employers;
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- Are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- Will, subject to Clause 5 of the Procedure, 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.

Procedure

Any employee of Westminster Christian School who wishes to make a protected disclosure should do so using the following procedure.

1. How to submit a disclosure

The employee should submit the disclosure in written form.

2. Information to be contained

The disclosure should contain detailed information including the following:

- The nature of the serious wrong doing
- The name or names of the people involved
- Surrounding facts including details to the time and/or place of the wrong doing if known or relevant.

3. Where to send disclosures

(eg. A disclosure must be sent in writing to the Principal who has been nominated by the Board of Westminster Christian School under the provision of Section 11 of the Protected Disclosures Act 200 for this *purpose*.)

OR

(If you believe that the Principal 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 Chair).

4. Decision to investigate

On receipt of a disclosure, Westminster Christian School 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 an appropriate authority as quickly as practically possible.

5. Protection Of Disclosing Employees Name

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

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

6. Internal Procedures

If a disclosure is being investigated the Principal or Board Chair will take the following action:

- A meeting of the Personnel Committee of the Board of Trustees will be called or if urgent a full special Board of Trustees meeting will be called.
- STA industrial relations may need to be referred to.
- Board insurer notified
- Matter is referred to police if urgent action is needed.

7. Report Investigation

At the conclusion of the investigation the Principal or Board Chair will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to an appropriate authority as guided by the Board

8. Guidelines For Protected Disclosure Recipients

There are no guidelines in the Act as to what the Board needs to do when receiving a protected disclosure; therefore this advice is based on good practice in other employment scenarios, such as sexual harassment prevention.

9. Disclosure To An Appropriate Authority in Certain Circumstances

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

- The last resort person (i.e. Board Chair) in the school responsible for handling the complaint is or may be involved in the wrongdoing; or
- 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 disclosure.

Appropriate Authorities include (but are not limited to)

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- Health and Disability Commissioner
- The head of every public sector organisation.

10. 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
- 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
- Continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

Protected Disclosures Act 2000

Information for Staff

Introduction

The Protected Disclosures Act 2000 came into effect on 1 January 2001. The Act requires that public sector organisations such as schools have an internal process that staff can use if they wish to make a protected disclosure. The following information details this process and provides you with information about the protections given in the Act.

Who Can Make A Protected Disclosure?

Are you:

- A staff member (either temporary or permanent)
- A contractor supplying services to the school
- A former staff member (either temporary or permanent)

If you fit into any of these categories, you are able to make a disclosure under the provisions of this Act.

Note:

The Act does not apply to parents or board of trustees members **unless** they are staff members of the school. It is for the protection of **employees**. For the purposes of this Act the board of trustees is the employer.

As a public sector organisation boards are required to have an internal procedure for staff, contractors, or former employees to make protected disclosures within the school.

What Is A "Protected Disclosure"?

Protected means that as long as you have reasonable grounds to believe that a serious wrongdoing is being done by or in the organisation by the above people you can report in good faith asking that the wrongdoing be investigated without worrying about negative consequences.

It is important to remember that this is an Act to protect employees and the disclosure will be about the employer or another employee/s **not a student or parent**.

What Is A Serious Wrongdoing?

The Act defines a serious wrongdoing as being any of the following:

- "(a) an unlawful, corrupt, or irregular use of public funds or public resources; or
- (b) an act, omission, or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- (c) 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 a fair trial; or
- (d) an act, omission, or course of conduct that constitutes an offence; or
- (e) an act, omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement, ..."

How Am I Protected?

You are "protected" when making a disclosure in the following ways:

- your identity will be confidential unless you give permission to be identified*
- you cannot be victimised by your employer for having disclosed the information
- you are not liable for civil or criminal proceedings for disclosing the information
- if you believe that you have been unfairly treated in your job or unreasonably dismissed following a disclosure you can take a personal grievance against your employer.

*There are some limitations to this described in the Act. These are:

- "(1) Every person to whom a protected disclosure is made or referred must use his or her best endeavours not to disclose information that might identify the person who made the protected disclosure unless ...
- (a) that person consents in writing to the disclosure of that information; or
 - (b) the person who has acquired knowledge of the protected disclosure reasonably believes that disclosure of identifying information---
 - (ii) is essential to the effective investigation of the allegations in the protected disclosure; or
 - (iii) is essential to prevent serious risk to public health or public safety or the environment; or
 - (iv) is essential having regard to the principles of natural justice.
- (2) A request for information under the Official Information Act 1982 [other than one made by a member of the police for the purpose of investigating an offence] may be refused, as contrary to this Act, if it might identify a person who has made a protected disclosure."

This protection depends on you making the disclosure in accordance with the internal procedure.

Policy No. 42 - Enrolling, Refunding Fees & Fee Protection for International Fee Paying Students

Education (the Pastoral Care of International Students) Code of Practice 2016

“So He will sprinkle many nations and Kings will shut their mouths because of Him for what they were told they will see and what they have not heard they will understand”.

Isaiah 52 vs 15

Rationale

International students, whose parents or legal guardians have established a particular connection with the special character of the school through attendance at a Christian church in their home country, will be treated as preferential students and admitted into the school, providing there are vacancies available at the time their application is approved.

Guidelines

The Board of Trustees has agreed to the following:

- To enrol International fee paying students on a case by case basis (not actively recruiting) if living with a parent/s or legal guardian/s or designated caregiver.
- Enrolment will be subject to sufficient class and space size not limiting access to domestic students.
- Any health, learning or behavioural issues need to be declared at the time of enrolment. Failure to provide correct details may result in the student's placement being terminated. All students, regardless of their needs, will be treated equitably eg. If a child is gifted they will be placed on the gifted register or an IEP will be provided if required for learning difficulties.
- Complaints in regards to attendance requirements, terminating tuition conditions, pastoral care and grievance procedures, must first go through the internal grievance procedure, Westminster Christian School's Board of Trustees and if no agreement is reached, then the New Zealand Qualification Authority (NZQA) and the Dispute Resolution Scheme (DRS) can be contacted.
- International students are charged an administration fee of \$500.00 per student (non-refundable); tuition costs of \$13,200.00 per annum, equating to \$3,300 per term, inclusive GST. Further additional compulsory costs e.g. insurance and uniforms and non-compulsory costs e.g. class trips and camps, are the responsibility of the student.
- Westminster Christian School's Refund Policy No:51 covers eligibility for refunds; international fees protection and homestay/residential caregiver's fees.
- **Force Majeure:** Neither party shall be in default or in breach of their obligations in the event of force majeure. Force majeure means an event beyond the reasonable control of either party.
- Westminster Christian School's Board of Trustees reserves the right to adjust fees.
- A proportion of all international fees received will be allocated to classroom resources.
- International students must have appropriate and current medical and travel insurance whilst studying in New Zealand. Students must provide evidence of medical and travel insurance on enrolment. The insurance must cover the full length of time that will be spent in New Zealand. New Zealand Insurance cover will be accepted or an overseas policy, if it is accompanied with an English

translation. The school will keep a record of the Insurance Policy number and the type of cover provided. (*Refer to the Education (Pastoral Care of International Students) Code of Practice 2016 (Outcome 3: 16; 5 (a-d))*).

- Immigration – if an international student withdraws from Westminster Christian School, for whatever reason, the New Zealand Immigration Service will be notified. Full details of visa and permit requirements, advice on rights to employment in New Zealand while studying and reporting requirements are available through the New Zealand Immigration Service and can be viewed on their web site www.immigration.govt.nz
- This policy will be reviewed as part of the regular review cycle under the National Administration Guidelines (NAGs) in the Board of Trustees/Management calendar.

Fees Protection

International Student fees are to be handled and assessed in a way that is consistent with normal accounting practice. This means that those funds are secure from misappropriation and are only made available to the school in accord with its Refund Policy No: 51.

Purpose

1. To ensure that if in the event that the school is unable to continue to run a course or programme that the unspent portion of the fees are available to be returned to the student.
2. To ensure that funds from international students are accounted for separately and in such a way that individual student contributions can be protected and monitored.
3. To ensure that international students' payment may be drawn down in accord with the Refund Policy No: 51.

Guidelines

1. Accounting procedures are in place to ensure that monies are available for release.
2. International fees shall be paid into the school's Trust account for 'Foreign Fees', and drawn down at intervals of one term throughout the academic year. **10 days into the term the fees become non-refundable.**
3. These monies will be audited separately on an annual basis.
 - These monies will be available for approved refunds resulting from withdrawal from Westminster Christian School or in the event of the school not being able to provide tuition.

Evidence

1. Accounting records
2. General School Account

Evaluation

The Principal shall report to the Board of Trustees annually with reference to the effectiveness of the policy.

Westminster Christian School is a signatory to the Education (the Pastoral Care of International Students) Code of Practice 2016 (the 'Code'), New Zealand Ministry of Education.

Copies of the Code are available from the Ministry of Education website:

<http://www.legislation.govt.nz/regulation/public/2016/0057/latest/DLM6748147.html?src=qs>

Policy No. 43 - English for Speakers of Other Languages (ESOL) Procedure

Show proper respect to everyone. Love the brotherhood of believers, fear God, honour the king.
1 Peter 2:17

Rationale

To alert staff and community to the correct communication channels for dealing with all ESOL students.

Guidelines

1. Upon enrolment, orientation will take place as outlined in our Code of Compliance.
2. Our Learning Support Teachers will assess all incoming ESOL students before deciding appropriate additional tuition.
3. Classroom organisation and programmes will be adapted to meet the ESOL student needs, in constant consultation with our Learning Support teachers.
4. Families are welcome to come into school to discuss their children's progress or concerns and be advised of the best ways to support learning at home. Our interview time slot is Tuesday 3.15pm – 4.15pm.
5. Selection of learning materials and resources will be at the discretion of the Learning Support teachers and the classroom teacher. Materials and resources will be offset against the ESOL budget annually as directed by the Principal and Board of Trustees. Extra financial support could be gained from parents if it is appropriate.
6. The ESOL Department receives its annual funding from the MOE and the school's bulk grant.
7. Promoting cultural awareness and understanding for parents/caregivers and staff is highly valued and is an ongoing process.
This is supported by hosting Kiwi morning teas, holding advice seminars, offering home tutoring, community English language and cultural options, in-school cultural events and attending relevant professional development courses.
Advisors from both within our own and wider community, including Team Solutions, are just some of the resources available to us.
8. Written reports are sent to parents/caregivers twice a year (Jun/Dec) with the children's progress recorded against Ellps.
9. Record keeping is undertaken by the student's mainstream teacher, Learning Support Teacher and by the SENCO Co-ordinator. Copies of student files are kept in the Secretary's Office.
10. Learning Support staff and classroom teachers can attend relevant professional courses organised through the Principal.
11. Should the need arise, the channel of communication that ESOL parents/caregivers may follow is:
 - a. ESOL and mainstream teachers.
 - b. Syndicate Leader.
 - c. Principal.
 - d. The Chairman of the Board of Trustees.

Policy No. 45 - The Employment of Beginning Teachers

Be shepherds of God's flock that is under your care, serving as overseers not because you must but because you are willing as God wants you to be.

1 Peter 5:2

Rationale

The Board of Trustees believes it is essential to make provision for the training of new teachers and wishes to participate in this by making provision for Beginning Teachers on the staff.

Purposes

1. To ensure a continuing supply of new teachers to the profession supporting our Christian character.
2. To provide positions for Beginning Teachers within the staffing of the school.
3. To provide a mix of age and experience on the staff of the school.
4. To give qualified teachers the opportunity to pass on their professional skills especially in the role of Tutor Teacher.

Guidelines

1. As far as possible a Beginning Teacher position will be considered each year.
2. The "capturing" of these positions will be made from vacancies, which occur after Term 3.
3. If possible, the positions will be varied throughout the class levels with the exception of the New Entrant level where no Beginning Teacher will be placed.
4. The selection of a Tutor Teacher will be carefully made to ensure compatibility and the desired professional input.
5. Release time for tutor Teacher and Beginning Teacher will be made available as will any extra funding necessary for training.
6. The Board of Trustee appointments Committee will make the selection of the Beginning Teacher and the Board of Trustees will make a shortlist as with other appointments.
7. The training of Beginning Teachers will follow the guidelines in place and the recommendation for certification remains as a duty of the Principal.
8. This school will employ only registered teachers with a Bachelor of Teaching Degree and fitting in with our special character.
9. The Beginning Teacher will qualify for full registration at the end of two years unless the criteria for earlier registration are met.

The Teacher can legally accept a qualifying period shorter than two years in special cases.

Examples of cases likely to be accepted are as follows:

- When a teacher is forced to leave a position after completing only five terms and they already clearly meet 'satisfactory teacher' criteria.
- Where a teacher completes part of their service eg. three terms and then has a substantial break (for overseas travel, for domestic reasons), before returning to teaching. Providing their registrations has not expired, a recommendation for full registration could be made after only three more terms of teaching.

- Where a teacher does less than the 12.5 hours per week, for some time, or is employed as a teacher aide, or in a voluntary capacity, before securing a qualifying position – the non-qualifying service may be acceptable as a reason for granting full registration in a shorter period.

Policy No. 46 - Privacy Policy

Speak truth with your neighbour, for we are members one of another.

Ephesians 4:25

Purpose

To promote and protect individual privacy in regard to collection, use and disclosure of information relating to individuals and the access by each individual to information relating to that individual held by the school.

Guidelines

The Board will use the Information Privacy Principles as the basis for its procedures.

Procedures

1. The Board will appoint a privacy officer under the provisions of the Privacy Act and make available guidance and training to ensure the role is effectively carried out.
2. Information collected must be for the necessary and lawful purposes of the school.
3. Information collected should only be gathered from individuals concerned.
4. When collecting information the person from whom it is being collected must be aware that information has been collected, the purpose for which it is collected, who will see the information, and where it will be stored. The informant should also be aware of whether they are required to supply the information, whether there are any consequences of not supplying the information, and the rights of access in correction of the information.
5. No information will be collected by unlawful or unfair means and any collection of information will not unreasonably intrude upon a person's personal affairs.
6. Where information is to be stored the school ensures that information is reasonably protected against any loss or unauthorised access or use.
7. Where information is held about a person, that person has the right to ask if information is held, and to have access to the information.
8. A person about whom information is being held has the right to correct any of the information held. Where the school does not agree with the correction, the person has the right to have a statement of the required corrections placed with the original information.
9. The school cannot use personal information without first checking that the information that it holds is current, relevant, complete, accurate and not in any way misleading.
10. Personal information will not be held for longer than is necessary – this include student files as well as payroll information. The maximum period for retention of these records is seven years.
11. For positions on the staff when appointment procedures have been concluded, collected information will be destroyed (as in the case of referees reports and CV's). Personal information about individual staff members will be disclosed only to those persons reasonably involved in the appointment, promotion or discipline of that staff member. All information collected is confidential to the school.
12. The school cannot use information obtained for one purpose for another purpose.
13. The school will not release information held to a third party, except in a case of any legislative exceptions. Personal information about individual students will not be discussed with persons outside the schools staff unless that person is a parent or

legal guardian, or there are reasonable grounds to believe that the information is necessary to maintain law and order or to protect the well-being of the student.

14. The school will not apply a unique identifier to a person about whom information is held (ie. the school cannot use the same number as another agency).
15. The privacy officer will circulate this policy to all staff once a year.

Checklist for Privacy Officers

1. Does the school hold personal information about individuals?
2. Does the school need to collect that information?
3. Has the personal information the school holds, which was collected after 1 July 1993, been collected directly from the person concerned?
4. Where the school has collected information directly from the person after 1 July 1993 have we informed them:
 - a. that the school is collecting the personal information?
 - b. why the school is collecting it?
 - c. who will receive it? and
 - d. the name and address of the school collecting it. and who will hold it? If not, has the school collected similar information from the same individual recently?
5. Has the information been collected by?
 - a. unlawful means? or
 - b. ii means that intrude to an unreasonable extent on the person's personal affairs?
 - c. is it safe from vandalism and theft?
 - d. are VDU screens, printers or files position so that they may not be seen by the public or unauthorised staff?
 - e. are there procedures in place to monitor access to sensitive data?
 - f. are external agencies used to collect, process, hold or dispose of personal information?
 - g. What steps are taken to ensure they are complying with the privacy principles?
6. Is the personal information the school holds accurate, up-to-date, complete, relevant and not misleading? What steps have been taken to ensure that it is?
 - a. when personal information was received from a third party what steps have been taken to make sure it is accurate, up-to-date, complete, relevant and not misleading?
 - b. at what point(s) is it checked to ensure accuracy; when first recorded, during storage, before use, periodically?
7. Does the school still need to keep this information to carry out a function?
8. Is the school using the information for purposes other than the one for which it was collected?
9. Does the school disclose personal information it holds about individuals to other agencies?
10. Does the school assign unique identifiers to individuals? If yes, is it necessary in order to be able to carry out a function of the school?
11. Is the unique identifier assigned by the school the same as the one assigned to that person by another agency? If yes, is the school associated persons within the meaning of S.8 of the Income Tax Act 1976?
12. Does the school take reasonable steps to ensure that unique identifiers are only assigned to people whose identity is clearly established?

13. Does the school assign the same unique identifier to a person that is used by another agency? If yes, is this one of the purposes for which that unique identifier was assigned or a directly related purpose?

Policy No. 48 – Accommodation Policies for International Students

Education (the Pastoral Care of International Students) Code of Practice 2016

Westminster Christian School's Accommodation Policy for International Students is in compliance with the Education (Pastoral Care of International Students) Code of Practice 2016 (the Code); clause 26; a-g which outlines requirements for international student accommodation.

Westminster Christian School is a signatory to the Code and is therefore bound to adhere to the requirements of the Code's guidelines.

Guidelines

1. Signatories must designate an appropriate person/s to be responsible to international students requiring assistance with accommodation. The existence and availability of this person/s must be advised to student/s on enrolment.
2. Signatories must report any serious concerns relating to accommodation provision to the administrator.
3. International students may live:

With their parents/legal guardians	With designated caregivers appointed by parents/legal guardians	with residential caregivers appointed by Westminster Christian School
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4. The following Code provisions apply to international student accommodation:

WITH PARENTS

Under the Code, international students may live with their parents. The school will verify that the person (s) accompanying the student are parent (s) by

- a. Comparing the parent's passport to the student's passport; photocopying and keeping a copy of each parent's passport (title page and permit) on file.
- b. If necessary, questioning the parent and the student separately.
- c. Any other procedures deemed necessary to ensure student safety and well-being, and in compliance with the Code.

WITH RESIDENTIAL CAREGIVERS

Under The Code, the school must have robust procedures for the selection and monitoring of residential caregivers and residences. These include:

- a. Police Vetting of all home stay residents over the age of 18, regardless of the duration of the student's stay.
- b. A determination that the residential homestay is not a boarding establishment (i.e. does not have more than four international students residing there at any one time).
- c. An on-site assessment of the suitability of the residential facilities.
- d. An assessment of whether the residential carers will provide a safe physical and emotional environment.
- e. Establishment of a support infrastructure for residential carers.
- f. Provision of advice and information on best practice in the provision of residential care to international students.
- g. Visiting each residential caregiver a minimum of two times per annum to ensure that the accommodation remains suitable and is within the Code and School's requirements.

WITH DESIGNATED CAREGIVERS

Westminster Christian School have processes in place if an international student's parent/s designate a relative or close family friend to provide accommodation for their child/children who is under the age of 18, that includes:

- a. An indemnity document., signed by the parents/legal guardian (not an agent) stating that the designated caregiver is a relative or close family friend and that the parents/legal guardians are selecting accommodation for their child, subject to the school's approval.
 - b. Visiting the designated caregiver's home, prior to enrolment to:
 - i. Determine that the living conditions are of an acceptable standard;
 - ii. Assess whether the designated caregiver will provide a safe physical and emotional environment for the health and well-being of the student
 - iii. Determine that the accommodation is not a boarding establishment; and
 - iv. Meet and establish communication with the designated caregiver.
6. The school must meet with each student living with a designated caregiver, on a regular basis throughout the year to discuss the student's accommodation and student's well-being.
 7. WCS ensures that at all times that is 24 hours a day, 7 days a week (24/7) there is at least one staff member available to be contacted by an international student in an emergency. Those staff members are designated to proactively monitor and address any concerns about international student/s.
 8. WCS ensures that the parents or legal guardians of the student has provided a written agreement that the designated caregiver will be subject to the signatories approval, that is Westminster Christian school and that the signatory is not responsible for the student's care when the student is in the custody of the designated caregiver.

For all other responsibilities please refer to the Westminster Christian School Caregiver's Handbook.

In the event that an international student needs to be moved to other accommodation at short notice, the Principal/International Coordinator/s or other designated persons will be responsible for managing all aspects of emergency accommodation.

NB: In the event that an international student withdraws from Westminster Christian School, for whatever reason, the New Zealand Immigration Service will be notified immediately.

Policy No. 49 - Medical & Travel Insurance for International Students

Education (the Pastoral Care of International Students) Code of Practice 2016

The Lord also will be a refuge for the oppressed, a refuge in times of trouble.

Psalms 9:9

Requirements:

1. All students are required to have appropriate medical and travel insurance as specified in the Code, clause 16; 5 a-d.
2. The school shall advise all prospective students about medical and travel insurance requirements in the standard wording in the prospectus and with the Offer of Place letter.
3. Student/s purchasing travel insurance through a New Zealand insurer must purchase insurance cover at the time of fee payment and before they travel to study at Westminster Christian School.
4. Where insurance is provided from a New Zealand company policy details should be provided in the student's first language where possible.
5. In the case of overseas policy providers student/s must provide Westminster Christian School with the policy details in English at least one month prior to the student/s arrival at Westminster Christian School.

Each signatory must ensure that, as far as practicable, while an international student is enrolled with a signatory for education instruction the student must have appropriate insurance covering; (Outcome 3: 16: 5 a - d):

- a. The student/s travel –
 - i. to and from New Zealand; and
 - ii. within New Zealand; and
 - iii. if the travel is part of the course, outside New Zealand; and
- b. Medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and
- c. Repatriation or expatriation of a student as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and
- d. Death of the student, including cover of -
 - i. travel costs of family members to and from New Zealand; and
 - ii. cost of repatriation or expatriation of the body; and
 - iii. funeral expenses.

Verification of Policies

Westminster Christian School must verify groups are in receipt of an acceptable Medical and Travel Insurance policy.

Verification of policies will be undertaken by the Principal/Secretary/International Coordinators prior to enrolment.

1. As part of the verification process, Westminster Christian School shall ensure that:
 - The insurer/re-insurer is a reputable and established company with substantial experience in the Travel Insurance business, and has a credit rating no lower than A from Standard and Poors, or B+ from A M Best.

- The Insurer is able to provide emergency 24-hour, 7 day per week cover.
- Students have a “certificate of currency” and policy wording from the Insurance Company stating that the student has purchased the cover for the duration of the planned period of study. The certificate and policy wording must also detail medical sums insured, repatriation benefits etc.
- The Code clause 16: 5 a-d

ELIGIBILITY FOR HEALTH SERVICES

Most international students are not entitled to publicly funded health services while in New Zealand. If you receive medical treatment during your visit, you may be liable for the full costs of that treatment. Full details on entitlements to publicly funded health services are available through the Ministry of Health, and can be viewed on their website at www.moh.govt.nz.

Accident Compensation Corporation (ACC)

provides accident insurance for all New Zealand citizens, residents, and temporary visitors to New Zealand, but you may still be liable for all other medical and related costs. Further information can be viewed on the ACC website at www.acc.co.nz.

MEDICAL AND TRAVEL INSURANCE International students (including group students) must have appropriate and current medical and travel insurance while in New Zealand.

Recording of Policy Details

For each student group Westminster Christian School shall record the:

- a. Name of the Insurer
- b. Policy number
- c. Policy start and end dates.
- d. Coverage details

Policy Renewals

Prior to the expiry of a student/s medical and travel insurance policy, the Principal/Secretary shall issue a written reminder to the student/s advising that their policy is up for renewal. A copy of the renewal policy must be presented to the Principal/Secretary prior to its expiry date.

Policy No. 50 - International Group Students Policy

But thou O Lord art a shield for me, my glory and the lifter up of mine head.

Psalms 3:3

Westminster Christian School's International Group Students Policy is in compliance with the Ministry of Education's Code of Practice for the Pastoral Care of International Students, Revised 2010: hereby referred to as 'The Code'.

Group students means two or more international students aged 10 and over, holding a group visa or a visitor's visa issued by Immigration New Zealand.

Westminster Christian School will:

- comply with the rules and regulations of The Code, to which it is a signatory: <http://www.minedu.govt.nz/NZEducation/EducationPolicies/InternationalEducation/ForProvidersOfInternationalEducation/CodeofPracticeforInternationalStudents/CodeOfPractice.aspx>
- accept students on the proviso that all rules and regulations, as required by New Zealand Government agencies, e.g. NZ Immigration and Ministry of Education, are complied with
- accept students who understand the special character of Westminster Christian School and who will abide by its code of conduct
- enrol students for the period of their stay
- provide tuition at their educational facility
- provide suitable accommodation
- provide a 24/7 contact, to deal with any emergencies or welfare concerns that may arise
- undertake an annual review to ensure their ongoing compliance with The Code
- maintain the right to terminate this agreement, if a serious breach of The Code occurs

Visiting International Group will:

- comply with all the rules and regulations as required by New Zealand Government agencies e.g. NZ Immigration and the Ministry of Education and Westminster Christian School, including Education Outside The Classroom (EOTC) policy and procedures. Evidence of compliance must be submitted to Westminster Christian School, prior to their group entering New Zealand
- recognise and accept the special character of Westminster Christian School and its code of conduct
- provide a New Zealand 24/7 contact, i.e. International coordinator/teacher
- monitor and be responsible for all of students' activities outside school hours, and to ensure that The Code is complied with. Furthermore, Westminster Christian School's Principal must be informed of all activity and travel arrangements prior to these events taking place
- maintain the right to terminate this agreement, if a serious breach of The Code occurs

MEDICAL AND TRAVEL INSURANCE POLICY NO: 49

Requirements:

1. All students are required to have appropriate medical and travel insurance as specified in The Code, Part 2, Section 7.4.
2. The school shall advise all prospective students about medical and travel insurance requirements in the standard wording in the prospectus and with the Offer of Place letter.
3. Student/s purchasing insurance through a New Zealand insurer must purchase insurance cover at the time of fee payment and before they travel to study at Westminster Christian School.
4. Where insurance is provided from a New Zealand company policy details should be provided in the student's first language where possible.
5. In the case of overseas policy providers student/s must provide Westminster Christian School with the policy details in English at least one month prior to the student/s arrival at Westminster Christian School.

Verification of Policies

Westminster Christian School must verify groups are in receipt of an acceptable Medical and Travel Insurance policy.

Verification of policies will be undertaken by the Principal/Secretary/International Coordinators prior to enrolment.

1. As part of the verification process, Westminster Christian School shall ensure that:
 - The insurer/re-insurer is a reputable and established company with substantial experience in the Travel Insurance business, and has a credit rating no lower than A from Standard and Poors, or B+ from A M Best.
 - The Insurer is able to provide emergency 24-hour, 7 day per week cover.
 - Students have a "certificate of currency" and policy wording from the Insurance Company stating that the student has purchased the cover for the duration of the planned period of study. The certificate and policy wording must also detail medical sums insured, repatriation benefits etc.
 - The Code of Practice for the Pastoral Care of International Students Revised 2010, Part 2, Section 5.3:

ELIGIBILITY FOR HEALTH SERVICES Most international students are not entitled to publicly funded health services while in New Zealand. If you receive medical treatment during your visit, you may be liable for the full costs of that treatment. Full details on entitlements to publicly funded health services are available through the Ministry of Health, and can be viewed on their website at www.moh.govt.nz.

ACCIDENT INSURANCE The Accident Compensation Corporation provides accident insurance for all New Zealand citizens, residents, and temporary visitors to New Zealand, but you may still be liable for all other medical and related costs. Further information can be viewed on the ACC website at www.acc.co.nz.

MEDICAL AND TRAVEL INSURANCE International students (including group students) must have appropriate and current medical and travel insurance while in New Zealand.

Recording of Policy Details

For each student group Westminster Christian School shall record the:

- a. Name of the Insurer

- b. Policy number
- c. Policy start and end dates.

Policy Renewals

Prior to the expiry of a student/s medical and travel insurance policy, the Principal/Secretary shall issue a written reminder to the student/s advising that their policy is up for renewal. A copy of the renewal policy must be presented to the Principal/Secretary.

Policy No. 51 - Refund Conditions for International Students

Education (Pastoral Care of International Students) Code of Practice 2016

*Give unto Caesar the things that are Caesar's and unto God the things that are God's.
Matthew 22:31*

If a student withdraws from his/her course of study before the completion date, he/she may be eligible for a refund of tuition fees. If a refund is requested, the following procedures and guidelines will apply:

To be eligible for a Refund:

- Parents must apply in writing to the Board of Trustees setting out the special circumstances of the claim within one month of the last day of attendance. You must also complete the official leaving process and attach the leaving certificate.
- Westminster Christian School's (WCS) refund policies are reasonable, and in accordance with legal requirements.
- Refund policy includes refund conditions for the following situations:
 - a. failure by a student to obtain a study visa;
 - b. voluntary withdrawal by a student;
 - c. The signatory ceasing to provide a course of educational instruction as contracted with the student, whether it stops of its own accord or as required by an education quality assurance agency;
 - d. The signatory ceasing to be a signatory;
 - e. The signatory ceasing to be a provider.

If the application is made before the start of the course:

- Fees will be refunded in full, less an **Administration Fee** of \$500.00. This includes the failure by a student to obtain a study visa to attend Westminster Christian School. (30: 2a)

If the application is made after the start of the course (*i.e. in Terms 1 or 2*), but before the second half of the course (*i.e. Terms 3 & 4*) fees will be refunded less:

- An Administration Fee of NZ \$500.00 per student
- Costs to the school already incurred for tuition
- Components of the fee already committed for the duration of the course
- Specialist fees (*if applicable*)
- Appropriate proportions of salaries for teachers and support staff (*if applicable*)
- Costs already incurred for the use of facilities and resources
- Any other costs already incurred.

If the application is made after the second half of a course:

There will be no refund, except under exceptional circumstances. (*See Compassionate Refunds below.*)

Compassionate Refunds:

In exceptional circumstances, refunds may be granted on compassionate grounds (e.g. death of a close family member, serious illness, accident). All such refunds will be at the discretion of the Principal and the Board of Trustees.

If an international fee-paying student gains residency during their course:

Fees will be adjusted to that of domestic fee paying students.

The Board of Trustees will make no refund:

- When a student is required to leave the school for a breach of the rules and conditions of enrolment at the school or has broken a New Zealand law.
- Where a student has been stood-down, suspended or excluded
- Where a student returns home for any reason other than serious illness, accident or death of a close family member
- If the enrolment application is found to be inaccurate in any way and the contract is terminated
- If a student wants to transfer to another school or educational institution without required notice been given.

Homestay/Caregiver Fees –for International Group visitors

Westminster Christian School's caregiver fee is \$270 per week per student (reviewed annually).

Payment of Refunds:

All refunds will be paid to the parents or legal guardians of the student. Westminster Christian School requires written authorisation from the parents/legal guardians if a refund is to be paid to a third party. Refunds will not be given directly to the student.

Fees Protection:

In the unlikely event that the school may not be able to continue delivering tuition to an international student, Westminster Christian School's Fee Protection Policy No:42 will take effect. This policy ensures that the school retains sufficient funds to meet the requirements of any refund in these circumstances.

Please note, if an international student withdraws from Westminster Christian School, for whatever reason, the New Zealand Immigration Service will be notified.

Policy No. 53 - Classroom Release Time

He who dwells in the shelter of the Most High will rest in the shadow of the Almighty.

Psalm 91:1

Rationale

The intent of classroom release is to address teacher workload while maximising benefits for student learning. The use of classroom release time will be professionally useful for the school's teaching and learning programmes, the teacher's professional growth and the learning needs of the students.

Guidelines

Use of classroom release time

This policy contains a list of the most common uses for classroom release time in our school. The list may be amended from time to time through consultation with teachers. Principal and individual teachers may also agree to other uses from time to time.

School release may be used for:

Planning

Evaluation

Reporting

Personal professional development

Observing other teachers

Reading / Research

Syndicate Meetings

Assessment

IEP Meetings

Curriculum Meetings

Report Writing

Any other use agreed to from time to time between teacher and Principal.

Allocation of classroom release time:

Can be one or a combination of:

Option One

Each teacher will be rostered one hour per week. The roster will be generated by the D.P. taking into account where ever possible the requests of individual teachers.

Option Two

Each teacher will be allocated two hours per fortnight. The roster will be generated by the D.P. taking into account where ever possible the requests of individual teachers.

Option Three

Each teacher will be allocated two days per term. The roster will be generated by the D.P. taking into account where ever possible the requests of individual teachers.

Option Four

Each syndicate may determine each term the basis for allocating the CRT to entitled teachers.

NB. *Where school sessions prevent allocation of precisely 10 hours of classroom release time, the school shall endeavour to provide as close as possible to the 10 hour entitlement including, where needed, advanced or delayed entitlement across the 4 terms of each school year. Time predominantly to be at school.*

When CRT cannot be provided for genuine reasons, during term planning or at short notice, it is not possible to provide CRT to an individual or a group of teachers the school will:

Record the reason for non-delivery

Endeavour to relocate the CRT at a later date in that school year

Review the CRT policy if required

Use the record of non-delivery when reviewing the policy.

Review of This Policy

This policy will be reviewed as required in the following instances:

Staff turn over

Recruitment/retention issues

New education initiative e.g. introduction of specialism

Concern about benefits to student learning

Any other genuine issue or concern.

Policy No. 54 - Retention and Disposal of School Records

Rationale and Purpose

To correctly retain and dispose of school records as per Ministry Guidelines sent in term 1 2007.

Guidelines

The school secretary will be the delegated person for coordinating and the storage of school records.

The secretary will coordinate and store school records and will be responsible for the coordinating, (storage by colour coding to match the appropriate action referral in the handbook), storing and disposing/sending to Archives N.Z. all records following directions in the ministry resource booklet.

School records are to be stored and /or destroyed following the guidelines in the Ministry Resource booklet kept in the storage room.

No records are to be destroyed without the permission of the Secretary who is coordinating and storing the school records.

No person is to access the stored school records without the permission of the school Principal or secretary.

NAG 4 – Finance / Property

Finance

The finance sub-committee meets before the monthly Board Meeting.

1. Financial policy/procedures – are they easily understood and easily carried out? Reviews? Quotes? (We need at least two quotes for larger items.)
2. Make sure all document trails are clear.
3. All monthly reports from the Accountant are checked against budget and reported to the Board at monthly meetings. Any action points raised will be discussed at each monthly Board meeting. Our Sub-Committees will feed their information back at each month Board meeting.
4. Review creditors monthly.
5. Keep in touch with Accountant as we need a Financial Report in December / January to see how the financial results are tracking.

Property

1. Check our contents insurance is being paid (check policy is giving us adequate cover).
2. Check that our asset register is accurate and up to date.
3. Have a preventative maintenance checklist, done every month.
4. Are the property related policies relevant?
5. Caretaking and cleaning is being done to a satisfactory standard.
6. Are fire extinguishers checked each term?
7. BOT Committee do monthly checks and are report at each Board meeting.
8. Security is checked nightly and an incident report logged as appropriate.

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

1. Allocate funds to reflect the school's priorities as stated in the Charter.
2. Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989. Finance Committee will check with Auditor if there are any discrepancies.
3. Comply with the negotiated conditions of any current asset management agreement and implement a maintenance programme to ensure that the school's building and facilities provide a safe, healthy learning environment for students.

Policy No: 1

Financial Management Policy

Rationale

We should be good stewards to God in all matters concern money. Also we should adhere to Ministry Guidelines regarding financial matters.

‘Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. ²Consequently, whoever rebels against the authority is rebelling against what God has instituted, and those who do so will bring judgment on themselves.

‘This is also why you pay taxes, for the authorities are God’s servants, who give their full time to governing. ⁷Give to everyone what you owe them: If you owe taxes, pay taxes; if revenue, then revenue; if respect, then respect; if honor, then honor.

Romans 13:1-2, 6-7

According to legislation on financial and property matters, the Board of Trustees is required to:

1. Allocate funds to reflect the schools’ priorities as stated in the Charter.
2. Monitor and control the schools’ expenditure and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.
3. Fund the maintenance of the schools’ assets to comply with the negotiated conditions of any current Assets Management agreement, implement a maintenance programme to ensure that the schools’ buildings and facilities provide a safe and healthy learning environment for students.
4. Provide accurate and current information about the finances.
5. Maximise the benefits to students through adequate budget allocations and prudent control of financial and property assets.

Guidelines

1. In consultation with the Principal and administrative staff, the Board of Trustees will develop and follow:
 - An annual budget reflecting the schools’ priorities defined in the charter, to be approved prior to the commencement of the financial year.
 - Procedures for all financial transactions.
 - A programme for property management (buildings and grounds) in collaboration with the Proprietors.
 - A programme for maintaining and replacing other assets (furniture, equipment and resources).
 - Procedures for compliance reporting; annual reports and audit statements.
2. A monthly financial report is to be prepared for the Finance Sub-committee to be presented at the Board of Trustees meeting, reflecting actual/budget comparisons, balances, income and expenditure flows, investments and reserves.
3. An Annual Financial Report is given to BOT by our Financial Accountant.

4. The Principal has authority to approve the expenditure of budgeted funds for curriculum delivery, staffing, general school administration and minor purchases. The Board of Trustees Finance Sub-Committee has authority to approve all routine expenditure. All other expenditure is to be approved in advance by the Board of Trustees.
5. While the Board of Trustees is opposed in principle to borrowing money, it will consider each proposal on its merits, provided it conforms to regulatory limitations and gains Ministry of Education approval.
6. In consultation with the Principal, the Board of Trustees may approve enterprise activities for profit. The Board of Trustees is committed to other policies and will only approve or support activities that conform to such policies.

Internet Creditors Banking Procedures

All creditors are paid on the 20th of every month by the school Secretary/Principal.

The Principal signs all creditors before they are to be paid. The Secretary and Principal each have a dongle that gives them access codes used in conjunction with a password. These are used to activate payments made to creditors.

Credit Card Procedures

Two credit cards are held by staff – one with a limit of \$2000.00 is held by the Principal and the other with a limit of \$500 is held by the School Secretary. These cards are only for items that the school may need while attending conferences e.g. accommodation payments or items purchased on internet sites (overseas purchases) or items which are purchased for school items as required (eg. gifts / milk etc).

As with the school finances the Principal must adhere to the following safety procedures:

- Purchases are up to \$500 and must be in budget. Purchases over \$500 must have permission from the Board of Trustees, Finance Sub-Committee or at a decision from a monthly Board of Trustees meeting.
- All credit card purchases must have a receipt for any purchase to be given to the School Secretary for our transactions trail to our School Accountant.
- The credit card can only be used by other school users as nominated by the Principal.
- The Principal's credit card purchases must be approved and signed off by the Chairman of the Board of Trustees.

Conclusion

The Board of Trustees is responsible for all finances in the school in accordance with its governance obligations. The Principal and Financial Sub-Committee will manage the above policy on its behalf, setting up appropriate procedures to do so.

Policy No. 20 - Property Management

Rationale

To provide a suitable learning environment for students and a good working environment for staff in a Christian School environment.

Policy Statement

The Board of Trustees will maintain the school grounds, buildings and facilities in a clean, safe, tidy and hygienic condition.

Objectives

1. To ensure that in property management consideration is given to the goals and objectives as stated in the Charter.
2. To ensure that property management is in keeping with health and safety requirements and procedures and to establish a health and safety programme.
3. To maintain a system for renewing and replacing furniture, furnishings and equipment.
4. To ensure the ten-year maintenance programme is maintained and kept current.
5. To prepare a statement of financial requirements for implementing the property programme as part of the annual budget.
6. To comply with the conditions of the Property Occupancy Document.
7. Strive to minimise potential hazards by maintaining a safe school environment.
8. Regularly checking school premises, fittings and contents for potential hazards.
9. Maintaining a current plan in case of an emergency.
 - a. Providing training for staff to equip them to respond appropriately in an emergency situation.
 - b. Maintain and update emergency response equipment.
 - c. Ensure emergency drills are practiced once a term.
 - d. Where appropriate use community support agencies to run education programmes for pupils.

Procedures

1. The Board of Trustees will delegate responsibility for managing the property programmes to the Property Committee.
2. The day to day administration is the responsibility of the Principal in conjunction with the Board Chair if need arises.

Policy No: 28 - ICT

... whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.
Phil 4:8

Rationale

To teach children that computers should be used for good and Godly things and in an appropriate and proficient manner to aid their learning.

Curriculum Aims

- To familiarise students with the parts of a computer.
- To introduce students to the correct terminology, especially with regards to software programmes and the Internet.
- To promote the use of computers as a tool for learning.
- To integrate computer use within as many curriculum areas as possible.
- To develop research skills in the area of the “knowledge wave”.

Guidelines for Use

At Westminster Christian School computers are available to staff and students in classrooms as well as the ICT Suite adjacent to the Library. There are very clear rules that need to be followed at all times:

1. Students are not allowed on the computers without the permission and / or supervision of a teacher.
2. No games from home allowed.
3. Internet access must be supervised by a teacher.
4. No students on the computers during morning tea or lunch.
5. Students may not change any settings on the computer.
6. Students may not load any new software or download anything without permission.
7. No-one is allowed on social networking sites or personal e-mails.

Classroom use will be rostered or as the classroom teacher sees fit and will be for educational purposes only.

Use of the ICT Suite will also be rostered where all students need to sign the log books afterwards.

Teachers will also have access to computers through their TELA laptops as well as the computers in the Teachers' Workroom.

The Library and School Office have networked computers, but use is limited to the Library and Office staff.

Classroom Use

- Should be connected to a curriculum area.
- Games and internet sites should be viewed by teachers prior to a lesson.
- Should have clear objectives.

ICT Suite Use

- Should teach a skill / new application or linked to new terminology learned.
- Should have an activity to apply learned skills / new application.
- Should be used in conjunction with the Inquiry Learning model for Westminster Christian School.
- Every class should have at least one session per week in the ICT Suite.

Password

- Every classroom has a password for a logon only to be used by that particular class.
- Teachers have personal passwords that should be changed every six months for security reasons.
- E-Tap, Digistore and E-cast passwords will only be available to permanent staff members of the school. These passwords may not be shared with relievers, student teachers or anyone not on the permanent staff.
- The library passwords are only known to the Librarian and selected student librarians.
- Administration passwords are only made known to the Office staff and the Principal.

Computer Contracts

All students and their parents will be required to sign a computer contract when entering the school to ensure appropriate use and behaviour while using the computers. Failure to do so may result in a child not being able to use the computers.

Failure to adhere to the contract may also result in being banned from computers for a week, a term or the rest of the year, depending on the severity of the misdemeanour. This will be decided on the Principal's discretion.

Staff members will also be required to sign a cyber-safety use agreement at the time of appraisal.

Staff Training and Professional Development

All permanent staff members, as well as teacher aides, will be encouraged to take up at least one course of personal professional development after identifying a weakness or need with their syndicate leaders. As much as the school budget allows, the whole staff will also undergo PD as the Principal sees fit.

Staff will be required to keep updated with the development of the student management system (e-Tap) and the electronic presentation of reports.

Staff Use of the Internet

- Must be in line with the special character of the school.
- Should be for educational purposes, planning and school matters.

Cyber-Safety

1. Staff have the professional responsibility to ensure the safety and wellbeing of children using the school's computer network, internet access facilities, computers and other school ICT equipment / devices on the school site or at any school-related activity.
2. If staff are aware that a student has not signed a use agreement, the student will not be permitted to use school ICT unless there are special circumstances approved by the Principal.

3. If staff are aware of any student who have not signed a use agreement their names should be reported to the Principal, or to the cybersafety manager.
4. Staff should guide students in effective strategies for searching and using the Internet.
5. While students are accessing the Internet in a classroom situation, the supervising staff member should be an active presence. The cybersafety manager will advise about cybersafety protocols regarding Internet access by students in other situations.
6. Staff should support students in following the student use agreement. This include:
 - a. Endeavouring to check that all students in their care understand the requirements of the student agreement.
 - b. Regularly reminding students of the contents of the use agreement they have signed, and encouraging them to make positive use of ICT.
7. Staff are expected to follow the instructions of the cybersafety manager regarding their role in maintaining cybersafety if students of the school are permitted email accounts.
8. Students will not be allowed to access personal e-mail or social networking sites at school.

Cyber-Safety Incident / Breach

In the event of unsafe material entering the school network via e-mail, websites, etc., the receiver of the material must take immediate action according to the NetSafe School Incident Response Flowchart. This involves copying the site address or sender of the e-mail in the CyberSafety book in the staffroom. The IT manager (Mrs Breytenbach) also needs to be notified.

To prevent safety breaches:

- Teachers should view Internet games / sites before a lesson.
- Provide students with website addresses where possible.
- Image searches should be done as “keyword for kids” as innocent searches may often result in a breach of safety.
- Students should be encouraged to report any inappropriate images or websites to the teacher.

Policy No. 39 - Sponsorship

I always pray with joy because of your partnership in the gospel from the first day until now.
Philippians: 1 v 5

Rationale

To ensure that sponsorships are managed in a way that is in line with scripture and that the public image of the school is maintained in terms of its special character.

Guidelines

1. The BOT identifies key areas for sponsorship in the school and establishes whether a short, or medium or long-term relationship is appropriate.
2. To make the management of sponsorship more efficient always aim to keep the number of sponsors as low as possible and the amount sponsored as high as possible.
3. An appointed trustee person will approach people in key positions to establish short, medium or long-term relationships. It is advisable to work with people who know these potential sponsors personally.
4. The sponsorship agreement will not allow the sponsor to influence the character or any other aspect of the school. The contact person in the organisation sponsoring the school need not be a committed Christian. Christians however, obviously will be more positive towards our school.
5. The BOT will use its discretion in terms of approaching organisations for sponsorships. For example if the organisation's products or services are adverse to our special character we would not enter into a sponsorship relationship. If the Board discovers this to be the case after entering into a relationship, the Board may decide to end the relationship.
6. A formal sponsorship proposal signed off by the Principal should be presented to potential sponsors as a basis for negotiation.
7. The BOT will approve every new sponsorship agreement before it may be implemented.

Policy No. 55 - Theft and Fraud Prevention

People who want to get rich fall into temptation and a trap and into many foolish and harmful desires that plunge men into ruin and destruction.

1 Timothy 6 v 9

Rationale

1. The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.
2. The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the procedures set out below.

Safety procedures that are already in place at our school

- Passwords in place for all banking procedures
- ASB Banking procedures has a secure coded unit attached to each transaction.
- Cheques are counter signed by two signatories (Principal and Assistant Principal).
- Principal must have permission from Board for any items over \$500 that are out of the current years budget.
- When the administration staff are requested to transfer money by the Principal or the Financial committee, from investment account to cheque account an email is directed to the ASB Manager who then processes this action.

Procedures

1. As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 - a. The School's physical resources are kept secure and accounted for.
 - b. The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004.
 - c. Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal should be competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 - d. All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
2. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
 - a. So far as it is possible and within 24 hours:
 - i. Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.

- ii. Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - iii. 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.
 - iv. Inform the Board Chairman of the information received and consult with him or her as appropriate.
 - b. On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
 - c. The Principal shall then carry out the following procedures and should work through the following action if it is deemed to be necessary:
 - i. 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;
 - ii. Lay a complaint with the New Zealand Police if appropriate;
 - iii. If necessary, commission an independent expert investigation
 - iv. 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;
 - v. Seek legal advice; or
 - vi. Inform the Manager, National Operations, Ministry of Education local office and or the school's auditors.
 - d. Once all available evidence is obtained the Principal shall consult the Board Chairman. The Board Chairman may then consider it necessary to seek legal or other advice as to what further action should be taken. A discussion may be required at Board level.
 - e. If a case is considered to exist the Principal in conjunction with the Board Chairman will follow the following procedures:
 - i. 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.
 - ii. Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - iii. 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).
 - iv. Advise the person in writing of the processes to be involved from this point on.
- 3. The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must

- be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
4. 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.
 5. Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning the Principal or a Trustee

1. Any allegation concerning the Principal should be made to the Board Chairman. The Chairman will then investigate in accordance with the requirements of paragraph 4 of this Policy.
2. Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.

Approval

1. When the Board approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Board.
2. As part of its approval the Board requires the Principal to circulate this Policy to all staff, and for a copy to be included in the Westminster Christian School manual, copies of which shall be available to all staff. The school policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy.

Policy No. 65 - Sale, Supply and Consumption of Alcohol on School Premises

Wine is a mocker and beer a brawler; whoever is led astray by them is not wise
Proverbs 20:1

Go eat your food with gladness, drink your wine with a joyful heart for God has already approved with you do.
Ecclesiastes 9:7

Rationale

To comply with the Sale and Supply of Alcohol Act 2012.

Nag 5 requires that Boards of Trustees provide a safe physical and emotional environment for students.

This Policy will help our Board, staff, parents and students to have a clear understanding of what is acceptable in terms of the sale, supply and consumption of alcohol on school grounds, at school events and in (or not in) the presence of students.

Procedures

The school's approach to alcohol is that there will be no alcohol sold, supplied, or consumed on school grounds or at any school event. This also applies to any school trips, camps, galas and any school fundraisers.

If the Hall is booked to an outside party, and they wish to supply alcohol, permission will be sought from the Board of Trustee in writing requesting this. Each case will be reviewed and considered on its individual merits.

NAG 5 - Health and Safety

1. Do we have an effective policy area (includes child abuse, equity hazards, suspension and smoke free)?
2. Do we have First Aid procedures?
3. Do we have effective discipline and behavioural management procedures / policies?
4. Is fire and earthquake drill done once a term – including evacuation Procedures / Blue Code in every room?
5. Do we have an effective Civil Emergency Defence plan?
6. Do we liaise with our Board property person?
7. Do we make sure our car park is in our annual list of hazards (teachers to put emphasis on this area in class discussion each term).

Policies

Emergency, Post Disaster

Administering Medicine

Internet

EOTC

Pandemic – Contagious Outbreak of Disease

Sexual Harassment

Non Smoking

Sun Protection

Child Abuse Privacy

Procedures and Practices

Emergency procedure.

Exit displays checked.

Update building management book.

Hazard identification display.

Accident and emergency register.

Internet privacy officer.

Annual review of smoking policy.

Amendment to NAG 5 – Effective from 1st June 2008

To promote healthy food and nutrition for all students.

These will be reviewed annually

Policy No. 8 - School Trips and Visits (Day and Overnight)

God saw all that He had made and it was very good.

Genesis 1:31

Rationale

Overnight school trips may be needed to expand the opportunities available for the social, academic, sporting and cultural development of the students. Day trips also are included in this policy.

Purposes

1. To assist the social development of our students.
2. To create interaction with people from other cultural and socio-economic groups.
3. To provide exposure to resources not available in the local area.
4. To stimulate the interest of students and teachers in a wide range of activities.
5. To promote the image of the school beyond the local district.
6. To help learners develop an attitude of responsibility particularly towards their own safety and the safety of others.
7. To be image bearers of Christ.

Guidelines

1. Parents and caregivers will be required for supervision to achieve a minimum ratio appropriate to the activity as decided by the Principal/EOTC coordinator. Suggested ratios are: overnight ratio 1:6, day trips 1:6, element of danger eg. water 1:4. only parents/caregivers/staff will be used on all trips as supervisors. Parents with babies/toddlers are not to be included in ratio's.
2. All trips will be appropriate to the age level of the students.
3. All trips and visits require the Principal's prior approval in consultation with the class teacher.
4. Costs should be structured so that no student misses out.
5. School trips are a compulsory part of any student's wider education experience. Notification of student's non-attendance must be given to the Principal.
6. Permission must be sought from parents and caregivers as set out by Westminster management guide for EOTC activity guide. Blanket consent for low risk activities (day trips) and separate consent for high risk activities offsite.
7. A small donation may be required from parents to contribute to the cost of running cars for school trips.
8. Safety requirements:
 - All car drivers must have a current Drivers Licence and comply with the road code when driving.
 - All cars must have a current Warrant of Fitness and Registration.
 - All children in the car must wear a seat belt. Booster seats must be supplied for children under 8 years, travelling by car.
 - Each driver must have a list of names of the children they are responsible for transporting and supervising.
 - A safety action plan must be adopted.
 - A Risk Analysis sheet must be completed for all trips outside the school area.

- Bus – approved guidelines must be followed as for a car (must have current WOF registration and all safety certificates must be up to date. Safe capacity must be adhered to, parent ratios followed and behaviour carefully monitored.
 - An overnight camp requires permission from the BOT and all health and permission notes must be completed.
9. For overnight stays a qualified and up to date 1st Aid person must be part of that group at all times.
 10. All staff planning EOTC programmes outside the school grounds should complete attached sheet “Guidelines for teachers on EOTC experiences and checklists for EOTC Administrators.
 11. Involve parents, caregivers and the community at all stages of planning, preparation, the outing itself and evaluation when undertaken.
 12. Teachers to provide alternative learning situation for those children unable to participate.
 13. Ensure adequate ongoing training for all staff involved in EOTC, including appropriate professional development where necessary. This will include volunteer helpers where necessary. Make it clear to all observers that they are there to observe and are not to take part in this EOTC activity.
 14. Ensure that any outside providers meet current health and safety requirements.
 15. Ensure police checks are undertaken when deemed needed by Principal/EOTC coordinator. Such as assisting with junior swimming changing, overnight stays.
 16. That all events organized through our school are classified either low, medium or high risk.
 17. In the case of composite classes discretion will be given to staff and board to allow younger children to go with senior classes.

Disclaimer For Educational Trips Outside The Classroom

Westminster Christian School undertakes to take all reasonable care to:

- Ensure the safety of all children at all times
- Provide an appropriate ratio of adults to children.

The school however, will not be held responsible for accidents that may occur, nor for loss or damage of personal property.

The school will obtain on the parents’ behalf any medical assistance, if, in the opinion of the staff, such treatment is necessary. Any costs incurred are to be met by the parents.

Appendix to Policy No. 8

1. Where staff used - means adults employed fulltime, part time or volunteers or those on a contract basis by the Board of Trustees.
EOTC – are all events occurring outside classroom on and offsite including curriculum, sporting and cultural activities.
2. Planning – must be approved by as per ‘management guide for EOTC activity types, Team Leader for low risk short trips, Principal/EOTC coordinator for high risk activities and day trips and overnight camp by Board of Trustees, at least one month prior to the event.
3. Consent – information to parents should include:
 - Disclosure of risk

- Date on letter
 - Date of event
 - Start/finish times
 - Group individual involved
 - Venue address/ph numbers
 - Description
 - Curriculum objectives
 - Purpose of event
 - Transport
 - Staffing (experience qualify)
 - Costs if any
 - Clothing, equipment required
 - Rules
 - Unsafe behaviour
 - Contingency plans
 - Date for consent form to be returned
 - Health profiles
 - Sign letter
4. Transport
- List of names on board must be carried on all vehicles.
 - A 1st aid kit must be on board cars/buses.
 - Each student must have a seat belt in use in cars only. All vehicles must be registered and have a current WOF. Students under 8 must have a booster seat in a car.
5. Supervision – competent staff must lead all events.
- Competency can be measured by experience and/or qualifications.
- In the case of the former the use of 'attestation by a colleague' is recommended.
 - Staff have the right to say no to taking an event.
 - Parents, contractors, volunteers and student leaders must be checked for their suitability to work with children and adults. This will include police checks for overnight stays and parents helping with junior swimming changing.
 - Parents, contractors, volunteers and student leaders must be briefed by the Teacher in Charge (TIC) regarding the objectives of the trip, specific roles and responsibilities, risk management for all parties including self, and school policies (the involvement of parents, contractors and volunteers in development the RAMS is highly desirable).
 - All staff taking students to the bush, the sea, the river, and the mountains must be fully conversant with, and capable of implementing, Contingency Plans for First Aid, Search Rescue, Evacuation, Fatality and Follow up.
 - Contracts must be written up and agreed upon by signature when individual contractors or providers are contracted into a supervisor and/or instructional role.
 - The supervision ratio must be established as part of the RAMS and therefore approved. The ratio is a decision of the Teacher in Charge, and will be based on the following:
 - Competence of staff including volunteer assistants and student leaders
 - First Aid cover
 - Sex, age, behaviour and ability of students
 - Special needs of students (medical, educational)

- Duration and nature of activity – land based, water based
- Nature of site
- Site requirements (e.g. permits)
- Contingency options
- Access to emergency services
- Season, weather forecast and remoteness of site.

Special Note on Ratios:

A ratio shows the number of skilled/experience supervisors compared to the number of novices involved in an EOTC event (at times adults may be novices). It is important that the ratio ensures a high quality learning experience and safe event. Ratios for EOTC are hard to prescribe, as they will vary according to student needs, age group, activity, location and competence of staff involved. If in doubt, be conservative and/or seek professional advice when deciding on ratios.

- A list of all students must be left at the school office for all off-site activities.
 - Students must either sign in themselves or the staff must report to the office when returning from an event.
 - Staff must be appropriately trained and competent in the event elements being delivered by that staff member.
 - It is expected that respect be shown for environment, other peoples and property.
 - Student cell phones are banned from all EOTC events unless the TIC states otherwise.
 - Staff must ensure that students experience “challenge by choice” (that is, they are not forced to participate).
6. RISK ANALYSIS AND MANAGEMENT SYSTEM (RAMS).
- All EOTC events must have a Risk Analysis and Management System (RAMS).
 - The RAMS must be signed-off by the Principal or Deputy Principal. This must occur at least 24 hours before the start of the activity in the case of reviewed RAMS and 48 hours in the case of a *new* RAMS.
- In completing the RAMS the following must be identified:
- Undesirable outcomes (risks/losses).
 - Causal factors/hazards.
 - Management strategies to deal with all hazards that could occur.
 - Contingency plans for emergency situations.
 - Equipment factors, including any hazards associated with use.
 - People factors, including hazards associated with them.
 - The special needs (Health, medical, supervision, educational/IEP, diet and other) of staff and students.
 - Environmental factors, including associated hazards.
 - Student and staff swimming competency.
 - Appropriate equipment for emergency evacuation and emergency first aid shall be available at all events and en route to events e.g. cell phone, mountain radio, first aid kit.
 - Hazards identified that cannot be easily eliminated, isolated or minimised must be reported in writing to the Health & Safety officer and the EOTC coordinator.
 - Staff must be familiar with the environment/area where programme activities will take place.

- Staff must ensure that students are informed of the hazards, the Management strategies and the Contingency plans.
- The TIC must ensure that all staff have a copy of the RAMS and that this is taken with them into the field. (Your pocket is a good place for your RAMS).
- In the case of water events, staff are to check for specific hazards; take action to eliminate, isolate and minimise; and record and report these hazards and their actions to EOTC coordinator.

Note: In the case of swimming, river and beach activities where there are multiple groups there must be a person monitoring the whole event.

Diving into pools other than supervised public swimming pools where a board is provided for that purpose is prohibited. Jumping feet first into a pool, which has been physically checked by a staff member immediately prior to the event, is acceptable.

7. Incidents involving staff and/or students:

- The OSH Incident/Accident Register available at the school office is to be filled out following any Incident/Accident not causing serious harm.
- The OSH Incident/Accident register report available at the school office is to be filled out following any Incident/Accident resulting in serious harm. In the case of serious harm a copy must be sent to OSH within seven days. OSH should be notified before the scene is interfered with.
- The OSH Incident/Accident Register report available at the school office is to be filled out following any near miss situation.
- The principal must be informed where there has been serious harm to a student and/or staff member.
- Annual safety reviews will be carried out by the EOTC coordinator and reported to the School's Health and Safety Officer.
- Accidents/incidents will be reported to the Ministry of Education through the national database by the EOTC coordinator.

8. Equipment

- Activities and circumstances for which safety equipment should be used are identified by the TIC of the event.
- Safety equipment and/or clothing is provided to all staff and students and must be used/worn.
- Staff and students are instructed in the safe use of all equipment including safety equipment.
- Where staff and/or students provide their own safety equipment and/or clothing this must be monitored by the TIC of the event and where appropriate the EOTC coordinator.
- Safety equipment must comply with NZ Standards and Codes of Practice.
- Use and maintenance log is kept for all safety equipment.
- All equipment is stored appropriately.
- Changing of fuel bottles for cookers is the sole responsibility of staff.
- School first aid kits must be carried for all events and their use reported to the EOTC coordinator who will re-supply them.
- There is a communication system in place for all events.
- Where appropriate the TIC must establish protocols for food, water, waste, flora and fauna. These should be included in RAMS.
- Facilities must be checked prior to the event where appropriate, an inventory kept and maintained by the EOTC coordinator.

9. Review

- Each event must be reviewed by the TIC and the result lodged with the EOTC coordinator.
- Annual reviews will be carried out by the EOTC coordinator and reported to management.
- The EOTC procedures will be reviewed annually the Board of Trustees.
- The Board of Trustees Chairperson shall determine any External Review Process.
- The Board of trustees through the Principal will monitor and review all events.

Policy No. 9 - HIV/AIDS and Other Blood Borne Viruses

Rationale

To provide safe practices when dealing with HIV/Aids and any blood-borne viruses that pupils may have.

Key principles

1. A child's health status should not affect their right to an education (Education Act 1989 53).
2. In dealing with any injury all children should be treated as if they have a blood borne virus (Health Act 1956) Health Regulations 1996.
3. Children have the right to privacy (Privacy Act 1993 56) Human Rights Act 1993 5, 21, & 5 57 (1).
4. We must develop and implement strategies which address identified learning needs to overcome barriers to students learning and provide a safe physical and emotional environment for all students and comply with any legislation to ensure the safety of all students and employees. (Nag 1) Health & Safety in Employment Act 1993 & Nag 5.

Guidelines for Infection Control of HIV/aids and other blood borne viruses in schools

1. Before treating a child who is bleeding make sure you cover any cuts or abrasions with a waterproof dressing.
2. Wear gloves for all procedures (all open wounds).
3. Don't delay treatment of a child because gloves are not immediately available. Use an absorbent barrier such as a towel, handkerchief for an actively bleeding child.
4. Disposal of used gloves, soiled dressings, sanitary towels, tissues should be safely disposed of.
5. All areas must be wiped clean and sterilised if contaminated with blood. An effective disinfectant must be used.
6. All surfaces to be soaked for 20 minutes and then wiped dry.
7. Hands will be washed thoroughly when task is completed. Use of school sanitisers.
8. The 1st Aid Kit will contain disposable gloves, disposable wipes. There is an automatic blood and waste dispenser unit in place in the sick bay area.
9. When enrolling new students, parents will be made aware of the above procedures when dealing with HIV/Aids or other blood borne viruses. Parents will be asked to disclose information related to a child's infectious status so that the school can provide best possible support.
10. All personnel will receive training to ensure that they are proficient in carrying out the school 1st Aid procedures. We will encourage all teachers to hold a current 1st Aid certificate.
11. The Board of Trustees will ensure that any cleaning staff are trained in the correct procedures for the disposal of contaminated wastes.

Policy No. 10 - Post Disaster Survival Plan / Emergencies Procedures

*Let your eyes look straight ahead fix your gaze directly before you and make level paths
for your feet and take only ways that are firm.* Proverbs 4: 25-26

Love your neighbour as yourself.

Matthew 22: 29

*When times are good be happy but when times are bad consider God has made the
one as well as the other therefore a man cannot discover anything about his future.*
Ecc.7:14

Rationale

The school must ensure the safety of children in the interim between evacuation following a major disaster and parents/caregivers resuming responsibility for their children and before the reopening of school following a disaster.

Principles

1. To record the transition of children from school to parent/caregiver responsibility.
2. To provide sufficient water, food, warmth and shelter for children left dependent on school personnel until children are uplifted by parents or caregivers or we have Civil Defence Support.
3. To establish information sharing between Civil Defence and School.

Guidelines:

1. We have a simple school site plan which is displayed in the office with the buildings and grounds showing the fire hydrant.
2. A list of school contact people, including the school Principal and the Board Chairperson together has been sent to the Ministry of Education.
3. The Office Manager has access on her cell phone to eTap with all the students contact details should we need to go off site.
4. A copy of this policy is kept in the Principal's office in the Policy Folder, and on the Office Manager's Google Drive.
5. Parents will be advised each term about the procedures for a post disaster scenario.
6. Full details of time, name and address of normal person collecting children will be kept in case of disaster.
Children are only to be released from school under the following guidelines:
 - a. To parent or caregiver, or emergency contact person.
 - b. To the person named in the Post Disaster Register – which could be any of the above.
 - c. By Police or other rescue organisations once a Civil Defence Emergency is declared and if they have assumed responsibility at North Shore District Council Sector Post.

7. School records, asset register, and inventories of equipment, insurance policies, property occupancy documents are kept off site by the accountant. All copies of school keys are in a locked cupboard in the Medical Room.
8. In the case of any children being left at school with no parents or caregivers to collect them, the person named in the Post Disaster Register will be contacted.
9. For children with no parents or caregivers, or named family, school will provide the necessities of life by:
 - Shelter - Using classrooms etc.
 - Water - Obtained from overflow water tank behind Room 9
10. After six hours or when it is known that a child's family have been killed, or injured and no contacts can be reached, welfare agencies will be contacted.
11. Principal is responsible for the release of staff to attend to their own families, always acknowledging that safety/supervision of children at school is paramount.
12. Principal is to contact Civil Defence Headquarters to advise of school's status. Principal to use the school or personal cell phone.
13. Principal will consult with Civil Defence regarding possible reopening of school following an emergency closure in conjunction with Board Chairperson.

Emergency Procedures

Intruder onto the School Premises

1. Staff member to remain as calm as possible on approach.
2. As soon as practical press panic button and alert staff via eTap Mobile App.
3. Staff members are to shut all doors if possible. Await further instructions from the principal or management staff.

Fire

Signal – alarm bells ringing continuously.

All occupants should:

- Act on hearing the fire alarm, by evacuating the area and proceeding to the designated assembly point which is the netball courts.

Staff should:

- Take cell phones when evacuating
- Activate the nearest fire alarms call point
- Reassure students - teacher
- Evacuate students - teacher
- Check that all rooms have been evacuated (warden in each area)
- Close doors and windows (each staff member)
- Supervise the evacuation to the assembly area on the concrete beside the Technology block.
- Advise the Principal/or Warden of any missing students, staff, or other occupants.

Earthquake

Procedures and responsibilities during an earthquake

All occupants should:

- Remain in the building until the shaking stops.
- Children are to get under a desk or table close at hand, drop to knees, back to windows; knees together clasp both hands firmly behind head, covering

neck. Bury face in arms protecting head and close eyes stay in position until it is safe to move, teachers also to do this.

- Reassure students and occupants to take cover
- If outside, instruct students to move clear of buildings, power poles, overhead power lines, high banks and trees e.g. 20m from a single storey.
- Liaise with the Principal regarding the decision whether to remain in the building or to evacuate if at all possible. We may need to consider evacuating to North Harbour Church.

If a decision is made to evacuate, staff should:

- Be accountable to Warden or Principal.
- Ensure that students are warmly dressed, have adequate footwear and take warm blankets if available.
- Check that all rooms have been evacuated
- Turn off appliances and services
- Retrieve the attendance register
- Supervise the evacuation
- Take the class roll call at the assembly areas
- Advise the Principal of any missing students, staff or other occupants
- Listen to the local radio station
- All areas of school, Senior Block, Auditorium, and Pre-School toilets are to be checked.

If an earthquake occurs while students are travelling on a school bus, the driver is responsible for their safety until they reach their destination. The driver should proceed with caution and keep clear of potential hazards. If the bus is immobilised in an unsafe position, it should be evacuated, children to wait in area for further assistance.

Flood

Procedures and responsibilities for an impending flood

All occupants should:

- Act on the civil defence warning signal
- Prepare for evacuation
- Follow the procedure set out in the school's flood drill

Staff should:

- If necessary, contact the nearest civil defence staff
- Listen to the local radio station
- Reassure students and other occupants
- Liaise with the Principal regarding the decision to evacuate
- Check that all rooms have been evacuated
- Turn off appliances and services
- Store valuables as high as possible above floor level
- Ensure that weed killers, insecticide, chemicals and any other possible pollutants are out of reach of flood waters
- Retrieve the school roll
- Supervise the evacuation
- Take the class roll at the assembly area
- Advise the Principal of any missing students, staff or other occupants.

Landslip

- Instruct students to take cover beneath a solid structure
- Remain in the building until all movements have ceased

- If outside, move out of the likely path of the slip
- Keep clear of banks, trees, power poles and overhead power lines

Storm-Force Wind And Cyclone

- Store or secure loose items such as rubbish tins, outdoor furniture and corrugated iron
- Stick tape across large glass windows to prevent them from shattering
- Stay inside the strongest part of the building
- Stay away from windows and doors
- If outside, seek shelter to avoid flying debris
- Open windows on the side of the building away from the wind to reduce the likelihood of the roof lifting.

Electrical Storm

- If inside a building, stay away from metal and electrical fixtures as these can act as lightning conductors
- If outside, keep clear of trees go inside if you can safely.

Volcanic Activity

- If heavy ash is falling, do not shelter in buildings or flat or low-pitched roofs which could collapse under the weight of the ash
- Avoid basements or confined spaces where gases may accumulate
- If instructed to move out of building:
 - Cover head and body with substantial clothing, such as coats, hats, jerseys, or blankets;
 - Breathe through a handkerchief
 - Carry a torch, even in the daytime
 - Move away from the eruption as quickly as possible
 - Keep well above the shoreline and avoid streams and rivers
- Continual whistle to be blown by staff member.
- All staff and children to go immediately to their rooms.
- All windows and doors are to be closed.
- Teachers to call roll, advise Secretary of any missing persons and all staff to remain with their children, in class, until the all clear is given by Principal.
- Office Staff – ensure all windows are closed in the administration block, check the Visitors to ensure all Visitors are accounted for – and is anyone is missing located person immediately.
- All instructions will be issued via the classroom paging system.

Chemical Or Industrial Accident (if accident outside)

- Stay inside
- Close windows, doors
- Await instructions – from Principal or Warden

Armed Offender Callout

- Respond quickly to Police and their instructions

Safety Instructions

- Teachers should know how to activate the school alarms
- Teachers should be aware of how to safely use a fire extinguisher

- A school kit should be available containing heavy duty torches and spare batteries, battery powered radio, hand bell or whistle, loud hailer, separate medical kit, supply of stick on labels, fresh water and supply of water purifying tablets, means of providing toilet facilities, candle and matches

Hazard Precautions

- Hold regular fire drills
- Annual check of wiring
- Flammable goods should be safely stored
- No smoking policy to be strictly enforced
- Try to restrain as little movement as possible with furniture and equipment
- If involved in a flood try to store valuables in a higher area.

Property Protection

Following the emergency

Principal or Warden to action.

Immediate Action

- May need to involve an emergency service
- Turning off power and gas mains
- Turning off water mains (not mains supplying fire fighting equipment)
- Providing security patrols until buildings are secured
- Boarding up area to prevent weather getting in

Immediate notifications: where appropriate

- Chairperson of Board of Trustees
- The Proprietors
- Fire service, Civil Defence, Police, and School Insurers. School bus contractors

Bomb Threat

- Office Manager will alert Police, then staff to a possible bomb threat
- Staff are to evacuate the school up to the North Harbour Church.

School Plan

Plan kept on office wall with the following features:

Water mains, sewer pipes, overhead power lines, telephone lines, shut off valves for water services, main switches for electricity (both areas), outside water taps and hoses, fire alarm points, security alarms, smoke alarms, fire hose reels, smoke alarms, fire extinguishers, fire hydrant, escape routes, chemical area (locked).

Appendix 1 - Preparation for Pandemic Situation

In the case of a pandemic, we will follow the instructions from the Ministry of Education

For the two pandemic codes the following applies:

Code No 1

Information – emphasise washing hands wiping down surfaces with mild disinfectant (if threat increases) this is done already.

Code No 2

Social distancing – this is the isolation phase and would probably be at the stage where schools would be directed to close.

Appendix 2 - Being Prepared In An Emergency

It is good to go over what would happen in the event of an emergency, if we were ever faced with one, while your child was at school.

At school we have all your contacts listed in hardcopy and on a school cell phone that is charged daily. It is important that if this information changes, you provide us with the most update to date information to ensure we are able to contact you in an emergency. Also we are on Facebook and all staff have cell phones.

We also have all your contacts on our Student Management System (E-Tap) which we access via the internet and hope to be able to access and provide emails and texts from should this ability still be operating following a major event.

We have comprehensive First Aid Kit, which is suitable for the number of people on our school site at any given time, as well as the First Aid Kits which are held in the Sick Bay.

Following an emergency event, your child would be kept at school until a parent, or person authorised by parents, were able to uplift them. We would care for your children as you would expect in this situation and provide them with the support and assistance they would need in a large emergency.

We also have our school information listed with the Ministry of Education, who can access this and provide any support we may require.

Because our school is a Civil Defence post, it will be the first contact point for Police and Emergency Services in the event of a major emergency. For the safety of staff and children, we will follow instructions from the Civil Defence when they take over full command of our school area.

We have four separate process / systems in place to ensure your child's safety and enable quick communication to our parents as follows:

1. Hard Copy of Student Contact Information
2. Smartphone with access to Student Management System and parent details.
3. Laptop (and back-up I-Pad) to access Student contact with email and text capability.
4. Information logged with appropriate agencies who will provide service.

To ensure our students are informed of what to do in an emergency event we do Earthquake drills, Fire drills and Blue Code drills (for intruders).

Should you have any questions in regards to our Emergency Procedures, please contact us to discuss further.

Appendix 3 - Safety Areas in Conjunction with Post Disaster Policy

Main Electrical Box:

Outside the Proprietors Office

Other Electrical boxes are:

Library
Room 8
Caretaker's Shed
Room 10
Room 11
Room 16/17
Tech Block
Pre-School

Fire Alarm Points:

Auditorium
Room 17
Room 13
Pre-School

Security Alarm:

Main one Outside Office
Caretaker's Shed
Tech Block (Art Room)
Senior Area (Room 13)
Room 16/17 (own panels)
Room 14/15 (own panels)

Smoke Detectors:

In all rooms

Chemical Area:

None on Site

Policy No. 12 - Behaviour Management

Train a child in the way he should go, and when he is old he will not turn from it.

Proverbs 22:6

Rationale

During school hours, the God given parental responsibility for teaching and disciplining children is shared with home and teachers in a co-operative relationship.

Our school seeks to guide our pupils Biblically by knowing the difference between good and bad choices by providing sound teaching and fair, firm behaviour management in an atmosphere of positive motivation encouragement and modeling.

Purposes

- To provide a safe, secure learning environment.
- To encourage children to show respect to God and His Word, respect for themselves and others, and respect for property.
- To help students learn to take responsibility for their own decisions and actions by helping them appreciate the consequences of their behaviour (both desirable and undesirable)
- To guide children in the understanding of repentance and forgiveness in dealing with undesirable events. This is the key to their understanding of the Gospel and to building their Christian character.
- To encourage, teach and establish ongoing positive strategies for the reinforcement of good behaviour in accordance with God's Word.
- To develop a clear set of procedures to deal with problem behaviour.
- To involve parents with the ongoing implementation of the behaviour policy.

Guidelines

- Reflecting the partnership that exists between school and home, parents will be informed and involved in all major behaviour management actions and decisions being made.
- School and Classroom rules and expected standards of behaviour will be made clear to all members of the school community, parents / caregivers, staff and pupils.
- Realising that problem behaviour is in fact a child's choice but understanding that there maybe other circumstances that need to be checked out that are affecting the child's behaviour.
- Our school prohibits the use of force or corporal punishment when dealing with behaviour management issues.

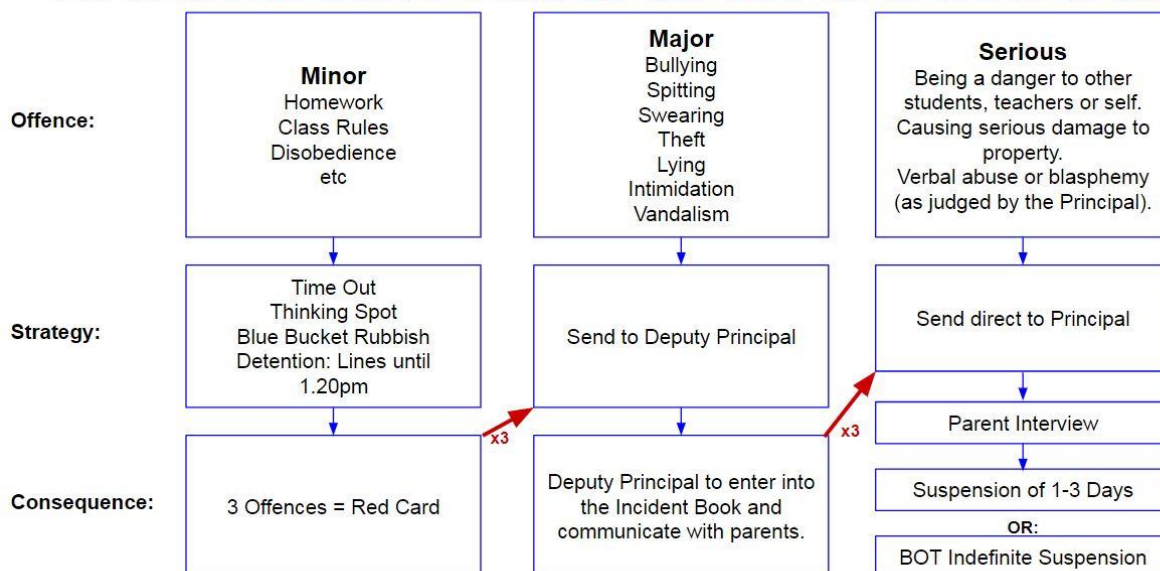
Steps of Behaviour Management

- Our school sets the standards according to a Biblical World View (what does the Bible say).
- All children need consistent expectations of good role modeling, regular redirecting with an expectation of obedience.
- Counselling, prayer, repentance and apology are key ways to restore all parties involved (this may involve an outside agency).

Procedures

Encouragement for good choices via gold cards, certificates, sticker charts, house points. Our school sets the standards according to Biblical World View (what does the Bible say).

BEHAVIOUR MANAGEMENT FLOWCHART



Suspension Offences

Any student found responsible for the following: sexual misconduct, drugs, cigarettes, alcohol, victimization, blatant defiance and disrespect, verbal abuse or blasphemy may be suspended from school. Parents will be required to attend a meeting with the Principal, whereby the child may be excluded from class from 1 to 3 days depending on the severity of the offence (see flowchart for procedures).

Indefinite Suspension

Notification must be sent to the Secretary of Education, meeting at Board level and parental involvement at that meeting will be necessary (see flowchart for procedures).

Consequences for Incorrect Uniform

Step 1: If child found to be wearing incorrect uniform without an Exemption Note from parents, child will be issued with non-compliance letter to take home to parents asking when uniform correction will take place and reason for incorrect uniform. If incorrect uniform is being worn due to lack of supply from Uniform Shop exemption will be extended until stocks available. If incorrect uniform is being worn due to missing or not bringing item of uniform etc. exemption will be provided for one school week. Exemption notice must be carried on child while at school.

If missing item of uniform or Hat, students will be placed in the Auditorium for duration of the break time and Shade Policy No. 27 will be followed. Following three days of no Hat, student will be required to write out the Shade Policy during their break period (or other such activity as deemed appropriate for the year level of the child).

Step 2: Following expiry of the two week exemption period of incorrect uniform being worn, a red card will be issued and Behaviour Management plan will be followed as per flow chart above.

Conclusion

Our objective is to turn our pupils towards God so they can walk in true repentance with the aim of changing towards positive behaviour.

Policy No. 16 - Child Protection Policy

You hear O Lord the desire of the afflicted you encourage them and you listen to their cry, defending the fatherless and the oppressed in order that man who is of the earth may terrify no more.
Psalm 10: 17 - 18

Rationale

We have as a Board the obligation to ensure the well-being of children in our care so they thrive, belong and achieve. As Christian educators, we want to restore our pupils by pointing them always to Jesus and His healing.

All children under Section 15 of the Children, Young Person and Their Families Act will be linked to a social worker or local Police if need arises in the area of physical, emotional or sexual abuse or ill treatment, neglect or deprivation circumstances.

Our commitment at our school is to protect vulnerable children from abuse and neglect through its actions, activities and staff intervention. We recognise the important role and responsibility of all our staff in the protection of all of our pupils.

We recognise the importance of the culture of the family and its rights in decision making.

Purpose

To comply with all legislative requirements.

Our policy provides a broad framework to protect children, including staff in response to actual or suspected child abuse and neglect. All children are treated with dignity and respect and have a right to get help if needed. This applies also to all staff including volunteers and part time or temporary roles and contractors (eg Plumbers and Electricians).

This also includes all children that staff may encounter, including siblings of the children of adults accessing services and any other children encountered by staff as they provide their service.

We will use all agencies to support our staff and children wherever appropriate. Sometimes we need specialist knowledge and training options. Sometimes it may be a pastoral concern that we may link the parents so that they can get help from their Church community.

Training

We are committed to maintaining and increasing staff awareness of how to recognize, respond and prevent abuse through appropriate training. As part of their induction, new staff will be made aware of this policy on child protection.

Identifying Child Abuse and Neglect

Our approach to identifying abuse or neglect is guided by the following principles:

- Indicators are signs or symptoms that, when found either on their own or in various combinations, point to possible abuse, family violence or neglect. In many cases, indicators are found in combinations or clusters.
Indicators do not necessarily prove or mean that a child has been harmed. They are clues that alert us that abuse may have occurred and that a child may require help or protection. Sometimes indicators can result from life events, which do not involve abuse e.g. accidental injury.

- We understand that every situation is different and it's important to consider all available information about the child and their environment before reaching conclusions. For example, behavioural concerns may be the result of life events, such as divorce, accidental injury, the arrival of a new sibling etc.
- We understand that when we are concerned a child is showing signs of potential abuse or neglect we should talk to someone, either a colleague and/or the Principal.
- While there are different definitions of abuse, the important thing is for us to consider overall well-being and the risk of harm to the child. It is not so important to be able to categorise the type of abuse or neglect.
- It is normal for us to feel uncertain, however, the important thing is that we should be able to recognise when something is wrong, especially if we notice a pattern forming or several signs that make us concerned.
- Exposure to intimate partner violence (IPV) is a form of child abuse. There is a high rate of co-occurrence between IPV and the physical abuse of children.

We recognise the signs of potential abuse:

- Physical signs (e.g., unexplained injuries, bruises, burns - look at the shape of the burn in case it is a stove ring or cigarette etc, fractures - especially to the head or face, unusual or excessive itching, genital injuries, sexually transmitted diseases, head injuries, abdominal injuries.) Also look out for regularity of these injuries to see if there is a pattern forming.
- Developmental delays (e.g., small for their age, cognitive delays, falling behind in school, poor speech and social skills).
- Emotional abuse/neglect (e.g. sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness/loneliness and evidence of self-harm).
- Behavioural concerns (e.g., age inappropriate sexual interest or play, fear of a certain person or place, eating disorders/substance abuse, disengagement/neediness, aggression).
- The child talking about things that indicate abuse (sometimes called an allegation or disclosure).

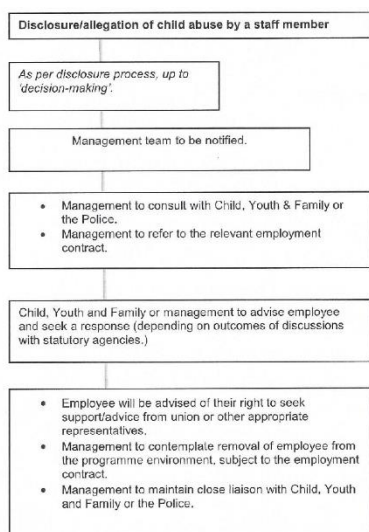
We are aware of the signs of potential neglect:

- Physical signs (e.g., looking rough and uncared for, dirty, without appropriate clothing, underweight).
- Developmental delays (e.g., small for their age, cognitive delays, falling behind in school, poor speech and social skills).
- Emotional abuse/neglect (e.g., sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness/loneliness and evidence of self-harm).
- Behavioural concerns (e.g., disengagement/ neediness, eating disorders/substance abuse, aggression).
- Neglectful supervision (e.g., out and about unsupervised, left alone, no safe home to return to).
- Medical neglect (e.g., persistent nappy rash or skin disorders or other untreated medical issues).

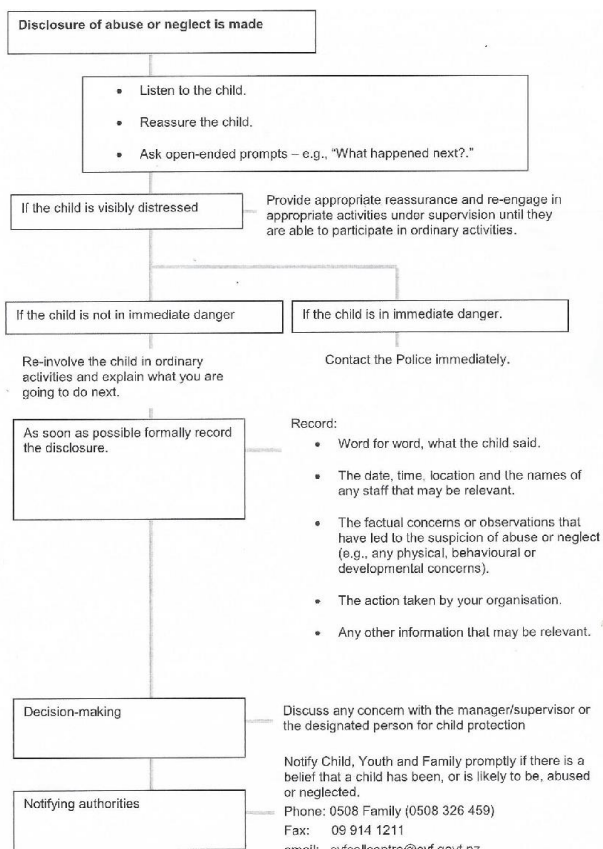
When An Allegation Is Made Against A Member Of Staff

All matters involving allegations against staff need to be escalated to the management team.

To ensure the child is kept safe, management may take steps to remove the staff member against whom an allegation has been made from the environment, subject to the requirements of the applicable individual or collective employment contract and relevant employment law.



We commit not to use 'settlement agreements', where these are contrary to a culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerned the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.



Child Safe Practice Guidelines

To avoid situations where staff may be alone with children, all staff should examine the opportunities or possible situations where staff may be alone with children. Wherever possible an open door policy for all spaces should be used (excludes toilets). Staff should be aware of where all children are at all times.

Visitors should be monitored at all times by staff and volunteers and outside instructors should be monitored by staff.

If activities require one to one physical contact (i.e., classes in swimming, gymnastics etc.) parents and caregivers should be advised.

Where a child or young person requires assistance, e.g., if they are intellectually or physically disabled, if possible involve the parents/caregivers and outside agencies (in education such as the Ministry of Education's Special Education group) to assist. If this assistance is not available, ensure that the staff members are aware of the appropriate procedures when giving assistance.

Staff should avoid being alone when transporting a child or young person, unless an emergency requires it. Except in an emergency, children and young people are not to be taken from our school premises, or from the programme we provide, without written parental consent.

Recruitment And Employment (Safety Checking)

Our recruitment policy reflects a commitment to child protection by including comprehensive screening procedures. Safety checks will be carried out, as required by the Vulnerable Children Act 2014.

Storing relevant information	Securely store: <ul style="list-style-type: none"> • The record of the concern. • A record of any related discussions (including copies of correspondence, where appropriate). • A record of any advice received. • The action your organisation took, including any rationale. • This concern with any earlier concerns, if the notification is based on an accumulation of concerns (rather than a specific incident). 	Records assist in identifying patterns.
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1. Who Needs To Be Safety Checked?

- a. Teachers – the “core worker” category – both registered and unregistered teachers, school counsellors, students on practicum, relieving teachers, teacher aides (but no unpaid volunteers);
- b. Non-Teaching Staff – the “non-core worker” category – who are in paid employment, support staff working in schools with regular contact with children, school bus drivers, school-based nurses or health professionals/ workers.

2. Timeline for implementing safety checks for teachers (and other “core workers”)

- a. *All newly appointed “core workers”, who take up positions from 1 July 2015. (Those with convictions for specified offences will need to seek an exemption from the Workforce Restriction if they wish to take up a role as a “core worker”).*

- b. The Workforce Restriction applies to *all existing “core workers”* from 1 July 2016, unless an exemption has already been granted;
 - c. Safety checks must be repeated every three years; consequently *all existing “core workers”* must have been safety checked by 1 July 2018.
3. **Timeline for implementing safety checks for non-teaching (“non-core workers”)**
 - a. All newly appointed “non-core workers”, who take up positions from 1 July 2016.
 - b. Safety checks must be repeated every three years; consequently all existing “non-core workers” must have been safety checked by 1 July 2019.
4. **Checking process**
 - a. Verify identify – obtain proof of people being who they say they are from original documents;
 - b. Check history and behavior – Police vetting re criminal convictions, referee checks, interview;
 - c. Risk assessment – what risk, and record if any, the person poses or might pose to children.
 - d. Ensure all student teachers on practicum are Police Vet checked by their learning institute prior to commence their time at Westminster Christian School. Lecturers who review student teachers progress do not have to be Police Vet checked but must show at office their identification / accreditation.

Conclusion

This policy will be reviewed every three years and sent to our parent community for consultation.

This policy will be placed on our website.

Staff will have mandatory professional development in all areas of this policy annually.

For all Definitions of words that apply to this policy, please refer to the attached Appendix 1 - “Definitions”.

Appendix 1



5.2.1 Interview

You must interview any applicant who you may wish to employ or engage. This should be done face to face but can be conducted by Skype or conference.

Below are some examples of questions you could use in an interview to check the candidate's attitude to child safety and whether they would pose a risk to children.

Example interview questions

Questions that provide information about the children's worker themselves

1. Whether candidates have ever been made about their professional practice and how they have responded to them.
2. Whether they have ever been convicted of an offence.
3. Whether they have ever been the subject of a complaints procedure during their employment.
4. Reasons for leaving previous jobs.

Questions that explore the children's worker's attitudes

Whether there has ever been a time when they have had to deal with the following situations, including the process and outcome. If that situation has not arisen, what they would do it:

1. a child or young person disclosed abuse
2. a child or young person was cheeky
3. a child or young person hit them
4. they discovered two children fighting or engaged in sexual play or who had stolen property
5. a child or young person invited them to become involved in intimate or touching behaviour
6. a child or young person threatened to make a false allegation of abuse about them.

Questions that indicate the children's worker's views on child safe practice

1. How they believe children should be disciplined.
2. Their thoughts on being alone on the job with children and young people.
3. The chances of an abuse allegation being made about them, if they were accepted for the job.

Questions that describe the children's worker's experiences and relationships in working with children

1. What rewarding experiences they have had working with children.
2. What they think constitutes professional practice when working with children.
3. Other relationships they have with children outside the working or volunteer environment.
4. The reason they think they get along with children or children like them.
5. The kind of relationships they hope to develop with the children and families in this organisation.

Appendix 2

5.6 The Workforce Restriction and the Core Worker Exemption

The Vulnerable Children Act 2014 includes the Workforce Restriction, which prohibits the employment of people with certain serious criminal convictions as core children's workers, unless they hold a Core Worker Exemption. Those convictions are specified in *Schedule 2 of the VCA* and will show up on children's worker's Police vet during their safety check.

As the Workforce Restriction applies to core children's workers, it is important to carefully identify whether each role in your organisation is core or non-core. The Workforce Restriction is being phased in and applies to new core workers from 1 July 2015, and to existing core workers from 1 July 2016.

Key dates	Requirements
From 1 July 2015	The Workforce Restriction applied to everyone applying for a new role in the core children's workforce unless they have an exemption from the Workforce Restriction.
From 1 July 2016	The 12 month transition period expires and the Workforce Restriction applies to everyone currently employed as core children's workers unless an exemption has been granted.

5.6.1 The Workforce Restriction

All existing and new core workers with certain child abuse, sexual or violence convictions can't be appointed to a **new core children's worker role**, unless they have applied for and received a Core Worker Exemption, and from 1 July 2016 the Workforce Restriction applies to all **existing core workers**.

The offences which trigger the Workforce Restriction involve child victims and/or violent behaviour, including child abuse and sexual offending and are specified in 5.6.3 below. It is illegal to hire or continue to hire anyone in a core worker role (in line with the timeframes) if they have a conviction for one of the specified offences and do not hold a workforce exemption.

If you believe that a worker you're employing or engaging has a conviction for a specified offence, the Service manager or school board must immediately:

- › suspend the worker from all duties that require or enable them to act as a core worker, and continue to pay the worker as though they have been suspended on the grounds of serious misconduct
- › state the period of suspension, which must be not less than five working days (but may be extended from time to time). The period of suspension is a question for the school or service to determine – a longer suspension will give the person more time to seek an exemption or establish that they do not have a specified offence, but suspensions will need to be paid as though he or she had been suspended on the grounds of serious misconduct
- › tell the worker the reason and the grounds for the suspension.

Policy No. 23 - Health and Safety Policy

Trust in the Lord and do good, dwell in the land and enjoy safe pasture.

Psalm 37:3

Rationale

It is necessary for the effectiveness of the school that its environment is both safe and healthy for its students, employees, visitors and contractors.

Statement

The Board of Trustees will provide a safe, healthy and effective environment for students and others by complying fully with any legislation in force to ensure the safety of students and employees.

Procedures

1. The Board of Trustees will be familiar with legislation which is relevant to Health and Safety of students and employees.
2. The BOT will ensure there is a plan to both identify and eliminate Health and Safety hazards and that it is implemented.
3. Staff will ensure all accidents/incidents and treatments are recorded and where serious harm or an accident occurs that Occupational Safety & Health and the Ministry of Education are notified.
4. Any significant documentation concerning Health & Safety will be reported to the BOT
5. The BOT will consult with the staff representative over issues of Health and Safety with respect to students and staff.
6. The BOT will ensure employees are trained to understand and deal with hazards so they will oversee a safe environment.
7. A complete First Aid Kit will be accessible to every class teacher.
8. Board members will be assigned the roles of Health and Safety Officer, and Property Officer to oversee the maintenance and development of buildings, equipment and safety of the school and its environment.
9. Through curriculum studies, pupils will be taught about safety, health, hygiene and environmental awareness.
10. Emergency and evacuation routines will be displayed at all times, and practised at least once each term.
11. A cleaner or cleaners will be employed to clean the school. Duties will be outlined in a job description.
12. Policies, procedures and supporting documentation will be reviewed triennially.

Attendance

The school is committed to meeting the requirements of the Education Act 1989. Teachers are required to follow the instructions for keeping Attendance Registers. Also refer to Absence Policy.

Child Abuse & Safety

Refer our own Policy.

The school has an EEO Officer whose task it is to oversee the provisions of the Privacy Act 1993. The Board of Trustees requires all employees to conform to the provisions of the Bill of Rights Act 1990.

Access to Students

The school affirms the right of bona fide guardian and parents, whether or not they are domiciled with the student, access to appropriate school reports and interviews. All access to children will be through Principal or delegated staff member. No child is allowed to leave the school grounds unless their teacher, Principal or School Secretary has been notified.

Student Discipline Behaviour Management

Refer to our own Policy.

Safety

The BOT has a property representative who is also in charge of safety issues. It is their job to report any safety issue to the Board on a monthly basis Part of that responsibility includes the following:

- Evacuation procedures are practised each term
- Hazards are identified and rectified where possible
- Civil Defence requirements
- Informing employees of any safety requirements

Pastoral Care

We are committed to providing pastoral care for our students. Each Tuesday afternoon Teachers set 3.10pm - 4.15pm aside for any pastoral matters involving any parents that would like an interview.

Education Outside The Classroom

The Board of Trustees supports an EOTC programme

Supportive Documents

Smoke Free Environment

Behaviour Management

Sexual Harassment

Sexual Abuse reporting

EOTC

Hazard identification – property policy.

Policy No. 27 - Shade

The Lord watches over you – the Lord is your shade at your right hand.

Psalms 121:5

Rationale

Our aim is to provide a safe physical and emotional environment for our pupils. We realise that New Zealand has one of the highest incidences of melanoma in the world.

Purposes

1. To increase student and community awareness of melanoma and practical ways of skin protection.
2. Providing shade for students and staff during the hottest part of the summer's day – shelter for the lunchtime period. It will be compulsory for staff and student to wear protective clothing, hats and sunscreen for high-risk times, such as sport, lunchtimes, camps and trips.

Actions

1. Reminders in newsletter to bring named hats, sunscreen for school time and school trips.
2. Incorporating lessons into health lessons, involving safety measures we can take to minimize negative aspects of the sun.
3. Staff and management act as role models:
 - Wearing appropriate hats and clothing for outdoors.
 - Using sunscreen for skin protection (SPF factor above 15).
 - Seeking shade for outdoor activities where possible.
 - Scheduling sports event and PEd before 11.00am.

Non-Compliance for Children

If a child does not have their school hat, they will be required to spend the lunchtime in the school auditorium. A "No Hat" notification card will be given to the student to take home to parent explaining that they have been kept in the auditorium for the lunch time period.

Policy No. 32 - Suspension Policy

And you have forgotten the word of encouragement that addresses you as sons. My son do not make light of the Lord's discipline and do not lose heart when He rebukes you because the Lord disciplines those he loves and He punishes everyone He accepts as a son.

Hebrews: 12 v 5-6

Rationale

As required by Section 25AA(1) of the Education Act 1989, - 18 Section 14 of the Education Act 1989 insertion Section 13 of the Education Act Amendment Act no. 2 1998 which states that a Principal must notify the Secretary of Education immediately in writing if a pupil is suspended, expelled, excluded or stood down. This policy must enable the school to provide a range of responses for cases of varying degrees of seriousness to minimise the disruption to a students attendance at school and facilitate the return of the student to school when that is appropriate.

The suspension policy will be applied as part of the school's behaviour management policy in compliance with the procedures set out in the Education Act 1989. This will enable the pupil to find out what is unacceptable behaviour to God and to the school and encourage them to feel remorse for their actions.

Procedures

- a. Stand downs and suspensions and notices about them Section 14 of the Education Act 1989
- b. A Principal who wants to direct a student to absent himself or herself from school for disciplinary reasons may do so only by standing down or suspending the student under section 14 (1) of the Act.
- c. A Principal who has stood down or suspended a student must not allow the student to leave the school or the day of the stand down or suspension until the Principal has made suitable arrangements for the supervision of the student from the school on that day.
- d. A Principal telling the parents of a student about the stand down or suspension must do so in a way that respects the parent's dignity while ensuring the parent understands the message. When investigating a serious misbehaviour a staff member may only seek an admission from a student when a parent or alternative contact is present and the Principal must build a background picture of the student from information from within the school.
- e. A Principal who has stood down or suspended a student must pass on to the student and a parent of the student the information on stand down or suspension given to the Principal or secretary.
- f. A Principal who has stood down a student must arrange a meeting to discuss the stand down if asked to do so by the student, parent or both together. The only people who may be present are the Principal, the student, the student's parents and any person who may contribute in the Principal's opinion a helpful form of advice. The student may wish to have present a support person. The meeting must take place as soon, as is practicable for all parties concerned.
- g. g) Under Rule 8, the Principal may decide that the stand down was not justified under Section 14 (1) of the Act so removal of stand down from the pupils record is

done and written information is given to the student and anyone else who was told of the stand down under section 18 (1) of the Act.

- h. h) A Principal who has suspended a student must tell the student and a parent in writing that at the suspension meeting the Board may lift or extend the suspension or exclude or expel the student.
- i. A Principal telling the secretary about a suspension must provide the secretary the information about the suspension that the secretary asks for.
- j. The Board must deal sensitively with the parents.
- k. Stood down or suspended students may be present at school for some purposes eg. sit an exam, fulfill course requirements for a qualification.
- l. A Principal who has suspended a student must write a report to the Board with all relevant information pertaining to the suspension.
- m. People who attend a Board meeting will include the family and any support workers.
- n. When deciding whether to suspend or request a reconsideration meeting the Principal must consult with a parent or alternative contact before making a decision when considering the above, the Principal must include incidents of grave misconduct of the actual incident and any other supporting information.

Who May Attend Suspension Meeting:

- 1. The only people who may attend a suspension meeting are people referred to in section 17B of the Act and people referred to in this rule.
- 2. The representatives of the student and the student's parents referred to in Section 17B of the Act mean the student and parents':
 - a. Support network
 - b. Lawyers
- 3. The Board's secretarial staff and lawyers may attend the meeting.
- 4. With the agreement of the student and the student's parents, the Board may invite to the meeting any other person whose contribution, in the Board's opinion, is likely to help ensure a fair outcome for the student.

Excluded Students

Secretary's powers when excluded student younger than 16:

- 1. If the secretary is satisfied that the Board of a state or integrated school has excluded a student who is younger than 16 from the school under section 15 (1) and that the principal has not arranged for the student to attend another school, the Secretary must either:
 - a. If satisfied that it is not inappropriate for the student to return to the school from which the student has been excluded, lift the exclusion: or
 - b. Arrange for and, if necessary, direct the Board of any other state or integrated school to enrol the student at the other school; or
 - c. Direct a parent of the student to enrol the student at a Correspondence School.
- 2. The secretary may not give a direction under Sub Section (1) (b) or lift an exclusion under sub section (1) (a) unless the secretary has also made all reasonable attempt to consult the student, the student's parents, the Board, and any other person or organisation that in the opinion of the secretary, may be interested in, or be able to advise on or help with, the students education or welfare.
- 3. If the Board of the school from which the student has been excluded also controls another school, the secretary (in exercising the power conferred by sub section (1) (b) may direct the Board to enrol the student at that other school.

4. A Board must comply with a direction under sub section (1) (b), and the direction overrides the provisions of any enrolment schemes the school may have in place.

School Register

Section 17c of the Education Act 1989

17c. Effect of suspension on school register —

1. The name of a student younger than 16 who has been suspended from a school under section 14 or excluded from a school under section 15 (1) (c) must stay on the school's register until the earliest of the following days:
 - a. The day the student is enrolled at another registered school:
 - b. The day the student is given an exemption under section 21 or section 22.

Section 17d of the Education Act 1989

17d Re-enrolment of excluded or expelled student —

1. The Board of a state school from which a student has ever been excluded or expelled (whether under section 15 or section 17) may refuse to enroll the student at the school (unless, in the case of an exclusion, the Secretary has lifted the exclusion under section 16 (1) (a).
2. Subject to section 16 (1) (b), the Board of a state school may refuse to enrol a student who is for the time being excluded or expelled (whether under section 15 or section 17) from another state school
3. The Secretary may, in the case of a student who has turned 16, direct the Board of another state school (that is not an integrated school) to enroll a student at the school if-
 - a. The student has been expelled under section 17; and
 - b. The Secretary has made all reasonable attempts to consult the student, the student's parents, the Board, and any other person or organization that, in the opinion of the Secretary, may be interested in, or able to advise on or help with, the student's education or welfare.
4. A Board must comply with a direction under subsection (3), and the direction overrides the provisions of any enrolment scheme the school may have in place.
 - a. A student who has been suspended and a parent of the school are entitled to receive from the Principal as soon as practicable after the suspension written notice of the time and place of the suspension meeting. Receive from the Principal at least 48 hours — info on the Boards meeting procedures, the Principals report, any background material and any material that will be presented at the suspension meeting with Board members.
 - b. A Board holding a suspension meeting must respect the culture and language of the student and any of his or her parents who are at the meeting.
 - c. The Board must allow a temporary break for consideration of new information if any is presented during the meeting.
 - d. Before deciding at a suspension meeting whether to lift or extend the suspension or to exclude or expel the student the Board must have due regard for each circumstances relevant to the suspension and consider each statutory option available to it.
 - e. The Principal must withdraw from the suspension meeting while the Board makes a decision.
 - f. The Board must take all practicable steps to ensure that material presented at a suspension meeting and the discussion that takes place there are not disclosed to anyone except as required by or under law.

Reviews Of Extended Suspensions:

Section 15 of the Education Act 1989 Board's powers when suspending student younger than 16.

1. If a student younger than 16 has been suspended from a state school or integrated school, the school's Board may
 - a. Lift the suspension at any time before it expires, either unconditionally or subject to any reasonable conditions the Board wants to make.
 - b. Extend the suspension conditionally for a reasonable period determined by the Board when extending the suspension, in which case subsection (2) applies:
 - c. If the circumstances of the case justify the most serious response, exclude the student from the school by extending the suspension and require the student to be enrolled at another school.
2. If the Board extends a suspension conditionally, the Board must impose reasonable conditions aimed at facilitating the return of the student to school and must take appropriate steps to facilitate the return of the student to school.
3. If a student fails to comply with any condition imposed under this section in respect of the lifting or extension of his or her suspension, the Principal may request the Board to reconsider the action it took under this section in that case and the Board may confirm or reverse its earlier decisions or may modify its earlier decision by taking any action specified in any of paragraphs (a) to (c) of subsection (1);
4. If the Board has not lifted or extended the time or excluded the student — this must be done
 - a. at the close of the 7th school day after the day of the suspension; or
 - b. if the suspension occurs within 7 school days before the end of a term, at the close of the 10th calendar day after the day of the suspension.
5. If the Board of a state school excludes the student under subsection (1) (c) the Principal must try to arrange for the student to attend another school (which must be a school that is a suitable school that the student can reasonably and conveniently attend).
6. If the Principal is unable, by the 10th school day after the day of the Board's decision to exclude a student, to arrange for the student to attend another school, the principal must tell the Secretary what steps the principal took in trying to do so.

Pastoral Care For Our School

Suspension is a serious situation where a child and their family need to support so that restoration can hopefully be attained.

For restoration the child and family may need support from their church, Christian counselor or another designated agency. All mediation with all parties must be done to try restoration between the child, teacher and family members.

Please note in this Policy the Secretary refers to the Secretary of Education and the Parent incorporates Legal Guardian and Caregivers.

Policy No. 33 - Smoke Free School

“For you are bought with a price therefore glorify God in your body”.

1 Corinthians 6:20

Rationale

Smoking is detrimental to children’s and adult’s health and as staff we need to be healthy role models as Christians.

Purposes

To ensure the requirements of the Smoke-Free Environment Act 1990 are met.

To make it clear that smoking is prohibited in all areas of the school including the school grounds.

Guidelines

All interiors of school buildings and grounds are totally smoke free hence this school is a total smoke free school.

Procedures

- a. Complaints about breaches of this policy will be direct to the Principal who will raise the issue with the person concerned and ask that this policy be adhered to.
- b. Signs will be placed so as to alert users of the school to this policy.
- c. There will be a sign on our entrance board that this is a ‘No Smoking’ school.
- d. Other areas within our school will also display No Smoking signs plus a notice regarding procedures taken if a person wants to make a complaint displayed (see attached complaint procedures).

Policy No. 35 - Administering Medication Policy

A merry heart doeth good like medicine.

Proverbs 3:12

Rationale

That the children will receive the correct or most appropriate medication as directed by their parents.

No medications shall be given to any child unless they have been consented to by the parent/guardian in writing (see attached Appendix – Permission to Administer)

Guidelines

For the purpose of this document medication means any prescription drug prescribed by a medical practitioner, medications for allergic reactions, herbal remedies and over the counter medications such as, paracetamol.

Dispensing

- a. All staff are to be made aware of any medication which the child self-medicates with on a regular basis and the appropriate staff are to be kept informed of any deterioration or increase in dosage or frequency.
- b. No teacher or staff member shall be asked to give any medication to any child when they either do not understand the dosage and usage of the medication, or do not agree with its usage.

Storage Of

Any medication required will be kept in the Sick Bay or in the fridge as required.

Policy No. 36 - Drug Education

Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own;

1 Corinth 6:19 (NIV)

Rationale

The use of drugs is an individual conscious decision. Drug use can result in injury, problem behaviours and failure to achieve educational potential. It is also associated with other risk taking.

Purposes

- a. To promote and maintain school environment in which the well-being of all school community members is paramount.
- b. To identify the role of the school in the prevention of drug related problems.
- c. To document the school community's agreed position on and accepted procedures for dealing with drug related incidents.
- d. We want to discourage our pupils from using drugs in a Biblical way in our teaching eg. your body is the temple of Holy Spirit.

Guidelines

- a. Drug Education will be incorporated into the health education programme consistent with the Health and Physical Education Curriculum document. This incorporation will be always directly linked to our Special Character.
- b. Our programme will provide a balance of knowledge, clarification of attitudes and values and skill development appropriate to the development level of students. Our programme will adhere to our Special Character.
- c. Allowance for professional development for teachers in our budget.
- d. Our school community will be involved in parent and community health education programmes wherever possible that will be involved with suitable agencies, visiting speakers that may be linked to their pastor or church community or people that can be recommended as being sympathetic to our Special Character that are experts in this drug education area.
- e. This policy will be reviewed every two years. This will involve parent consultation of our health survey every two years.
- f. In dealing with possession of illegal drugs, alcohol, overdoses, aggression and violence and disclosure of their own or other peoples drug usage the following Ministry guidelines can be used to positively deal with any reported incidents.
- g. Our emphasis will be to get appropriate counsel for the student that involves their confidentiality, pastoral care and link to the parents so that the child's needs can be addressed.
- h. Our policy in reference to the above will include personnel on site at a school function and any school visits that occur off and on the school grounds.

Policy No. 59 - Conflict Resolution & Peace-Making

So whether you eat or drink or whatever you do, do it all for the glory of God.

1 Corinthians 10:31

Therefore, if you are offering your gift at the altar and there remember that your brother has something against you, leave your gift there in front of the altar. First go and be reconciled with your brother; then come and offer your gift

Matthew 5: 23-24

Rationale

1. In a community such as school, human relations are often sorely tested.
2. Inter relationships must be well maintained, and this is done through:
 - a. entreating the Holy Spirit to be with us,
 - b. to be open to each other, and
 - c. have clear areas of communication.
 - d. have a determination to work for :
 - Each other's success.
 - Think the best of each other.
 - Be quick to encourage and exhort.
 - Be gracious and forgiving.
3. Following Biblical Principles
 - achieve personal reconciliation;
 - restoring damaged relationships; and
 - trying to arrive at a just settlement that is reconnected to both parties.
4. Trusting each other that we are seeking each other's success.
5. Whenever people interact with one another there is a potential for a difference of opinion or purpose. Conflict is recognised as being a normal part of life in a sinful world.
6. Conflict may be defined as the absence of peace in a relationship or about a situation. Peace can be obtained in its most complete sense only from God. God gave us the ultimate model of reconciliation – Jesus Christ (Hebrews 10:10). Jesus specifically urged peace-making among his followers as a personal attitude that brings blessing (Matthew 5:9).

Westminster Christian School must encourage peace-making based on Biblical principles.

Purpose

1. To maintain unity and to bring praise and honour to God (1 Corinthians 10:31),
2. To help ensure opportunities created by conflict are used for peace-making.
3. To ensure conflict is managed, not ignored, and resolved.

Guidelines

1. All staff and members of the Board of Trustees to be aware of Biblical principles and processes of conflict resolutions outlined in our Bible by God.
2. These principles are to be communicated to parents and students.

3. Recognise conflict resolutions as aided by:
 - a. a spirit of forgiveness;
 - b. open communication;
 - c. co-operative negotiation.
4. Recognise resolution of conflict may call for:
 - a. reconciliation between parties;
 - b. exploring new ways of doing things.
5. Encourage each person to see conflict as an opportunity for growth in obedience to God and witness; to recognise God can use conflict for good (1 Corinthians 10:31; Genesis 50:19-20; Romans 8:28).
6. Encourage self-examination first; accepting responsibility for each person's own contribution to conflict before confronting others (Matthew 7:5).
7. Consider appropriate initial steps in resolution eg.
 - Make the first move toward reconciliation (Matthew 5:23-24).
 - Perform acts of kindness and mercy; overlooking the offence (Proverbs 19:11)
 - Undertake constructive confrontation (Matthew 18:15).
8. Constructive confrontation; individual approach.
 - Go privately and express personal concerns (Matthew 18:15).
 - Affirm the relationship and a desire to work things out before discussing issues (2 Corinthians 2:5-8).

Review

This policy and procedures are reviewed by the board of Trustees every three years.

Policy No. 60 - Surrendering And Retention Of Property and Searches

He who guards his way guards his life.

Proverbs 16:17

Rationale

To provide a safe school environment for staff and pupils when the surrender, search and retention of property from students is contemplated.

Guidelines

1. Our school needs to be a safe physical and emotional area for students and staff.
2. The school environment will be free of drugs, weapons, alcohol and cyber bullying.
3. Under section 21 of the New Zealand Bill of Rights Act 1990, it states “Everyone has the right to be secure against unreasonable search or seizure whether it be of the person, property or correspondence or otherwise”. We accept the Bill of Rights Principles but we will not let this have a detrimental effect on people who may be victims.
4. School staff must be able to justify their actions as reasonable and necessary if a search is required.

Procedures

1. It is the school’s responsibility to let students know about expectations in relation to the surrender and retention of property and searches.
2. Only teachers and authorised staff may carry out searches. If in doubt call the Police.
3. The New Zealand Bill of Rights Act 1990 prohibits unreasonable search and seizure.
4. Police may conduct searches if it is lawful and reasonable. High value theft should be reported to the Police.
5. A school can search any part of its own property (including digital property) in a professional manner, respecting the student’s privacy at all times.
6. A student’s body cannot be searched – this is a Police matter.
7. Staff may not search clothing that the student is still wearing. If a student refuses to remove outer clothing, then the school’s usual behaviour management practices will apply.
8. Legislation does not permit blanket searches (a group of students).
9. If an item is surrendered, staff may retain / dispose of it (if appropriate). If a device is surrendered, staff may retain it but it must be stored and returned to the student after a reasonable time. A device is a mobile phone, computer or associated technology. A record must be kept of material that has been retained.
10. If a student refuses to surrender an item that is likely to cause harm, normal behaviour management practices applies which may lead to suspension or expulsion.

General

This Policy applies to all Teachers at Westminster Christian School. This includes relief teachers employed by the Board. This also includes support teaching staff.

Board Members cannot be authorised to conduct searches.

A search is an examination of a person or property for something that is missing or hidden. A search may include situations where a person is required to remove items of clothing or to empty out his or her pockets. It can also involve a student's correspondence including, written and electronic material (eg. in a diary, a blog, on a mobile phone or on a laptop).

A record must be kept (written) of any search, surrender or retaining of student's property.

Conclusion

If a student is involved in a search or surrender of any material, his or her family will be notified immediately. Our aim is to restore this student back, praying with the student and family.

Suggested counselling action could also be considered if appropriate. Forgiveness / restoration to God is the key action needed and if anyone else is involved, restoration within this area can be attempted as appropriate.

Review

This policy and procedures are reviewed by the Board of Trustees every three years.

Policy No. 61 - Bully Prevention and Response

For a man's ways are in full view of the Lord and he examines all his paths.

Proverbs 5:21

Rationale

The Westminster Christian School Board seeks to develop high standards of behavior in order to fulfil the charter expectation and the requirements of NAG 5 of developing a safe, physical, emotional, caring and inclusive environment so that effective teaching and learning can take place. We are trying to model the behaviour that Jesus modelled and this should come out via the fruits of the spirit.

As part of the National Administration Guidelines requirements it is recommended that schools have a bullying prevention policy in place. We will have a whole school approach in place that includes staff, students, school management, BOT, parents and whanau.

All bullying behaviour, including verbal, physical, emotional and cyber bullying is completely unacceptable in our School. All instances of bullying (alleged or observed) will be taken seriously and followed up in line with this policy.

The school is committed to ensuring that all staff and students are able to work and learn in an environment free from harassment so that they are able to meet their potential.

Definition

Bullying covers a range of behaviour which is unwelcome, unsolicited and non-reciprocal.

- Non-sexual harassment may take many forms including:
 - Intimidation or bullying of individual or groups verbally and / or
 - Physically, including threats of harassment or discrimination against others on the basis of their race, colour, culture or religious / spiritual beliefs, discrimination against others on the basis of gender or sexual orientation, indirect harassment such as spreading rumours, harmful gossip, exclusion or deliberate rudeness that is intended to harm, ridicule, diminish or marginalise others.
 - Inappropriate use of emails, mobile phones or social media.
 - The creation of pages or websites that encourage or facilitate any form of harassment.
 - Sharing images of others (manipulated or not manipulated) without explicit consent.

A whole-school approach is required to ensure a safe school environment. The approach is to be long-term and sustainable.

All members of the school have a responsibility to recognize bullying and to take action when they are aware it is happening.

The range of remedies available will be made clear to students, staff and parents in the following ways.

Students, through:

- the Health programme
- special guidance programmes through agencies eg. Police, Life Education
- clear and explicit standards set by teachers in their individual classrooms
- awareness of digital citizenship and acceptable use of E-Learning Policy that they are required to sign prior to use.
- Peer Support, Student Leaders.

- through these programmes students will be encouraged to report harassment / bullying that occurs inside or outside the school (when it impacts on safety and learning in the school)
- they will be given clear options as to who they can approach including staff and parents.
- observers of harassment will be encouraged to report incidents.

Staff, through:

- using good data systems to collect relevant information.
- staff training.
- dealing with students with Special Needs.
- professional development.
- monitoring the adherence to the E-Learning Policy.
- Annual Review of this Policy.
- Writing notes on E-Tap.

Parents / Caregivers, through:

- school communication eg. Newsletter, Website.
- parent meetings.
- parent courses if appropriate eg. Parenting agencies.

Board of Trustees, through:

- meetings and associated reading, staff contact
- professional development / training
- results of student and parent / caregivers survey
- ERO Audit check on Health and Safety

Responsibility for education and training will be borne by:

- the School Leadership Team and Staff who will review this policy annually
- annual Surveys will be carried out in relation to student safety.

Response

All staff should treat any report of bullying, including cyberbullying, seriously and take appropriate action as outlined in this policy.

All personal assault / harassment / bullying complaints, including those involving digital technology, will be dealt with speedily, fairly and in confidence, as much as is appropriate. It is imperative that every effort is made to ensure that confidentiality be maintained for all parties during and after the investigation.

It is important to “label” what the student has done, rather than labelling the student.

If the matter when first reported is “low level” harassment the target and initiator are to be interviewed by a teacher or Senior Management member where appropriate. Written notes are to be taken. The target is to be encouraged to report any further incidents and the initiator is to be warned that if it does not stop, it will be reported and more serious action may be taken. Our aim is to counsel our pupils through prayer and sound Biblical knowledge so that the person can be restored fully in their relationship with God and others.

Policy No. 62 - Safe Work Site

This is my commandment that you love one another as I have loved you.

John 12:12

Objective

That Westminster Christian School is a safe environment for children, staff, workers and visitors while on the school site.

Obligation

That as a BOT we need to identify and manage hazards to ensure as much as we can that anyone on the school site is safe.

Procedures

1. Emergencies
 Contact numbers of student's parents are stored on a cellphone (kept in the Office which the Secretary or Principal will take in an emergency).
 Communication is also open to parents through Facebook.
 We are a Civil Defence Outpost Centre for this Unsworth Heights community.
 Children are sent to A&E in Unsworth Drive if it is not ambulance related to get treatment. At all times a staff member will be with the child until a parent arrives at the appropriate emergency venue to take charge of their child.
2. Environment is Clean and Hygienic
 Our cleaning company can be notified if there is a problem and they do spot checks each month.
3. Environment Well Lit
 Monthly BOT checks are done so electrician can be notified where appropriate.
4. Environment Is Well Ventilated (Temperature / Humidity)
 All classes have heat pumps / air conditioners operating. All classes have excellent windows for ventilation.
5. Work Machinery / Tools
 Our work machinery and tools are maintained, checked and cleaned by our Caretakers. This shed is out of bounds for our pupils. Any control devices on any machine must be locked in an inoperable position when not in use eg. Tractor.
6. Hazardous Work On Site
 Principal would work with Contractors who make sure all appropriate safety measures are taken / protective clothing and any supervision / training is done where appropriate.
 Any hazardous substances will be used according to strict controls / protective clothing will be used where appropriate. This includes atmospheric contaminants – safety measure would be used where appropriate.
 Our Science Chemicals are stored in a secure container in our Tech Room.
 Safe drinking water is on site (for sickness, washing, changing clothes).
 In a civil emergency we have a large holding tank behind the Caretakers Shed with water if needed – chlorine tablets would need to be used in this tank before drinking however.
7. Seating / Eating
 Children / staff have good seats / desks for their appropriate tasks.

Eating areas for staff and children are reasonably sheltered and comfortable and are separated from any work plant, materials, atmospheric contaminants, dirt, noise or any others hazards.

Children who are have been identified at risk with food allergies are registered in our student database, allergy action plans are placed in a prominent area for each child for all staff / relievers (ie. In the staffstaffroom) and teachers on morning tea and lunch duty are required to carry photo and information of each identified student with the procedures on what to do in the case of an emergency.

All children identified at risk have the EOTC Health Sheet completed as part of a RAMs form for school trips and activities

8. Notifying Hazards

Monthly checks are done by the BOT Property Committee.

Principal reviews First Aid Book each term to see any patterns regarding accidents. Secretary operates online incident book via E-Tap so as incidents are placed on individual files.

Staff input is always sought via staff meetings / discussion / staff rep to BOT.

Parents are surveyed for hazards in our environment annually.

Any serious accident involving emergency teams will be notified to OSH and our local Ministry Office.

Records will cover all worksite near misses, accidents, occupational illness, serious harm and fatalities. If a person is seriously harmed while working, the scene must be left untouched until OSH arrives.

The Principal signs daily a Fire Sheet identifying all exits are clear in main auditorium.

The Principal has an earthquakes / Fire / Blue Code (stranger with a weapon or site) practice each term.

What happens when a significant worksite hazard can't be removed?

- Take all reasonable steps to minimize the likelihood of the hazard causing harm;
- Monitor employees exposed to the hazards / get help if appropriate.
- Provide an appropriate protective clothing if needed eg. Masks, hard hats.
- Principal to provide link of communication to site workers so communication is clear to all school employees / children on site (identify any potential hazards and act on it).
- If hazards are identified – manage them (talk to BOT and BOP) and if there's no resolution see appropriate agencies and issue a hazard notice.

9. Scaffolding On Site

Objects on a worksite needed to be raised up so that work can be carried out underneath then employees must ensure the object is supported so that it can't fall or be lowered onto people below it. This may involve scaffolding. The scaffolding must be appropriate for the task.

If there is anywhere on our worksite that an employee could be injured from someone falling safety devices must be used.

10. Self-Propelled Mobile Work Equipment

Equipment that is to be used (self-propelled mobile) must be fitted with safety features eg. Seat belt (safety frame on a tractor).

If equipment gets damaged and safety is compromised no employee can use it until it has been repaired or replaced to manufacturer's specifications. (Principal needs to sight this paperwork).

If anyone works on an excavation face higher than 1.5 metres they need to ensure the face is shored with suitable material of sound quality, bracings, jacks and struts

to prevent accident displacement. Packaging and wedges must be held by nails or spikes.

If open excavation may catch water to be dangerous it must be fenced or covered to prevent access.

11. Hazardous Containers of Liquids

Any hazardous containers must be fenced securely eg. Saw dust pile, metal stockpile.

12. Safety Around Loud Noise

Definition

If a worker has to shout at someone no more than a metre away to be heard the noise level is too high.

Try to reduce noise level if you can, hard in a typical classroom.

Issue hearing protection if appropriate.

Noise can be reduced through engineering solutions eg. baffles, walling off.

Conclusion

We are, as a Board and school, aware that hazards must be minimised where possible but realising staff need to take their own individual responsibility for health and safety.

All safety requirements for our tasks need to be followed whenever appropriate.

We need to help new staff and visitors be aware that school safety is our priority. Training and orientation will be provided for all new and existing staff and staff are consulted and given an opportunity to speak into health and safety issues as they arise.

All incidents, unsafe gear will be discussed so that safety is maintained and potential harm is avoided. Any legal reporting to outside agencies eg. OSH will be done as required and whenever appropriate.

Realise that our own tiredness, stress or risk taking can possibly cause harm to our fellow employees.

Realise that work can be refused if you think serious harm will be caused beyond an already accepted risk level. This area of concern needs to be come to Board level and may need further investigation by an expert.

The Boards needs to support the safe and early return to work of an injured employee.

This Policy must be reviewed every twelve months.

We need effective procedures for hiring and monitoring contractors on site to ensure their, and visitors, safety is paramount.

Health and Safety

The focus is on prevention of harm to workers.

Principals are responsible for ensuring that workers have a safe workplace (section 6 Health and Safety in Employment Act).

Workers can refuse to do unsafe work if it could cause serious harm. Staff need to report accidents (including those that nearly happen).

Principals need to grow Health and Safety habits every day. Positive message is important. Staff induction (particularly new ones) is important.

Staff Rep for Health and Safety needed. Can't be a member of the Board of Trustees or Senior Management. They need to (report to Principal) talk to staff, listen to ensure, ensure there is induction for all staff in Health and Safety issues. They also need to ensure that Health and Safety is covered on the monthly Board of Trustees Agenda.

What Are Staff Rep Duties:

- They can monitor stress regarding safety concerns.
- Provide information for employer and employees.
- Act in good faith / intermediary between Board and Employees.
- Recommendations can be made to Staff Rep (in writing) that must be put on Board Agenda.
- Reps must have completed course training (Work Safe NZ are the regulators).

A staff rep does not have to deal with the situation eg. stress on a staff member, they need to report it, manage it, follow up to see if anything has been done in terms of a solution going forward.

Identifying hazards means isolating / minimising or eliminating that hazard.

Diary your actions – very important so patterns can be identified.

Help if necessary in providing a Return To Work Plan for an injured / ill worker.

Communication To Staff / Community

Add a slot for Health and Safety in regular staff meetings / management meetings.

Have those conversations re bullying with parents, students and staff.

We do have a parental code of conduct.

School rules should be on school website. This forms part of our Code of Conduct.

RAMS must be done or no trip.

Identify hazards through regular surveys (list then can be isolated / minimised or eliminated).

Staff particularly need to be watched (at team level).

Definitions

Hazard

- a. means an activity, arrangement, circumstance, event, occurrence, phenomenon, process, situation, or substance (whether arising or caused within or outside a place of work) that is an actual or potential cause or source of harm; and includes:
 - i. a situation where a person's behaviour may be an actual or potential cause or source of harm to the person or another person; and
 - ii. without limitation, a situation described in sub-paragraph (i) resulting from physical or mental fatigue, drugs, alcohol, traumatic shock, or another temporary condition that affects a person's behaviour

Harm

- a. means illness, injury, or both; and
- b. includes physical or mental harm caused by work related stress

Significant Hazard

Means a hazard that is an actual or potential cause or source of –

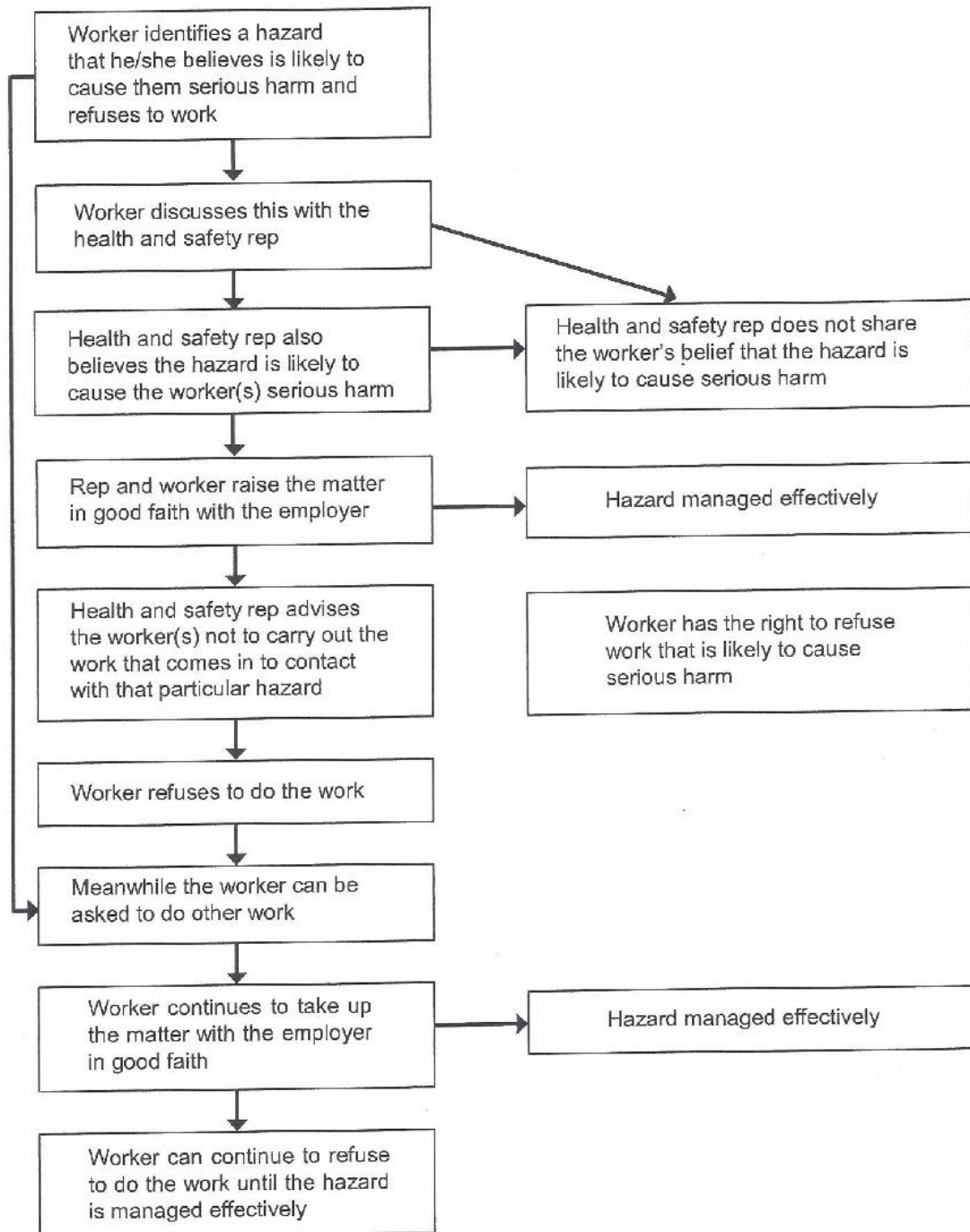
- a. serious harm; or
- b. harm (being harm that is more than trivial) the severity of whose effects on any person depend (entirely or among other things) on the extent or frequency of the person's exposure to the hazard; or
- c. harm that does not usually occur, or usually is not easily detectable, until a significant time after exposure to the hazard

Serious Harm

- a. Any of the following conditions that amounts to or results in permanent loss of bodily function, or temporary loss of bodily function: respiratory disease, noise-induced hearing loss, neurological disease, cancer, dermatological disease, communicable disease, musculoskeletal disease, illness caused by exposure to infected material, decompression sickness, poisoning, vision impairment, chemical or hot-metal burn of the eye, penetrating wound of the eye, bone fracture, laceration, crushing.
- b. Amputation of any body part.
- c. Burns requiring referral to a specialist medical practitioner or specialist outpatient clinic.
- d. Loss of consciousness from lack of oxygen.
- e. Loss of consciousness, or acute illness requiring treatment by medical practitioner, from absorption, inhalation, or ingestion, or any substance.
- f. Any harm that causes the person harmed to be hospitalised for a period of 48 hours or more commencing within 7 days of the harm's occurrence.

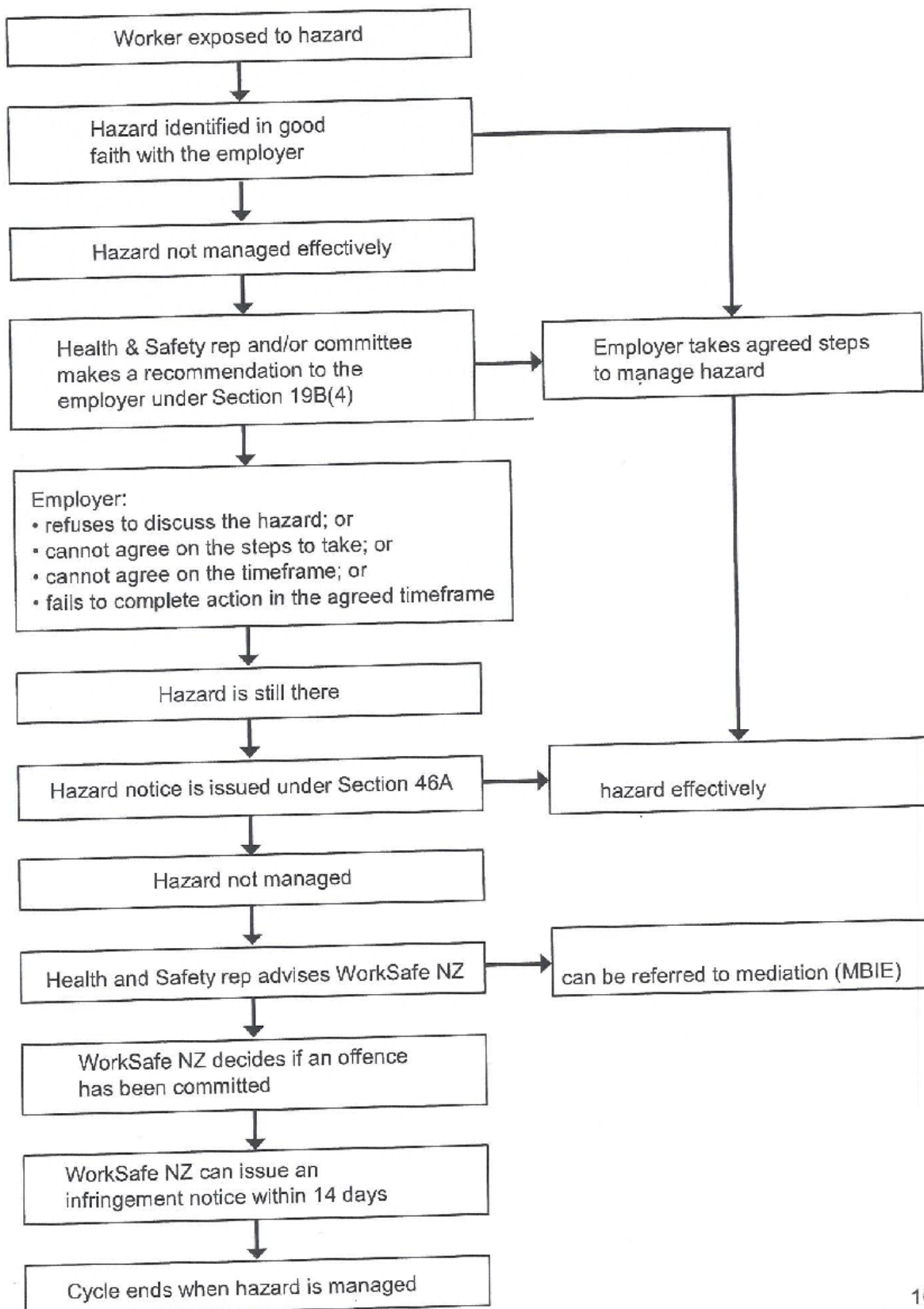
Refusal To Perform Work Likely To Cause Serious Harm

(Section 28A Health and Safety Act 2002)



Issuing A Hazard Notice

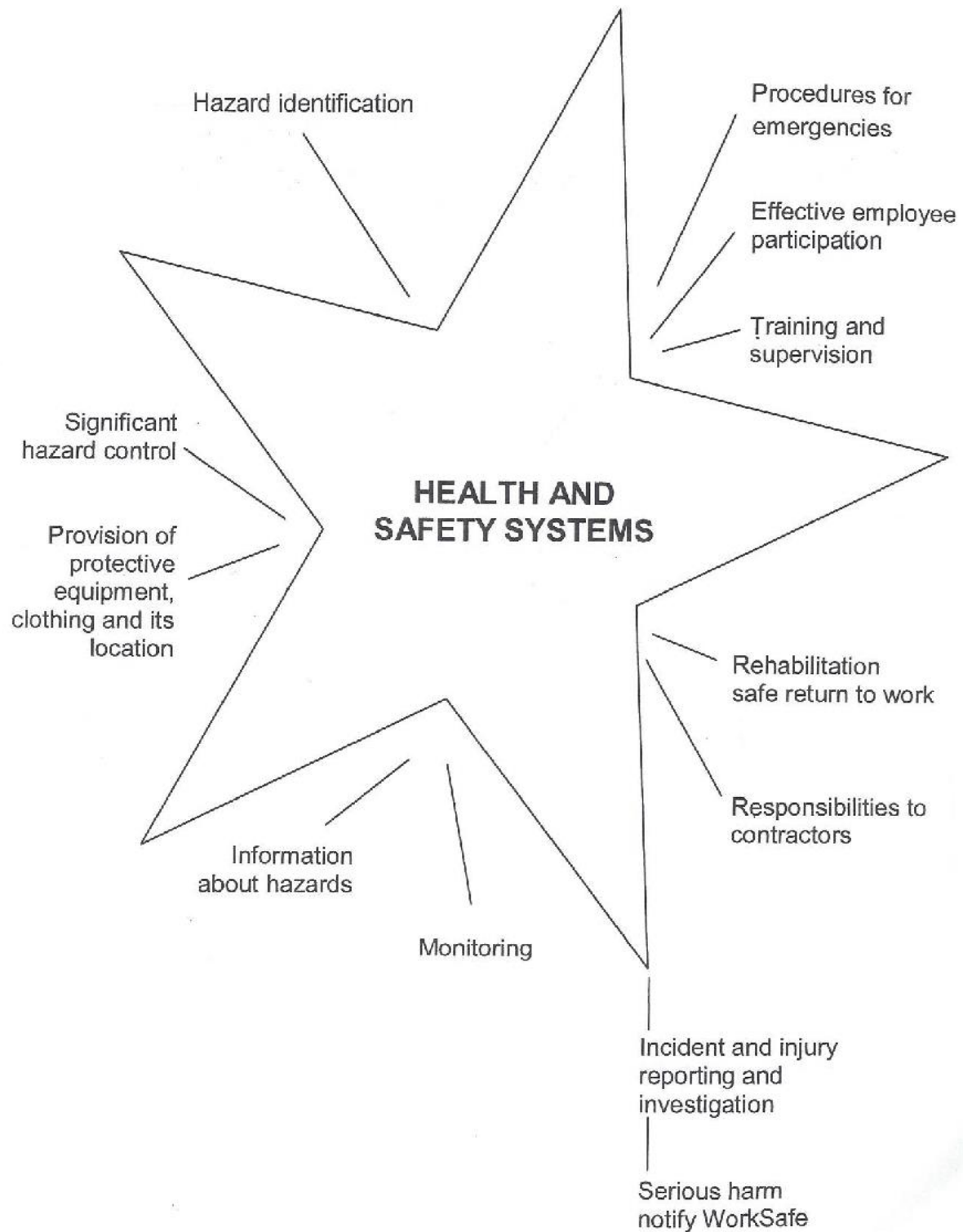
(Section 46A under the Health and Safety in Employment Act 1992)



Health and Safety in Employment Act Current Law	Health and Safety Reform Bill Proposed Law						
Duty Holders Current Employers Self-Employed people Principals Persons selling or supplying plant Employees Board of Trustees	Duty Holders Proposed Persons who control places of work <ul style="list-style-type: none"> • Primary duty of care to workers who are employed, engaged, influenced or directed by the • PCBU – person conducting a business or undertaking. • Self-Employed persons. • If there are several PCBUs then they must co-operate. • PCBU who manages or controls the workplace. • PCBU who designs, manufacturers, imports, supplies, install constructs, commission plant, substances or structures. • Workers. • Principals. • The over archiving principle is that duty holder must assume Health and Safety is their responsibility rather than somebody else's. • Duty holders must consult other duty holders. • BOT members have duties but not liable for prosecution. 						
Employer Duties Current Employer to take all practicable steps to: <ul style="list-style-type: none"> • Ensure safety of employees. • To provide a safe working environment and facilities. • Arrange, design make and maintain plant so it is safe. • Ensure employees are not exposed to hazards. • Develop emergency procedures. • Provide information, training and supervision. • To take all practicable steps to ensure: <ul style="list-style-type: none"> • Employee's safety while at work. • That no action or inaction causes harm to any other person. 	PCBU Duties Proposed PCU has primary duty of care to ensure as far as reasonably practicable the Health and Safety of workers and must ensure the persons are not put at risk through activities and to: <ul style="list-style-type: none"> • Ensure, provide and maintain a safe work environment. • Provide and maintain safe plant and safe systems of work. • Ensure safe use, handling and storage. • Provide facilities for welfare of workers and information, training, instructions, supervision. • Monitor health of workers and conditions while at work must: <ul style="list-style-type: none"> • Take all reasonable care for his / her health and safety; • Take reasonable care that his / her acts / omissions do not adversely affect the health and safety of other persons; • Comply with any reasonable instruction given by the PCBU; • Co-operate with any reasonable policy / procedures of the PCBU relating to health and safety. 						
Offences Current Section 49 likely to cause serious harm. Knowing that action or fail to act is reasonable likely to cause serious harm. Imprisonment of no more than 2 years and or a fine of no more than \$500,000.	Offences Proposed <table border="0"> <tr> <td>PCBU / Officer</td><td>Company</td></tr> <tr> <td>Reckless conduct in respect of a Health and Safety duty – exposing individual to serious injury or illness – 5 years and / or \$600,000.</td><td>\$3 Million</td></tr> <tr> <td>Failing to comply</td><td>\$1.5 million</td></tr> </table>	PCBU / Officer	Company	Reckless conduct in respect of a Health and Safety duty – exposing individual to serious injury or illness – 5 years and / or \$600,000.	\$3 Million	Failing to comply	\$1.5 million
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Failing to comply	\$1.5 million						

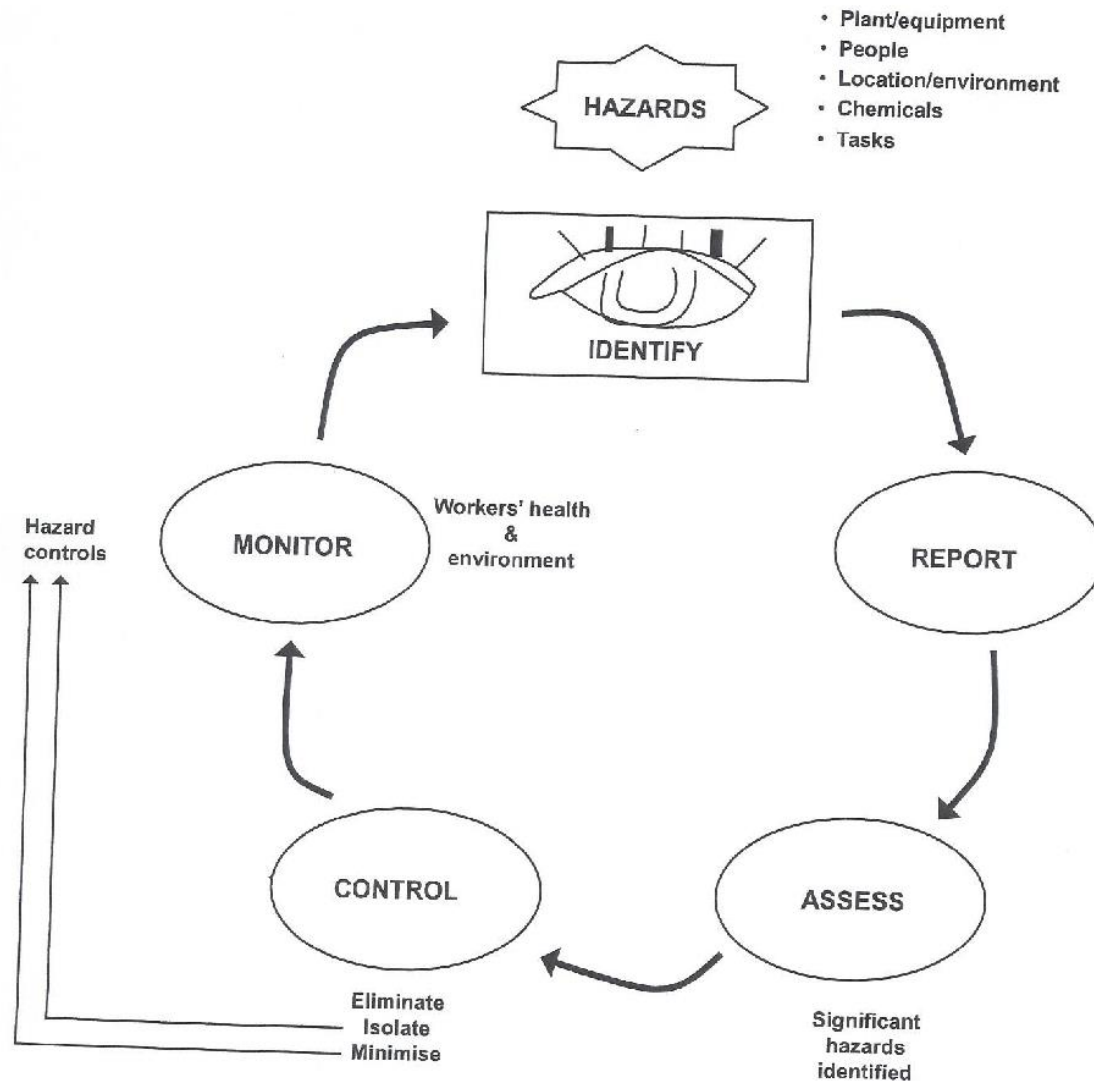
Section 50 other offences no more than \$250,000.	<p>Exposing individual To risk of death or serious injury or illness - \$300,000</p> <p>Failing to comply with Health and Safety duty \$500,000 \$100,000</p>
<p>Hazard Management Current</p> <p>Duty to systematically identify all hazards and determine significant hazards.</p> <p>All practicable steps have to be taken that all significant hazards be eliminated, isolated or minimised.</p>	<p>Risk Management Proposed</p> <p>Duty to manage risk.</p> <p>Eliminate so far as reasonably practicable.</p> <p>If not able to eliminate, minimise as far as reasonable practicable.</p>
<p>Reporting to Worksafe Current</p> <p>Serious harm incidents and hazardous work.</p> <p>Near miss even if could have been fatal don't require reporting at present.</p>	<p>Reporting to Worksafe Proposed</p> <p>Notifiable event, death, injury, illness, incident as defined.</p> <p>Notifiable incident exposure to serious risk (defined in act) eg. exposure to substance, explosion, fire, escape of gas, steam or pressurised substance, electric shock, fall from height of object collapse of plant or structure and more.</p>

What Health And Safety Systems And Practises Are In Place In Your Workplace?



Hazard Management Process

Accident investigations are important methods of identifying hazards.
Hazards that are identified during an investigation need to be managed.



School Hazard Register

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[illegible]Date / /



— filed under: Hazard - Bullying (/worksafe/search?Subject%3Alist=Hazard%20-%20Bullying)

AM I BEING BULLIED

You don't like what's happening at work, but is it bullying? Work your way through this questionnaire to decide whether it is bullying and what you can do about it. If it isn't bullying, it might be some other undesirable behaviour that you can still do something about. The questionnaire will collate your answers into a printable record of what you are experiencing that you can use to help you decide how you are going to respond to the behaviour.

Select the behaviours that apply in your situation

Personal comments and attacks


- ☐ Belittling remarks - undermining integrity - lies being told - sense of judgement questioned - opinions marginalised
- ☐ Ignoring - excluding - silent treatment - isolating
- ☐ Attacking - insulting - teasing - jokes - 'funny surprises' - sarcasm

Tasks related concerns

- ☐ Giving unachievable tasks - impossible deadlines - unmanageable workloads - overloading - 'up to fail'
- ☐ Meaningless tasks - unpleasant jobs - belittling a person's ability - undermined
- ☐ Withholding or concealing information - information goes missing - failing to return messages
- ☐ Undervaluing contribution - no credit where it's due - taking credit for work that's not yours
- ☐ Constant criticism of work
- ☐ Underwork - working below competence - removing responsibility - demotion
- ☐ Unreasonable or inappropriate monitoring
- ☐ Offensive sanctions - eg denying leave



— filed under: Hazard - Bullying (/worksafe/search?Subject%3Alist=Hazard%20-%20Bullying)

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WHAT CAN I DO ABOUT BEING BULLIED?

If you've decided it is bullying, this tool takes you through the various options you could try to respond to the situation. Options include low key solutions, talking to a support person, and seeking expert advice. If none of these work, or aren't appropriate, you could try lodging a complaint with your company, seeking mediation or lodging a report with WorkSafe NZ.

Think carefully about your situation

Find out what your internal policies are and follow them. If you don't have any, follow the advice in this guideline.

YES

Situati

Consider the following:

- What you want the outcome to be?
- The power balance between you and the person
- The other person's intent
- Whether you have contributed to the situation
- The consequences of each approach
- The likely reaction of your manager and the person you make your report to

NO

Try a low key solution.

There are many low key solutions. Some examples are on [pages 19-22 of this guidance](http://www.business.govt.nz/worksafe/information-guidance/all-guidance-items/bullying-guidelines/02#examples) (<http://www.business.govt.nz/worksafe/information-guidance/all-guidance-items/bullying-guidelines/02#examples>).

YES

Situati

- Refer to your company code of conduct
- Talk to the person directly
- Talk to someone you trust to decide on a course of action.

Did a low key solution work?

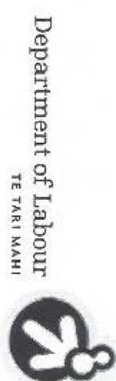
NO

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Example of a Hazard and First Aid Assessment Register

Location		Date of Assessment			
Hazard	Injury or Illness	Significance	Eliminate, Isolate or Minimise	Controls	First Aid Requirements
Manual handling	Sprains, strains, fractures	Can range from lesser harm to significant harm	Minimise	Lifting equipment, team lifts, training on safe manual handling	Ice packs, bandages, splints
Falls	Fractures, bruises, cuts, dislocations, concussion	Likely to cause significant harm	Isolate, Minimise	Scaffolding, use harnesses, forklift cages, handrails, suitable footwear, slip/trip/fall hazard ID	Ice packs, bandages, wound dressings, CPR, splints
Electricity	Shock, burns, loss of consciousness, cardiac arrest	Likely to cause significant harm	Minimise	Inspect and tag electrical leads, work to be conducted by registered electricians	Ice packs, bandages, wound dressings, CPR
Plant/machinery	Cuts, bruises, dislocations, dermatitis, fractures, amputation, eye damage	Likely to cause significant harm	Isolate, Minimise	Machine guarding, training in safe operating and maintenance procedures, personal protective clothing	Ice packs, bandages, wound dressings, eye pads, tweezers, forceps
Hazardous substances	Dizziness, vomiting, respiratory problems, burns to skin or eyes	Likely to cause significant harm	Eliminate, Isolate, Minimise	Substitute with less hazardous substances, isolate processes, training in safe work processes, personal protective clothing	Emergency shower, eye wash facilities, safety data sheets, eye pads, wound dressings, gloves, aprons, oxygen
Temperature, UV radiation	Sunburn, frostbite, heat stress, heat stroke, hypothermia	Can range from lesser harm to significant harm	Minimise	Reduce employee exposure to temperature extremes where practicable, sunscreen, appropriate clothing, provide shade	Water or electrolyte rehydration fluids, thermal blankets, ice packs
Occupational violence	Nausea, shock, collapse, physical injuries	Likely to cause significant harm	Minimise	CCTV, staff training, security	Water, blankets, CPR, wound dressings, bandages, etc

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WORKPLACE FIRST AID NEEDS ASSESSMENT CHECKLIST

This checklist will help you work out what first aid is needed in your workplace

Issue	Suggested Impact on First Aid Provision	Action
What likelihood is there of injury and ill health arising from work?	Higher likelihood: train more first aiders and expand first aid stock.	
Are there any job or task-specific significant hazards, e.g.: <ul style="list-style-type: none"> • Hazardous substances • Hazardous tools • Hazardous machinery • Hazardous loads • Hazardous animals • Working at height • Large industrial sites • Commercial diving • Adventure tourism 	Consider: <ul style="list-style-type: none"> • Specific or advanced training for first aiders • Extra first aid equipment • Precise locations of first aid equipment • Making prior arrangements with emergency services • A first aid room 	
Are there parts of the workplace where different significant hazards can be identified, e.g. an office compared with a processing factory?	Alternative levels of first aid provision for different parts of the organisation.	
Are large numbers of people employed?	Extra first aiders, more equipment and possibly a first aid room to cope with the higher likelihood of an accident occurring.	
Are there employees with reading, hearing or language difficulties?	Provide specialised training to ensure that they know how to access first aid provisions when required.	

What sorts of accidents and illnesses have occurred and where did they occur in the workplace?	Locate first aid provisions in areas where accidents are more likely to happen, and stock specific first aid items.	
Are there inexperienced workers on site, or employees with disabilities and special needs?	Consider: <ul style="list-style-type: none"> special equipment locating equipment to ensure ready emergency access by people with restricted mobility 	
Is the workplace spread out over a wide area, e.g. are there several buildings or multi-floor buildings?	Provision should be made for each building and each floor. First aid rooms should be located on ground floors where practicable for disability and emergency access.	
Is shift work, overtime or out-of-hours work provided?	First aiders and first aid equipment must be available when people are at work.	
Is the workplace remote from emergency services?	Consider: <ul style="list-style-type: none"> informing medical services of your location and the types of injury and work-related illness that may be expected prior special arrangements with emergency services 	
Do employees travel for work in company-supplied vehicles or work alone?	Issue first aid kits and train staff in their use; consider communication issues.	
Do employees work at sites occupied by other employers?	Determine first aid provisions for employees with the other employers.	
Do members of the public or non-employees visit or spend time at the workplace?	It is recommended that workplace first aid provisions are adequate to cover their needs.	
Does the workplace have any work experience employees, apprentices or volunteers?	Workplace first aid provisions must cover these people.	

Other issues at your workplace					Suggested Impact on First Aid Provision					Action				

Hazard identification

[illegible]

Policy No: 63 - Sun Smart

The Lord is your keeper. The Lord is your shade on your right hand. The sun shall not strike you by day, nor the moon by night.

Psalms 121:5

Rationale

New Zealand has among the highest melanoma rates in the world. Melanoma is one form of skin cancer. Excessive exposure to ultraviolet radiation (UVR) from the sun causes sunburn, skin damage and increases the risk of skin cancer. Getting sunburnt in childhood and adolescence will increase the risk of melanoma and other skin cancers in later life.

The sun protection policy will apply during Terms 1 and 4, (especially between 10.00am and 4.00pm). However, from beginning of September UVR levels are increasing. Therefore sun protection should be used in September when children are outdoors for extended periods (eg. sports days). During the winter months sun protection is not usually needed except at high altitudes in highly reflective environments, for example near water or on snow.

This policy is adapted from Sun Smart Schools so that children attending Westminster Christian School are protected from excessive exposure to UVR from the sun.

Being Sun Smart

- Require children and staff to wear broad-brimmed (minimum 7.5cm), legionnaire or bucket hats (minimum 6cm brim and a deep crown) when they are outside – for example during interval, lunch, sports, excursions and activities.
- Encourage students to wear clothing that protects their skin from the sun even when out of uniform (for example with sleeves and collars, and rash tops and when swimming outside).
- Implement “No Hat, Play in the Shade” requiring children without hats or with bare shoulders to play in the shade or indoors.
- Work with the school community to promote students’ use of SPF 30 broad-spectrum sunscreen.
- Make sunscreen available to students at school outdoor activities, particularly at sports days and similar events.
- Encourage all staff to role model Sun Smart behavior, for example use appropriate hats within the school grounds and during outdoor school activities.
- Regularly publicise and reinforce the Sun Smart Policy (for example through newsletters, school website, parent meetings, and student and teacher activities).
- Talk to parents about the school’s Sun Smart Policy at enrolment and encourage parents to practice Sun Smart behavior ie. in school newsletter and enrolment packs.
- Plan trips to venues with adequate shade if possible.

A Curriculum That Includes Sun Smart Education

- Include Sun Smart education and activities as part of the school’s curriculum at all levels each year. For curriculum resources visit the Sun Smart Schools website www.sunsmartschools.org.nz

Building A Sun Smart Environment

- Work towards developing and improving existing shade in areas where students gather. Shade can be both built (shade verandas) and natural (trees).
- Include a sun exposure assessment in the Risk Analysis and Management System for any Education Outside The Classroom (EOTC) plan for outdoor activity.
- Hold outdoor activities in areas with plenty of shade whenever possible.*
- Consider the possibility of rescheduling suitable outdoor events/activities to early morning / late afternoon.
- Allow children access to indoor shade such as going under verandahs and shade sail areas.

Supporting and Evaluating Sun Smart Behaviour

- Ensure on-going assessment of Sun Smart behaviour, shade and curriculum emphasis.
- The Board of Trustees will review the school's Sun Smart policy at least every three years.

*The highest clear-sky UVR levels occur around the middle of the day. The Cancer Society recommends planning trips to venues with adequate shade or providing your own shade (umbrellas or tents).

This Policy will be reviewed in three years' time.

NAG 6 - Legislation

- a. Are attendance registers accurately done as per ministry circular February, 1992?
- b. Are rules for admission and withdrawal of pupils in line with ministry circular February, 1992?
- c. Do we have a procedure for school closure? (Board of Trustee Chairperson has authority to close school and Ministry of Education must be notified eg. flood, storm, fire etc.)
- d. Are we aware of the Privacy Act?
- e. Do we have effective enrolment procedures?
- f. Do we have a folder for effective school management and procedures?
- g. Do we review our administration system? (This is an ongoing exercise and our administration systems are constantly review and upgraded when required.)
- h. Are all staff decisions minuted in a book?
- i. Do we have an effective filing system?
- j. Do we have a school Calendar of events?
- k. Is our charter reviewed every year and kept up to date?
- l. Are all Negs and Nags reviewed?

(All above are done in conjunction with our Special Character Integration agreement.)

Policy No. 14 - Treaty of Waitangi

Give everyone what you owe him. If you owe taxes, pay taxes, if revenue, then revenue, if respect, then respect, if honour, then honour. Romans: 13:7

Anyone who receives instruction in the Word must share all good things with his instructor. Gal 6:6

Rationale

The National education Goals are for the school curriculum to recognise and value the unique position of Maori culture in New Zealand Society and to recognise the significance of the Treaty of Waitangi.

Guidelines

1. All students will have the opportunity to acquire some knowledge of Maori language and culture.
2. All students will be encouraged to appreciate New Zealand's bi-cultural heritage.
3. In their approaches to learning and teaching, in the issues that are addressed, and in their selection of spoken, written and visual texts, teachers should try to include Maori perspectives.

Conclusion

The students at Westminster Christian School will recognise the value and unique position of Maori culture in New Zealand Society and recognise the significance of the Treaty of Waitangi.

Policy No. 15 - Enrolment

He who ignores discipline despises himself but whoever heeds correction gains understanding.
Proverbs: 15:32

Rationale

1. Admission of pupils into the school is primarily for Christian families.
2. Non-preference pupils (those who are from non-Christian families) are considered providing the family accepts the signed conditions presented at initial interview stage. The non-preference limit is 10% of the total roll as specified in the school integration deed agreement.

Procedures

1. Interested parents request an information pack. Thereafter an interview time is made.
2. Interview is conducted with parents and child if possible. This is with the Principal and a Representative of the Proprietors.
3. Parents are required to provide all relevant enrolment information as requested in the enrolment forms.
4. Where needed, a prospective students enrolment may require Board approval.
5. An Acceptance pack is sent to the successful applicants and a letter written to the unsuccessful applicant after the Board of Trustees meeting.
6. Parents have the right of appeal to the School Proprietors if they are not satisfied with the enrolment decision reached. The Proprietors decision is final.
7. Progress through the school:
 - Children who have completed 2 full years by 1st January will be promoted to Year 3. Those who have completed one year and eight months by 1st January will be considered for promotion. We decide based on social maturation and academic ability. Once children have completed a year in Year 3 they are then promoted to Year 4 and they go onto the next class annually.
 - While acceleration may seem advantageous at the age of 6 and 7 years, it may cause social and emotional difficulties for the child on entry to secondary school when they are placed with others more mature. Holding a child back because of lack of achievement may lead to frustration and behaviour problems due to the child working alongside others less mature physically, socially and emotionally. This will only be done with parent consultation.

Guidelines

1. New Entrants are to start school on or after their 5th birthday as laid down by the 1989 Education Act. Parents who bring their children to school before they turn 5 for a short visit will be asked to sign a book disclaimer, so that the Board of Trustees is not responsible for any accidents that may happen whilst they are in the school grounds.
2. Priority for enrolment shall be given to siblings of present and past pupils.
3. A waiting list will be established when all available places are taken up.
4. Applications will be accepted for future terms.

Policy No. 24 - Absences and Attendance

Whoever gives heed to instruction prospers, and blessed is he that trusts in the Lord.

Proverbs 16:20

Why Regular Attendance Is Important For Students:

Regular attendance at school is fundamental to student learning. Teachers, parents / caregivers and the wider community all benefit when students are attending school and children are keeping up their achievement levels.

Attendance is compulsory for all NZ citizens and residents aged between 6 and 16. This is stated in the Education Act 1989. Our Board must take all reasonable steps to ensure the attendance of students enrolled at our school and identify any types of truancy.

Guidelines

1. Attendance at school will be monitored daily and recorded.
2. Parents must contact the school to explain absences or lateness of their children prior to or on the day of the absence. All absences require some form of explanation.
3. The Principal, or nominee, is responsible for ensuring that patterns of absences are identified and appropriately dealt with.
4. The school will liaise with other agencies to follow up consistent unexplained absences. (Public Health Nurse, Youth Aid Office, Social Welfare, Maatua Whangai).

Procedures

1. The roll is marked twice a day.
2. Absences are recorded manually on a register and returned to the office at 9.30am and 1.45pm.
3. Parents are required to notify school office by way of email or telephone message on the dedicated absence line by 9.00am each and every day that a child will be absent from school
4. Between 9-9.20 all messages are cleared for explanations for absences.
5. Attendance and absence is entered on to the eTAP SMS attendance register by the attendance officer and the reason for the absence noted.
6. When absences are unexplained – parents are contacted either via home phone, work phone, cellphone or email.
7. If unable to contact parents they are required to inform the school in writing when the child returns.
8. Any child being collected early or withdrawn for any other reasons must sign the register held at the reception area – this includes children attending appointments during school hours.
9. Feedback will be given to the teacher from the office as to the reasons for the absence.
10. When absences are frequent, the teacher or the Principal will contact the parents to discuss this further.
11. Should the absence or lateness continue the parents would be contacted in writing.
12. Should other procedures fail the Visiting Agencies will be contacted to deal with the problem on the school's behalf.
13. When necessary the school will contact other agencies.

Absence Terms:

- **Justified Absence:**

Medical Absence – is when a student is at home with an illness or medical reason. After 5 absent medical days a Medical Certificate may be requested by the school.

Other Justified Absences – are absences which are explained to the satisfaction of the Principal. Common forms of justified absence include medical appointments, bus breakdown, road closure, accidents, extreme weather conditions, bereavement or personal or family circumstances.

Overseas travel (which must be approved by the Principal prior to travelling) is also listed as a justified absence.

- **Unjustified Absence:**

Explained – But Unjustified Absences – are absences which are not justified by the school's attendance policy regardless of Principal's approval is sought ie. staying home to look after siblings, studying for a test without approved leave, going for unapproved family holidays / long weekends, dance recitals, child (or parents) too tired to attend or bring their child to school.

- **Truancy**

A child is marked as Truant when no explanation has been received by the school office as to the reason for the absence. After 20 days of non-notification and no attendance the child is removed from the school roll.

Late Procedures

If a child arrives at school after the 9.00am bell has sounded, a Late Pass and explanation is required at the school office – this child will be marked as “Present”. Children arriving at 9.10am, are required to be signed in by their parents, upon which a Late Pass will be issued to the child and the child will be marked on the school roll as “Late”.

At the conclusion of each term, roll statistics will be reviewed by the Principal and irregular patterns of unjustified or late absence will be followed up by way of email, phone call or parent meeting – depending on the severity of the attendance. The Board will be notified by the Principal of any irregular attendance trends.

Managing Student Absence:

When students are absent our school Secretary will:

- Attempt to contact the parent/caregiver of a non-attending pupil every day that the pupil is absent without justification.
- Maintain a record of phone attempts and include their results and outcomes.
- Attempt to meet with the parent/caregiver if unjustified absences are not explained to the satisfaction of the school.

We will work with the parents/caregivers to help return the pupil to our school.

When a student's significant absence is causing concern our school may inform any appropriate agency to assist the school and parent/caregiver.

When a student's significant absence is chronic and the school has made every attempt to return the pupil to school a referral should be made to the DTS (District Truancy Service).

If a pupil has been absent from school without justified reason for more than 20 days the school shall remove the pupil from the roll and update the students record in ENROL automatically.

Prosecution for irregular attendance would be used as a last resort.

Targets

Our average Unjustified Absence Target is 2.6% and our Average Attendance Target we are aiming for is 96%.

This Policy will be reviewed annually and sent to parents for perusal and discussion.

Additional Support:

- Local Ministry office
- District Truancy Services
- Police (Youth Aid)
- Family Services
- Own Church Pastor/Counsellors

Useful Websites

www.minedu.govt.nz

www.tki.org.nz/r/governance/attendance/

www.strengtheningfamilies.govt.nz

www.police.govt.nz