

# Quality Learning for all in a Caring Community

## TOKO SCHOOL National Administration Guideline 3

### PERSONNEL POLICY Review

#### **NAG 3**

**Toko School Board of Trustees in accordance with the legislation of employment and personnel matters, will:**

1. 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;
2. be a good employer as defined in State Sector Act 1988 and comply with the conditions contained in the employment contracts applying to teaching and non teaching staff.

**Toko School Board of Trustees meets its obligations to NAG 3, by ensuring that the following documentation is developed, implemented and reviewed as part of the Board's self review process.**

#### **Policies**

Appointments	Classroom Release Time
Complaints	Discretionary Leave
EEO	Performance Management Policy
Police Vetting	Personal Grievance
Sexual Harassment	School Disciplinary Policy for Employees
Parent Teacher Association	

#### **Key Supporting Documents**

Appointment Documentation	Appraisal Cycle
BOT Job Descriptions	Collective Employment Agreements
EEO programme	Job Descriptions
Management Unit Job Descriptions	Ministry Gazette notices and circulars
Official Information Act	Performance Agreements
Performance Standards	Staff Personnel Records
Staff Appraisal Programme/Record	Toko School Charter, including Strategic and Annual Plans

#### **Procedures**

Delegations	Job descriptions
Meetings – Staff	Parent Enquiry
Performance Management	Personnel files
Privacy	Protected Disclosures
Relieving Teachers	Safe Practice
Search & Seizure	Staff Development
Staff Enquiry	Staff hours
Staff leave	Trade Unions

**This policy is reviewed on a 3 year cycle in line with the Board's document self review plan.**

**REVIEW: March 2016**

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### APPOINTMENT PROCEDURES POLICY

#### GUIDELINES:

All teaching vacancies must be suitably advertised in the Education Gazette for full time permanent positions and full time long term relieving positions.

All people involved in the appointment procedure should be made aware of Board of Trustees responsibility to:

Be informed - read Guidelines for school appointments NZEI/STA	Publications
Not discriminate in employment by reason of sex, marital status, religious or ethical belief, colour, race, or ethnic or national origin.	
Race Relations Act 1971	
Human Rights Commission Act 1977	
To be an Equal Opportunity Employer - State Sector Amendment Act	1989
Abide by the Privacy Act	
Select the person best suited to the position - State Sector Amendment Act	1989
Act in accordance with the relevant Collective Employment Contract or Individual Employment Contract	

#### **Board members will indicate any prior knowledge of applicants.**

An appointments sub committee will be elected by the Board of Trustees.

#### **Appointed sub committee has the power to appoint.**

Then reports to the Board at the next meeting on their appointment.

#### PROCEDURES:

Applicant will be able to access a job description and information about the school via the school website. Applicants must agree to a Police Vet.

The appointments committee will formulate an idea of the skills and personal qualities being sought to fill the current vacancy.

The Principal shall determine documentation required of the applicant. Any contact with the present employer requires the applicant's permission.

Principal will study references first and the CV's a shortlist of applicants will be determined. Referees will be contacted.

The Principal is responsible for informing the Appointments Committee of the Police Report, if there are any convictions.

The Principal will notify the short-listed applicants of the date and venue of the interviews.

Time will be allowed for each interview. This will be used:

Each applicant may be shown around the school (and house if applicable)

After the applicant has left the interview time will be spent recording and rating the applicant. The ongoing ranking of applicants should occur after each interview. The sub committee should ideally always know who the best applicant is **so far**.

A decision will be made after the last interview as to who is the best candidate for the position.

A verbal report will be prepared for a full Board of Trustees meeting. This will contain the sub committee's decision and a summary of why the applicant was chosen.

The Appointments sub committee has the power to appoint the best applicant.

The Principal/Chairman will notify the successful applicant as soon as possible.

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The successful applicant will have 24 hours to verbally accept the position and three working days in which to confirm the acceptance in writing.

After acceptance, a letter of will be sent to the successful applicant and letters of non-appointment will be sent to the unsuccessful applicants.

If the successful applicant does not accept the position the appointment sub committee meeting will decide to offer either the position to the applicant deemed by the Appointment sub committee to be second in terms of suitability, or re-advertise the position.

This policy reaffirms the concept that no appointment is better than the wrong appointment.

Confidentiality must be maintained at all times regarding applicant's papers, information, CV.'s and committee decisions.

REVIEW: **August 2016**

## CASHING UP ANNUAL LEAVE

### RATIONALE

To provide advice in accordance with changes to the Holidays Act and Employment Relations Act that come into effect on 1 April 2011

### PURPOSE

The purpose of this policy statement is to ensure consistency of approach to all staff.

### BROAD GUIDELINES

The Board of Toko School will not consider any requests to cash up annual holidays under the provisions of the Holidays Act 2003.

## CLASSROOM RELEASE TIME

This is an operational policy designed in **consultation** between the principal and teaching staff of Toko School

The policy was written in conjunction with clause 3.30 of the Primary Teachers Collective Agreement 2016-2018.

The intent of classroom release time is to **address teacher workload** while maximising **benefits for student learning**.

The use of classroom release time will be professionally useful for:

1. teaching and learning programmes,
2. the teacher's professional growth
3. the learning needs of the students.

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

The key point is teachers using CRT for what seems to them to be the most 'urgent' or 'pressing'. What is weighing on teacher's mind. Often some time set aside will make the difference to the pressure of work load. But, balance urgency with the reasons for CRT: **teacher workload and benefits for students learning**.

### Likely uses for CRT include:

Planning and thinking                      Unit planning, term plans, event planning.

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Data analysis	Assessing children's achievement from class testing, school wide testing. Marking children's work.
Observing other teachers	Either self initiated or Principal initiated.
Professional Development	Involved in 'work' related to current school professional development initiatives.
Report Writing	And preparations for parent interview and Board data

Each teacher will be allocated **2 'days' per term at separate times.**

The roster will be generated by the Principa or Deputy Principall, taking into account where possible the requests of individual teachers.

**CRT might be taken off site**, and the Principal is agreeable to this, however, this "two days" is in fact **ten hours release time**. Classroom Release Time is for 5 hours, two times a term.

It is essential that **duty and other school commitments** are not negatively impacted by a teacher being off site. This means attendance at school staff meetings, professional development meetings, cluster meetings, school events and school priorities are **not curtailed due to a teacher being released from classroom duties.**

Where for genuine reasons, at short notice, it is **not possible** to provide CRT to an individual or group of teachers the school will do it's best to reschedule within the same term. If a teacher misses a CRT opportunity due to circumstances e.g. unavailability of a reliever, it will logged and the information used in then next policy review.

This policy will be reviewed according to the current Board review timetable under NAG 3.

**Reviewed:** August 2016

## COMPLAINTS POLICY

### INTRODUCTION:

When complaints arise they need to be dealt with in a fair, efficient manner following established criteria.

For the purposes of this policy "complaints" are defined as being statements which express a strong concern about some matter.

### OBJECTIVES:

1. At times personnel must agree to disagree after appropriate consultation has taken place.
2. Consultation and communication are the key elements in avoiding conflict, however personnel in positions of responsibility are held accountable for decisions and hence at times they need to assert their authority.
3. Complaints are best dealt with **at school and not in the community**.
4. All written complaints need to be acknowledged within 48 hours.
5. Complaints are to be stated in specific terms.
6. Complaints will be dealt with in accordance to provisions in the award contract.
7. Good communication is the key to avoiding conflict

### GUIDELINES:

Any person who chooses to make a complaint against support staff, teacher, principal, Board of Trustee member *or* a school procedure or action has **three steps to follow:**

#### **Step One:**

Make an **appointment** with the person involved.

#### **Step Two:**

**Discuss** the complaint with the person involved.

The complaint must not be made in the presence or hearing of pupils.

If the complaint is regarding a staff member, they may request that the Principal is present for the discussion.

#### **If at this stage if no resolution can be found:**

#### **Step Three:**

Refer the complaint to the Principal personally or in writing. The principal will

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review the actions thus far and offer recommendations.

### Step four:

If a satisfactory understanding cannot be arrived at with the Principal the complainant may submit the **complaint in writing** to the **Board of Trustees** complaints sub committee **signed and dated**. All letters addressed to the Chairman of the Board are for the whole Board. The Chairman cannot decide independently as to what action will be taken unless delegated authority to do so by the Board. The Board of Trustees shall forward a copy of the complaint to the Principal within **24 hours** who shall place it before the person complained against.

1. The person must be advised of the specific nature of the complaint and a reasonable opportunity provided for the person to respond.
2. The person must be advised of their right to request union assistance and/or union representation.
3. The BOT sub committee will be made up of the, Principal (if not directly involved in the complaint) and two other Board member (senior in term) selected as warranted.
4. The complainant will be encouraged to attend the Board of Trustees complaints sub committee meeting and speak to his/her complaint. This meeting may be the monthly meeting, or possibly if warranted a separate subcommittee meeting.
5. The BOT sub committee will investigate the issues involved. They must have all the information from all parties involved. After due consideration, and in due course the B.O.T. complaints sub committee shall consider the staff members reply (if any) and the complainant's point of view and **shall use its best endeavors to reconcile the differences involved**.
6. The Board will inform the relevant parties of their decision in writing. The Boards decision may influence further policy, procedures and actions.
7. Failure to comply with the process outlined in the policy will mean that the **complainant will be asked to begin the process appropriately before any action will be considered**.
8. For some complaints outside mediation may be sought from organisations such as STA and NZEI etc.
9. The Board recognises that not all complainants will be satisfied with the outcome of a complaint. **After one reconsideration**, (if requested to reconsider) and if the board is confident of its decision, it may refuse to enter into further discussion/correspondence. In making such a decision the NZSTA helpdesk can assist by giving an objective assessment of a board's processes in dealing with the complaint.
10. The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to contact the regional NZSTA personnel/industrial adviser in such cases. The board will need to consider the relevant staff disciplinary policies, employment contracts, and expert advice from the NZSTA adviser.
11. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than as a reconsideration of the previous issue.
12. Trustees need to be clear in their mind of the difference between a complaint they have as a parent [ie regarding their own child] and a complaint they have as a trustee.  
In the first instance they are required to follow the normal procedures and are excluded from decision making due to conflict of interest. The latter case is dealt with as an agenda item for the whole board [possibly with the public excluded].
13. This policy must work in conjunction with:  
***The Education Act***  
***The current employment contract***

If the complaint is against the **Principal** or a member of the **Board of Trustees** such a complaint must be made in writing to the Chairperson of the Board who shall use their best endeavors to reconcile the differences involved by firstly following the process outlined in this policy following steps 1,2,3 and 4.

### ***Conclusion***

There is no such thing as a problem, just situations to be resolved.

REVIEWED: **August 2016**

**DISCRETIONARY LEAVE**

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### Rationale:

The consideration of an application for special leave with or without pay for an employee is part of the Board of Trustee's role as a good employer.

### Purpose:

1. To recognise the Board of Trustee's obligations as an Equal Employment Opportunities employer.
2. To enable the Board of Trustees to comply with the relevant employment agreement.
3. To provide consistency in the granting of discretionary leave
4. To recognize that in some cases the Ministry of Education must give the final approval.
5. To ensure the proper recording of any discretionary leave granted by the Board of Trustees.

### Guidelines:

1. The Board of Trustees will observe the provisions of the relevant employment agreement criteria when considering an application for discretionary leave.
2. The Board of Trustees has discretion in granting leave with or without pay.
3. Applications for discretionary leave shall be given due consideration in a fair, equitable and consistent manner. Appendix one will be used as a guide to making decisions.
4. The Principal has the delegated authority to authorize discretionary leave with or without pay for a maximum of **two weeks**.
5. The Board of Trustees will follow the provisions of Parts 3.7 and 3.8 of the Ministry of Education Funding, Staffing and Allowances handbook as applicable e.g. sports and study leave.
6. Except in cases of sudden illness or accident, no staff member should be absent from duty without the authority of the Principal.
7. The Principal or Deputy Principal shall deal with any requirement for relief staff where discretionary leave is granted.
8. All applications for discretionary leave must be submitted to the Principal in writing well in advance of the time requested, except in cases of emergency.
9. Applications for discretionary leave by the Principal can be granted by the Chairperson for up to two days, otherwise the Board will make the decision.

REVIEW: August 2016

### Appendix One:

Guidelines for consideration of discretionary leave requests:

- Purpose of the leave
- Benefit to school?
- Ease of replacement
- Impact on classes and total school
- Impact on children's learning
- Length of service of employee at Toko School
- Previous leave granted
- Number of staff on leave at any one time
- Number of other staff requesting leave

## EQUAL EMPLOYMENT OPPORTUNITY

### RATIONALE:

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In accordance with the requirements under the State Sector Amendment Act, 1989 Toko School will undertake the development and implementation of an Equal Employment Opportunities (E.E.O.) programme. Toko School has a commitment to equality within the work place and recognizes the need for an active approach to the achievement of equal employment opportunities.

### PURPOSE:

The purpose of this policy statement is to ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes.

### BROAD GUIDELINES:

1. The Board of Trustees as employer will ensure that all employees maintain proper standards of integrity, conduct and concern for the community's interest.
2. The school will develop and implement the E.E.O. programme in consultation with staff members. This role will normally fall on the Staff Rep.
3. The school will implement ongoing Performance Management System in a positive and supportive way that leads to the development of the abilities of individual teachers. However, in cases of concern may lead to competency proceedings.
4. The Board of Trustees as per Self-Review timetable will annually review all personnel policies and procedures.

### CONCLUSION:

We need to provide an environment equitable to all staff taking into consideration ability, race and gender.

REVIEWED: **August 2016**

## PERFORMANCE MANAGEMENT

### **RATIONALE:**

Toko School recognises the need to develop a learning community where all staff are given the opportunity to inquire into the impact of their teaching on student learning relative to agreed standards of teaching performance/ criteria and to the School's Charter goals and objectives.

In order to achieve this, and to comply with Section 77c of the State Sector Act 1988, Professional Standards and the Registered Teachers Criteria, an *appraisal for learning* cycle will be carried out annually to ensure that all staff provide education and services which effectively meet the needs of their students consistent with the goals and objectives encompassed in our School Charter, Job Descriptions/Performance Agreements and Professional Standards.

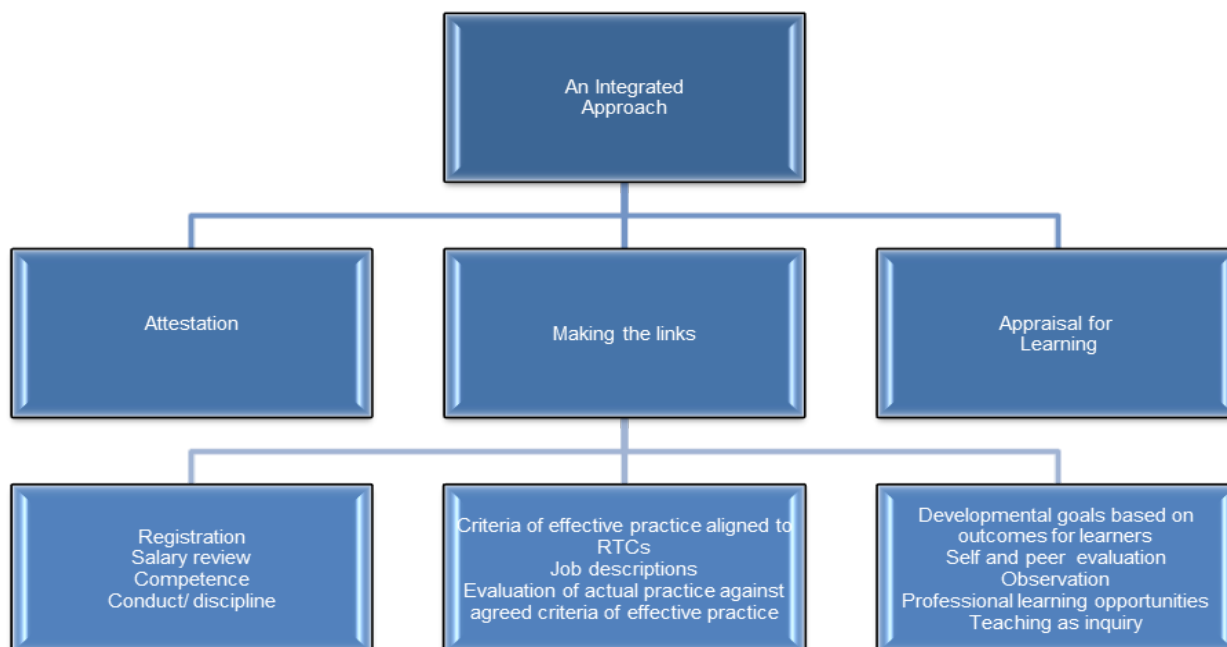
### **PURPOSES:**

1. To promote an open, professional learning community.
2. To focus on both personal and school-wide professional development.
3. To enhance job satisfaction.
4. To develop school or personal programmes that build on strengths and focus on needs.
5. To improve the delivery of school programmes that impact on student learning.
6. To meet statutory requirements.

### **GUIDELINES:**

1. Appraisals for learning will be carried out at least once every 12 months.
2. Appraisals for learning will be carried out as specified below.

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3. Appraisals for learning will be undertaken against all of the Practising Teachers Criteria and Tataiako, together with any other objectives covered in:

Toko Schools Performance Management Programme.

**Appraiser**

Board of Trustees Chairperson & (or delegate)  
Principal

SENCO  
Principal

**Appraisee**

Principal  
Classroom Teachers  
SENCO  
Deputy Principal  
Special Needs Support staff  
Office Manager

4. Every staff member will meet with the Principal (or his/her delegate) in the first half of the first term of the school year to discuss their Job Description/Performance Agreement. This document will form the basis of the staff member's Appraisal for Learning
5. Each staff member must meet with their appraiser early in the appraisal cycle to negotiate both personal objectives and schoolwide requirements for the current appraisal cycle.
6. Dialogue between appraiser and appraisee must be ongoing throughout the appraisal cycle.
7. All anecdotal notes relating to the Appraisal for Learning should be sighted and signed by both appraiser and appraisee.
8. Performance Agreements and related anecdotal notes will be held by the Principal in each staff member's individual file. These files to be held in the Principal's Office or in the Principals file online.. These are confidential to the appraiser, appraisee and the Principal.
9. Aspects of teacher performance will be encompassed within the following key professional responsibilities/performance areas:

**(i) Teaching Responsibilities** (such as planning and preparation, teaching techniques, classroom management, classroom environment, curriculum knowledge, student assessment.)

**(ii) School-wide responsibilities** (such as contribution to curriculum leadership, school-wide planning, school goals, the effective operation of the school as a whole, pastoral activities, student counselling and community relationships.)

**(iii) Management Responsibilities** (such as planning, decision making, reporting, professional leadership, resource management.)



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**(iv) Practising Teachers Criteria/ Tataiako/Professional Standards** - as prescribed for the Principal, Deputy Principal and teaching staff.

10. The Board of Trustees through the budgetary process, will provide both adequate funding and quality release time to allow the appraisal process to take place.
11. The responsibility for the implementation of the appraisal process rests with the Principal (or his/her delegate).
12. The Principal will report, in general terms, to the Board of Trustees at the conclusion of the appraisal cycle.
13. Any dispute arising out of the appraisal process must be referred in writing to a Disputes Committee. The nature of the dispute must be clearly stated. The Disputes Committee will comprise of a representative of the Board of Trustees, Senior Management and staff. Any member of this committee with a conflict of interest must withdraw from the process. If the Disputes Committee is unable to resolve the dispute then an independent arbiter/s will be brought in. e.g. NZEI (New Zealand Educational Institute), NZPF (New Zealand Principals' Federation), STA (School Trustees Association).

### PRINCIPAL'S PERFORMANCE MANAGEMENT

#### **Rationale:**

The relationship between the principal and the Board is the critical hub around which the effective governance and management of any school revolves.

#### **Legislation/Regulations relevant to this policy:**

Education Act 1989

State Sector Amendment Act 1989

Performance Management Systems – Appraisal of the Principal May 1997

Primary Principals Collective Agreement 2016 - 2018

Supporting School Improvement through Effective Principal Appraisal 2013

#### **Principles:**

Appraisal of the principal has two elements:

1. **Accountability**  
Appraisal assures the accountability of the principal for leading the school and managing the quality of teaching. To achieve this the board must document its expectations of the principal's performance;
2. **Development**  
Appraisal includes setting development objectives relating to school wide organisational goals and professional development goals personal to the principal.

Principal appraisal combines accountability and development through:

- Role clarification
- Ongoing feedback to the principal about performance
- Honest identification of concerns to bring about improvement
- Affirmation of successes
- Support for development

#### **Guidelines:**

1. Responsibility for managing the principal's appraisal is delegated to the Chairman.
2. The Principal and the Board Chair will consult over the process to be followed in establishing the Annual Performance Agreement; the Agreement will record the process to be followed each year.
3. At the first meeting to discuss the Performance Appraisal process, agreement shall be reached on a suitable person to act as arbitrator in the event of a dispute between the principal and the board which cannot be resolved between the two parties. The parties shall agree that the decisions of the independent arbitrator shall be binding on the two parties. Possibilities for an arbitrator include representatives from STA, or NZEI.
4. The Annual Performance Agreement will contain details as to the process to be followed including the time frame setting out the initial meeting, monitoring events, the formal end-of-appraisal interview and date for the final report to the Board by the sub-committee together with an outline of performance expectations: e.g. Key tasks, expected results, and performance indicators if appropriate;

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the principal's organizational objectives (school-wide targets or initiatives for change or development) including support to be provided and criteria for evaluation of achievement  
the principal's development objective(s) (personal or professional), including support to be provided and criteria for evaluation of achievement.

5. The professional standards for Primary principals and the Practising Teacher Criteria will form the basis of the Performance Agreement. To ensure the appraisal process is manageable the principal and the sub-committee should make a **selection** from the professional standards for appraisal each year.  
It is recognised that the Principal must be appraised against all the Professional Standards; however, some will be looked at in greater detail according to schools targets and goals for the year.
6. In general, the time line to be followed will be for initial meetings to be held to establish goals and performance at the end of the school year for the following year. These goals and measures can be confirmed at the beginning of the following school year. Any monitoring points are to be established at the beginning of the process. The final appraisal interview should occur in Term 4.
7. The final appraisal interview will include the presentation of a report from the Board Chairman summarising performance for the year together with any other evaluation material collected for the purposes of undertaking the appraisal. This material may be provided from questionnaires, observations, or reports from some other person or party qualified for the purpose.
8. Documentation relating to the Principal's appraisal including the principal's report to the sub-committee about his/her performance will remain confidential to the Board, in committee.
9. Performance agreement documents setting out the **process** to be followed will be made available to the Board on a confidential basis and a final report will be made to the Board by the sub-committee outlining any conclusions agreed to between the Chairman and the principal.
10. The cycle of annual review may include an external consultant with appropriate skills and knowledge to assist with the performance review.
11. Funding needs to set aside for the external reviews in advance.

### **Review:**

As part of the final appraisal interview a review will be undertaken each year of this policy by the sub-committee and the principal and any changes to the policy will be included in the final report to the Board.

REVIEWED: August 2016

## **POLICE VETTING POLICY**

### **RATIONALE:**

The Education Standards Act [2001] has made it compulsory for schools to vet all support staff and contractors [under certain conditions]. The Teachers Council vets teachers every three years when they seek renewal of their teaching registration. The cost is contained in the registration fee. Limited Authority to Teacher [LAT] employees are treated the same as teachers. The cost is contained in the registration fee.

### **PURPOSE:**

To keep children safe from adults who might harm them.

### **GUIDELINES:**

- Support staff must be police vetted by the school before they can be appointed. They must then be police vetted every three years.
- Every contractor [and their employees] who works at the school during school hours and who will have unsupervised access to children must be vetted and the vet is to be completed before work starts.
- Volunteers at this school will be vetted if they are in a situation that requires them to be left alone with children for more than thirty minutes. This includes parents who accompany school field trips and/or camps. The cost of the police vetting for volunteers will be borne by the school and built into the expense of any trips.
- Parents who volunteer to transport students on day trips will not be police vetted.
- The school will ensure that strict confidentiality is observed. The only staff member who will read the police vet is the Principal [the "requestor"].

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- The Principal will ensure that the subject of the police vet receives a copy of his/her police vet and asks the subject to validate the information in the vet if there is anything adverse. The subject must be given a reasonable opportunity to validate the information before the Principal can take adverse action.
- The school will maintain a Police Vetting Register.

### PROCEDURAL GUIDELINES

#### **A: Support Staff.**

- Information on support staff positions that is sent to candidates will include information about the requirements of Police Vetting.
- When the provisional decision has been made to employ a person they will be asked to complete the details found on the Police Vetting form.
- The school will complete all details and will then post the form and enclosed cheque.
- ONLY the “requestor” – the Principal - will open the returned information.
- If the vetting is satisfactory the Principal will complete the appointments procedure.
- If the vetting indicates an issue of concern, the Principal will give a copy of the police vet to the applicant who will be asked to validate the information (within a 2 week period).
- If the applicant cannot satisfactorily disprove the police vet, the principal will inform the candidate that he/she cannot be appointed.

#### **B: Contractors.**

- Contractors will be informed that they, and any employee who will be working at the school during school hours and have unsupervised access to children, will be required to be police vetted and that the cost shall be borne by the Contractor.
- The Contractor will be responsible for ensuring that all employees comply with this requirement.
- The Contractor and employees shall complete the details on the form. Contractors who refuse to complete this shall either not be given access to the school site during school hours or will not be used at all, at the Principal’s discretion. The school shall complete their part of the form and send.
- ONLY the requestor – the Principal– will open the returned information.
- If the vetting is satisfactory the principal will advise the Contractor accordingly.
- If the vetting indicates an issue of concern, the Principal will give a copy of the police vet directly to the applicant who will be asked to validate the information (within a 2 week period).
- If that person cannot satisfactorily explain the outcome of the police vetting then the Principal will then inform that person, and the Contractor, that he/she cannot work at the school. No details will be given to the Contractor.

#### **C: Volunteers.**

- Volunteers will be vetted if they are in a situation that requires them to be left alone with children for more than thirty minutes – a period of “vulnerability” or a “window of opportunity”. Volunteers will be vetted at school expense.
- Parents who are staying overnight on school trips or camps will also be police vetted at school expense. The implication of this is that police vets must be initiated two months before the trip or camp. The cost of police vets will be included in the trip/camp budget.
- From time to time, parents will be informed of Police Vetting requirements so that they understand the both the rationale and procedures to be followed.
- The parent and school will complete the form and send it to the Teachers’ Council with the school cheque.
- ONLY the requestor – the Principal – will open the returned information. If the vetting is satisfactory the Principal will inform the teacher organising the trip/camp and the parent.
- If the vetting is not satisfactory the Principal will inform the parent and discuss that person’s options: either to provide proof that the information is wrong or to withdraw from the trip or camp. At this stage the teacher in charge of the trip or camp will not be informed [see 8 below]. If the parent opts to prove the information is wrong then 2 weeks will be allowed for this.
- If the parent satisfies the Principal that the information is incorrect, and the original vetting report is amended, the parent will be informed that they can continue with the trip/camp. The teacher in charge of the camp will then be informed of the outcome. If the parent cannot disprove the original vetting report then teacher in charge of trip or camp will then be informed.

### POLICE VETTING REGISTER

The school will operate a Register of all requests made for a police vet. The headings will include:

1. Subject’s name.
2. Category [support staff, contractor, contractor’s employee, volunteer].

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3. Date the result is received.
4. Outcome ["pass" or "fail"]
5. Date the vetting expires.

The Police Vetting Register is held by the school secretary

Termly Review

The Principal shall ensure that at the beginning of each term a request confirmation that Police Vetting Procedures have been completed for all persons working in the school. Such persons shall include all volunteers who may interact with children e.g. sports teams, clubs etc.

REVIEWED: August 2016

## PERSONAL GRIEVANCE

### RATIONALE:

A personal grievance is a complaint by an employee (or employees) that they have been unfairly, wrongfully or unjustifiably mistreated by the employer (or anyone acting for the employer). The Principal is the employer's representative, however, grievances are lodged against the Board of Trustees.

### **GUIDELINE:**

There are five types of personal grievance defined in the Labour Relations Act 1987.

1. Unjustifiable dismissal.
2. Unjustifiable action: this is action by the employer that disadvantages one or more employees in their employment and which has not arisen from a dispute of rights.
3. Discrimination: this occurs when one or more employees are dismissed or are not given the same employment opportunities as those with similar skills or qualifications because of colour, race, nationality or ethnic origin, marital status, religious or ethical belief, gender or union activities.
4. Duress: when an employer threatens an employee or employees with loss of employment.
5. Sexual harassment.

All employment contracts contain procedures to settle personal grievances. You should check the employment contract provisions and those of the Labour Relations Act. Slightly different procedures apply when sexual harassment is the grievance.

### REFERENCE:

Handling Personal Grievances, State Services Commission 1990.

### EXPECTED OUTCOMES:

The Toko School Board of Trustees, through their knowledge and understanding of Good Employer Relations, will endeavor to be a good employer and fair in all dealings with staff.

REVIEWED: **August 2016**

## SEXUAL HARASSMENT

### RATIONALE:

To attempt to provide a healthy environment for our staff and pupils, free from unwelcome sexual harassment.

### PURPOSE:

To respect the rights of others and make it clear that sexual harassment will not be tolerated at Toko School.

### PROCEDURES:

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**Pupil** - In the event of sexual harassment, the pupil may approach a the Principal, the Public Health Nurse, or whomever they feel comfortable with. If these people are the first contact, then they are responsible, where appropriate, for notifying parents, guardian or caregiver and the Board of Trustees Chairperson and Principal.

**Staff** - In the event of sexual harassment, a staff member may approach the Public Health Nurse, a N.Z.E.I. Representative or Principal who shall then inform the Board of Trustees Chairperson or Principal. If further action is to be taken the harasser should be informed and a decision made to lay a complaint through one of the following avenues:

- \* Personal grievance through an NZEI representative
- \* Human Rights Commission through an NZEI representative

### CONCLUSION:

This policy protects the rights of individuals within the school.

REVIEWED: August 2016

## SCHOOL DISCIPLINARY PROCEDURES FOR EMPLOYEES

### A. DISCIPLINE AND DISMISSAL PROCEDURES

1. Discipline action is required to be undertaken when “misconduct” has been established. There can be a wide range of misconduct. At one end of the range is conduct, which would not normally result in dismissal but may do so if occurring repeatedly. At the other end is gross misconduct of such a nature that after full consideration and investigation, the School Board of Trustees has no alternative to dismissal.
2. In any case of misconduct the discipline and, if necessary, the dismissal procedures described below are required to be followed carefully and without undue delay.
3. These procedures exist to ensure that any misconduct is properly identified and dealt with fairly and appropriately.

### B. GENERAL

1. Where appropriate, the Principal shall seek to resolve complaints by discussing the matter with the employee concerned. Informal oral warnings for the purpose of improving conduct will be given by the Principal should the employee infringe the NZEI Code of Ethics.
2. When formal action has to be taken, the Principal and Board of Trustees will ensure that the employee is treated fairly and that principles described in the respective employment contract are applied consistently.
3. In cases of suspected gross misconduct, the employee may be temporarily suspended by the Board of Trustees, with pay until a decision is reached.
4. Any employee against whom disciplinary action has been taken (following misconduct) may appeal against the decision, using the personal grievance procedures outlined in the respective employment contract.

### C. INVESTIGATIONS:

1. Once an incident has been brought to the attention of the Principal (or the Board of Trustees), a thorough investigation into the allegation or suspected misconduct will be carried out. This may be conducted in the first instance by the Principal (unless allegation is against the Principal) and details referred to the Disciplinary Committee of the Board of Trustees.  
Allegations of a more serious nature should be immediately referred to a Disciplinary Committee developed for investigation.
2. The employee will be informed of the details relating to the matter under investigation. Evidence is to be presented from all parties involved with an opportunity for the employee involved to state their case.
3. The employee will be given the opportunity to state his/her case at the level at which formal decisions are made and may, if her/she wishes, be accompanied by an employee representative or by another colleague, at any stage in this procedure.
4. The employee will always be informed of any decision to take formal action.

### Warnings:

After investigation, formal warning(s), if warranted, must be given to ensure that the employee is aware that his/her continued employment may be at risk if his/her conduct does not improve. Such a warning should state the circumstances and the nature of the misconduct and, where appropriate, the standard of conduct the Board/Principal requires, the time for improvement to be achieved, and the disciplinary procedures which will be followed if the standard is not achieved.

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The employee must be given full opportunity to state his/her case and answer any allegations. In the interest of fairness, it is preferable that an employee representative be present.

### Oral Warnings:

The Principal shall issue any oral warning outlining the nature of the complaint/misconduct, the specific corrective action to be taken, and a note recorded on the personal file that a warning was issued, the agreed expire date, sighted and signed by the Principal and employee concerned. Copy provided to employee.

Note on file removed beyond expiry date. Disciplinary Committee to be informed of any warnings given.

### Written Warning:

More serious or repeated misconduct will be dealt with by the Principal and the Board of Trustees (or its representative(s)). After investigation and should it be considered necessary, the employee will be given a written warning, preferably in person, with an employee representative present, and a copy placed on the personal file. This written warning may constitute a **final warning**.

The employee will be reminded of his/her right to appeal against the warning, using their personal grievance procedure.

Warning is to be sighted and signed by the employee. A copy is to be provided to the employee and one lodged on the employee's personal file.

A record of the meeting that took place shall be provided to the full Board of Trustees.

### D. DISCIPLINARY/DISMISSAL DECISION

1. If, after adequate warning, additional formal action is considered necessary, the Principal or Disciplinary Committee investigating the misconduct will compile a report of the investigation and advise the full Board of Trustees who will initiate appropriate action. The Board may choose to seek legal advice prior to any further action being taken.
2. No dismissal action may be initiated without prior consultation with the Board of Trustees.
3. The employee will be informed in writing of the decision and of the reason for the decision. The employee will also be reminded of his/her right to appeal the decision.

### E. COMPLAINT LAID WITH THE POLICE

1. The Police have the right to conduct their own enquiry into any complaint laid by a parent, child, fellow employee or employer.
2. In such situations the Board of Trustees will conduct its own independent enquiry to establish whether disciplinary action should take place. This may apply beyond the period of time in which the Police enquiry concludes but will not be delayed unfairly.

### F. ALLEGED SERIOUS MISCONDUCT

1. The Principal has Board of Trustee approval to use his discretion in seeking legal advice, on its behalf, in the event of an allegation of serious misconduct.
2. The Board of Trustees may seek advice and assistance from the New Zealand Schools' Trustee Association in such events.
3. All disciplinary matters discussed by the Board shall be done 'in committee' to protect the privacy of all parties concerned.
4. An Investigation Team (identified by the Board of Trustees but not limited to the Board) will be used to collect data, conduct interviews etc, and this team will make recommendations to the Board of Trustees.
5. The Board of Trustees shall refer any matter of a criminal nature to the Police for investigation.
6. Any teacher found guilty of gross misconduct shall have their name referred to the Teacher Registration Board who will take any appropriate action as available to them.

### IMPORTANT POINTS:

- The Principal has an important role in disciplinary matters.
- Because of the potential for Personal Grievance there must be effective communication between the Principal and Board of Trustees to maximize chances of correct procedures being adhered to.
- Boards can delegate powers to investigate and take action to a Sub-committee.

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### **PARENT TEACHER ASSOCIATION**

#### RATIONALE:

The P.T.A. plays an integral role in ventures that benefit the school and the children and also serves the school's community by arranging social activities that will encourage unity and harmony.

#### PURPOSES:

To foster goodwill through organising events that bring the school and the community together.

#### GUIDELINES:

1. The committee will meet regularly with an Annual Meeting being held at the same time as the Board of Trustees and Fundraising Committee.
2. Yearly or as needed, the Principal, Chairman PTA and Board Chairman should meet to discuss school events.
3. The P.T.A. committee will help with lunches at Rural Group days, i.e. Jones Cup Day and Athletic Day; organise ribbons and judges for calf and lamb day and set up fields; organise Father Christmas, decorations, afternoon tea and supper for annual school concert at end of year; organise the farewell for Year 8 students at the end of the year; organise grandparents day afternoon tea; organise other social activities as they see fit.
4. Internal controls of finance will be established to ensure that any errors or irregularities are discovered quickly. These controls will include:
  - a) The operation of a cash book accounting system
  - b) Two signatures required on every cheque. The chairperson, treasurer, and secretary have the authority to sign cheques
  - c) Cheques are to be written out before the second signature is added.
  - d) Receipts being presented for reimbursement.
  - e) A treasurer's report being presented at each meeting.
  - f) Money is counted at the end of each event by a minimum of at least 2 committee members.
5. The P.T.A. will provide the Board of Trustees annually with a Statement of Accounts and report at the Annual Meeting. Expenditure of any surplus funds shall be through the Board of Trustees accounting system with the prior approval of the Board.

#### CONCLUSION:

The school acknowledges that all families within the school community are representatives of the Parent Teacher Association.

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#### **NAG 3 PROCEDURES**

### **DELEGATIONS:**

The Chairperson of the Board will be responsible for any delegations given to Board members. The Principal will be responsible for staff delegations.

### **ALLOCATION OF UNITS**

The responsibility for allocating units is delegated to the Principal. The Principal will consult with staff, and manage the process.

When changes are made to unit allocation the Principal will inform the Board.

Permanent units will be used to acknowledge levels of responsibility.

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Units can be used to recruit new staff, retain existing staff, or acknowledge the level of responsibility undertaken by a staff member.

The allocation of fixed term units will be based on goals identified

In the event of the school needing to reduce the number of units the appropriate procedures will be followed.

**Refer NZEI documentation.**

## JOB DESCRIPTIONS

1. There will be a job description in place for all employees.
2. This job description will be the subject of regular review i.e. yearly.
3. Individual job descriptions will be reviewed during the appointment of a new employee.

## MEETINGS-STAFF

### Teacher Staff meetings

This is the main way of professional development for whole teaching staff. Meetings generally run for one and half hours when professional development is incorporated. Meetings are generally on a Monday at 8am for 30 minutes and Monday afternoon beginning and at 3.15 pm. This meeting may well run to 5pm. This time needs to be made available for these planned meetings. Teachers should only miss them on rare occasions for important reasons.

On Wednesday mornings we have Writing/Teaching as Inquiry. They are short sharp and focussed on

IT – what's on top

Teaching as Inquiry

## PARENT ENQUIRY

As a parent do you have an enquiry?

If YES - Please see your child's teacher.

NOT SATISFIED? - Please see the Deputy Principal/Principal

NOT SATISFIED? - Please write to the Chairperson of the Board of Trustees and follow the Complaints Policy.

## PERSONNEL FILES

Confidential files must be held by Boards as part of good management of staff. The types of information held will include;

- CV with application for employment.
- Letters of offer and acceptance for the position.
- Documentation outlining position, hours of work and hourly rate for non teaching staff, personal details.
- Correspondence entered into with the employee during employment.
- Performance Appraisal documentation.
- Any disciplinary action undertaken.
- Applications for leave.

Personnel files to be kept in a cabinet in the Principal's office or online. Should a staff member wish to see their own file, they should make a request to the Principal who will arrange a time for the file to be viewed. **No contents may be taken from the school site or given to another person other than the employee themselves unless there is signed agreement to do so prior to requests.**

All files to be kept for six years after the employee leaves. (This is because employees can make a wage claim going back six years and can also claim a breach of contract for dismissal which can be backdated six years.)

## PRIVACY



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The Official Information Act extends the strict limited imposed by Principle 11 on Disclosure to third parties.

The Privacy Officer's (Principal) duties are to:

- a. Encourage compliance by the School with the 12 privacy principles.
- b. Deal with access and correction requests made to the School.
- c. Assist the Privacy Commissioner in relation to the investigation of complaints.
- d. Otherwise ensure compliance by the School with the Act.

Provide internal procedures for dealing with access requests (refer above)

Annually review all personal information the school currently holds to ensure that:

- a. It is securely held.
- b. It is accurate and up to date.
- c. Redundant information is deleted.
- d. Unique identifiers (ID numbers) are adopted for individuals only where appropriate.

Review the procedures for obtaining personal information (including stationery and forms) in order to ensure that:

- a. The requirements of the Act are complied with.
- b. The "purpose of collection" is sufficiently widely defined and established.
- c. All consents and authorisations necessary to allow all proposed uses of information are obtained at the time of collection.
- d. Any consents and authorisations necessary to obtain information from third parties, including other schools, are obtained.

Review current or proposed uses of personal information to ensure that the use is consistent with the purpose of collection and that future use will not breach the principles.

Review procedures for release of personal information to ensure that:

- a. Appropriate consents are obtained prior to release; or
- b. The statutory obligations are otherwise complied with.

Ensure that school staff stay current in their understanding of their obligations under Privacy Act.

### **Purpose of collection of personal information:**

Personal information will be collected only for a purpose connected with the function of the school, and only where collection is necessary for that purpose.

### **Source of personal information:**

As far as is practicable, personal information will be collected from a parent or the adult concerned.

### **Collection of information from individuals:**

When collecting personal information from an individual, reasonable steps will be taken to ensure that the person is aware of:

- the fact that information is being collected and the purpose of collection
- the intended recipients of the information
- the consequences of refusing to provide the information
- the right of access to and correction of personal information

### **Manner of collection of personal information:**

Personal information will not be collected by unlawful, unfair or unreasonably intrusive means

### **Storage and security of personal information:**

Reasonable steps will be taken to ensure that all personal information is protected against loss, unauthorised access and misuse

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### **Access to personal information:**

Individuals are entitled to access information about them that is held by the school in a readily retrievable form

### **Correction of personal information:**

Individuals are entitled to request correction of personal information

### **Accuracy etc. of personal information:**

The school shall take responsible steps to ensure that information used is accurate, up-to-date, complete, relevant and not misleading

### **Agency not to keep personal information for longer than necessary:**

The school will not keep personal information for longer than is necessary for the purposes for which the information may lawfully be used

### **Limits on use of personal information:**

The school will not use personal information collected for one purpose for any other purpose

### **Limits on disclosure of personal information:**

The school will not disclose personal information to any other party unless disclosure is one of the purposes, or is directly related to the purposes for which the information was obtained.

### **Unique identifiers:**

The only "unique identifier" that shall be used by the school shall be an individual student's "Enrolment Number".

## PROTECTED DISCLOSURES PROCEDURES

### **INTRODUCTION:**

#### **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.

#### **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.

#### **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 funds or resources of a public sector organisation; 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;
- (f) whether the wrongdoing occurs before or after the commencement of this act.

#### **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

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- \* the employee wishes the disclosure to be protected.

### **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.

### **PROCEDURES:**

#### **1. How to submit a disclosure:**

If on reasonable grounds you believe you have information that a serious wrongdoing is occurring (or may occur) within the school and you wish to disclose that information so it can be investigated you can make a protected disclosure to the Principal.

The employee should submit the disclosure in writing using the appropriate school form.

#### **2. Information to be contained:**

On the appropriate school form the disclosure should contain detailed information including the following:

- \* the nature of the serious wrongdoing
- \* the name or names of the people involved
- \* surrounding facts including details relating to the time and/or place of the wrong doing if known or relevant.

#### **3. Where to send disclosures:**

A disclosure must be sent in writing to the Principal who has been nominated by the Board of Toko School Trustees under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

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 Chair of the Board.

#### **4. Decision to investigate:**

On receipt of a disclosure, the Principal/Chair of the Board must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted.

If warranted a full investigation will be undertaken by the Principal/Chair of the Board or arranged by him/her as quickly as practically possible, through an appropriate authority.

#### **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/Chair of the Board 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. Report of investigation:**

At the conclusion of the investigation the Principal/Chair of the Board will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the person making the Protected Disclosure.

#### **7. 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 Principal/Chair of the Board 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;
- \* 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

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- \* 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

### 8. 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; andcontinues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

### 9. Why can't I just go to the appropriate authority myself?

There are three circumstances when you can go directly to the appropriate authority:

- (a) When you believe that the head of the organisation is also a party to the wrongdoing or has an association with the person which would make it inappropriate for them to investigate.
- (b) If the matter needs urgent attention or there are other exceptional circumstances.
- (c) If after 20 working days there has been no action or recommended action on the matter to which the disclosure related.

### 10. What happens if even the appropriate authority does nothing?

You could then make the disclosure to the Ombudsman (unless they were the authority you have already disclosed to) or a Minister of the Crown.

The act does not protect you if you disclose information to the media or a member of parliament other than a Minister of the Crown in the circumstances referred to above.

### 11. Where can I find out more information?

If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the *Human Rights Act 1993* if the disclosure leads to victimization.

A copy of the Act can be found on the Internet at Legislation on Line

<http://rangi.knowledge-basket.co.nz/gpacts/actlists.html>

Click on "P" then scroll down to *Protected Disclosures Act 2000*.

## RELIEVING TEACHERS

### 1. All leave other than sick leave must be approved by the Principal in advance.

2. A teacher informs the Deputy Principal they will be absent – if becoming ill overnight by **7am**.
3. The Deputy Principal is responsible for the administration and management of relieving teachers.
4. Whenever possible classroom teachers are responsible for ensuring that all available teaching materials, timetables and work plans are in place and class and school rules are displayed for ready reference.
5. A checklist will be supplied to relievers with essential information about school systems and routines.
7. In the event where a suitable reliever cannot be found then the Principal in consultation with Staff will make a decision as to whether:

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- the class can be offloaded within other classes in the school.
- The Principal may take the class

### SAFE PRACTICE

#### Restraint of students

- Learn to use anger management and classroom skills to isolate and restrict students from injuring themselves.
- Learn appropriate ways to restrain students. **Involve the Principal as early as possible.**
- If the student cannot be controlled **in any other way**, physically restrain the student as appropriately as possible and seek immediate principal assistance.

#### Attacks on staff/intimidation

- Try to protect yourself without causing injury to the student or adult involved.
- Move away or restrain the student if this is possible.
- Get assistance immediately.
- Report to the Principal, immediately.

#### Toileting

- This is not a regular job expected of teachers but can be for support staff. **Ensure other staff know you are toileting a student.**

#### Being alone with a student

- Avoid situations where you are alone with a student, including student monitors/helpers.
- If you are alone with a student use extremely careful judgement.
- Keep the door open and try to have someone else nearby.

#### Transporting a student

- Staff should avoid transporting a student on their own at all times.

#### Physical contact with students and its cultural acceptability

- Some cultures frequently use affection and positive physical contact.
- Regardless of a student's cultural customs staff must avoid inappropriate physical contact.

#### Personal Safety

- Staff are encouraged to not work alone at school after the hours of darkness.
- Buildings should be kept locked when staff are working beyond normal operating hours.
- Staff should let someone know when they are working at school alone and report in when they leave.
- Staff are asked to avoid any situation where they act in isolation.

### SEARCH AND SEIZURE

If a staff member has reason to suspect a child of theft or other inappropriate property seek assistance from the Deputy Principal/Principal.

Guidelines for the surrender and retention of property and searches should be followed:

<http://www.education.govt.nz/assets/Documents/School/Guidelines-for-the-surrender-and-retention-of-property-and-searches.pdf>

### STAFF DEVELOPMENT

#### The Principal is responsible for all matters related to Professional Development.

1. The professional development needs and interests of staff will be determined by senior management in consultation with staff by the end of February for the current year. All staff will be expected to participate in professional development programmes on an annual basis. The content will vary based on decisions made. An annual allocation of resources will be made in each year's budget.

Release time will be made available when practical for teachers to engage in professional development work.

#### 2. Staff development may be organised on an individual, team, curriculum and school basis.

\* Staff will have the appropriate release time (Inclusive of Teacher Only Days) allocated for staff development purposes.

\* A separate allocation will be made for staff development including professional development for ancillary and support staff.

#### 3. All staff accept a professional responsibility to help their colleagues and to assist in their professional

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### development.

- \* Staff development can take place both within and outside the school environment.
- \* Sufficient funds will be made available to allow release for all teachers.
- \* While the concept of equity will be considered; the ultimate decision made by the Principal will be based on need and benefit to staff and pupils taking into account the overall development plan of the school.
- \* That teachers will be encouraged to seek professional development outside of teaching time so that the best use is made of funds and there is less disruptions to class programmes.

### STAFF ENQUIRY

As a staff member do you have an enquiry?

If YES - Please speak directly to the person concerned.

NOT SATISFIED? - Please see the Deputy Principla/Prinicpal

NOT SATISFIED? - Please write to the Chairperson of the Board of Trustees and follow the Complaints Policy.

### STAFF HOURS

1. Teaching staff are required to be at school for the length of time, prior to the arrival of their pupils, that it takes them to prepare their programme, their environment and themselves adequately.
2. **All teachers are expected to be in their classrooms from 8.30 - 9.00 am to prepare resources and be available for children if needed.** This is our job. This is a very good time to assist those children that need more assistance managing themselves eg homework completion, a helpful ear, classroom environment.
3. **Teachers will be required to remain after school until all necessary duties have been completed. (3.30 pm is considered to be the minimum requirement).** If teachers have an earlier commitment please let the Principal know. Teachers leaving before 3.30pm is not a good look for the school.
5. Teachers will also be responsible for playground duty and supervision as prescribed by the Principal. Do duty fully, including opening the school up in the morning.
6. Support staff, caretaker and cleaners will negotiate their hours of work before acceptance of their position.

### STAFF LEAVE :

1. The Board will observe the current Collective Employment Agreement criteria. Leave without pay will be granted by the Principal in accordance to the personel policies and employment contracts.
2. For application for leave read the appropriate policy document.
3. The Principal has authority to approve discretionary leave applications up to a duration of two weeks with or without pay, subject to the availability of suitable relieving staff. The Board will consider applications for longer periods.
4. It is important that such leave does not unreasonably impinge upon the operational requirements of the school.
5. The Deputy Principal in discussion with the class teacher and Principal, will be responsible for the appointment of the required relievers.
6. All discretionary leave applications must be submitted in writing to the Principal in sufficient time to allow a suitable reliever to be employed.
7. Unless there are special circumstances all applications for leave, with or without pay, are to made in writing at least 10 days before the leave is required and five days before the next Board meeting.
8. Leave for greater than two weeks may be granted by the Board according to the following guidelines:
  - in general the Board will not grant any special leave in conjunction with vacations and normally they expect teachers to arrange for private business to be conducted during vacations. There must be special circumstances for this leave to be granted during the term.
  - leave may be granted if a minimum of three years continuous teaching service has been completed.
  - leave may only be granted for a maximum of up to one year.
  - leave will only be granted if suitable relieving staff can be employed.
9. Sickness leave beyond 3 days is to be supported by a medical certificate.
10. Staff may apply for leave without pay for jury service.
11. Factors to be considered for leave; each case is considered on its merits, the amount of disruption to the management and organisation of the school, precedents set, leave the person has already taken, availability of a suitable reliever, affordability.

### TRADE UNIONS

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Toko School recognises the Education Sector Unions and the relevant Agreements.

Provision will be made for Union discussions and reception of Union officials to meet with staff. This is expected to take place during non-contact time.