ST PATRICK'SCHOOL NAPIER

POLICIES AND PROCEDURES

STRATEGIC PLAN FOR SELF REVIEW (N.A.G 2)

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ST PATRICKS NAPIER – SELF REVIEW CYCLE (NAG2)

	2020	2021	2022
TERM 1/4	STAFF APPRAISAL P.D.C. 1 →		ONGOING →
	STRATEGIC PLAN / ANNUAL	PLAN / CHARTER REVIEW-SENT TO M.O.E & P.N.CEO (NAG 2A, NAG 7, NAG 8) →	ONGOING →
TERM 2	CURRICULUM POLICY AND PROCEDURE REVIEW (NAG 1)	EMPLOYMENT/PERSONNEL POLICY AND PROCEDURE REVIEW (NAG 3)	HEALTH AND SAFTEY POLICY AND PROCEDURE REVIEW (N.A.G.5)
TERM 3	PROPERTY AND FINANCE POLICY AND PROCEDURE REVIEW(N.A.G 4) →	SELF REVIEW AND REPORTING POLICY AND PROCEDURE REVIEW (N.A.G.2) →	LEGISLATIVE REQUIREMENTS REVIEW (N.A.G 6) →
	10 YEAR PROPERTY PLAN →		ONGOING →
	SCHOOL REVIEW P.D.C.3 →		ONGOING →
TEFM 4	SPECIAL CHARACTER REVIEW AND	REPORT TO C.E.O →	ONGOING →
	CURRICULUM STATEMENTS AND POLICIES REVIEW →		ONGOING →
	ANNUAL BUDGET →		ONGOING →
	STAFF APPRAISAL P.D.C 4 →		ONGOING →

ST PATRICK'S SCHOOL NAPIER
ASSESSMENT AND EVALUATION PROCEDURE

PROCEDURE 1.2

RATIONALE:

To provide information on student's progress based upon their achievements. To ensure that teaching and learning programmes support the NAGs and NEGs and meet the aims of our charter.

PURPOSE:

To define procedures for monitoring, assessing, evaluation and reporting on student's progress.

GUIDELINES:

- Each child will have a document relating to both the Essential Skills and the 8 Essential Learning Areas while they are attending St Patricks School.
- Data will be collected and recorded in accordance with the school long term plan.
- A Special Needs Register is maintained and kept in a central area.
- A cumulative Pupil Record Card will be kept for each child.
- School wide data will be collected annually.
- Data will be provided for National Monitoring and Transition Point Assessment when required.
- All assessment and documentation is confidential in accordance with the Privacy Act.

PROCEDURES:

- Upkeep of the documents will be monitored.
- Staff skills in assessments and evaluation will be developed through meetings and training.
- Teacher's ongoing records will be in line with Curriculum Policy statements and the school's Assessment Programme.
- Formal reporting to parents will occur twice yearly through interviews and once by the way of written reports. Teachers will maintain informal contact as needs arise.
- Teacher's professional judgment will be recognised as an integral part of the assessment process.
- Sampling will occur, if and when required, for National Monitoring and Transition Point Assessment.

CONCLUSION: Student's progress will be monitored, assessed and evaluated effectively.

(Reviewed –May 2008)

ST PATRICK'S SCHOOL NAPIER
ENROLMENT POLICY

POLICY 1.3

RATIONALE:
St Patrick's School is a Catholic Special Character School that lives and teaches the values of Jesus. Catholic Special Character considerations have been taken into account when forming this enrolment policy.

- Clear enrolment procedures need to be observed to ensure that the Private School Integration Act 1975 and the Integration Agreement are followed.
- Parents and Prospective Families need to be informed of the enrolment procedure and criteria.
- The School must manage it's roll as prescribed in the School's Integration Agreement.
  1 - As the School Roll approaches its Maximum Roll, the school may apply to the Ministry of Education, through the R/C Bishop of the Palmerston North Diocese or his representative for a Maximum Roll increase.
  2 - If an increase in the Maximum Roll is not applied for or not approved, clear guidelines and procedures need to be published and observed in the event of the School Roll being capped.

PURPOSE:

- St Patrick's Catholic School has a maximum roll of 510 or such figure as is from time to time approved by the Ministry of Education.
- The school is permitted up to 26 non-preference children.

GUIDELINES:

1 - Catholic children receive preference for enrolment at St Patrick's School, as fulfilment of Canon 217 "All those baptized into the Catholic Church have a right to a Catholic education.
2 - Preference entitlement for enrolment is decided by the Bishop of Palmerston North Diocese or his representative being the Parish Priest in the Parish where the family resided or has recently resided.
3- Preference entitlement certificates are issued by the Parish Priest or his agent (s) authorised to sign preference.
4 - The New Zealand Bishops Conference has determined the criteria for Preference of Enrolment in Integrated Catholic Schools. (Please see the 5 criteria on the enrolment form).
5 - New families transferring from other Catholic Schools are expected to meet / contact the Parish Priest of The Catholic Parish of Napier.
6 - The preference entitlement certificates are the property of the parent or caregiver of the child. However, for audit purposes the preference cards are held in the school.
7 - All parents and caregivers will complete an "Application to Enrol Form".
8 - In the event that the Board is approaching or reaching its maximum roll then there is a need to have guidelines to determine criteria for enrolment. This shall be the current set of enrolment criteria which is set out under "**8**" Priority in Enrolment. This criteria has been established in consultation with the Board of Trustees and the Proprietor.
9 – Priority in Enrolment: (Including sub-priorities in order)

A. Priority One – Preference Students
1 – Whose families demonstrate a commitment to Parish life.
2 – Are siblings of current preference students.
3 – Are siblings of former preference students.
4 – Are children of current staff members.
5 – Applicants moving into the area, who currently attend another Catholic School.
6 – All other Preference students living in Parish boundaries.

B. Priority Two – Non-Preference Students who:
1 – Are siblings of current students.
2 – Are siblings of former students.

3 – Are children of current staff members.
4 – All other non-preference students.
5 – Pastoral Care consideration.
6 – Order of non-preference enrolment applications received.
9 – It is acknowledged that brothers / sisters of non-preference students should be enrolled, but enrolment cannot be guaranteed and must be subject to the Private School Integration Act 1975 and the Integration Agreement.

Pre-enrolment Guidelines:

1 – Participation in the general school programme that gives St Patrick's School its Special Character is a condition of enrolment.
2 – An enrolment form must be completed by the parent / caregiver signed by the Parish Priest or authorized agent (in relation to "preference" enrolments) and handed in to the school to be put on our enrolment data-base.
3 – Late application will only be accepted if there are still places available. These will be processed on a first served basis.
4 – Students whose enrolment is successful will be asked to confirm their enrolment within a given timeframe.
5 – If a place is not offered to a student, then the student will be placed on a waiting list. If places become available at a later date, places will be offered to students in the order of their placing on the waiting list according to the criteria above.

Reviewed September 2020

ST PATRICK'S SCHOOL NAPIER
PROMOTION TO YEAR 3
PROCEDURE 1.4

RATIONALE

The first concern is for the optimum development of each child.

PURPOSE

- To ensure that all our pupils have a least six terms in Junior classes before entering Year 3 if they enter school at five years.
- To be mindful of the importance of pupils having a least two years secondary education before turning fifteen years of age.
- To consult with parents in the final decision on promotion.

GUILDLINES

- All pupils entering school at age five will have a least six school terms in the Junior classes before entering Year 3.
- That as pupils proceed through the Junior School they are monitored carefully, especially those who are potential three year Junior School candidates.
- It maybe necessary to consult with the parents of children whose birth dates fall in March, April, and May, helping them to understand that a third year Junior classification is an option that we may need to employ.
- Occasionally children 6.7 to 6.9 years may be considered for promotion, after consultation with parents and if necessary special services. This promotion will only occur of the child is significantly advanced in all key areas, including social development.

(Reviewed –May 2008)

ST PATRICK'S SCHOOL NAPIER
EQUITY

PROCEDURE 1.5

RATIONALE:

All students have the right to equitable educational opportunities and outcomes, irrespective of ability or disability, social, religious, ethnic or cultural backgrounds and gender.

PURPOSE:

- To foster an awareness and respect of others through development of attitudes and use of appropriate role models.
- To treat all students as individuals and in doing so cater for their individual needs and differences.
- Be aware of students unable to participate fully in school activities and where possible take remedial actions.

GUIDELINES:

- Ensure classroom practices and programmes are non – sexist and non – racist.
- Learning material and resources will be purchased to achieve this.
- Available funding will be used to address inequities.
- Ensure where possible that students are not excluded from school programmes for financial reasons.
- Ensure that the Religious Education programme is responsive to the sensitivities of pupils who are not Roman Catholic.

CONCLUSION: The school will operate within an environment that promotes fairness for all.

(Reviewed –May 2008)

ST PATRICK'S SCHOOL NAPIER
GIFTED AND TALENTED

PROCEDURE 1.6

RATIONALE

Children who are gifted and talented have a capacity of outstanding achievements or accomplishments in one or more areas of learning.

These children need to have their capacity for achievement identified and developed if they are to realise their potential.

PURPOSE

- To identify children who are gifted and talented.
- The children should develop good self esteem about their abilities.
- The children should be able and disposed to help themselves develop their interests and abilities.
- That regular, supportive, systematic teaching, supervision and guidance of children with special abilities will occur.
- Children must develop independence in the development of their abilities.

GUIDELINES

- Identify gifted and talented children in one or more of the following areas:
  General intellectual ability
  Specific academic aptitude
  Creative and productive thinking
  Visual and performing arts
  Social leadership
  Psychomotor
  Children identified will be referred to the attention of the Special Needs / Management Team
- Consultation will take place with parents, coaches, tutors in outside activities when appropriate.
- Children who are gifted and talented should be put in an interactive relationship with others of similar ability.
- Children should be given the opportunity to work in a variety of ways.
- A variety of monitoring systems eg…
  Parent Information
  Cumulative test results
  Class achievements
  Six year nets
  PAT results
  will be instrumental in future planning and directing each child to achieve their potential.
- Every opportunity to encourage the child to strive to their potential within the settings of the classroom environment and activities shall be provided.
- Children need frequent and varied opportunities to join in stimulating discussions and activities at the level that is appropriate to their ability.

- Children will be provided with opportunities to achieve the purposes outlined.
- Funds will be budgeted annually to assist with resourcing programmes.
- A register will be compiled of identified children and their talents. This will be held by SENCO.

CONCLUSION: Programmes and resources will be provided so that each gifted and talented child will have the best possible learning opporunites.

(Reviewed – October 2008)

ST PATRICK'S SCHOOL NAPIER
CHILDREN WITH SPECIAL NEEDS

PROCEDURE 1.7

RATIONALE:

St Patrick's School endeavours to cater for the special needs of the individual's spiritual, intellectual, social, emotional and physical development.

PURPOSE:

- To identify children who have special physical, intellectual, social or emotional needs. These may be children with disabilities.
- To provide caring, educationally sound support for these children.

GUIDELINES:

- Funding that is provided for special needs children will be used to provide sufficient assistance to enable them to progress at their optimum level.
- This assistance may take the form of personnel, specialised teaching aids, books staff training etc.
- Use will be made of outside expertise (medical, psychological etc) to help with the identification of and assistance for these children.
- Regular contact with parents will be made where necessary.

CONCLUSION: Programmes and resources will be provided so that "every child in this school will have the best possible learning opportunity."

(Reviewed – October 2008)

ST PATRICK'S SCHOOL NAPIER
EDUCATION OUTSIDE THE CLASSROOM STATEMENT

PROCEDURE 1.8

RATIONALE:

Children learn by enjoying experiences appropriate to their needs and environment. Varied experiences are necessary for maximum development and all learners should be given opportunities to explore the world outside the classroom.

PURPOSE:

EOTC programmes in this school will be designed to:

- Enhance learning through a variety of well – designed, first – hand experiences.
- Provide experiences for learners that encourage awareness of the values and philosophies of the tangata whenua, along with other cultures within the school community.
- Increase learners knowledge, understating and appreciation of the school area, local district and other places, including some unfamiliar places.
- Develop learners skills in observation, recording, reporting and organization.
- Help learners develop self-confidence and a sense of adventure.
- Assist learners in their social development by placing them with others in new and often unfamiliar situations.
- Help learners develop an attitude of responsibility, particularly towards their own safety and that of others.
- Meet the local curriculum goals in our charter.

E.O.T.C SCHOOL PROGRAMME OVERVIEW

YEAR 1/2 – Activity Week of Outdoor Skills, held on School grounds
Culminates in an E.O.T.C excursion.

YEAR 3/4 - Camp Day with outdoor activities usually on School grounds.

YEAR 5/6 – ODD YEAR – Camp Wakarara
EVEN YEAR – Camp Waipatiki

YEAR 7/8 – YEAR 7 – Activity Days (2) in local area
YEAR 8 – Camp (4/5 days)

GUIDELINES:

Our school will:

- Use EOTC to enhance learning in all curriculum areas where appropriate
- Begin by utilizing the resources of the school community and environs
- Generally limit excursions for younger children (Junior & Middle) to duration of one day or overnight.
- Generally offer Senior children a camp experience of up to four nights duration.
- Involve parents, caregivers and the Board in planning, preparation, the outing itself and evaluation where practicable.
- Ensure, where possible, that children are not excluded from participation in EOTC programmes.
- Provide alternative learning situations for children unable to participate.
- Parent helpers are often required to assist with supervision. If the number of parents exceeds the adult to student ratio required then a ballot will be held. Exceptions may include parents with particular skills e.g. First Aid, student support, expertise, etc.
- Follow Ministry of Education regulations and guidelines on safety and supervision, risk Management, leadership and legal requirements.
- Ensure all EOTC visits will be planned and summarized on the schools EOTC Planning and Risk Management Application Form.
- Ensure the EOTC Application Form will summarise and include objectives, links to the curriculum, Risk Management Analysis including – activities and safety provisions, transport and safety provisions, parental permission, adult supervision, emergency contingencies , accommodation and catering provisions and costs involved.
- The EOTC Application Form will be aurthorised by
  - The Principal or Deputy Principal
  - The BOT for overnight visits

CONCLUSION: This school is committed to providing experiences outside the classroom for all children.

(Reviewed – April 2017)

ST PATRICK'S SCHOOL NAPIER
LIBRARY PROCEDURE

PROCEDURE 1.9

RATIONALE:

As a centre for information resources and recreational reading, our school's library has a specialised role in meeting the needs of the school's educational goals.

PURPOSE:

- To actively support teachers, and the curriculum and to enhance
- To create a welcoming and positive learning environment.
- To provide opportunities through the class teacher/librarian, teacher aide, for students to develop information and research skills.
- To develop student's reading experiences and extend their interests by making available well selected fiction and non-fiction.
- To cater for different learning styles, abilities and cultures.
- To provide opportunities for students to use computer facilities for research purposes and for locating books.

GUIDELINES:

- The appointment of quality staffing will ensure optimum management of the library. Library staff will be supported with access to appropriate professional development.
- Funding to allow the development and management of the library resource collection will continue to be a priority.
- The library resource collection will be reviewed regularly, and developed to allow best possible access to both curriculum based and recreational material for all ages. Guidelines for building a balanced and relevant library collection will be documented.
- Access to the library and library systems will be available to all students.
- Teaching staff will be provided with written guidelines for use of the library and library systems
- Staff will be encouraged to foster relationships with other resource agencies (e.g. public libraries, National Library of New Zealand)
- A library management team will be comprised of a designated "librarian"plus one teaching staff member from each syndicate.

CONCLUSION: Students leaving St Patricks School will be developing the ability to access information and use libraries confidently.

(Reviewed –October 2008)

ST PATRICK'S SCHOOL NAPIER
PLANNING PROCEDURE

PROCEDURE 1.10

RATIONALE:

To ensure that our students become life long learners in an environment that is well planned, organised and resourced.

PURPOSE:

- To develop and implement teaching and learning programmes that provide all students with opportunities to achieve for success in all essential learning and skills areas.
- Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated.
- To ensure that a balanced, exciting curriculum is delivered to our children.
- To ensure that different delivery methods are used to cater for different learning styles.
- To ensure that teachers strengths are fostered and further developed.
- To ensure that new methods and initiatives are trialed and implemented if appropriate.
- To ensure that expected outcomes are achieved.
- To ensure that the School Charter objectives and requirements of the New Zealand Curriculum Framework are implemented and achieved.

GUIDELINES

This policy should be read in conjunction with the Curriculum Delivery Policy.

- A school wide planning format will be available.
- Professional development courses will be planned and budgeted for.
- Shared and co – operative planning will be encouraged, maintained and further developed.
- Staff, syndicate and senior staff meetings will be held regularly to ensure all programmes are well planned.
- Assessment will be based on the objectives set in the planning.

CONCLUSION: Charter goals, National Education Guidelines and National Administration Guidelines will be fulfilled.

(Reviewed – May 2008)

ST PATRICK'S SCHOOL NAPIER
SPECIAL CATHOLIC CHARACTER POLICY

"Jesus At The Centre Of Everything We Do"

POLICY NO 1.12

"Catholic education is above all a question of communicating with Christ, of helping to form Christ in the lives of others." (Pope John Paul II)

RATIONALE:

In partnership with the home and the Catholic Parish of Napier, St Patrick's School has as its mission, the Catholic formation of its students. St Patrick's strives to give its unique and valued members a rich, positive and above all Christ Centred learning experience.

PURPOSE:

The Catholic School Community strives to:

- Facilitate an encounter with the living God for our students and facilitate discipleship.
- Safeguard and strengthen Catholic identity.
- Teach and maintain Christian values, including respect for others justice, reconciliation, honesty, pastoral care, freedom, peace and a relationship with God.
- Foster in the school community a respect for people's culture.
- Foster in the school community a respect for the environment.
- Provide systematic teaching of the Religious Education programme that challenges each student and deepens their understanding of Catholic teaching.
- Provide opportunities for staff to further develop their own faith.
- Ensure that all policies and systems in the school reflect the school's Special Character.
- Spread the Gospel through the wider community.
- Reflect the particular Charism of St Patrick's School.

GUIDELINES:

- Religious observances will be celebrated in the school community with Class / syndicate / school liturgies and staff and class prayers.
- Children will be given opportunities to celebrate the sacraments of Baptism, Eucharist and Reconciliation at appropriate times of the year.
- The budget for Religious Education will provide for regular in – service training and relevant resources related to the Special Character of the School.
- Prayer will be part of each school day, in each class. Staff prayer will take place weekly.
- Priests, Religious and parishioners will be seen as an integral part of the school community and will be invited to take part in the faith life of the school.
- Where possible, class programmes will include material appropriate to the Church season: Shared Lent, Pentecost, Easter etc and these will be integrated with the other Essential Learning Areas.
- Classes will each have a prayer focus and will be encouraged to display symbols of the Catholic Faith.
- Children will be encouraged to provide support for the less fortunate, both within Aotearoa and overseas.
- School assemblies will begin with a prayer which is prepared by a different class each time.
- Visitors to the school will be welcomed and acknowledged.
- Prayer and practical support will be offered to those in the school community who are in times of hardship.
- Significant events will be celebrated within the school.
- An annual report will be written for the Bishop of the Diocese on the Special Character of the School by the Proprietors' Appointees on the Board of Trustees.
- Aspects of the school's Special Character will be reviewed annually as part of the self review process.
- The DRS will provide a R.E report twice a year to the B.O.T.

This Policy relates to the Mission statement and is to be read in conjunction with the Religious Education Statement.

(Reviewed –February 2020)

Ref: 1. The Catholic Education of School-Age Children 2014
2. Handbook for B.O.Ts of NZ Catholic Integrated Schools 2016

ST PATRICK'S SCHOOL NAPIER
POLICY FOR COMMUNITY PARTNERSHIP

POLICY NO 2.1

RATIONALE:

In partnership with the home and the Parish, St Patrick's School has as its mission, the Catholic formation of its students. St Patrick's strives to give its unique and valued members a rich, positive and above all Christ centered learning experience and in line with that adopts the Catholic Social Teaching principles of 'Human Dignity', 'Human Equality' and the principle of 'Participation'. All people have a right and duty to participate in seeking the wellbeing of all.

Community involvement is essential for effective school management which also supports the construction of a learning community and the Board of Trustees is required to govern the school in partnership with the community under the National Administration Guideline and under the provisions of the Education Act.

PURPOSE:

- A partnership between the school, parent/caregiver and wider community.
- Ensuring that open, workable channels of communication with the community are maintained.

GUIDELINES:

- In meeting its consultation responsibilities the Board of Trustees will inform the parents of its immediate and longer term priorities for governance.
- Procedures for consultation on important policy matters will be developed by the Board.
- Channels of communication and feedback will be maintained by the following means:
  - ***Publicising and reporting on important BOT and PTA decisions.***
  - ***School community newsletters, parish bulletins and media.***
  - ***Sending out questionnaires for feedback on matters of significance.***
  - ***The use of noticeboards in prominent positions within the school.***
  - ***School Website.***
  - ***Facebook and the School App***
  - ***Student voice tools***
- The Board undertake to give serious consideration to any information received from parents / caregivers and the community to help in decision making processes.

(Reviewed – March 2018)

ST PATRICK'S SCHOOL NAPIER
REPORTING TO PARENTS / CAREGIVERS

PROCEDURE 2.2

RATIONALE:

Children's learning and development is best effected by meaningful partnership between parents /caregivers, teachers and children.

In partnership with the home and the Parish, St Patrick's School has as its mission, the Catholic formation of its students. St Patrick's strives to give its unique and valued members a rich, positive and above all Christ Centered learning experience.

GUIDELINES:

- Parent/ Caregiver interviews will be held in Terms 1 & 3. The child may be present.
- Additional interviews may be held on request by either parent/ caregivers or school at any time throughout the year.
- An information evening will be held for parents / caregivers of new entrants each term.
- Written reports will be issued in term 2 and at the end of the year. Both will report on progress against the National Standards.
- Student Portfolios containing samples of work, goal setting and "next steps" will be sent home as per the years Assessment Timetable in the School Plan.
  These will be commented on where appropriate, and signed by the teacher and parent / caregiver.
- Reporting will cover areas of social, emotional, physical, spiritual and academic developments.
- All reporting will be based on written evaluations, recorded data and teachers' professional judgement (O.T.J).
- Informal reporting will take place throughout the year.
  Teacher / Parents / Caregivers will be encouraged to make contact whenever there is a need.
- Reporting must be in language that is simple, clear, honest and positive.
- A syndicate newsletter will be produced for caregivers and pupils each term.

ST PATRICK' SCHOOL NAPIER
SELF REVIEW PROCEDURE

PROCEDURE 2.3

RATIONALE:

To continue to enhance the Educational Development and the Pastoral Care of the children attending St Patrick's School.

PURPOSE:

To promote continuous self -improvement by:

- Maintaining an ongoing programme of self review
- Following sound governance and management policy and practice involving matters relating to Curriculum, Personnel. Finance, Special Character and Property.

To ensure the Board of Trustees complies with the National Educational guidelines which include:

- National Education Goals
- National Curriculum Statements
- National Administration Guidelines
- National Priorities

To gain valid information about how well the school is meeting its objectives set out in the official school documents.

- The Charter
- Annual School Plan
- The Strategic Plan
- Analysis of Variance annual report.

To acknowledge what the school is doing well:

- To use information gained as the basis of planning to improve aspects of the School's Management / Performance

To bring about continuous school improvement through effective governance and management.

GUIDELINES:

- Parents will have the opportunity to review the school's progress through information evenings, interviews, the children's assessment books, school newsletters and reports.
- Children will have the opportunity to review the school's progress through the interview system, School Councillor's and representations to staff.
- Staff will have the opportunity to review progress through staff and syndicate meetings, review days, annual review questionnaires and through the Performance Management System.
- The Board of Trustees will develop and follow a long term self review cycle.

CONCLUSION: A systematic review system will provide a sound basis for improving the educational outcomes for the children. It will ensure that all objectives are monitored and where possible achieved.

(Reviewed – August 2015)

ST PATRICK'S SCHOOL NAPIER
COMMUNICATION WITH PARENTS / CAREGIVERS

PROCEDURE 2.4

RATIONALE:

The self-managing school is dependent on a close relationship between School and community. (Both parish and wider community)

PURPOSE:

- To share with the community and parents/ caregivers the school's vision.
- To increase knowledge and understanding of the school.
- To share and celebrate the school's successes.
- To keep the community fully informed of school happenings, both formal and informal.
- To encourage community input, participation and evaluation of school activities.
- To place value on all communications with parents / caregivers and community.
- To encourage involvement of parents /caregivers.
- To make our school a welcoming place.

GUIDELINES:

- Meetings – P.T.A, Board of Trustees, Whanau Whanui, Fanau etc
- Newsletters on a regular basis – school, B.O.T. , syndicate, etc (some translated when appropriate)
- Informal gathering - (a) Galas, working bees, morning teas, cultural and sporting events, displays etc.
- Parent / caregiver help – clubs, trips, classroom, sports, and library, math's equipment etc.
- Publicity in the media – Website & Social Media
- Student Portfolios
- Interviews
- Written reports
- Education days / nights for curriculum areas to keep abreast of current educational
- Open days / celebrations, masses, liturgies etc

The Board recognises that parent/caregivers are the foremost educations of their children. Board members represent parents./caregivers and other community members and need to be responsive and open to their views and opinions encouraging dialogue between all parties. To enhance pupils school experiences there needs to be a commitment to partnership between the Board, staff, pupils,parents/caregivers and other community members.

(Reviewed – August 2015)

ST PATRICK'S SCHOOL NAPIER
UNIFORM

PROCEDURE 2.5

RATIONALE:

Pupils attending St Patrick's School are expected to wear a neat and tidy regular uniform as set down by the Board of Trustees.

PURPOSE:

- To draw attention to the "SPECIAL CATHOLIC" character of St Patrick's School
- To be an "EQUALISER" as far as the dress mode of the pupils is concerned.
- To give our pupils an 'identity' and sense of family and belonging.

GUIDELINES:

- The enrolment form for each pupil will include a declaration of compliance with the school uniform requirements.
- The Board of Trustees endeavours to keep the uniform within the bounds of availability by providing access to all items via the school's uniform coordinator and also within a reasonable cost.
- Pupils attending school with non – regulation uniform are expected to provide an explanation from their parents /caregivers. This will be followed up by school management.
- The Board of Trustees reserves the right to dispose of 'unclaimed' clothes from the school's lost property box at the end of each year.

(Reviewed – August 2015)

ST PATRICK'S SCHOOL NAPIER
EQUAL EMPLOYMENT OPPORTUNITY

POLICY NO 3.1

INTRODUCTION:

All people are equal because they have human dignity. Differences in talent are acknowledged, but social, cultural and economic discrimination is not acceptable.

Equality of opportunity in employment is an established principle in the State Sector Act, the Human Rights Act, Race Relations Act and also in the Proprietors Requirements for Integrated Schools. St Patrick's School is committed to a goal of freedom from discrimination and this is reflected in its employment policies and practices.

PURPOSE:

That there is no discrimination relating to professional development, recruitment, promotion or conditions of employment.

GUIDELINES:

- St Patrick's School will employ the best people to meet the needs of the school while ensuring that all facets of equal employment opportunities legislation are adhered to (including the provisions relating to ("Tagged Positions.")
- All employees and applicants are considered according to their skills, qualities and aptitudes.
- The school will endeavour to recruit employees so that the wider community are represented and the children get a full understanding of God's people.
- The Board of Trustees will conduct annual reviews of policies and practices to ensure that the school is meeting the needs and following the rules of EEO guidelines.
- That the designated EEO officer for the school is the Principal.

Supporting Documentation

Equal Employment Opportunities Legislation

(Reviewed March 2018)

ST PATRICK'S SCHOOL NAPIER
PERSONNEL

PROCEDURE 3.2

RATIONALE:

Employees work best in a supportive environment knowing that their rights are being protected, their welfare considered and their ongoing professional development provided for.

All people are equal because they have human dignity. Differences in talent are acknowledged, but social, cultural and economic discrimination is not acceptable.

PURPOSE:

- To enhance learning by staffing the school with teachers and ancillary/support staff to meet curriculum and charter requirements.
- To abide by the relevant industrial awards and endeavour to maintain harmonious industrial relations by recognising the requirements of the State Sector Act 1988, Human Rights Commission Act 1977, Employment Contracts Act 1991, the School Trustees Act 1989 and other relevant acts as applicable.
- To follow the guidelines and principles of the school's EEO Policy.

GUIDELINES:

- By the BOT recognising the rights of non-union members to negotiate their terms of employment.
- By all personnel observing and respecting the principles of human rights and adhering to accepted standards of integrity, conduct and concern for the pupils and wider community's interest.
- By the school implementing ongoing performance management in a positive and supportive way that leads to the professional development of individual teachers.
- By the Principal reporting annually or on request to the BOT on staff development.
- By the BOT acknowledging the value and essential nature of continuing professional development in its annual budget.
- By the Principal having authority to approve leave applications up to a duration of three weeks. Two or more BOT members, together with the Principal, will consider applications for longer periods.
- By all personnel being familiar with all school policies and charter obligations.

EXPECTED OUTCOMES:
Effective personnel management and relationships creates a positive, harmonious learning environment.

(Reviewed August 2015)

ST PATRICK'S SCHOOL NAPIER
SEXUAL AND OTHER FORMS OF HARASSMENT

PROCEDURE 3.3

RATIONALE:

St Patrick's School strives to provide a safe, healthy and caring environment in which sexual and other forms of harassment are unacceptable.

PURPOSE:

- To ensure that staff and pupils are aware of harassment in its many forms and understand its meaning.

- To empower the individual with strategies to deal with harassment.

- To encourage the development of a climate within the school that actively discourages harassment and encourages mutual co-operation and support.

GUIDELINES:

- To develop through school programmes –
  (a) an emphasis on self esteem
  (b) strategies designed to recognise and successfully deal with harassment
  (Keeping Ourselves Safe, Kia Kaha)

- To develop a support network that staff and pupils have access to.

- To recognise and support the policies on harassment, as laid down in the various staff contracts.

(Reviewed August 2015)

ST PATRICK'S SCHOOL NAPIER
PROCEDURES TO DEAL WITH SEXUAL
AND OTHER FORMS OF HARRASSMENT

PROCEDURE 3.3(B)

PUPIL HARRASSMENT:

Any pupil who feels they are subject of harassment should approach their class teacher or another teacher with whom they feel comfortable. The teacher must then inform the Principal who, with the teacher, will deal with the situation so that the pupil feels safe and secure and free from harassment. Any parent who is concerned that his/her child is being harassed at school should approach the class teacher or Principal who will deal with situation so that the pupil feels safe, secure and free from harassment.

STAFF HARRASSMENT:

Any member who feels they are the subject of harassment will inform the Principal or Board Chairperson. A sub-committee of appropriate personnel will be establish and take appropriate action.

INFORMATION AVAILABLE:

1. Human Rights Commission
   P.O Box 5045
   WELLINGTON

2. EEO Unit.
   State Services Commission.
   P.O. Box 329
   WELLINGTON

Employers responsibility and procedures for a complaint refer

1.Labour Relations Act ss 212. 221. 222
2.Human Rights Commission Act s 15.
3.S.T.A. Handbook for B.O.T
4.N.Z.E.I Collective Contract

N.B Refer to Complaints Procedure 3.4

ST PATRICK'S SCHOOL NAPIER
PROCEDURE FOR COMPLAINTS FROM
MEMBERS OF THE SCHOOL COMMUNITY

PROCEDURE 3.4

PURPOSE:

- To provide clear procedural guidelines on how school will respond to concerns/complaints.
- To support charter objectives developing the children to their full potential.
- Complaints are a legitimate form of feedback.
- The school values all forms of feedback.

BROAD GUIDELINES:

- The Board and / or Principal is committed to listen constructively and without predjudice.
- The Board and / or Principal will foster an open climate.
- The integrity of the complainant will be upheld.

PROCEDURES:

- Arrange an acceptable time to meet with appropriate person.
- The class teacher is always the first person to talk to.
- The Principal is always available to talk to parents who have exhausted the first avenue of approach,or have concerns of a serious or sensitive nature, or wish to discuss matters concerning the school generally.
- A Board of Trustees member or the Chairperson is the **next** alternative, if other avenues have been exhausted, or you feel that your concerns have not been dealt with effectively.
- If discussion does not resolve the concern and either party considers the matter to be serious the person involved will be advised to state their concern in writing at which time the matter will be considered a complaint.

COMPLAINTS:

- Will be received in writing by the Principal.
- Where the matter relates to staff or the day to day running of the school, complaints will be directed to the Principal.
- When the matter relates to the Principal the complaint will be referred to the Chairperson.

(Reviewed August 2015)

ST PATRICK'S SCHOOL NAPIER
STAFF APPOINTMENTS PROCEDURE

PROCEDURE 3.5

RATIONALE:

In order to give the students of St Patrick's School "a rich, positive and above all Christ- centred Learning experience" the schools needs to be fully staffed by teaching and non – teaching staff appropriate to each position.

All people are equal because they have human dignity. Differences in talent are acknowledged, but social, cultural and economic discrimination is not acceptable.

PURPOSE:

- To appoint staff to fulfil legal staffing requirements.
- To appoint staff to meet national and local curriculum objectives and special needs of individual children.

GUIDELINES:

- When a teacher is required for a permanent or long term (more than 3 terms) position the Board of Trustees will:
  1 - advertise the position
  2 - provide job descriptions and application forms for applicants
  3 - form a sub-committee of the Board of Trustees, comprising the principal, proprietors representative, elected representative and other members as deemed necessary. Will consider the applications, interview where necessary and recommend the preferred applicant to the Board.
  4 - when appropriate, co-opt outside advisers
  5 - advise the successful applicant
  6 - advise the unsuccessful applicants

- The above procedures also apply to internal permanent appointments
- All members will respect the confidentiality of application and referees' reports
- All teaching appointments will be approved by the Board.
- Part-time teaching positions, relief teachers and non-teaching positions (ancillary staff) will be approved by the Principal.
- The Board is required to police vet non-teaching employees and contractors.
- The entire Board will be involved in the recruitment, selection and appointment of the school principal.
- The Board of Trustees when appointing staff will "give preference to the person best suited to the position"
- The Board of Trustees will appoint teaching and non-teaching staff so that the school will reflect in it's teaching and conduct the Special Catholic Character of the School.
- The Board of Trustees will apply Equal Employment Opportunities in the recruitment, selection and appointment of staff.

(Reviewed August 2015)

ST PATRICK'S SCHOOL NAPIER
PERFORMANCE MANAGEMENT / APPRAISAL

PROCEDURE NO 3.6

PURPOSE:

To meet the board's legal obligations in the Education Act and the State Sector Act.

All people are equal because they have human dignity. Differences in talent are acknowledged, but social, cultural and economic discrimination is not acceptable.

GUIDELINES:

- To link appraisal to student achievement.
- To comply with NZEI and NZSTA guidelines.
- The responsibility for carrying out the performance management process is delegated to the Principal who in turn may delegate further to appropriate senior staff.
- Appraisals are carried out annually in a non threatening supportive manner.
- Appraisals are based on the job description, Professional Standards, Registered Teacher Criteria, School Strategic Plan and,
  where relevant, the Performance Agreements negotiated at the start of each year.
- Performance is appraised against an agreed set of outcomes and goals developed in consultation with the appraisee.
- Every staff member is entitled to the professional development time required to meet their goals and within the limits set by the budget approved for professional development.
- Information gathered during the process is confidential to the staff member, appraisers and Government agencies according to the provisions included in the Education Act, Privacy Information Act and Official Information Act.
- The appraisal of the Principal is the responsibility of the Chairperson or delegate and is carried out in line with these guidelines.
- If there is any dissatisfaction with the appraisal process at any point the appraisee / er can ask the Principal for a review by another appropriate staff member. In case of the Principal appraisal a mutually agreed mediator or representative can be engaged.

OUTCOMES:

- The Board of Trustees meets its obligations to be a fair employer and ensure staff are working in a positive, quality learning environment.
- All staff receive feedback, training and support to enhance their ongoing professional development.

(Reviewed August 2015)

ST PATRICK'S SCHOOL NAPIER
STAFF PROFESSIONAL DEVELOPMENT

PROCEDURE NO 3.7

RATIONALE:

St Patrick's School Board of Trustees encourages staff members to improve their capabilities to allow them to keep up to date with curriculum matters teaching methods and philosophies.

PURPOSE:

- To encourage staff members to undertake continuing education – both individually and whole school development.
- To make funds available, where appropriate, for staff to undertake relevant professional development.

GUIDELINES:

- All Professional Development must be within the allocated budget.
- Study is to be undertaken in the staff members own time but leave may be granted in certain circumstances.
- Upon successful completion, staff undertaking study papers may apply for full or part reimbursement of course fees.
- The annual budget will include a professional development component that reflects and meets the requirement set down by the Strategic Plan.
- Staff are required to attend all staff and syndicate meetings as part of their on-going professional development.

(Reviewed August 2015)

ST PATRICK'S SCHOOL NAPIER
STAFF LEAVE
PROCEDURE 3.8

RATIONALE:

The Board of Trustees will recognise their obligations to their employees' conditions of service for the granting of leave.

PURPOSE:

The BOT will recognise their obligations:
1 - To follow relevant employment contracts;
2 - To be equitable and fair in the granting of leave where it is discretionary.

GUIDELINES:

- The BOT will observe the terms of any Collective Employment Agreements and any Individual Agreements for the employees.
- The Principal has authority to approve leave applications up to a duration of three weeks The BOT will consider applications for longer periods on a case-by-case basis.
- The maximum period of leave is twelve months.
- Except in cases of sudden illness, or accident, no teacher shall be absent from duty without the authority of the Principal or Board.
- Staff will be required to produce suitable medical evidence to support a sick leave application if longer than three days.
- When considering an application for leave, leave will not be unreasonably withheld. All decisions made will be fair and equitable. The Principal and / or Board will balance the needs of the pupils and the school with the need to treat staff fairly and equitably. Leave may be granted for a variety or reasons as set down in the collective contracts.
- Payment for mandatory leave for a period of up to eight consecutive days will be the responsibility of the Board. Payment beyond the eight consecutive day period and which is continuous, will be the responsibility of Ministry of Education. Some cases of discretionary leave eg. court proceedings, could fall into this category.
- Individual records of all staff leave taken and remaining entitlement will be maintained by the school or the agency servicing the Payroll.

PROCEDURES:

- Applicant approaches Principal in the first instance to discuss leave application.
- Principal requests written application.
- Written application presented at earliest opportunity for Board of Trustees consideration.
- Board of Trustees considers applications in light of:
  - relevant employment
  - availability of relief staff
  - the merits of each individual's application
  - ensuring a balance between the smooth management of the school, child welfare, staff requests and community public relations.
- Applicant will be informed of Board of Trustee's decision within a reasonable time frame.

(Reviewed August 2015)

ST PATRICK'S NAPIER
POLICE VETTING

PROCEDURE 3.9

- The Board will follow the S.T.A and M.O.E approved Flow Charts for Police vetting, for new and existing support staff and contractors.

- These vets will take place every 3 years.

- The Principal will be responsible for administration of vets and for maintaining confidentiality of information.

- Information that affects employment decisions may be disclosed back to the Board (or Personnel Committee) at the Principal's discretion.

Ref: STA Link 2002/14
STA Link 2002/18

(Reviewed August 2015)

ST PATRICK'S SCHOOL NAPIER
PROTECTED DISCLOSURES
PROCEDURE 3.10

The **St Patrick's School Board of Trustees** ensures procedures are in place to meet the requirements of the *Protected Disclosures Act 2000.*

PROCEDURES:

Procedures for making a protected disclosure under the *Protected Disclosures Act 2000.*

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

- This can be done verbally or in writing. You should identify that the disclosure is being made under the *Protected Disclosures Act* and is following the board procedure, provide details of the complaint (disclosure) and who the complaint is against.

- 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 chairperson of the board of trustees.

- It is then up to the person you disclose to, to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating. They can decide:
  (a) To investigate the disclosure themselves
  (b) To forward the disclosure to the board, or a committee of the board, to investigate
  (c) Whether it needs to be passed on to an **appropriate authority**. If it goes to an appropriate authority, they will advise you that they are now investigating the complaint.

- If you believe that both the Principal and the Chairperson of the Board of Trustees may be a party to the wrongdoing, or in close relationship with person/s involved in the wrongdoing, you can approach an external 'appropriate authority' directly yourself.

Who is an 'appropriate authority?'

- As noted above, in some circumstances the disclosure could be made to an appropriate authority by you, or the person to whom you have made the disclosure. An appropriate authority is defined in the Act as including:

  "(a) Includes:

  (1) The Commissioner of Police:
  (2) The Controller and Auditor-General:
  (3) The Director of the Serious Fraud Office:
  (4) The Inspector-General of Intelligence and Security:
  (5) An Ombudsman:
  (6) The Parliamentary Commissioner for the Environment:
  (7) The Police Complaints Authority:
  (8) The Solicitor-General:
  (9) The State Services Commissioner:
  (10) The health and Disability Commissioner; and

  (b) includes the head of every public sector organisation, whether or not mentioned in paragraph (a)."

- Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO)

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 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.

Otherwise you need to go through the internal processes.

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 the 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 victimisation.

- 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*

(Reviewed August 2015)

ST PATRICK'S SCHOOL NAPIER
TEACHER COMPETENCY

PROCEDURE 3.11

RATIONALE:

To provide a system of operation agreed to by both parties for when an employee's competency is under question.

PURPOSE:

- To enable a consistently high quality education to be offered at St Patrick's School.
- To enable every support to be given in a professional manner to a teacher in difficulty.
- To ensure that both the rights of the teacher and the rights or the children are protected.

BROAD GUIDELINES:

- All teachers will be made aware of the existence of the procedure.
- All teachers will be treated fairly and in a professional manner.
- All matters relating to teacher competency procedures will be confidential to those people directly involved.
- Correct procedures in terms of current employment contracts will be followed.

(Reviewed August 2015)

ST PATRICK'S SCHOOL NAPIER
CLASSROOM RELEASE TIME POLICY

PROCEDURE 3.12

PURPOSE:

- 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 the school's teaching and learning programmes, the teacher's professional growth and the learning needs of the students

GUIDELINES:

In our school classroom release time will be used for:

- Planning
- Evaluation
- Reporting
- Personal professional development
- Observing other teachers
- Reading / Research
- Syndicate meetings
- Assessment
- Any other use agreed to from time to time between teacher and principal
- All C.R.T must be approved by the Principal

ALLOCATION:

- To maximize classroom release time our school will adapt the following format:
- Each syndicate will determine each term the basis of allocating the classroom release time to entitled teachers based on the following:
- Each Full-Time teacher is entitled to 2(two) C.R.T days per term
- Release time will not adversely affect class/syndicate structure / operation / behaviour

Terms 2 & 4

- Used either as 2 half days and 1 whole day **or** 2 whole days

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

WHEN CLASSROOM RELEASE TIME CANNOT BE PROVIDED:

- Where for genuine reasons, it is not possible to provide classroom release time to an individual or group of teachers the school will –
- Record the reason for non-delivery
- Endeavour to reallocate the Classroom release time at a later date in the school year.

REVIEW OF THIS POLICY

- This policy will be reviewed in line with the school self – review cycle.

(Reviewed: August 2015)

ST PATRICK'S SCHOOL NAPIER
FINANCIAL MANAGEMENT
POLICY NO 4.1

PURPOSE:

- To apply Catholic social teaching principles of "the common good" to the management of school finances. (for the good of all, and the good of each)
- To ensure accountability for the control of school finances.
- To report to all interested parties and present accounts for audit.
- To ensure efficient use of funds.
- We have a responsibility to care for the Gifts that God has given us. This includes the environment, our personal talents, our health and other resources.

GUIDELINES:

- A family's financial situation will not be a barrier to access to St Patrick's School.
- Management and the Board's Finance Sub Committee will each year prepare a budget based on the aims of the Strategic and Development Plans as detailed in the charter and present the budget to the full Board for approval.
- The school will establish clear guidelines, including delegations and accountabilities, for the efficient management of each section of the budget.
- The school will maintain appropriate internal controls to account for all cash received and payments made from the school's accounts.
- Appropriate financial management procedures and practices are followed in line with Public Sector Finance requirements and guidelines set out by the Ministry of Education.
- All accounts paid by the school will be appropriately authorised prior to payment.
- A statement of financial position prepared by School Support Ltd, the school's appointed financial services agent, will be presented at each Board meeting. Summaries of account payments undertaken by School Support Ltd are also included in this statement. The Finance Committee provide a summary of this report.
- Each financial year a set of accounts will be prepared by School Support Ltd and a full report on the school's financial position will be made available.
- An auditor will be appointed for the school.
- The Finance Sub Committee in conjunction with the Principal will ensure all matters raised by the auditors are addressed in a timely manner.
- KOHA – Any goods or services donated in kind to the school and / or staff are recognised by letter and entered into the Koha Register. All cash donations are receipted following normal procedure.

EXPECTED OUTCOMES: Financial management at St Patrick's School will be effectively administered.

Footnote:

The Board of Trustees accept that the receipting of cash received from parents and students on a daily basis is reconciled to the daily bankings. The Board of Trustees accept that the checking and dating of individual amounts received by the office staff and the subsequent computer entry acknowledging the receipt by child are acceptable internal controls.

(Reviewed February 2020)

ST PATRICK'S SCHOOL NAPIER
PROPERTY MANAGEMENT POLICY

POLICY NO 4.2

RATIONALE:

To maintain the buildings and facilities of St Patrick's School in order to offer pupils and staff a healthy and safe learning environment.
To maintain school property to the same standard as that required of state schools.

PURPOSE:

- To ensure St Patrick's School is kept in a clean, tidy, safe and hygienic condition and in a fit state of repair which complies with local body and other safety and health regulations in regard to the School buildings, grounds and equipment.

- To comply with the property obligations of the Proprietor as set out in Section 40 of the Private Schools Conditional Integration Act 1975 and in the school's Integration Agreement.

- To comply with the conditions of the Property Occupancy Agreement.

- To recognise the rights of the Proprietor as owner of St Patrick's School Buildings.

- We have a responsibility to care for the gifts that God has given us.
  This includes the environment, our personal talents, our health and other resources.

GUIDELINES:

- Ensure that a programme of regular cleaning is established and maintained to satisfy hygiene and safety conditions

- Carry out a walk around of the school in April and October of each year to identify and programme any major and minor maintenance required (encompassing all areas of buildings and ground maintenance). Ensure that this programme is adhered to on a regular basis by means of monthly Property Maintenance Meetings.

- To regularly undertake Hazards Identification checks, and to eliminate any found hazards as soon as is practically possible.

- Make available sufficient funds for day to day maintenance of the School. Establish a long term fund for future major maintenance requirements, adding to this fund a proportion of each operational grant.

- The School's Strategic Plan includes a section on Property matters. The Strategic Plan will be reviewed annually as part of the school's self-review cycle.

- Where expenditure on maintenance will exceed $5000 three written quotes be obtained where possible. ($2,000 - $5000 – 2 quotes necessary)

- Following any major capital works or maintenance a written review/summary of the projects will be completed by the Property Committee and kept on file.

- Ensure there is adequate insurance of school contents.

- ❖ Ensure annual review of the 10yr property maintenance plan:-
  - The Board is responsible for all expected maintenance of buildings and fixtures within a 10-year period. The Board is obliged to have a 10-year property maintenance plan and to set aside an adequate budget to cover maintenance when it becomes due.
  - The repair (such as painting, fixing broken equipment and minor repairs to buildings and infrastructure) of damage to buildings caused by reasonable wear and tear, high-spirited student behaviour or carelessness is also a cost to the Board and is covered by the school's maintenance funding. It cannot be claimed through the Proprietor's insurance.

- ❖ At a minimum, the Board must ensure that:-
  - Buildings with specified systems have a current Building Warrant of Fitness (B.W.O.F).
  - An appropriate professional consultant, such as an engineer or architect, designs and certifies all structural additions and alterations – the Ministry of Education requires certification for this work.
  - All aspects of the school's property portfolio are compliant with the Health and Safety at Work Act 2015.

CONCLUSION: This school will be properly maintained.

(Reviewed February 2020)

ST PATRICK'S SCHOOL NAPIER
THEFT AND FRAUD PREVENTION POLICY

POLICY NO 4.3

INTRODUCTION

- All people are equal because they have human dignity. Differences in talent are acknowledged, but social, cultural and economic discrimination is not acceptable.
- The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through the Principal, the school has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the school. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and procedurally just and fair.
- The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board Chairperson as prescribed in the procedures set out below.

GENERAL

- As preventative measures against theft and fraud the Board requires the Principal to ensure that:
  a) The School's physical resources are kept secure and accounted for.
  b) The school's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 45C(b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
  c) Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
  d) All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the school.
- In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
  a) Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
  b) So far as it is possible and within 24 hours:
     i) Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
     ii) Request a *written statement* from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
     iii) Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
     iv) Inform the Board Chairperson of the information received and consult with them as appropriate.
- On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a *prima facie* case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.

- The Principal shall then carry out the following procedures:
  i) Investigate the matter further in terms of procedures as set out in sub-paragraph (d);
  ii) If a *prima face* case is thought to exist to continue with their investigation;
  iii) Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
  iv) Lay a complaint with the New Zealand Police;
  v) If necessary, commission an independent expert investigation;
  vi) In the case of fraud, require a search for written evidence of the possible

fraudulent action to determine the likelihood or not of such evidence;

vii) Seek legal advice; or

viii) Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.

- Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
    i) Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
    ii) Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
    iii) Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
    iv) Advise the person in writing of the processes to be involved from this point on.
- The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
- The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
- Any intimation or written statement made on behalf of the school and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

ALLEGATIONS CONCERNING THE PRINCIPAL OR A TRUSTEE

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

APPROVAL

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

(Reviewed February 2020)

ST PATRICK'S SCHOOL NAPIER
SENSITIVE EXPENDITURE POLICY

POLICY NO 4.4

INTRODUCTION

- "Every person is created in the image of God and is worthy of respect as a member of the human family. The dignity of the person is precious and therefore worthy of protection and respect.
- The board agrees that it has a responsibility to ensure that all expenditure of board funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
- The board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
- The board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fund raising specific to that expenditure.
- Particular reference should also be made to the board's travel policy in considering expenditure which may benefit individuals or groups of individuals.
- The board has agreed on the fundamental principles of the Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal (as the chief executive and the board's most senior employee).

PRINCIPLES

- The board requires the Principal, where expenditure may be beneficial to an individual or group of individuals, to take account of the following prior to authorising this expenditure:
  - Does the expenditure benefit student outcomes?
  - Does the expenditure represent the best value for money?
  - Is it in the budget?
  - Could the board justify this expenditure to a taxpayer, parent or other interested party?
  - How would the public react if this expenditure was reported by the media?
  - Would there be perceived to be any personal gain from this expenditure?
  - Does this expenditure occur frequently?
- Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised for the purpose. The funds will be raised with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (eg. Charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

ACCOUNTING FOR EXPENDITURE

- All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the board.

APPROVAL

- When the board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the board.
- As part of its approval the board required the Principal to circulate this policy to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. The School Policy Manual shall also be made available to students and parents at their request. The board required that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the board.

(Reviewed February 2020)

ST PATRICK'S SCHOOL NAPIER
CREDIT CARD USE POLICY

POLICY 4.5

INTRODUCTION

While in the process of carrying out St Patrick's School business, personnel incur business expenditure. The use of Credit Cards is a legitimate means of payment for business expenditure.

This policy has been developed to mitigate the risks associated with Credit Cards being used:

- For inappropriate business-related expenditure (in both quantity and type).
- To obtain cash for a business purpose.
- With subsequent expenditure being poorly documented or justified.
- For personal benefit, by obtaining or paying for personal items.

PURPOSE

The purpose of this policy is to set out the St Patrick's School requirements for the management and control of Credit Cards.

This policy is intended to:

- Promote the efficient and effective use of Credit Cards.
- Maintain adequate internal controls over Credit Cards.
- Ensure security of Credit Cards against inappropriate use or loss and ensure correct recording and treatment of Credit Card transactions in the financial records.

SCOPE

This policy applies to all holders of a school Credit Card and their respective Approvers.

POLICY

Eligibility For A Credit Card

Credit Cards are issued at the discretion of the St Patrick's School Board and the School Principal. Similar discretion may also be used to withdraw the card.

Upon first use the Credit Card, the cardholder acknowledges that they agree to use their Credit Card in accordance with this policy.

The Cardholder must adhere to any changing conditions associated with the use of their Credit Card.

Register Of Cardholders

The Principal will be the only registered cardholder.

Credit Card Limits

The limit is currently set at $2000.00

The transaction must not be split between multiple Credit Cards or into multiple payments to one supplier to circumvent a Cardholder's maximum limit.

Use Of Credit Cards

Credit Cards may be used for the payment of any actual and reasonable business expense of the school.

Cardholders must choose preferred suppliers as a first priority, wherever practical.

The Credit Card must not be used for personal use, even if the cardholder intends to later reimburse the school.

Should the Cardholder's approver consider any Cardholder's expenditure to be outside of or exceed policy guidelines, then the Approver can ask the Cardholder to reimburse the school
For example: expensive meal

Internet Purchases
Credit Card payments over the internet need to reflect good security practice, such as purchasing only from established reputable companies known to the school.

Cash Advances
As a general rule, cash advances in any form are not permitted.

Supporting Documentation
All Credit Card purchases must be supported by adequate original documentation to explain and corroborate transactions. This will generally be in the form of original tax receipts or paid invoices from suppliers of goods and services.

Approval Of Credit Card Expenditure
All Credit Card expenditure must be reviewed and approved by the Board Chair or member of the finance committee.

Security
The card is issued to an individual (i.e. in the name of the cardholder). Cardholders are responsible for the security of their card. A Personal Identification Number (PIN) number must be assigned to the credit card at a bank branch before use. This PIN number must not be disclosed to anybody.

Liability
Cardholders are responsible and individually liable for expenses incurred on their card. That is, St Patrick's School has the right to recover from the cardholder any expenditure incurred on the card by the cardholder that is not legitimate business expenditure.

Loss Of The Credit Card
As soon as the cardholder becomes aware that they have lost their Credit Card, the cardholder must notify the issuing bank.

Fraudulent Credit Card Use By Another Party
As soon at the cardholder becomes aware of, or suspects that expenditure has been incurred on the card fraudulently by another party, it is the cardholder's responsibility to ensure the following are immediately notified:

- Notify the issuing bank
- Inform the principal
- Inform the board finance committee

Fraudulent Credit Card Use By The Cardholder
It is the nominated approver's responsibility to ensure unauthorized use is detected in a timely manner. Any such fraudulent use may be classified as "serious misconduct" in accordance with the Standards of Conduct policy, which may result in disciplinary action.

Returning The Credit Card
The Credit Card is the property of the card issuer and must be handed back immediately to the cardholder's approver, either on demand or if the cardholder leaves the school.

Definitions
Credit Card – a credit card issued by a registered New Zealand Bank.

ST PATRICK'S SCHOOL NAPIER
HEALTH & SAFETY

POLICY 5.1

St Patrick's School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant Health & Safety legislation, standards and codes of practice.

This is achieved by:

- All staff having individual responsibility for health and safety.

- All staff
  - Being informed of;
  - Understanding, and
  - Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area.

- Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management.

- Ensuring this school has an effective method for identifying hazards. Significant hazards will then be controlled by:
  - Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students, or other people.
  - Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.

- Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work.

- Having in place plans and procedures for foreseeable emergencies that may arise in the workplace.

- Providing appropriate orientation, training and supervision for all new and existing staff.

- Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors.

- Accurate recording, reporting and investigating of injuries and 'near misses.'

- Board of Trustees commitment to continuous improvement in health and safety.

- Board of Trustees commitment to comply with all relevant health and safety legislation.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
SMOKEFREE POLICY

POLICY 5.2

INTRODUCTION

The intent of the Smokefree Environments Act is to prevent so far as is reasonably practicable the detrimental effects of smoking on the health of any person who does not smoke or who does not wish to smoke, inside any workplace or in certain enclosed areas.

PURPOSE

To demonstrate to students that smoke free lives are desirable and possible. To this intent the entire St Patrick's site is designated as smokefree.

POLICY

St Patrick's School is a totally smokefree school. This includes the buildings and grounds, seven days a week and 24 hours a day.
This Smoke-free Policy also applies to the use of electronic cigarettes (e-cigarettes), personal vaporizers and electronic nicotine delivery systems. The prohibition of these devices wherever smoking is prohibited is on the basis that these products do not provide recognised health benefits while introducing
several negative consequences, including undermining the enforcement of this policy.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
PRIVACY
PROCEDURE 5.3

RATIONALE:

The Board of St Patrick's School is required to comply with the Privacy Act 1993 in all aspects for employees, and its role as the body with the overall responsibility for the running of the school.

PURPOSE:

To promote and protect individual privacy with regard to:

- The collection, use and disclosure of information relating to individuals
- Access by each individual to information relating to that individual held by the school.

GUIDELINES:

In complying with the provision of the Privacy Act 1993 the Board will appoint the Principal as Privacy Officer.

Procedures will be developed by the Board to assist the Privacy Officer(s) in his/her task of ensuring that Principal and Staff adhere to the principles contained in the Act in all aspects of their work for the Board.

The procedures will be designed to comply with the principles contained in the Privacy Act 1993 which specify requirements in terms of:

- purpose of collection of personal information
- source of personal information
- collection of information from subject
- manner of collection of personal information
- storage and security of personal information
- access to personal information
- correction of personal information
- accuracy etc of personal information to be checked before use
- agency not to keep personal information for longer than necessary
- limits on use of personal information
- limits on disclosure of personal information
- unique identifiers

All forms which collect individual personal information shall contain information about the purpose, use and disclosure of the information collected.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
DEALING WITH SUSPECTED CHILD ABUSE

PROCEDURE 5.4

RATIONALE:

Child abuse is a delicate and difficult area requiring highly skilled professional handling, absolute discretion and sensitivity. Positive action must be taken where child abuse is suspected or indicated.

PURPOSE:

To give all staff members (including Afcare) guidance for action to deal with these situations.

GUIDELINES:

- Staff will inform the Principal immediately of any suspected or indicated abuse.
- Staff should listen sympathetically to the pupil but should recognise that he/she has not been trained for this work.
- Staff will not ask any leading questions that may compromise any further action.
- Suspected cases will be dated and documented by the staff member in consultation with the Principal.
- The Principal's initial contact is Child, Youth and Family Service/ Police Youth Aid
- The situation will be handled with absolute discretion and sensitivity in accordance with the Privacy Act 1993.

GUIDELINES FOR THE RECOGNITION OF ABUSE:

Step 1. Consider the Possibility
Always consider the possibility that abuse or neglect is taking place when a child or young person is injured, appears distressed or depressed without obvious reason, has persistent or new behavioural problems or displays unusual / fearful responses to caregivers.

Step 2. Look for Signs of Abuse

- Look in each of the categories: physical signs, behavioural signs, developmental signs, parent/caregiver or family signs, disclosure as a sign.
- A cluster or pattern of signs will provide more support for a finding of abuse/neglect.
- Some signs are more specific to abuse than others eg.
- Disclosure of abuse or neglect by a child or young person.

- ❖ Age inappropriate or abnormal sexual play or knowledge.

- ❖ Specific sites or patterns of injuries.

- ❖ Development of signs in one or more categories at the same time (eg. developmental delay, physical injury and behavioural signs together) indicates a pattern.

- ❖ Most signs are non-specific to abuse or neglect. They must be examined in the total context of the child or young person's situation.

Step 3. Document All Information

- ❖ Inform the Principal immediately if you have concerns.

- ❖ Don't interview.

- ❖ Record as much detail and specific information as possible:
  - Specific times of any incidents
  - Places of any incidents
  - Who was present
  - Word for word recording of disclosures is especially important
- ❖ State who provided the information.

- ❖ Record accurately your observations.

- ❖ Date, sign and time all information gathered.

- ❖ State whether or not you consider the child or young person is in danger, and what action you have taken to ensure the child or young person's safety (Monitor or Report).

- ❖ Contact the Children and Young Persons Service or the police immediately.

References: Breaking the Cycle – Interagency Guide to Child Abuse.
Breaking the Cycle – Interagency Protocols.
Child Protection Policy 5.15

(Reviewed March 2020)

ST PATRICK'S SCHOOL NAPIER
SCHOOL TRIPS & VISITS
PROCEDURE 5.5

RATIONALE:

School visits broaden the academic, social and cultural perspectives of pupils.

PURPOSE:

- To stimulate the interest of pupils.
- To broaden pupils' range of experience.
- To utilise the many learning experiences that exist out of the classroom.
- To encourage parent participation in the school.

GUIDELINES:

- That the proposed trip be discussed with the Principal before it is discussed with pupils or parents.
- That the activity planned is part of a class or school programme.
- Pupils' safety is paramount.
- Following discussion with the Principal, permission for the trip will be either granted or denied.
- Based on the length, safety issues involved in the trip and parent help required, parents will be informed of all excursions outside the school grounds and a decision made on whether to gain written permission will be made after consultation with the Principal.
- Thorough planning for the visit is essential.
- The personal conduct of teachers in charge of pupils outside the classroom will be exemplary and in keeping with the acted interpretation of, "in loco parentis."
- The teacher has overall responsibility for the organisation, arrangement and welfare of all pupils.
- That the pupil/adult ratio be appropriate to the nature of the visit and a focal point of the Risk Management Planning.
- Where parent transport is used that payment of costs may be met by the pupils.
- Notices requesting transport must establish the number of seatbelts available in each vehicle and reiterate the legal requirements.
- All children must wear seatbelts and parents have complete responsibility for the children in their vehicle whilst in transit.

EXPECTED OUTCOME

Staff will, where appropriate, set up procedures to ensure children are wearing seatbelts.

Pupils at St Patrick's School will have the opportunity to take part in safe, positive, enriching experiences outside of the school grounds.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
ADMINISTERING MEDICATION IN SCHOOL

PROCEDURE 5.6

RATIONALE:

The school should only be requested to administer medication during the school day when it is impossible for the parent or guardian to do so.

PURPOSE:

- NB. The first dose must not be given at school.
- To ensure as much as possible that medication prescribed by a GP or Specialist is administered correctly.

GUIDELINES:

- By ensuring all requests are on the 'Parent/Guardian's Request for School to Administer Medication' form and addressed to the Principal before any medication is administered.
- By ensuring that the exact dose of medication is provided by the parent/guardian to the school.
- By declaring that the medication must by kept preferably in a locked place –where possible within the Administration area of the school – in a child-proof container.
- By ensuring the delegated person/persons will endeavour to administer the medication as requested by the parents or guardian.
- By ensuring that before medication is administered the school will gain written confirmation by the parents or guardians.
- By ensuring that all medication administered will be recorded and a weekly review is carried out to ensure medication has been administered correctly.

EXPECTED OUTCOMES:

Medication will be administered carefully according to guidelines known to staff and parents.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
ACCIDENTS TO PUPILS

PROCEDURE 5.7

RATIONALE:

The physical safety of pupils is paramount.

PURPOSE:

- To ensure that the safety of pupils is considered at all times.

GUIDELINES:

- That all school activities take into consideration the safety of all pupils.
- That the Teacher exercises discretion in the event of an emergency.

School Related Injuries

- That the Office Staff, or Duty Teacher in their absence, takes responsibility for the care of minor injuries.
- Major injuries are to be reported to the Principal.
- For a suspected major injury:
  - Render First Aid
  - Phone for ambulance
  - Notify parents
  - Conduct an inquiry
  - Complete an Accident Form
  - Report to Principal and then to parents
- Pupils are not to admit themselves to the Sickbay.
- Care is to be administered by a staff member.
- Children are not to be sent home without consultation with the Office Staff parents/caregiver and Class Teacher.

CONCLUSION: The school must ensure that the safety of all pupils. In the event of an accident First Aid is rendered immediately.

First Aid training will be provided for staff.

A fully maintained First Aid kit is at school at all times. First Aid kits will also be available for school trips/EOTC.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
CUSTODY OF CHILDREN

PROCEDURE 5.8

RATIONALE:

Parents/Caregivers are entitled to have reasonable access to their children at school.

PURPOSES:

- To ensure the safety of pupils in the school.
- To allow reasonable access to children by parents/caregivers.

GUIDELINES:

- Parents/Caregivers seeking access to their children will need to identify themselves and provide reasons for wanting access.
- The Principal is to be contacted immediately if a teacher has concerns regarding access to pupils during school hours.
- The responsibility of informing the school of custody and access matters rests on the parents / caregivers who have to inform the Principal of their circumstances.
- If there is reasonable doubt about the identity; good faith or legal right of the person wishing to make contact with a child, the Principal will contact the person who is known to have legal custody of the child.
- If the person claims to access under a Court Order he/she will be asked to produce the Order.
- If doubts still continue, the Principal may allow the person to meet with the child in the presence of the Principal.
- In such a case, there will not be unrestricted access to the child.
- The Principal will exercise his/her judgement.
- The St Patrick's School Enrolment Form will include custodial details.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
INTERNET SAFETY / ACCEPTABLE USE

PROCEDURE 5.9

RATIONALE:

To promote and ensure the welfare and safety of children and young people when using the Internet.

PURPOSE: To provide internet access, so all staff and students can:
- Become effective and safe users of the Internet.
- Extend their awareness and knowledge of the Internet.
- Become motivated, responsible, independent users of the Internet.

General Policy on Internet Use at School

Use of the Internet facilities at this school is strictly for educational purposes. This includes use for professional development of staff.

Staff Use of the Internet

- Training for staff who use these facilities is available through the teacher responsible for ICT, and is **essential** for the safety and protection of staff, students, and equipment.
- Students will need to be directed to sites on the Net, rather than surfing, which is why staff members **must** gain experience using the Internet before letting their students use it.
- All staff members must sign a copy of this School Internet Safety/Acceptable Use Policy, indicating they are aware of the details of this Policy. This documentation will be kept on file by the school.
- In consultation with the ICT Team, staff can request website links be placed on the school web page/internet home page to provide quick access to particular sites.

Student Use of the Internet

- All students must sign the Internet/Acceptable Use Agreement **AND** have the signed permission of a parent/caregiver before using the Internet at School. These documents must be kept on file by the appropriate staff member. This applies to children Year 5 and up.
- A teacher must be in the room whenever a student uses the Internet, i.e. a student cannot be sent to use the Internet unsupervised.
- Students can use the Internet only during class time, unless given special permission, in which case a teacher must supervise.

Preventative measures will also include:

- The school will continue to refine methods of improving safety on the Internet.
- The school will investigate filtering software suitable for student use.
- The Internet Safety Kit will be shared with staff and parents as appropriate, e.g. displayed in senior rooms next to computer.
- The ICT team will be responsible for regular checks of history on computers. Records to be kept.
- Students will be taught strategies to manage situations of inappropriate access:
  - Turn off screen, OR click the Stop button, OR Quit with a shortcut.
  - Report to the teacher immediately.
  - Discuss with teacher and parents.
  - Details of the event, and how it was managed may be recorded.(IncidentBook)
- Updating staff e.g. through Reference Websites:

  www.netsafe.org.nz
  Site of the Internet Safety Group of New Zealand – includes AUP development information, research and contact points.

  ww.quick.org.uk
  An excellent site to use in evaluating the quality of sites found for students.

  www.tki.org.nz\e\.search
  Use the quick search tool in Te Kete Ipurangi. Type in 'internet safety' to receive a wide selection of background material.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
COMMUNICABLE DISEASES

PROCEDURE 5.10

RATIONALE:

St Patrick's School is committed to a positive approach to dealing with communicable diseases.

PURPOSE:

- To provide a supportive environment for, and discourage unfair treatment of persons affected by any communicable diseases as outlined in the Human Rights Act 1993.
- To ensure adequate measures are taken to reduce the chance of disease transmission in the school setting.
- To set out a commitment to communicable disease prevention through appropriate health education in the school.

GUIDELINES:

- It is recognised that some communicable diseases require time away from school.
- Employment and enrolment at the school will not be affected by the presence of any communicable disease infection. This includes Hepatitis B and HIV infections.
- Confidentiality of the communicable disease status of any member of the school community will be maintained at all times, as outlined in the Privacy Act 1993.
- If the presence of a communicable disease is suspected at school, the appropriate public health authority will be contacted immediately.
- The school will co-operate with public health authorities in outbreak control, for instance meningitis.
- Hepatitis B immunisation (of staff and students) is encouraged, especially for staff involved in first aid.
- Standard safety and hygiene procedures are in place for infection control to prevent communicable disease transmission in the school setting. Because of the possibility of unknown infections, these procedures need to be applied universally.
- Education, including discussion and answering questions, will be covered in an appropriate manner within the health programme.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
SHADY SCHOOL

PROCEDURE 5.11

RATIONALE:

To ensure that children attending St Patrick's School are protected from skin damage caused by the harmful ultraviolet (UV) rays of the sun.

PURPOSE:

- As part of general skin protection.
- To encourage the practice of sun protective behaviours in the students.

GUIDELINES:

- Policy to be implemented from the first week of November until the last week of March.
- Ensure that shade is provided at sporting and other outdoor events whenever possible.
- Ensure there are enough shelters and trees providing shade in the school grounds.
- To encourage the use of sunscreen.
- Incorporate programmes on melanoma prevention into the curriculum.
- Require children to wear hats which protect the face, neck and ears when they are outside (e.g. lunch, sport and activities)
- Encourage children to play in the shade, particularly when they do not have their hats.
- Encourage staff to act as role models by-
  - Wearing appropriate hats and clothing for all summer outdoor activities.
  - Using a sunscreen for skin protection.
- Regularly reinforce the Shady School policy in a positive way through Newsletters, parent meetings, student and teacher activities, assemblies.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
TRANSPORT
PROCEDURE 5.12

RATIONALE:

To provide safe transport.

GUIDELINES:

Transporting children on school trips:

By Private Car:

- Wearing of seatbelts is compulsory on all journeys associated with school.
- Cars must be Registered and have a current Warrant of Fitness
.
- Drivers must have a current drivers licence.

By Bus:

- All children should be seated at all times.

Transporting children to and from school:

- Cars are not to enter the school grounds, unless permission has been given on special circumstances.
- All children cycling to school must wear a helmet.
- It is recommended that children below year 5 be accompanied by an adult when cycling.

CONCLUSION: Children will learn through classroom programmes an awareness for transport safety.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
ATTENDANCE
PROCEDURE 5.13

All pupils may attend school upon attaining five years of age, with compulsory attendance from six years.

RATIONALE:

All pupils are expected to attend to maximise their learning potential.

REGULAR ATTENDANCE CAN BE FOSTERED BY:

- A positive school climate
- Programmes that cater for specific needs
- Recognising the value and uniqueness of each child

GUIDELINES:

- Daily monitoring both morning and afternoon in attendance registers
- Parental contact via written message or telephone for absence
- In the event of suspected truancy the Principal will make initial enquiries to be followed by liaison with outside agencies necessary.
- All pupils are expected to be punctual.
- No child should be unaccompanied on school property before 8am and after 3.15.pm.

(Reviewed March 2019)

ST PATRICK'S NAPIER
EMERGENCY PROCEDURE

PROCEDURE 5.14

RATIONALE:

The school has the responsibility for all staff and children to know what steps to take in the event of an emergency.

PURPOSE:

- To ensure that the safety of the children is paramount.
- To ensure that the safety of the staff is assured.
- To fulfil the boards legal and statutory obligations.
- To ensure all school community members are informed of their role and the procedures that will be followed.

GUIDELINES:

- Natural disasters will be covered in the Health and Physical Education and Social Studies Curriculum.
- Regular class and school practices of procedures will occur.
- School Newsletters will inform parents and caregivers of their role in emergencies.

CONCLUSION: Staff and the school community will be aware that policies and procedures exist in times of emergencies and will feel confident of their actions.

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EMERGENCY AND NATURAL DISASTERS

*** A complete Emergency Plan is available in the school office and foyer**

This policy concerns itself with such emergencies as earthquakes, fire, storms and other natural disasters.

GENERAL:

An evacuation drill will be practiced each term under the guidance of the Principal / Warden.

In an emergency staff are expected to maintain responsibility for children until they are uplifted by parents or caregivers when Civil Defence dictates, otherwise the most Senior staff member present will be deemed to be in charge. Staff to have the attendance register in case of emergency where practicable.

EMERGENCY PROCEDURES:

A. FIRE:

1. ASSEMBLING AREA:
On sports field at back of school or grass areas at front of Marist Block or Junior Block.

2. ALARM:
One continuous ring of the electric bell, the handbell or airhorn.

B. EARTHQUAKE:

1. ASSEMBLING AREA:
On sports field at back of school or grass areas at front of Marist Block or Junior Block.

2. ACTION:
Quickly find a safe place during a quake:

If inside: Stay inside under a desk, a doorway, table, away from heavy objects.

If Outside: Stay away from buildings, playground equipment and trees.
(Aim for assembly areas)

If in recreation time: Immediately following a quake, staff to proceed to rooms to assist in evacuating children, then to the assembling area. The Office staff, will be required to take the master class-lists from the office and proceed to the assembling area.

ASSEMBLING AFTER A SEVERE QUAKE:
Evacuate children from inside when the quake has subsided and muster them into class lines at the assembling area. Class Teachers to check that all their children are present and report to the most senior staff member present.

C. STORMS / GALES

1. ASSEMBLING AREAS:
Inside: Classrooms, library etc keep all windows, doors closed.Keep away from windows, doors on the side facing the wind.If extreme, shelter children under desks as for earthquakes.

School Responsibility: The school is responsible for all children until it is safe for them to leave for home or be picked up by a parent or caregiver.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
CHILD PROTECTION POLICY

POLICY 5.15

RATIONALE:

Children have a fundamental right to have all their needs met and to be safe from abuse and neglect. The Vulnerable Children Act of 2014, which came into effect on 1 July 2015, requires all children related agencies to work together to improve the well-being of vulnerable children.

PURPOSE:

We provide a safe environment, free from physical, emotional, verbal or sexual abuse.

We recognise the important role and responsibility of all of our staff in the protection of children by identifying and responding to suspected child abuse or neglect and appropriately responding to concerns about the wellbeing of a child.

To ensure that Part 2, Section 18(a), (b), (c) & (d) of the Vulnerable Children Act of 2014 are met.

- Adopt a child protection policy.
- Ensure that the policy is available on the school website and is available upon request from the school office.
- Ensure that all agencies, contracts or funding arrangements fulfil the requirements of this policy.
- Review the policy every three years.

GUIDELINES:

The Principal is required to ensure that leaders within the school work together with other children's agencies (such as the Police, Child Youth and Family, Social Workers, etc) to improve the well-being of vulnerable children by:

- Protecting them from abuse and neglect.
- Improving their physical and mental health and their cultural and emotional well-being.
- Improving their educational outcomes and their participation in cultural and extra-curricular activities.
- Increasing their participation in self-decision making and their contribution to society.
- Strengthening their connection to their families, whanau, hapu and iwi, other culturally recognised family groups.

The Principal is to ensure that safe recruitment practices in line with the Vulnerable Children Act of 2014 are in place.

Core and non-core workers will have been provided with training in order to recognise and respond to suspected abuse and neglect. The training should ensure roles and expectations of adult behaviour with children meet professional requirements as this will assist with personal safety of core and non-core workers.

The Principal will ensure that there are procedures in place to identify and respond to allegations regarding abuse.

The principal will ensure that there are procedures in place to deal with the possibility of an allegation involving a staff member.

Any external organisation that has a contracting and/or funding arrangement with the school must provide a copy of their Children Protection Policy to the Principal as well as agree to the school's Child Protection Policy and accompanying procedures.

DEFINITION:

Child abuse: Includes physical, emotional and sexual abuse as well as neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential or effect of serious harm to the child.
Child neglect: Failure or omission to care for a child. This can by physical, emotional, medical, educational and a lack of supervision.

SUPPORTING PROCEDURES & POLICIES

- Accidents and Sickness at School / During School Activities.
- Vulnerable Children's Act – Checking Procedures.
- Custody of Children.
- Suspected Child Abuse.
- Police Vetting.
- Privacy.
- Sexual and other forms of Harassment.
- Staff Appointments.

SUPPORTING DOCUMENTS

- Safer organisations Safer children – Guidelines for child protection policies to build safer organisations.
- Vulnerable Children Act (2014.)
- Health and Safety at Work Act (2015).
- Children, Young Persons and Their Families Act (1989).
- Stand Down and Suspensions (MOE)
- Ministry of Education, Vulnerable Children Act 2014 (a practical guide).

SAFETY CHECKING PROCEDURES

PURPOSE:

The Vulnerable Children Act, 2014 (VCA) requires state funded services and their contacted providers to safety check the children's workforce and have clear protection policies to ensure we have a safe and competent workforce for vulnerable children.

PROCEDURES:

Prior to engaging with children all employees must be safety checked.

Timeframe	Activity
1 July 2015	Safety Check – all new core workers Workforce restrictions – new core workers
1 July 2016	Safety Check – all new non-core workers Workforce restrictions – all existing core workers Child protection policies to be in place
1 July 2018	Safety Check – all existing core workers
1 July 2019	Safety Check – all existing non-core workers

Safety checking requirements are met by:

- Identification Verification. Two photo ID documents are required to be sighted, or by verification through the Real Me Identification service.
- Police Vet.
- Interview. Gather information about their work history.
- Reference Checks. Two to three referees/information concerning the persons recent workplace experience.
- Risk Analysis. Assessment of the risk the person would pose to children.

All steps of the safety check must be completed prior to a person starting in a role as a children's worker.

Safety checks need to be updated every three years for a children's worker.

DEFINITIONS:

Core Worker Work alone with children or have primary responsibility or authority over children.
This would include all teachers and most support staff.

Non-Core Worker Will not work alone with or have primary responsibility or authority over children.

Volunteers Organisations are not legally required to safety check volunteers under VCA requirements. Any request for a police vet for volunteers would be treated as a non-core children's worker request.

Private Employees Safety checking is not required in law for people whose contact with children is part of a private arrangement, including where the worker has been selected by a child's parents.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
COPYRIGHT

PROCEDURE 6.1

RATIONALE:

St Patrick's School adheres to all legal obligations. It is governed by law with respect to the use of musical scores, videos, books, films and other copyright materials. Compliance is essential.

PURPOSE:

To put in place copyright procedures which are fully compliant to the law.

GUIDELINES:

Under Section 221 of the Copyright Act, Schools are permitted to copy and use copyright material so long as:

1.

- A reasonable proportion of the work is copied and in any case no more than 3%
- No more than one copy per person in the class is produced.
- No profit is made.
- It is used only for instruction.
- It is used for performance so long as the audience is limited to pupils and teachers and does not include parents.
- Any play or musical score for parent or public performance first has the permission from the person holding performing rights.

2. National Film Library films and videos are automatically useable as a blanket waiver covers them.

3. No taped videos or TV programmes are shown in a school.(except hireage)

4. Any staff member showing videos outside of the terms of the Films Act or otherwise failing to comply with the act as defined in this policy is liable to a fine to a maximum of $10,000.

(Reviewed March 2019)

ST PATRICK'S SCHOOL NAPIER
COMPUTER SECURITY AND CYBERSECURITY

PROCEDURE 6.2

At St Patrick's we endeavour to maintain cyber security and cyber safety culture, in keeping with the school's Special Character as well as following legislative and professional guidelines.

Our computer security and cybersecurity policy works in conjunction with our Internet Safety procedure to provide a safe digital environment for the school community. While the internet safety procedure is focused on digital citizenship and cybersafety, this policy works to protect school and private property and information. Computer security and cybersecurity is essential to protect information and keep students safe. The principal and board are responsible for the school's computer security and cybersecurity and review this at least annually.

General Security

We have appropriate protections in place for the school network and devices, such as:

- Insurance for accidental damage, theft, and loss (as appropriate).
- Firewall and antivirus software which guards against malware (viruses) and spyware.
- Regular updates for operating systems and programmes on school devices, including installing patches.
- Limits to who can alter school-installed software programmes (only an authorized staff member).
- A safe and secure internet provider, with content filtering (safe searches).

Access Security

- All school devices and user accounts are password-protected.
- We recommend that personal devices that are used to access the school network or school information are password-protected.

Data Protection

- We back up school information, software, and configuration settings, as appropriate (cloud based).
- The school carefully considers what personal information is made available publicly.
- Confidential waste is disposed of appropriately.
- Staff and students are encouraged to keep alert for viruses, malware and ►**phishing** email scams by:
  - Checking the sender details of emails.
  - Acting with caution if emails contain links/attachments or request anything unusual or with urgency.

If St Patrick's School experiences a cyberattack, we contact **CERT NZ** (New Zealand's Computer Emergency Response Team) for advice and support, as appropriate.

Internet/Network Infrastructure

As required by the Ministry of Education, St Patrick's School is responsible for keeping the school's ICT network maintained to the current Ministry Standard, and uses Ministry-approved contractors for any maintenance or repair work.

Our school property plan contains a budget for maintaining the ICT network, including plans for any required cabling repairs, and replacement of network switches and / or wireless equipment.

Resources

- CERT NZ (New Zealand's Computer Emergency Response Team): **Keeping your school network safe** and **Getting started with cyber security** (CERT NZ supports people and organisations to avoid and manage cybersecurity threats).
- Netsafe: **Netsafe School Security Guide.**
- Ministry of Education: **Protect your school from cyber-attacks and cyber security breaches.**
- Ministry of Education: **Your school's ICT network.**

Staff Laptops

Teaching staff at this school are not required to contribute to the cost of their laptop.

The following guidelines apply to all staff laptops:

- Use the laptop for the purposes it was provided.
- Provide suitable care and security at all times.
- Regularly install updates.
- Report any technical problems immediately.
- Report any damage or loss to the school immediately. If the damage or loss results from your negligence, you may be asked to cover the excess or the cost of repair/replacement.
- Return the laptop to the school when you resign or leave, or when you will be away from the school for an extended period.
-

Staff will be held responsible for any user of their laptop accessing inappropriate or illegal materials.

The school is responsible for advising staff of the insurance policy conditions.

See **TELA** for more details of the scheme.

Reviewed September 2020

POLICY 5.16

ST PATRICK'S SCHOOL
PHYSICAL RESTRAINT POLICY

Rationale
The Education Act 1989, (Section 139AD) defines physical restraint as using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body.

The Education Act 1989 provides for the circumstances when teachers and authorised staff members may physically restrain a student. In exercising these powers, teachers and authorised staff members must act reasonably and proportionately in the circumstances to achieve a safe environment for students and staff.

At St Patrick's School, this policy around the use of physical restraint sits within the wider principles of Catholic social teaching, whereby we believe every person is made in the image of God and therefore has innate dignity. Everyone attending or working at St Patrick's School has the right to:

- Be treated with respect and dignity.
- Learn and work in a safe environment; and
- Be protected from harm, violence, assault and abuse.

Purpose
To comply with Section 139AD of the Education Act, 1989 and provide an environment where all staff, students and parents are aware of:

- the use of physical restraint in schools
- the employees authorised to use physical restraint
- the circumstances in which physical restraint may occur
- the follow-up mechanisms should such an event occur.

Identification of When Physical Restraint May Need To Be Used
Physical restraint is a serious intervention. The emotional and physical impact on the student being restrained and the person doing the restraining can be significant. There are legal and reputational risks if a student is harmed. The first aim should be to avoid needing to use physical restraint. Use preventative and de-escalation techniques to reduce the risk of injury. Use physical restraint only when:

- The teacher or authorised staff member reasonably believes that the safety of the student or of any other person is at serious and imminent risk.
- The physical restraint response must be reasonable and proportionate in the circumstances:
- Use the minimum force necessary to respond to the serious and imminent risk to safety.
- Use physical restraint only for as long as is needed to ensure the safety of everyone involved.

Teachers and authorised staff members will need to use their professional judgement to decide what constitutes "a serious and imminent risk to safety". These situations are examples.

- a student is moving in with a weapon, or something that could be used as a weapon, and is clearly intent on using violence towards another person
- a student is physically attacking another person, or is about to
- a student is throwing furniture, computers, or breaking glass close to others who would be injured if hit
- a student is putting themselves in danger, for example running onto a road or trying to harm themselves

Avoid using physical restraint to manage behaviour in these situations:

- to respond to behaviour that is disrupting the classroom but not putting anyone in danger of being hurt for refusal to comply with an adult's request
- to respond to verbal threats
- to stop a student who is trying to leave the classroom or school without permission as coercion, discipline or punishment

- to stop a student who is damaging or removing property, unless there is a risk to safety.

Who Can Use Physical Restraint

- Physical restraint should only be applied by teachers and authorised staff.
- A non-teacher authorised by the Board to use physical restraint must be informed in writing by the Board.

  Note: There may be situations when an unauthorised staff member intervenes and physically restrains a student, for example when there are no teachers or authorised staff nearby. The Education Act 1989 will not cover the intervention of an unauthorised staff member who physically restrains a student.
- If teachers and authorised staff members do not have the skills or confidence to safely restrain a student, call for help.
- After all alternatives have been explored staff should call the police when a student cannot be managed safely and the imminent danger to students, staff or themselves remains.

All staff should be aware that physical restraint is a serious intervention to be used when no other, less severe, options are available.

Reporting

Staff must complete an incident report.
Use the form attached as **appendix 1** to these guidelines, or other suitable template.
The staff members involved in the physical restraint should sign the incident report, as well as the Principal or Principal's delegate.
Put the completed forms on the student's file, and make them available to the student's teacher and parents or caregivers.
This must be completed as soon as possible and always within 24 hours

- All incidents of physical restraint must be reported to the Ministry of Education and the employer.
  Use the form attached as **appendix 2** to these guidelines.
  Complete the form and email it to physical.restraint@education.govt.nz. Provide a copy of the form to the employer.

Note: If the Principal applied the restraint, a delegated senior management team member should sign off the report.

- Debriefing forms should be completed by the Principal or delegate.

- Information on physical restraint incidents will be shared with the Board of Trustees via the Principal's report, in a session that excludes the public.

Follow Up

After an incident involving physical restraint:

- The staff member and the student are to be checked regularly to ensure they are not in shock.
- Parents or caregivers are to be informed the same day the incident occurred.

Debriefing the Incident

Debriefing staff

- A debriefing session will be held with staff involved, the Principal or Principal's delegate, and another member of staff not involved in the physical restraint incident, within two days of the incident.
- In the debriefing, focus on the incident, the lead-up to it, the different interventions used that were unsuccessful in de-escalating the behaviour, and what could have been done differently.
- If Ministry or RTLB practitioners are part of the student's team, involve them in the debriefing process.
- If the police were involved in the incident, invite them to participate in the debriefing session.
- The Principal is responsible for facilitating the debriefing unless they are the person who applied the physical restraint. If this is the case, a suitable senior leader in the school should take this role.

Debriefing parents or caregivers

- Parents or caregivers are to be offered a separate debriefing as soon as practically possible, preferably within two days of the incident.
- The Principal is responsible for facilitating the debriefing unless they are the person who applied the physical restraint. If this is the case, a suitable senior leader in the school should take this role.

Managing complaints from parents

- It is understandable that some parents may feel upset if their child has been physically restrained. The school will follow the policy on responding to parent complaints.
- If the complaint cannot be easily resolved the school will contact the local Ministry of Education, Education Advisor.

Reflection

- Reflect formally on why the incident occurred that resulted in the student being restrained. Consider what might have prevented it, and what might need to change to minimise the likelihood of it happening again.
- Consider whether all preventative and de-escalation strategies were used according to the Individual Behaviour Plan, if there is one, and whether the restraint used was safe.
- Review the Individual Behaviour Plan and make decisions as a team about what needs to be strengthened to minimise the likelihood of a similar incident.

Supporting Documents:

- Policy: Concerns and Complaints
- Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint (August 2017)

Adopted 14 May 2019

PROCEDURE 1.11

ST PATRICK'S SCHOOL
BULLYING PROCEDURE

Bullying Procedure

Bullying is a form of harassment, and usually refers to intimidatory behaviour between school students, but may involve staff.

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

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

Examples of bullying behaviours include:

- Physical, e.g. hitting, kicking, taking belongings.
- Verbal, e.g. name calling, insults, racist, sexist, sexually and gender-based bullying.
- Social/relational, e.g. spreading nasty stories, excluding from groups, making threats, standover tactics.
- Cyberbullying, e.g. posting negative comments on social media, publishing or sending inappropriate messages or images.
- Digital, e.g. sending mean or intimidating texts.

To effectively prevent and respond to bullying behaviour at St Patrick's Napier we:

- Create a safe, inclusive, and respectful environment.
- Promote **digital citizenship** to our students.
- Identify and acknowledge bullying/intimidating behaviour.
  This includes cyberbullying, and gender-based bullying

PROCEDURES / GUIDELINES / RESPONSE to Bullying accusations are to be found in the **Bullying Prevention and Response: A guide for schools 2015.**

RESOURCES

- **Bullying-Free NZ** (information and resources for schools, parents, whanau and students).
- **Bullying prevention and response: A guide for schools 2015.**
- New Zealand Police: **Kia Kaha.**
- **NetSafe.**
- **Wellbeing @School.**
- TKI: **PB4L (Positive Behaviour for Learning).**
- **Making Schools Safer for Trans and Gender Diverse Youth.**
- New Zealand Police: **Keeping Ourselves Safe.**

Reviewed October 2018