



Foxton Beach School Board of Trustees

Personnel Policy - NAG 3

According to the legislation on employment and personnel matters, Foxton Beach School Board of Trustees is required in particular 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;
- Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

Foxton Beach 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

Equal Employment Opportunity

Personnel

SUPPORTING DOCUMENTS

Employment of Relievers
Leave forms
Staff personnel records
EEO Programme & Report
Staff Appraisal programme/records
Staff Development programme
Current Budget
BOT Folder
Standing Orders for BOT
Charter

Job Descriptions
Performance Standards
Collective Employment Agreements
BOT Job Descriptions
Appraisal Cycle
Performance Agreements
Daily Notices Sheet
Appointment Documentation
Ministry Gazette Notices & Circulars
Official Information Act

PROCEDURES

Allocation of Units
Associate Teachers
Delegations
EEO
Job descriptions
New Teachers to the School
Personnel files
Privacy
Relieving teachers
Safe Practice
Staff Hours

Appointments
Complaints & Concerns
Dress code
Equity
Meetings
Performance Management
Police vetting
Protected Disclosures
Role Models
Staff development
Staff induction

Staff leave

Trade unions

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

Approved: _____ **Signed:** _____

Review 1: _____

Review 2: _____



Foxton Beach School Board of Trustees

Personnel Procedures - NAG 3

ALLOCATION OF UNITS

Allocation will be the responsibility of the Principal who will:
consult staff, manage the process and report to the Board on unit allocations

Units for Management are required to support the management of Foxton Beach School.

- The Deputy and Assistant Principals will require units as of right according to staffing schedules and will have job descriptions which clearly define management components and associated professional standards.
- Extra Units for Management generated by our roll will be allocated at the discretion of the Principal.
- Any change of responsibility and status of each position will be reflected in change in the number of units allocated.

Units for Responsibility, Recruitment, Retention, Recognition and Reward (R units): will be allocated objectively in relation to specific tasks or roles.

- Where possible R Units will be used for aspects of Responsibility.
- R Units will have clear job descriptions which specify:
 - Task or role specification
 - Tenure
 - Lines of accountability
 - Performance appraisal procedures
- R Units will be allocated equitably although the amount per unit is variable according to school priorities.
- Units will be allocated as fixed term with the term being specified.
- The key tasks will be identified from school needs.
- Significant curriculum (re)development will be considered as appropriate for R unit allocation.
- Teachers will be able to hold a mixture of both M and R units.

Units will be available to all teaching staff of Foxton Beach School and will be offered and allocated to the person or persons most qualified for the key tasks and assignments.

Unit review will be carried out annually after staffing for the following year has been notified and future

school needs identified.

At least the amount of money generated by our roll for the provision of units will be allocated.

Loss of management units;

Where there is a reduction in the number of management units allocated to the school –

Step 1: The Principal will ask permanent unit holders if any holder is planning to resign in the near future or will voluntarily seek a reduction in responsibility and relinquish their unit or units.

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

The teacher holding the position identified as surplus will be advised in writing.

APPOINTMENTS

APPOINTMENT OF PRINCIPAL

1. The appointment of the Principal is the responsibility of the Board of Trustees.

Executive Responsibility

Chairperson - Board of Trustees

Appointments Committee

Chairperson - Board of Trustees

3 Board members

Other persons co-opted for equity/expertise reasons

Advertisement

To be prepared by the Board of Trustees in consultation with the Appointments Committee.

To be advertised in a publication appropriate to the position.

Applications to be received by the Chairperson.

Appointment Procedures

- Application period will be decided upon, being no less than two weeks and no more than four weeks, from the final advertisement of the vacancy. Closure date of the Vacancy will be specified in gazetted Notice of Vacancy.
- No late applications will be received.
- Commencement date will be at the beginning of the school term, unless the Board gives a specified commencement time in the gazette notice or by consultation with the new appointee.
- Job descriptions, application forms and criteria for appointment will be available to all genuine enquiries during the application period.
- The application must be accompanied by a curriculum vitae and nominations of up to three confidential referees.
- The Appointment's Committee has the right to make such confidential enquiries as to the suitability of each candidate as it sees fit.
- The Appointment's Committee may shortlist a number of selected candidates for interview purposes. The final preference rankings of the applicants interviewed, is to be by consensus.
- Remuneration will be subject to future negotiations and/or the Primary Principals Collective Agreement and Ministry of Education criteria.
- The appointment will be ratified by the full Board, or quorum, as soon as possible after the interviews.
- All interviews should be held on the same day and a decision made on that day.
- The Board Chair will advise the successful applicant as soon as it is reasonably possible.
- The successful applicant must notify the Board Chair within five working days of acceptance or non-acceptance. Written confirmation of the appointment will then be forwarded to the Appointee.
- In the case of non-acceptance, the Board Chair will notify the next applicant on the ranked list immediately. All applicants will be advised in writing of non-appointment using a standard form letter, as soon as acceptance has been received by the Board.
- In the case of non-suitability of all applicants, the position will be re-advertised.
- The Appointments Committee has the right to invite any additional person/persons to assist them in the selection process and/or the interviewing of candidates.

- The community and staff will be advised as soon as possible of the Board's decision after the appointment has been confirmed.
- Interview venue and procedures will recognise the culture of the applicant and or the position.
- Interviewees will be able to bring support people if they wish.
- All applicants to be notified of appointment and all relevant information returned.
- All records pertaining to the appointments process to be retained for one year.

2. **DEPUTY PRINCIPAL**

All procedures as for the appointment of Principal will be followed excepting:

- The Principal will be involved in the Appointments Committee for selection and interview purposes.
- The committee shall be; Chairperson, Principal, Board member and the right of co-option.
- Advertisement to be prepared by the Principal in consultation with the Appointments Committee.
- Applications received by the Principal.
- A job description will be prepared for all positions by the Principal in consultation with the Appointments Committee.

3. **BASIC SCALE STAFF**

- Will be as for the Principal
- The Appointments Committee shall be the Principal and Deputy Principal with the power to co-opt.
- Selection for basic scale teaching positions will be made on the recommendation of the principal in consultation with the Appointments Committee
- Appointments will be ratified by the Board at the first meeting after notification of appointment.
- All teaching appointees must provide a current Practising Teachers Certificate
- All full time teaching positions of at least one year's duration must be advertised nationally
- All appointments to positions shall be permanent unless identified otherwise
- Strict confidentiality of papers and information related to the Board of Trustees position, as employer, will be observed by all members
- All appointments shall be people who:
 - i. Are professionally qualified for the position
 - ii. Have the best practical skills for the position involved
 - iii. Can be appointed to permanent positions
 i.e. the most suitable applicant
- If applicants are equal on above factors i, ii and iii; appointments should take into account factors promoting equity

4. **ANCILLARY STAFF**

- The Board recognises the relevant Agreements for Ancillary staff and Cleaners and Caretakers.
- The Principal will advertise vacancies, select the most suitable applicant in consultation with appropriate staff members. The Caretaker and Cleaners will be the responsibility of the Principal in conjunction with the Board.
- The Principal will confirm in writing the appointment or non-appointment of all applicants.
- Job descriptions will be available on request.
- Work history, reports and previous employer recommendations will be required.

5. **GENERAL PROCEDURES**

- A timetable of appointment procedure will be created by the Principal.
- Venues for any interviews, travel & accommodation allowances will be at the Board's discretion.
- Final approval of all appointments excepting relievers rests with the Board.
- All relievers and part time staff will be appointed by the Principal. Long term relievers one year or more will be appointed as to above procedures for Basic Scale Staff.

ASSOCIATE TEACHERS:

College of Education

Requests from the various Colleges of Education for successful and experienced teachers to make themselves available to assist in the training of teachers is often made. An allowance is paid and there is an expectation that Associate Teachers will be available for briefing seminars and will complete such reports and procedures as are required.

COMPLAINTS AND CONCERNS AGAINST STAFF:

All complaints will be confidential.

- A person with a concern will generally approach the person directly involved and raise the issue. Both parties should endeavour to find a reasonable solution at this stage.
- If the matter concerns a child, the caregiver, must make the first approach to the employee concerned.
- If the issue is not settled or it is inappropriate to approach the employee the matter should be taken to the Principal.
- The Principal will endeavour to find a reasonable solution. Before considering the complaint the Principal may ask for the complaint to be in writing with any supporting documentation.
- A complaint concerning the Principal will, if appropriate, be taken in the first instance to the Principal.
- A complaint concerning a Board member will, if appropriate be taken in the first instance to the Chairperson.
- If the complainant is not satisfied with the handling of the complaint it will be referred to the Board of Trustees in writing addressed to the Chair.
- Outside agencies will be asked for advice in any situation where the Board is unsure as to how to resolve the situation.
- The complainant is informed of the outcomes by the Principal or Chair of the Board.
- The receipt of all written complaints must be acknowledged in writing.
- Any complaints, discipline or competency issues regarding employees will be dealt with, where appropriate, under the relevant employment contract with guidance from an NZSTA Industrial / Personnel adviser.
- Procedures for dealing with complaints to the Board will be decided by the Board as may be appropriate in each case.
- The Boards decision will be final.
 - Natural Justice can be defined as the obligation to act fairly and reasonably. (Bill of Rights Act).
 - A persons explanation must be heard fairly and completely.
 - Any person directly involved or with a vested interest should not be included in the final determination.

DELEGATIONS:

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

DRESS CODE:

- Staff are asked to dress in a manner seen to be a positive example to the students and consistent with reasonable expectations. Various classroom and other activities are likely to dictate choice of clothing.

EQUAL EMPLOYMENT OPPORTUNITY:

- Appointment procedures will ensure that there will be no discrimination in the areas of recruiting and selection, or in promotion and career development.
- The school will develop and implement the EEO programme.
- The school will implement ongoing staff appraisals in a positive and supportive way that leads to the development of the abilities of individual teachers.
- The Board will review existing Personnel procedures as per review cycle.
- An annual EEO plan will be put in place every year.

EQUITY:

- A variety of teaching and learning materials and programmes will be provided, particularly to enable boys and girls to learn skills which have traditionally been restricted to one sex, and to enable all children to learn skills which are part of the heritage of a variety of racial groups.
- Staff should be aware of racist and sexist language and balance of subject-matter (e.g.bi-cultural subjects) in teaching and learning materials.
- Teachers are expected to view classroom materials with the above purpose in mind. This includes pictures, books, videos, software.
- Sporting gear of all kinds should be available to both boys and girls.
- Teachers need to ensure that girls and boys have equivalent time with limited equipment e.g. computers, cooking.
- These principles should be applied to all choices and plans which involve selecting materials and programmes for both learning and teaching.
- The principles apply across all types of discrimination, not only sexism and racism.

JOB DESCRIPTIONS:

- There will be a job description in place for all employees.
- This job description will be the subject of regular review.
- Individual job descriptions will be reviewed during the appointment of a new employee.

MEETINGS-STAFF:

- **Teacher Staff meetings**
These meetings are the main forum for professional development for teaching staff. Meetings will be held every second week. Minutes are kept. All teaching staff receive an agenda and minutes to keep in a designated folder
- **Morning meetings**
Held at 7.50 am on Tuesdays to inform about the following week's events.

NEW TEACHERS TO THE SCHOOL - INDUCTION & DEVELOPMENT:

- The Principal will conduct an induction programme for all new teachers early in the period of their appointment, to acquaint them with the nature of the school and its community, as well as the professional organisation.
- Teachers Registered, subject to confirmation will be required to follow a programme of advice and guidance for up to one year under the provision of a senior staff member (Tutor Teacher) in consultation with the Principal.
- A Provisionally Registered Teacher will be required to follow a programme of advice and guidance for up to two years under the supervision of a senior staff member (Tutor Teacher) in consultation with the Principal.
- Assistance to maximise professional development is provided in the first instance by the Tutor Teacher responsible in the area in which the teacher works. Further assistance may be provided by the Principal or his nominee.
- Tutor Teachers have the responsibility to help the new teacher to become an effective teacher.
- Clear guidelines need to be given to guide the effective use of any release time.
- Principals need to ensure that the Tutor Teacher's Job Description is clearly defined and that the role of the Tutor Teacher is seen by all staff as an important delegation.
- All Registered Teachers subject to confirmation and all Provisionally Registered Teachers will have the opportunity to participate in a range of Professional Development activities including attendance at relevant seminars and workshops.

NON TEACHING STAFF – CONDITIONS OF SERVICE:

- All non teaching staff shall be employed and paid in accordance to the relevant Employment agreements.
- Staff will be paid for the actual hours of work unless they are on contract.
- The caretaker shall be employed as set out in the Employment Agreement and shall take annual leave during the school vacations as agreed with the Principal.
- Actual hours of employment are agreed to by November prior to the year of employment between the Principal and staff.
- All employment is from January to December and shall be renewed by negotiation.

PERFORMANCE MANAGEMENT:

Guidelines relating to Provisionally Registered Teacher

- Each beginning teacher will be allocated a tutor teacher, who has overall responsibility for the programme of advice and guidance.
- Each term the beginning teacher and tutor will meet with the Principal to preview the programme for the upcoming term and review progress so far.
- The programme of advice and guidance will include:

- regular meetings with the tutor
- timetabled opportunities to observe teachers with particular expertise
- opportunities to visit other schools of particular interest
- participation in any appropriate course set up to help beginning teachers
- The process of assessment will include:
 - one formal assessment per term undertaken by the tutor.
 - one visit per term undertaken by the Principal.
 - The tutor will keep a written record of meetings and observations.
 - In meeting the requirements above, the beginning teacher will also be meeting the requirements set out in the schools appraisal procedures.

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

- All staff must have job descriptions.
- Incorporated in all job descriptions will be the relevant set(s) of National Professional Standards.
- All staff will be assessed annually against the appropriate set(s) of professional standards.
- The Principal will be responsible for the assessments of all teaching staff.
- 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.
- The process of assessment will take two forms:
- Classroom observation by the principal (or appropriate delegate).
- Review meetings to discuss progress against non-classroom performance expectations.
- Where a staff member is in disagreement regarding their assessment, a local review process is available (see CEC clause 5.6.4.).
- The results of this annual assessment will be used for both decisions about salary progression and renewal of practising certificate.

Guidelines relating to Teachers causing concern

- If the Principal has a concern about whether a teacher is 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.
- If the programme fails to remedy the concern the provisions of clause 3.6 (a-e) of the Collective Agreement will apply.
- Contact NZSTA personnel/industrial relations adviser on employment related issues, and particularly at the first signs of any potential problem which may escalate into a dispute, disciplinary issue, or involve teacher competency.
- Failure to contact NZSTA will place Employer liability insurance at risk.

Principal's Appraisal

The Chairperson of the board will conduct the appraisal of the Principal according to a procedure agreed to between the parties involved. The chairperson may delegate parts of the appraisal process to a mutually agreed agent.

Key Areas will be...

- Culture
- Pedagogy
- Systems
- Partnerships and Networks

- The Board shall act as a good employer in particular to the delegation of responsibility for the Principal appraisal to the Board Chair.
- The basis for annual appraisal shall be Annual Performance Objectives.
- The key components of the Performance Objectives shall be:
 - The Principal's **Job Description** relating to the key tasks the Principal is expected to carry out.
 - The relevant national **Professional Standards** relating to the important knowledge, skills and attitudes that all principals are expected to demonstrate.
 - Current **Performance Objectives** relating to school initiatives that the Principal is responsible for initiating.
 - Current **Development Objectives** relating to the professional development activities the Principal is undertaking to improve his / her performance.

The annual appraisal discussion should focus in particular on:

- Reviewing achievement against the current performance objectives.
- Setting performance objectives for the next twelve months.

The Board Chairperson, in consultation with an agreed party of the Principal shall prepare a written appraisal report detailing the conclusions of the appraisal review.

Documentation related to the Principal's appraisal (the annual performance and appraisal review report) will remain confidential to the Principal and the Board Chairperson.

The outcomes of the process of the appraisal of the Principal shall include providing feedback on performance, identifying focus areas for particular attention, affirming success and supporting professional development.

Following the signing of the appraisal documentation, the Chairperson will inform the Board of Trustees and have it tabled that the appraisal has been carried out.

In the event of a dispute related to the appraisal process or its results, an independent arbitrator agreed to by the Principal and Chairperson would be called upon. Should this eventuality arise the principle of natural justice will apply, both parties will be given support to seek any advice they require and opportunity will be given to provide evidence which is deemed relevant.

Staff Appraisal

- Appraisals will be carried out with all staff at least once every year.
- The appraisal of the Principal is the responsibility of the Board Chairperson.
- The responsibility for the appraisal of all other staff is delegated to the Principal who may in turn delegate further to senior staff.
- Every member of staff will have a performance agreement which will form the basis of his/her performance appraisal.
- Performance is appraised against an agreed set of performance outcome standards developed in consultation with all staff.
- Appraisal process includes:
 - interview, classroom observation, goal setting, ongoing meetings between appraiser and appraisee, self appraisal, summative discussion meeting.
 - Process is documented and copy kept in Personnel Folder.

- Where performance appraisal contributes to the establishment of pay scales and promotion, it is recognised that this is only one of a number of contributing factors: others may include the size of the job, related responsibilities, qualifications and relevant experience and a retention factor.
- Staff training is to be subsidised by the "Professional Development budget" to a level determined by the Principal.
- All results of performance appraisal are confidential to the person being appraised, and the Principal.
- The Principal is responsible for ensuring that the outcomes of performance appraisals are acted upon.
- In the event of a dispute the appraisee and the appraiser meet with an independent appraiser mutually selected by both parties. If a compromise cannot be reached, the independent appraiser's viewpoint prevails.
- The Board's responsibilities are confined within its governance role, ensuring that:
 - the policy is carried out as defined
 - there is a training budget
 - the performance appraisal is reviewed on a regular basis
- Other than exercising its direct responsibilities for the Principal's appraisal the Board does not play a 'hands-on' role in the school's staff performance appraisal process.

Ancillary/Support Staff

- The Principal will be responsible for the appraisal of ancillary staffing. The Principal may elect to delegate aspects of the review process to agreed reviewers.
- In November of the preceding year the Principal will meet individually with staff to review their role definitions, work agreements and conditions of service for the coming year.
- These will be agreed to and be signed by the parties involved.

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. 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.

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.)

POLICE VETTING:

- All new employees, other than teachers, will require a police vet.
- The principal is responsible for the police vet check and these will be sent for before the appointment is made.
- The Principal will check the vet and if there is nothing untoward it will be put in the employee's file and the appointment confirmed.
- If the vet shows up something untoward a decision needs to be made whether to appoint or not.

PRIVACY:

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

The Privacy Officer's duties are to:

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

Provide internal procedures for dealing with access requests.

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

- It is securely held.
- It is accurate and up to date.
- Redundant information is deleted.
- 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:

- The requirements of the Act are complied with.
- The "purpose of collection" is sufficiently widely defined and established.
- All consents and authorisations necessary to allow all proposed uses of information are obtained at the time of collection.
- 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:

- Appropriate consents are obtained prior to release; or
- 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

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:

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

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.

Information to be contained:

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.

Where to send disclosures:

A disclosure must be sent in writing to the Principal who has been nominated by the Foxtton Beach School Board of 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.

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.

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

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.

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
- Controller and Auditor General
- Director of the Serious Fraud Office
- Ombudsman
- Solicitor General
- State Service Commissioner
- Health and Disability Commissioner
- The head of every public sector organisation

Disclosure to Ministers and Ombudsman

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure

- Has made the same disclosure according to the internal procedures and clauses of this policy.
- 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;
 - 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.

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.

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.

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://rangj.knowledge-basket.co.nz/gpacts/actlists.html>

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

RELIEVING TEACHERS:

- All leave other than sick leave must be approved by the Principal in advance. You must apply on the correct form and it should be given to the Principal 10 working days prior to leave.
- A teacher informs the Principal that they will be absent – if becoming ill overnight usually by 7am.
- The Principal is responsible for the administration and management of relieving teachers.
- 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.
- In the event where a suitable reliever cannot be found then the Principal in consultation with Senior Management will make a decision as to whether:
 - the class can be offloaded within other classes in the school.
 - other options in consultation with the Chairperson of the Board.

ROLE- MODELS:

- Adults need to actively role model appropriate modes of conduct and encourage children to do likewise.
- When selecting staff, the Personnel Committee should keep in mind the balance of genders and races, in particular with regard to positions of responsibility.

- An attempt should be made to involve a variety of people from the community in the course of education.
- Tasks should be allocated in accordance with the above purposes.
- Children should be exposed to a wide variety of experiences and subjects for discussion to enable them to accept people's differing roles.

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 and contact support agencies.
- If the student cannot be controlled in any other way, physically restrain the student as appropriately as possible and seek staff/adult assistance.

Searching of students

- Do not body search students as this could lead to allegations of physical or indecent assault.
- If it is necessary to undertake a search of property because you suspect theft, drugs or dangerous weapons involve the Principal or a senior member of staff to supervise.
- Tell the student what you are looking for.
- Ask the student to tell you where the item is.
- Get the student to check all likely places for the item.
- Ask the student to empty out his/her pockets and if the student is wearing a jacket ask him/her to remove it.
- Ask the student to put onto the table anything they have tucked away in their clothing.
- If this is not successful, involve the police and the parent/caregiver.

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.

Toileting

- This is not a regular job expected of all teachers or support staff, but may happen from time to time eg accidents. Ensure other staff know you are toileting a student.
- Only trained support staff such as teacher aides should take on these tasks.

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.
- If there is a need then buildings should be kept locked when staff are working beyond normal operating hours.
- Staff are asked to avoid any situation where they act in isolation.

STAFF DEVELOPMENT:

- All staff will have the opportunity to participate in personal/professional development programmes on an annual basis.
 - Teachers will be encouraged to attend seminars and in-service courses related to school focus areas and identified areas of personal/professional development.
 - 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 upon professional development work.
 - 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.
- An induction programme will be run for beginning teachers and for teachers new to the school.
- Staff development may be organised on an individual, team, curriculum and school basis.
 - The Principal and the Deputy Principal will play major roles within the staff development programme.
 - Staff will have the appropriate release time (Inclusive of Teacher Only Days) allocated for staff development purposes.
 - Alternative staff development programmes to traditional in-service courses will be encouraged.
 - A separate allocation will be made for school based staff development including professional development for ancillary and support staff.
- All staff accept a professional responsibility to help their colleagues and to assist in their professional 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 HOURS :

- 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.
- All teachers are expected to be in their classrooms from 8.30 – 8.55 am unless they are on duty.
- Teachers will be required to remain after school until all necessary duties have been completed.
- (4.00 pm is considered to be the minimum requirement).

- **SESSIONS OF SCHOOL - BELL TIMES**

8.55 am	Classes begin.
10.40 am	Interval.
11.00 am	Classes resume.
12.30 pm	Lunch.
1.15 pm	Classes begin.
2.45 pm	Classes dismissed.

- Teachers will also be responsible for playground duty and supervision as prescribed by Senior Management.
- Support Staff, Caretaker and cleaners will negotiate their hours of work on acceptance of their position.

STAFF INDUCTION:

- An induction programme will be held for each new staff member on appointment.
- This programme will cover; job responsibilities, health & safety issues, charter documentation, opportunities for questions.

STAFF LEAVE :

- The Board will observe the current Collective Employment Agreement criteria. Leave without pay will be granted by the Principal in accordance with these regulations.
- Application for leave will not be unreasonably withheld. All decisions made will be fair, equitable, and consistent.
- 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.

- It is important that such leave does not unreasonably impinge upon the operational requirements of the school.
- The Principal will be responsible for the appointment of the required relievers.
- All discretionary leave applications must be submitted in writing to the Principal in sufficient time to allow a suitable reliever to be employed.
- Unless there are special circumstances all applications for leave, with or without pay, are to be made in writing at least 10 days before the leave is required.
- 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.
- Sickness leave beyond 3 days is to be supported by a medical certificate.
- 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:

1. Foxton Beach School recognises the Education Sector Unions and the relevant Agreements.
2. 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.