

PETERHEAD SCHOOL PROCEDURES

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Theft & Fraud Prevention
Trauma/Disaster Management
Uniform

PETERHEAD SCHOOL

THE ADMINISTRATION OF PRESCRIBED MEDICATION BY SCHOOL STAFF IN NON- EMERGENCY SITUATIONS

RATIONALE:

Students have the right to receive prescribed medication in school hours if this enables them to access education (Human Rights Act 1993).

PURPOSES:

To ensure the competent administration of medication to students by:

- Obtaining the consent of the parent/guardian for a non-medical staff member to hold responsibility for administering the medication.
- Providing appropriate information and training to appointed staff member(s), office staff.
- Take all reasonable care with safe storage and security of all medication held on the school premises.

GUIDELINES:

- The Board of Trustees shall advise all parents of the school policy concerning the administration of medication.
- For the routine administration of on-going prescribed medication for conditions such as Asthma, Diabetes, Attention Deficit Disorder (ADD), or Attention Deficit Hyperactive Disorder (ADHD), a consent form is required, authorising the appointed staff member to administer the medication.

This consent form shall contain -

- the student's name
- medical condition
- name(s) of medication(s) prescribed
- doctor's instructions (by law medical practitioners' directions must be included on the label of all dispensed medication)
- authority for appointed staff to administer listed medications
- signature of parent or guardian

NB: It is the parent/guardian's responsibility to inform the school of any change in the student's circumstances.

- If incidental medication such as cough mixture, antibiotics etc are required, written or verbal permission from the parent/guardian, accompanying the appropriate medication shall be deemed to be sufficient authorisation to administer that medication.
- While all staff will receive basic first aid training, the office staff are the appointed staff members for the administration of prescribed medication.

It is important to note that the appointees do not do anything that is required to be done by a medical professional.

The appointees shall –

- Be trained in CPR, and hold a current First Aid certificate no more than 3 years old.
- Maintain a register comprising each student's name, medical condition, and prescribed medication as given on the consent form.
- Enter in the register against each student, each time that his/her medication is administered.
- Where it is impractical/unwise for the student to go to the sick bay during class time, the class teacher will communicate with the office by intercom for the appointee to come and administer the necessary medication(s).
- The office staff member shall advise the class teacher if a child is to stay in the sick-bay, or has been sent home.
- The office staff shall ensure the security of all medications. Where a medication has passed its 'use-by' date, or has run out (eg an inhaler) or a repeat prescription is required, the office staff shall notify the parent/guardian.

CONCLUSION:

Any child requiring medication during school hours will be given that facility.

ATTENDANCE

RATIONALE:

- Children maximise their learning by attending school regularly.
- Reported absences ensure the knowledge of the whereabouts of children.

PURPOSES:

- To develop a positive school climate encouraging school attendance.
- To further develop programmes designed to cater for the special needs of our children.
- To develop personal skills and habits necessary in later life, particularly those relating to punctuality and regular attendance.

GUIDELINES:

- Parents will be encouraged to contact school in the event of their child/children being absent from school.
- Absences will be notified to teachers either through the daily "What's On", through the communication system or recorded by the Attendance Officer.
- When children return to school, it will be expected that they bring a note from their parent explaining their absence. These notes will be kept by the teacher.
- All teachers will a record of attendance and record attendance for the morning and afternoon periods on their electronic roll.
- Teachers will be aware of the need to provide appropriate class programmes ensuring that each child enjoys success at school.
- Provision will be made for cultural differences.
- For irregular attendance the school will use the following methods of follow-up
Contact the parent by way of Attendance Officer, Senior Management or Truancy Service.

CONCLUSION:

A happy school climate, appropriate programmes of work should assist the school in having a minimal number of poor attenders.

BEHAVIOUR MANAGEMENT

PETERHEAD SCHOOL

Positive Behaviour For Learning (PB4L)

RATIONALE:

PB4L Schoolwide (PB4L-SW) is a proactive school-wide organizational framework for discipline. This school-wide plan is established to provide a positive school climate and to create a supportive environment for personal, social and academic growth for students and staff. The school-wide plan is essentially an instrument to enable the goals of the school to be achieved, especially the goals of student achievement. PB4L-SW is our school's process for teaching social and behavioural skills so the focus can be on teaching and learning.

PURPOSES

- To consider and implement school-wide practices and systems for all students, all staff, across all settings
- To develop and utilize research-validated practices, interventions and strategies
- To integrate initiatives, programmes and interventions that have common outcomes
- To make decisions about behaviour that are linked to important and measurable outcomes
- To build and sustain a continuum of behaviour support
- To co-ordinate efforts about behaviour with a school-wide leadership team
- To use data about behaviour to guide decision making and evaluate regularly
- To emphasise an instructional approach to behaviour management

GUIDELINES

- Gain Principal support, participation and leadership
- Establish a PB4L Team
- Establish a clear set of positively stated behaviour expectations (behaviour matrix)
- Identify and develop procedures for actively teaching expected behaviours/social skills
- Create lesson plans for teaching expected behaviours
- Establish a common understanding of minor-major-crisis behaviours
- Further develop data-gathering and reporting (to staff/BOT) in relation to schoolwide behaviour trends and patterns
- Commit to Restorative Practice training (whole staff)
- Undertake whole staff training in Incredible Years (Yo-8 plus Support Staff)
- Continue obligations of whanau and students to sign behaviour contracts re: behaviour expectations on enrolment (new students) and annually (all other students)

CONCLUSION

Schools have the responsibility to provide an education to students in safe and predictable environments. Establishing a positive, proactive school-wide discipline plan is a necessary first step for enabling schools to achieve their goals and responsibilities. (Colvin, 2007)

BLOOD BORNE VIRUSES

RATIONALE:

- To administer safe first aid in schools in relation to blood borne viruses
- A child's health status should not affect their right to an education
- In dealing with any injury, all children should be treated as if they have a blood-borne virus.
- Children have a right to privacy.
- Partnership with parents and the local community is vital.

PURPOSES:

That the school:

- Protect staff and children from potentially harmful organisms when coming into contact with various body fluids: blood, wound exudate (including pus), sputum, faeces, tears, urine, sweat and vomit.
- Provide an effective set of hygiene procedures.
- Provide the equipment needed in order to give effect to these procedures.
- Ensure all staff should be fully aware of these procedures - school staff, public health nurses, health assistants.
- Ensure students are familiar with hygiene procedures.

GUIDELINES:

- Parents must disclose information related to a child's infection status to the Principal. The Principal, after consultation with the parents, will disclose this information to whoever he feels needs to know.
- Confidentiality of blood borne viruses status of any member of the school community will be maintained at all times, within the terms of the notifiable disease regulations.
- Hepatitis A is transmitted via the faecal-oral route, hepatitis B & C are blood borne viruses. Standard safety and hygiene procedures are in place for infection control.
- Hepatitis B immunisation (of staff and students) is encouraged.
- This policy will be discussed by staff/BOTs annually to ensure continued awareness.

Hygiene Procedures:

Because of the probability of unknown infections, these procedures need to be applied universally.

- 1 Always wash hands - before preparing food
 - before eating
 - after using the toilet
 - before (if possible) and giving first aid
- 2 Students (and staff) should wear adequate footwear to prevent puncture wounds to feet.
- 3 Always cover cuts and grazes.
- 4 On the sports field, any bleeding wounds must be covered immediately, before the player is permitted back on to the field.
- 5 Always wear disposable gloves when giving first aid or dealing with faeces or blood. Gloves should be disposed of after one use. If gloves are not available a towel or cloth will provide a barrier to blood.
- 6 Blood spills should be mopped up with paper towels, then the area soaked for 20 minutes with solution of 1 part bleach (ie Janola) to 10 parts cold water, before being

wiped dry. Soiled instruments should have excess blood or faeces rinsed off in water, before soaking for 20 minutes in bleach solution. Used gloves, soiled dressings etc should be wrapped in plastic bags, and disposed of by incineration, or properly out of reach of children. Bloodied or soiled clothing and linen should be rinsed in cold water before going through the hot cycle of the washing machine.

Written procedures for first aid and cleaning blood spills will be displayed around the school on all first aid cabinets.

CIVIL DEFENCE

RATIONALE:

Under the Civil Defence Act 1983, schools are required to provide for rescue and relief in their premises during the State of a National Emergency or of a Civil Defence emergency.

PURPOSES:

To undertake civil defence functions and responsibilities.

GUIDELINES:

- The school will put into action regular evacuation drills and emergency procedures in the event of sudden earthquake or other natural disasters.
- Refer Emergency Drill Policy.
- The Board of Trustees will undertake the duties and responsibilities as outlined by Civil Defence in the event of natural disasters or civil emergency.
- The guidelines for emergencies will be as those outlined in the Emergency Procedures.
- Guidelines for Schools document.
- The Board of Trustees will take advice from the Civil Defence as to when it would be appropriate to continue with the normal functioning of the school after a national disaster or a civil emergency.

HASTINGS CIVIL DEFENCE

Phone 876 5059

CONCERNS & COMPLAINTS

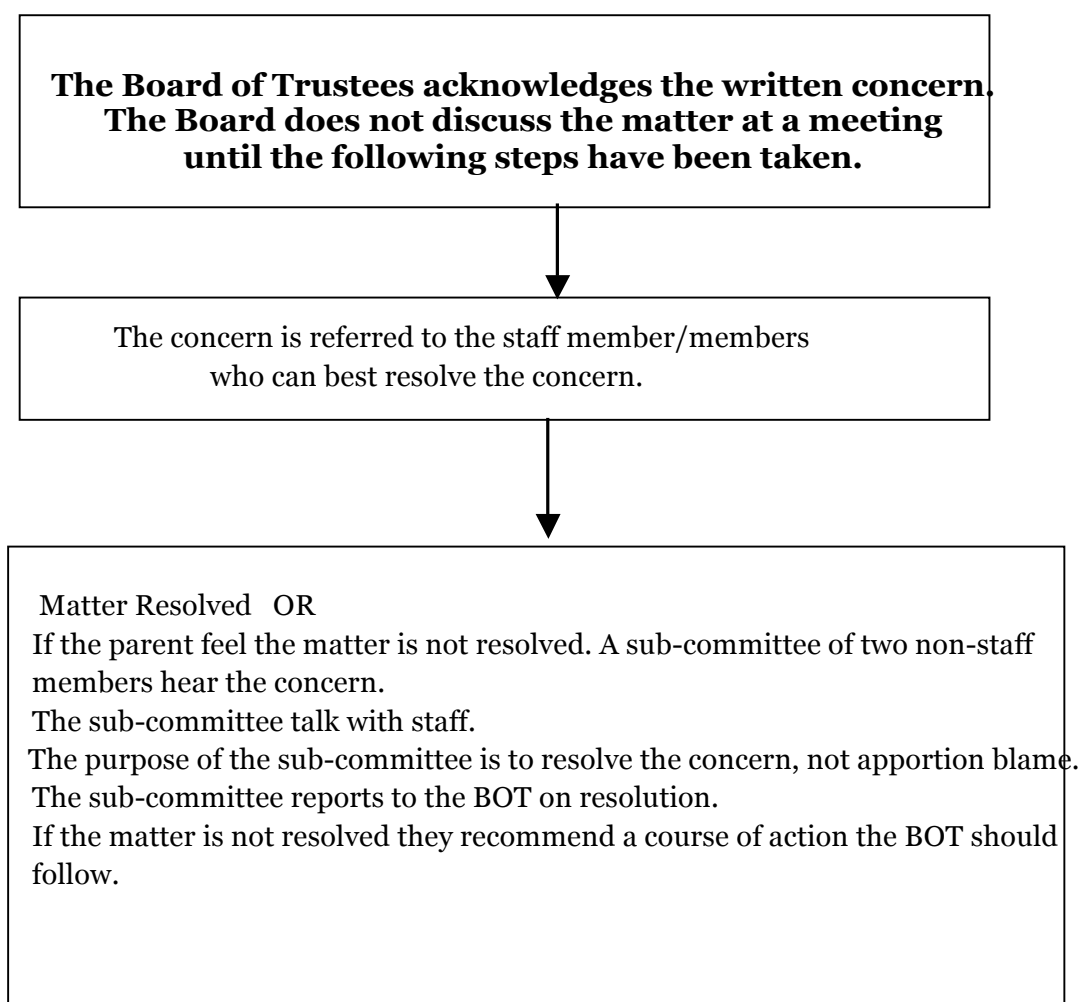
GUIDELINES

It is important that:

- 1 The problem is defined. A concise statement of the facts or circumstance of the complaint is made. Establish an agreement on the facts if possible.
- 2 The problem is owned. Establish respective responsibilities for actions to resolve the complaint eg Principal's role, staff member role or complainants role.
- 3 Reflection is carried out on possible courses of action, including remedy and/or redress, strategies to prevent repetition of the situation and constructive alternative actions of the situation reoccurs.
- 4 Action is taken. Work for agreement between the parties. Work for acceptable remedy or redress. Evaluate action taken.
- 5 Agreement on action and evaluation recorded. Provide copies of agreements, where appropriate, to relevant parties.
- 6 If agreement cannot be reached, the Principal /BOT Chairperson should decide on action that is consistent with the appropriate school policy, job description and employment agreement. This may include informing the Chairperson and referring the matter to the Board for approval if action decided.

PROCEDURAL STATEMENT ON PARENT COMPLAINTS

Where a concern, grievance or complaint is received by the Board of Trustees, a set of procedures is followed as detailed in the Procedural Statement on Complaints about School Matters.



Peterhead School

Guidelines for Dealing with Potential Conflict of Interest in Procurement Situations

Background

The School Principal is responsible for establishing and monitoring systems for procuring consumables and other goods and services. These systems must comply with the School policy and should comply with guidelines as issued by the Board of Trustees.

Given the multi-functional nature of the duties carried out by staff members and the interaction the School has with the business community, a conflict of interest situation may arise when purchasing decisions are made. An example may be where a staff member or Board member advises on purchasing decisions and has a financial or other interest in the supplier of those goods or services.

Conflicts of Interest

Commentary Conflicts of interest derive for the English Common Law of Agency: an employee must act in the interest of his or her employer and not seek personal gain from the agency relationship he or she has with the employer. In other words, an organisation hires an employee to perform a task for the benefit of the organisation and not for the personal benefit of the employee. In exchange, the organisation pays the employee. When the employee sets his or her personal interest above that of the employer, it is called a conflict of interest.

On the basis of disclosed conflicts of interest, staff can relieve themselves of certain purchasing duties in favour of another staff member with no apparent or real conflict of interest in the purchase.

Conflicts of interest are either potential or actual. Potential conflicts arise when an employee has a relationship with a vendor that might affect the employee's judgement. Actual conflicts arise when the employee allows the relationship to affect a decision.

Conflicts of interest take many forms; for example a buyer may favour a supplier over all other suppliers due to friendship, kinship or financial relationship. The buyer is obligated to seek the best deal for the organisation; however, the buyer may make an uneconomic choice in order to further the personal relationship with the supplier.

Another form of conflict is self-dealing. A buyer should never have a financial interest in any supplier, unless that interest is so small and so remote (like owning a few shares of Fletcher Challenge) as to not be a factor. In any case, any financial interests should be disclosed, and prudent management will assign duties to minimise the risk.

A conflict of interest arises whenever an individual acting for the School also has an interest in a School supplier. The relationship can be through family or business interests. While a conflict of interest may not actually exist whenever a relationship exists, it is the appearance of such a conflict that is important.

Purchasing staff (or other staff recommending or committing the School to purchases) must disclose any real or potential conflicts of interest. Purchasing goods or services from staff, their relations or companies in which they have a material interest shall only take place with the prior approval of the School Principal. The School Principal will maintain a register of conflicts of interest where all such conflicts are recorded.

All conflicts of interest shall be advised immediately when they arise. Material conflicts of interest will be referred to the Board of Trustees.

Segregation of Duties

It is important, from an internal control point of view, to separate the duties of staff in order to ensure that policies, procedures and financial delegations of authority cannot be over-ridden. The duties of staff involved in the purchasing cycle should be separated wherever possible. Staff should not perform more than one of the following for any individual purchase transaction.

- * receipt the goods or service and / or authorise payment to the supplier;
- * signing an order form authorising the expenditure of budgeted funds;
- * account for the inventory or reconcile the accounts

There are several important controls that should be in place to ensure that duties are segregated. These include the following:

- * the budgeting process;
- * limiting expenditure to budgeted items;
- * separating receipt of goods and services from ordering; and
- * separating payment from ordering and receipt of goods and services

It is possible that it is not always practical or realistic to achieve the desired level of segregation. In these circumstances it is even more important for the controls relating to budgeting and supervision are observed.

Guidelines to Follow

Disclosure

Any staff member or Board member must disclose any personal or financial interest in a supplier of goods and/or services, if they are involved in recommending or approving any financial transaction involving that entity. Details of any conflict should be recorded in a register maintained by the School Principal or Board of Trustees.

Segregation

If a staff member or Board member does have a personal or financial interest in a supplier, they must not make the final decision as to whether that supplier is engaged. In the normal course of events, the person with the potential conflict of interest should be relieved of any responsibilities relating to dealing with that supplier.

Comparison of Quotations

In situations where:

- * a staff member or Board member does have a conflict of interest;
- * and is involved in a procurement decision;
- * and the amount of the transaction is in excess of \$10,000;

then the School Principal (or another delegated person other than the person with the conflict of interest) must obtain at least one other quotation from an alternative supplier.

CREDIT CARD

1. The Board agrees that it has a responsibility to ensure that credit card expenditure incurred by the school must clearly be linked to the business of the school. The Board has delegated responsibility for the implementation and monitoring of these procedures to the Principal.
2. The school will use only one card, which will be kept in the office.
3. The Principal is the nominated cardholder.
4. All transactions will be authorised by the Principal before purchases are made.
5. The credit card is not to be used for any personal expenditure.
6. The credit card will only be used for:
 - Purchase of goods which are difficult to pay for using other ways
 - Payment of actual and reasonable travel, accommodation and meal expenses incurred on school business.
7. All expenditure charged to the credit card should be supported by:
 - A credit card slip
 - A detailed invoice or receipt to confirm that the expenses are properly incurred on school business.
 - A GST invoice if the expenditure is over \$50.
8. The credit card statement should be certified by the Principal and person who made the purchase.
9. All purchases should be accounted for within 5 working days of receiving a credit card statement.
10. Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the school. They should not be redeemed for personal use.

Cardholder Responsibilities:

- The cardholder must protect the pin number of the card.
- The cardholder must only purchase within the credit limit applicable to the card.
- The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
- The credit card should not be used on the internet without prior approval.
- The cardholder must return the credit card to the school upon ceasing employment, or at any time upon request by the Board.

Cash Advances:

- Cash advances are not permitted except in an emergency.
- Where cash advances are taken, the cardholder must provide a full reconciliation, with receipt wherever possible, of how the cash was used. Any unspent monies must be returned to the School.

Date Approved: _____

Principal: _____

Chairperson: _____

CUSTODY OF CHILDREN

RATIONALE:

Parents 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 from parents.

GUIDELINES:

- Parents seeking access to their children will need to identify themselves and provide reasons for wanting access.
- The Principal is to be contacted IMMEDIATELY regarding access to pupils during school hours.
- The responsibility for informing the school of custody and access matters rest on parents who have an ONUS to inform the Principal of their marital position.
- If there is any 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 custody of the child.
- If the person claims to have access under a Court Order, he/she will be asked to provide proof of that Order.
- If doubts still continue, the Principal may allow the person to meet with the child in the school OFFICE in his presence.
- In such a case, there will not be restricted access to the child.
- The Principal has the delegated authority to exercise his judgement.

CONCLUSION:

The relative law regarding legal custody will have been upheld.

EARTHQUAKE EMERGENCY DRILL

RATIONALE:

The Board of Trustees has a responsibility to its staff/parent community to ensure the safety of all those who work within the school.

PURPOSES:

- To develop procedures that are simple and practical and that will reasonably assure the safety of all those who work within the school environs.

GUIDELINES:

- When an earthquake occurs :
- On teacher command "DROP".. teachers and children take cover, beneath a desk, table, doorway or some strong structure
- Stay inside:
- No pupil to move outside during the earthquake. Teacher is in control.
- Keep back from any glass surfaces.
- Evacuation:
- Principal makes this decision. Signal for evacuation is a continuous ringing of the school bell.
- -If outside, stay in open space, away from buildings and structures, e.g., On field.
- Evacuation Procedures:
- As for Fire Emergency Procedures
- Assembly Point:
- All assemble on the grass area between the cricket wicket and the main concrete.
- Full Roll Call:
- To be taken by the class teacher who will report to the Syndicate Leader
- Syndicate leaders will report to Deputy Principal once syndicate is present.
- Dismissal of Pupils:
- No pupil to be dismissed without the Principal's permission.
- Shutting off of Power/Water:
- Decision of the Principal. Carried out by caretaker.
- Practising of Emergency Drills:
- 1."Drop Procedures" - To be practised in all classes twice a term -
- Responsibility of class teacher
- 2. Evacuation Procedures ~ These are the same as for Fire Drill and are to be practised twice a term. - Responsibility of the Deputy Principal.

STAFF RESPONSIBILITIES:

- Checking and closing of Administration Block including health room and offices – Secretary
- Checking presence of staff other than full-time classroom teachers and

- informing Deputy Principal.
- Checking, securing of storage sheds – Caretaker

DISMISSAL FROM SCHOOL FOLLOWING EMERGENCY:

- No children will be dismissed unless into direct custody of either own parents or caregiver

ACCESS FOR EMERGENCY VEHICLES:

- Access for Emergency vehicles will be either through the front school gate or the back entrance via Plymouth Road.

CONCLUSION:

- The safety of staff and students will be ensured as far is reasonably possible.

EDUCATIONAL TRIPS/VISITS

RATIONALE:

Educational trips and visits can be made for a variety of reasons and have potential to enhance learning in all curriculum areas. The range of opportunities that exist is inexhaustible and may encompass visits to places of educational interest, curriculum-related field trips, or sports trips.

PURPOSES:

- To enrich the classroom programme and enhance learning by providing first hand evidence.
- To provide opportunities for the community to participate in the education of the children through sharing knowledge and experience.
- To assist children to understand and appreciate other cultures, both past and present.
- To enable children to appreciate different aspects of their local environment.

GUIDELINES:

- In planning school trips, consideration must be given to the needs of the children and their financial resources.
- Definite educational objectives relating to the curriculum and to the school and class programmes must be established.
- First priority should be given to the utilisation of resources in the school's local area.
- An adequate adult pupil ratio:
1-6 for infants and all children on local trips.
1-8 on school trips of duration of over one overnight stay.
should be maintained throughout the trip.
- Note: The "bus driver" is considered over and above the stated ratio.
- Parents transporting children on school trips must provide a seat-belt for each passenger.
- Planning of trips must allow for plenty of time to inform parents after first obtaining permission from the Principal

CONCLUSION :

School trips and visits can lead to children developing a greater awareness of their own community, and contribute to their intellectual, social and emotional growth.

EMPLOYMENT RELATED EXPENSES

RATIONALE:

The Board of Trustees in recognising the need to act as a good employer will ensure that the conditions relating to the Primary Principal's, Deputy & Assistant Principal's and Primary Teachers' Collective Contract are observed in the area of Employment Related Expenses.

PURPOSES:

To set a series of guide-lines to cover employee related expenses in the following areas:

Curriculum Expenditure

- Staff Development
- Outdoor Education
- Sports Activities
- General
- To ensure that Award provisions are observed.

GUIDELINES

- Curriculum Expenditure:

Budget areas must fund travel claims as far as possible.

Staff should encourage sales representatives to bring the product to school.

Where possible, courier service should be used.

- Staff Development:
- Staff attending courses funded by staff development fund may claim as follows:
 - One person attending: normal daily travel distance is at the staff member's expense- - however, extra distance can be claimed.
 - More than one staff attending - travel can be claimed from school to the course for one car.
- Reading Recovery course attendance claims must also reflect shared transport arrangements.
- Outdoor Education:
 - School Camps: Full cost of travel and overnight stays must be built into the children's costs.
 - Class Trips: Full cost of teachers' cars and any other expenses must be built into the children's expenses. Where possible, teachers will travel by bus.

Sports Activities:

Teachers involved in sports may make actual claims for travel involved in coaching sports teams. These claims should be made at the end of each school term.

General:

1. Teachers attending activities such as school productions, social evenings,
2. reporting to parents, PTA evenings etc are not eligible for re-imburement
3. as these are part of the expected role of the teacher.

4. The Principal will have the Board's delegated right to authorise unexpected costs not listed above.

CONCLUSION:

- Staff will receive fair, work related costs as stated in the relative Primary School's Collective Contracts.

ENROLMENT

RATIONALE:

- To provide parents with relevant information regarding pupil enrolment in a warm, friendly environment.

PURPOSES:

- To establish procedures whereby new parents (and old) are met in a warm friendly manner and are given the complete "parent pack" of information.
- Ensure that the task of "form filling" is not a daunting one, but is "user friendly".
- To enhance the school's reputation as one that provides children with a warm caring environment.

GUIDELINES:

- The office staff will ensure that parents are welcomed warmly and helped to fill in the necessary forms.
- Parents should be requested to give actual verification of date of birth of the child being enrolled.
- Office staff should ensure that there is a reasonably private place to fill in the forms.
- The Principal will be informed and in consultation with the Assistant Principal or the Deputy Principal, a decision will be made of actual class placement.
- Depending on the availability of staff at the time, either the Assistant Principal or Deputy Principal, Office Staff or the Principal will escort the parent and child to the new class.
- The parent will then meet with the Principal in the Principal's office where a discussion about the school's aims and parent expectations will take place.
- During this time, the Principal will make reference to the school's "Handbook for New Parents" and will answer any questions.
- The Principal will, (if time permits) take the new parents around the school to see the school's facilities.

CONCLUSION:

As a result of a welcoming approach, both the parent and the new child should gain positive attitudes towards "life in their new school".

FINANCE (Budget)

1. A budget is to be produced by November for the coming year and be presented to the Board for approval.
2. The budget is to be linked to the School Charter and reflect the priorities set for the school's education objectives.
3. The Principal and Board Finance Committee will be responsible for gathering data and consulting with staff and appropriate persons during the budget process.
4. Some flexibility is accepted and changes to the budget may occur, subject to Board approval.
5. Reports complying with Public Sector Accounting Standards are to be prepared annually for audit by an approved auditor, within 90 days of the end of the financial year.
6. The Board is to receive a copy of the operating statements each month, and is responsible for monitoring the budget.
7. Procedures should be in place to monitor expenditure within areas of the budget.
8. Financial records are to be accurate and kept up to date by the Financial Assistant.
9. The Board of Trustees is responsible for all finances in the school in accordance with its governance obligations. The Principal will manage the above policy on its behalf, setting up appropriate procedures to do so.

FINANCIAL MANAGEMENT

RATIONALE:

- The Board of Trustees empowers the school administration (through the Principal) to attend to and report back on, all financial matters.

PURPOSES:

- To ensure that expenditure beyond budget estimates is not incurred without knowledge and approval of the Board.
- To employ an effective service centre which will provide for the information of the Principal and the Board of Trustees, monthly reporting, budget surveillance, investment and reserves overview etc.

GUIDELINES:

- That Education New Zealand be contracted to work as the Peterhead School Service Centre. The school asset register to be kept up to date, with the purchase of all new, together with the sale of all updated assets, properly documented, providing data as required.
- That Staples Rodway (Hastings) will audit the school's financial accounts as required by regulation.
- Our approved bank is Westpac. All cheques must be signed by two signatories.
- That cheque signing authority be assigned to the Principal, Principal's secretary, Chairperson and Deputy Principal and Assistant Principal

FINANCIAL - BUDGET

RATIONALE:

The Board of Trustees empowers the school administration through the Principal, to formulate a draft annual budget at the beginning of the New Year. Consultation with the Board member responsible to assist with finance will follow until such time as the draft budget is presented to the full Board for final approval.

PURPOSES:

- To develop a budget that effectively meets the needs of the school in curriculum areas, in administration and property management.
- To provide an effective measure which will allow proper monitoring of financial expenditure throughout the year.
- To ensure that expenditure beyond budget estimates is not incurred without the knowledge and approval of the Board.

GUIDELINES:

- That the Principal, as assigned financial manager, will be responsible for the initial construction of the budget.
- The Principal will take into account the historical spending across the budget areas, to assist in the preparation of the budget.
- The Board Chairperson will consult with the Principal on matters relating to the budget preparation.
- Curriculum directors will be responsible for developing priorities for spending their curriculum allocation.
- Proper provision will be made to set aside realistic amounts of money for Reserves.

COMPUTER ENTRY PRIOR TO BOT MEETING

- All receipts, payments and journals for the month to date are entered.
- The total of entries must agree to a batch total for receipted payments and journals.
- All direct credits and debits shown on the bank statements are checked and entered into the computer.
- Ensure all documentation filed in appropriate places ie invoices in cheque order on invoice files, account print outs on BOT Financial Statement file, Bank Reconciliations file with bank statements, audit trails on marked file.

RECONCILIATION

Bank statements are received regularly.

Bank statements are checked for possible need to transfer funds from one account to another

Ensure entries for all direct debits and credits are entered into computer prior to reconciliation.

SUE REPORTS

These are coded immediately on arrival in the school. Checks are made against relievers and leave information.

Information relating to Unit hours is checked by the Principal.

Once coding is complete the reports are checked and signed off by the Principal.

INFORMATION SUPPLIED TO BOT

- Prior to each BOT meeting all in-putting possible for current month will be done and all balances and checks carried out.
- Financial information will be supplied to the Board of Trustees members at each meeting. This information is to be retained at the school.
- School bankcard to be signed off by Chairperson each month.

END OF YEAR PROCEDURES

As worked out in conjunction with auditors and MOE instructions and time frame set with BOT Chair.

COLLECTION AND STORAGE OF MONEY

Cash is received from pupils for fees, donation, trips, stationery, performances, etc. Cash is also received where the school acts as an agent ie funds are passed on to a suppliers eg Scholastic NZ Ltd for pupil book orders.

- All cash received is receipted
- Where cash is collected by a teacher, it is sent to the Office. .
- Amounts paid to Office for stationery are placed immediately into the office safe and receipted in bulk as appropriate – check weekly.
- Cheques received in mail are passed onto Clerical Assistant by Principal and receipted immediately.

- Banking should be done weekly or as required and the bankings should reconcile to the receipts issued. The receipt programme is reconciled with each banking.
- Computer entry is carried out at each banking.
- The total value of bankings each month must equal the total value of receipts recorded.
- All money belonging to staff or students must be stored in a safe and secure place.

PURCHASES AND PAYMENTS

- All purchase orders are made on a school order form. The order book is in triplicate.
 - Top copy - To the supplier
 - Second copy - Sent to Office immediately
 - Third copy - Remains in book

All orders are signed by a person authorized to make orders to the School Secretary, Principal or appropriate budget holder.

- The goods on arrival are checked for:
 - Invoice (correct price, missing goods etc)
 - Condition of goods
 - Suitability of goods
- Invoices entered into the computer monthly.
- All cheques require two authorised signatures.
- All invoices filed in cheques order and invoices to be available to BOT members for checking as required.
- All bank transfers and direct debits to be authorised by Principal or Secretary.

BANK STATEMENT ITEMS

Posting of the bank Statement items is done at least once a month.

ORDERING / EXPENDITURE / INTERNAL CONTROL

Towards the end of each year the Principal prepares for developing the following year's budget. All the areas of fixing costs are tabulated using costs accrued over the current year as a basis eg wages (paid from grant), cleaning materials, power, gas, and water.

The amount of the incoming grant and other expected income is tabulated. The senior team then look at the non fixed items and apportion the remaining funding available to cover these items.

The proposed budget is then shared with the Chairperson and following any necessary changes agreed to, the budget is presented to a BOT meeting early in the New Year for discussion and formal adoption.

All purchases are made via a school order book. The only exception are those ongoing services such as wages, electricity, gas, water, security, photocopier contract, telephone, inservice, relief teachers. All of these exceptions will have an invoice or

report eg wages – Sue Report, but no order form.

Specific senior staff are responsible for purchases made against their specific budgets.

All other purchases, must be made using the order book held in the School Office and the order must be signed by the Principal, School Secretary or Clerical Assistant.

Purchases that are budgeted for do not need BOT authorisation to place an order but must follow the ordering procedure outlined.

Purchase of a non-budget item needs Principal's authorization before an order is placed.

As order goods are received, invoices are matched to their order forms and the Clerical Assistant prepares an authorization slip showing the ledger the expense is to be charged to.

Throughout the year as extra income arises the budget will, in conjunction with the BOT be revised.

FINANCE & PROPERTY MANAGEMENT

RATIONALE

Peterhead School will utilize its funding to maximize the learning of its students and staff.

Peterhead School will manage its property so that it is maintained, replaced and added to, as required to ensure a safe, tidy, clean and inviting learning environment.

PURPOSES

- 1 Allocate funds to reflect the school's priorities as stated in the Charter and Strategic Plan.
- 2 Monitor and control school expenditure and ensure the annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.

PROPERTY

- 3 Develop an Asset Register and Asset Management Plan and replace assets as required.
- 4 Implement a maintenance programme to ensure that school buildings and facilities provide a safe and healthy learning environment.

GUIDELINES:

FINANCIAL

Set in place procedural guidelines to ensure 1 and 2 above achieved.

- a) Prepare Annual Budget
- b) Monitor school expenditure and report to each BOT Meeting
- c) Ensure adequate systems of internal control
- d) Prepare annual reports and financial statements

PROPERTY

Set in place procedural guidelines to ensure 3 and 4 above are achieved.

- a) Upkeep and maintenance of properties are in line with Ministry occupancy agreements and other government regulations (5 Year Plan)
- b) Provision to enable people with disabilities to access the school
- c) Property arrangement comply with current legislation

CONCLUSION

Careful management of Finance and Property will ensure that the Board of Trustees provides the best learning environment possible.

FIRE & EMERGENCY DRILL

RATIONALE:

The Board of Trustees has a responsibility to its staff and parent community to ensure the safety of all those who work within the school.

PURPOSES:

- To develop procedures that are simple and practical and that will reasonably assure the safety of all those who work within the school environs.

GUIDELINES:

- Alarm Signal:
- Bell ringing continuously - Responsibility of Principal.
- Notification of Fire Brigade: Responsibility of school secretary.
- **Assembly Area:**
On the grassed area between the cricket wicket and the main concrete area
- **Evacuation.** Intermediates on left, progressing down to the Juniors on the right.
- Pupils immediately called to attention, then stand quietly, chairs in.
- Responsibility of class teacher.
- Children to move quickly and quietly outside in two lines towards the grass area.
- Class teachers to check adjacent cloak bays, toilets, attached offices/resource rooms etc., close windows, **and take class register** (if time allows).
- Once out on grass area, check class roll and report to the Syndicate Leader.
- Syndicate leaders report to Deputy Principal once syndicate is present.
- **Note:** - Evacuation routes are those that are safest for any particular class.
This will vary according to the site of the fire..
Teachers to close any linking doors between classrooms.

STAFF RESPONSIBILITIES:

- Checking and closing of Administration Block including Health Rm and offices - Secretary
- Checking presence of staff other than full-time classroom teachers and informing Deputy Principal. – Secretary.

DISMISSAL FROM SCHOOL FOLLOWING EMERGENCY:

- No children will be dismissed unless into direct custody of parents or caregivers.

ACCESS FOR EMERGENCY VEHICLES:

- Access for vehicles will be through the front or back entrances to the school.

CONCLUSION:

The safety of staff and students will be ensured as far as reasonably possible

FOOD NUTRITION

RATIONALE:

Good eating habits are important to students' present and future health. It is therefore important that food served on the school premises or food organised through the school reflect the recommendations outlined in the Food and Nutrition Guidelines for children.

PURPOSES:

- Provide a variety of food choices that meets the Food and Nutrition guidelines for children 2-12 years/adolescents.
- Reinforce in a practical way the principles of good nutrition.
- Discourage consumption of food high in fat, sugar and salt.
- Function as an efficient business.
- Maintain high standards of food safety in handling, preparing and serving food.

GUIDELINES:

- Menus should be revised annually to ensure they meet the Food and Nutrition Guidelines for 2-12 year old/adolescents.
- The school will encourage healthy eating patterns through Health, Social Studies, Technology and other areas of the school curriculum.
- Provide/organise a range of food items that are low in fat, salt and sugar.
- Costs of food low in fat, salt and sugar be kept as low as possible.
- All food is prepared and sold in a totally smoke free environment.
- The school has a procedural manual covering food safety, food preparation, food storage and food handling. The manual must be read by, and be accessible to, all staff who work in the school food service.
- The food service supervisor must either have taken a basic food safety course or viewed the video, Safe Food Means Good Food.
- Prepared food purchased by the school food service must come from a licensed food premise.

CONCLUSION:

By having a commitment to providing healthy food in a healthy environment and providing food choices consistent with the Food & Nutrition Guidelines, the school is able to reinforce and support the development of healthy eating patterns.

HEALTH/SUN CARE

RATIONALE:

New Zealand has one of the highest incidents of melanoma in the world. Over exposure to the sun during childhood and adolescence is thought to be a major cause and can be easily avoided.

PURPOSES:

- To develop student and community awareness of melanoma, and practical ways of skin protection.
- To develop strategies which encourage responsible decision making about skin protection.
- To develop a safe school environment which provides shade for students and staff.
- To encourage students and staff to wear:
 - protective clothing
 - hats in terms 1 and 4
 - sunscreen
- during high risk times such as sport/lunch times/camps/trips/assemblies.

GUIDELINES:

- Staff will wear hats that provide good protection during PE/sports days/lunchtimes and on duty, and will encourage pupils to do the same.
- Where possible schedule sports events/assemblies/physical education before 11 am.
- Where possible lunches will be eaten in the shade.
- Staff/pupils will be encouraged to apply SPF12+ broad spectrum sunscreen before going out in the sun. .
- Parents/staff will promote the prevention of sunburn.
- Children will be made aware of the dangers of overexposure through the school curriculum (Health, Science etc).
- Future development of school grounds to reflect shade awareness.

INJURIES

RATIONALE:

The school must have the ability to provide appropriate aid for children and staff who sustain injuries at school or have physical conditions that need interventions.

PURPOSES:

- To ensure that updated lists of emergency contacts and existing medical conditions are available for every student.
- To establish procedures for the treatment and referral of injured students. To keep records of serious injuries, and to use this information to evaluate injury prevention strategies.
- To identify and modify hazardous environments and activities so as to reduce the frequency and severity of injuries.
- To assist with the rehabilitation of injured students.

GUIDELINES:

- Essential information relating to student health will be obtained on enrolment and will be updated by parents. This information will be stored on the pupil data base.
- Parents/caregivers acknowledge on the enrolment form that they authorise the school to take the necessary emergency action in the event of their child/children needing medical intervention.
- All staff will receive basic first aid training as part of their professional development and in addition the Board of Trustees will fund the training of the office staff who then decide on further appropriate actions.
- A list of emergency numbers will be available in the office and only the office staff will summon emergency assistance.
- Potentially serious injuries - head, fractures, severe bleeding, allergies, or if there is any doubt about the condition - emergency services should be called immediately by the office staff and parents/caregivers notified. If parents/caregivers cannot immediately support the child, a staff member will accompany the child to the hospital in the emergency vehicle.
- The medical room is well equipped with first aid supplies and organised to deal with injuries. This is the responsibility of the Health Co-ordinator.
- A list of children with allergies requiring immediate intervention will be maintained in the office and the office staff trained in these interventions.
- An injury report is completed for each person who requires treatment for injury received at school. This is kept on file in the office.
- Reducing hazards around the school will be a priority. The reports on injuries that have occurred around the school will be used to identify these hazards.
- The rehabilitation of injured students will be a component of the pastoral care programme. Staff and students will be expected to assist in this process.

CONCLUSION:

Effective procedures for dealing with injuries demonstrates our concern and

obligations regarding the safety of students and staff in our school.

INTERNET SAFETY PROCEDURES

RATIONALE:

To promote and ensure the welfare and safety of students when using the Internet. The internet is to be made available to staff (teaching and non-teaching), students and community members according to the conditions outlined below.

PURPOSES:

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.

Use of the Internet facilities at Peterhead School is for educational purposes.

GUIDELINES:

Staff use of the Internet

- Training for staff will be available through the teacher responsible for ICT and will be part of staff professional development. This 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.
- School computer passwords, Internet log ons and identities need to be kept confidential and not shared with anyone else.
- Staff need to be aware that any incident involving material which is deemed “objectionable” under the Films, Videos and Publications Act 1993 could constitute criminal misconduct necessitating police action. As well, involvement with any materials, which while not illegal under the Act, is nonetheless detrimental to the safety of the school environment, may constitute professional misconduct serious enough to require disciplinary response by the school.

Student Use of the Internet

“Student” can be any young person, whether or not a student of the school. For example, a teacher’s child can use the school Internet facilities only after signing the Student Computer Use Agreement and under supervision approved by the teacher in charge.

- All students must sign the School Computer and Internet Use Agreement AND have the signed permission of a parent/caregiver before using the Internet at school. These documents will be kept on file in the office of the ICT teacher.
- A teacher must be in the room whenever a student uses the Internet; this also applies to any special use before or after school hours.
- All Internet use should be as a result of planned learning experiences.
- Students will use the classroom e-mail system.

All students who use the Internet at Peterhead School will adhere to the following guidelines:

Guideline 1: General

- The Internet is provided for the education of and the improved delivery of curriculum material. Students are encouraged to make use of the services to this end.

Guideline 2: E-mail

- E-mail is provided for students to make contact with other students in the interest of education.
- Information sent via e-mail will be constructive, informative or inquiring in the interest of both the sender and receiver. Customary greetings and salutations will be used, spelling and grammar will be checked and approved by pupil monitors or staff before any messages are sent.

Guideline 3: Use of Service

Users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Do not get abusive in your messages towards others.
- Use appropriate language. Do not swear or use other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal personal addresses, phone numbers or passwords of students, teachers or other staff of the school.
- All communication and information accessible via the network should be assumed to be copyright.
- Hate mail, harassment, discriminatory remarks and other anti social behaviours are prohibited on the network. Messages should not contain profanity, obscene comments, sexually explicit material, and expressions of bigotry or hate.
- Student subscriptions to electronic mailing lists are not allowed without permission.
- The network is not to be used by any person for personal gain or illegal activity.

3.2 Where an inappropriate e-mail is received or sent, the following actions will take place:

- a) Where an inappropriate e-mail is received, the teacher will be immediately told and will deal with the incident.
- b) Where an inappropriate e-mail is sent, the incident will be dealt with according to the school discipline plan. A serious breach will be referred to the Principal. Parents will be contacted and loss of Internet and e-mail licence will be considered.
- c) No pupil will access or alter any other person's E-mail messages. The privacy of these will be protected. The teacher will have access prior to messages being sent to ensure that correct procedures are followed and sender and receiver privacy and integrity are safeguarded.

Liability

Peterhead school will take all possible precautions to maintain the safety of all users and these guidelines are written and enforced in the interest of all users' safety and effective use of the Internet.

Non Violence

RATIONALE:

School should be a safe place for pupils.

The school's Mission Statement says that Peterhead School will enable pupils to meet their potential emotionally, physically, socially and academically. Fear of bullying and violence can prevent this happening. Our school recognises that bullying and aggressive behaviour can happen. This policy aims to ensure victims learn skills to overcome bullying and bullies are encouraged to consider other ways of behaving. The school staff and pupils accept the need to develop skills of negotiation and to use these in the classroom and playground. Parents and caregivers will be invited to learn these and practise them with the pupils at home.

PURPOSE:

To establish recognised procedures and strategies that will work towards eliminating violence, bullying and unmanaged anger at Peterhead School.

GUIDELINES:

1. The Peer Mediation programme will be taught and used in the playground. Each year a teacher will have the delegated responsibility of overseeing this.
2. Conflict resolution skills will be taught and used in the classroom.
3. The school acknowledges that bullying and violence happen and that pupils should be encouraged to report it to both the school and their parents.
4. Complaints about bullying and aggression will always be taken seriously.
5. Children who talk to adults about being bullied or hurt will be looked after by teachers. Cross cultural awareness will be a focus in any incident and this will be addressed in a sensitive and appropriate manner.
6. Parents and caregivers of bullies and victims will be talked to by teachers so they know what has happened. Monitoring and follow-up by Senior school management will take place, to ensure that aggressive behaviour stops.
 - 6a If behaviour does not stop (children bullying or showing violent or aggressive behaviour towards other children/staff) these children will be stood down/suspended/asked to leave Peterhead school.
7. Some anger management training such as the exercises in "A Volcano in my Tummy" will be taught in all classes each year. The 'Way Cool' programme will be taught to groups of children (SWIS). All classes will learn the "Anger Rules" – Stop! Think! Act!
8. Because the people least likely to be bullied are confident, assertive, will like themselves and go around with good friends, the school will concentrate on developing these skills through both direct teaching, the use of related Assertive Discipline – 'Cool Schools' programmes that develop self esteem and through the classroom climate.
9. Methods used in the classroom will be shared with parents through the school newsletter and through curriculum meetings.
10. The policy will be monitored by the Principal, senior staff and the mediators.

CONCLUSION:

Violence and bullying have existed for a long time. In order to remove it from any school environment, there must be a school-wide commitment from pupils, staff and parents and caregivers. Working together we can all find a better way.

LENGTH OF SCHOOL YEAR

The number of half days state and state-integrated schools must be open for instruction each year is set by the Ministry of Education.

In special circumstances, such as extreme weather or disaster, school may apply retrospectively to the Ministry of Education for a reduction to this number of half-days.

See the Ministry's website for specific details of the length, term dates, and holidays.

In term 1, the principal notifies the board of the number of half-days and the dates the school is open for instruction in the current year.

The board is assured by the principal at each November meeting that the school will have been open in the current year for the statutory number of half-days.

Release History: 5 may 2008

Last scheduled review

Last internal review ***Term 1, 2016***

Topic type ***Core Generi***

OUTDOOR EDUCATION

RATIONALE:

Outdoor Education has a special value in the social development of pupils as it helps the understanding of oneself in relation to other pupils, to adults and the community. It helps children to appreciate the complexity and beauty of the relationship within the natural environment and therefore the value of conservation.

PURPOSES:

- To assist the social development of our children individually.
- To expose students to a wide range of experiences.
- To introduce students to the challenges and dangers of the environment and the skills for coping with them
- To develop in the children more awareness and respect for their environment.
- To create the opportunity to develop skills in leadership, survival, tolerance, safety, hygiene control etc.
- To foster an enjoyment and interest in the outdoors.

GUIDELINES:

- B.O.T. approval for E.O.T.C. required in advance.
- Risk Analysis and Management forms for each activity involving risk must be completed and approved by A.P., D.P or Principal.
- Parental support is required on a minimum of 1-8 ratio, with the ratio increasing according to the risk factor, in consultation with the Principal.
- All parents and other staff members are responsible to the teacher in charge of the group.
- All parents going to a camp need to be informed of their role as camp parents and to be included in the organisation before the camp.
- All outdoor activities need to be appropriate to the age level of the children.
- Safety of the pupils is the paramount consideration in all activities.
- Costs of camps need to be structured so that no student misses out due to economic reasons.
- Children should experience a "different" camping experience each year. ie. Not to the same venue more than once during their time at school.
- Senior children (Year 7/8) should alternate from 1 camp experience to a trip outside of the provincial area if there is sufficient parental support.
- Total cost of camps to children should include the cost of teachers and parental supporters.

CONCLUSION:

Outdoor Education visits expand the horizons of children. All children deserve the opportunity to receive these benefits within the bounds of approved safety consideration.

PLAYGROUND SUPERVISION

RATIONALE:

All children at Peterhead School have the right to feel secure in their class and playground environment. This environment provides support to meet their recreational and physical needs, promote peer acceptance and self-esteem.

PURPOSES:

- To ensure all children are happy, safe and secure in their school and playground environment
- To ensure these conditions are maintained through staff being daily rostered to supervise playground areas.
- To ensure all children are aware of the rules of the playground in relationship to safety with equipment and the areas defining the playground boundaries.

GUIDELINES:

- A rostered team of staff will supervise the playground at the morning "play break" and during the lunch break.
- A Playground duty roster will be organised by the Deputy Principal and distributed to all staff. (This after consultation with staff early in the school year.
- Teachers must be prompt to commence the duties of both interval and lunch time.
- Teachers need to continually circle the play areas, including the field, concrete areas, buildings and adventure playgrounds.
- Supervision duties do not entail the playing of games or involvement with coaching of teams- they do entail the checking and ensuring that all aspects of playground activities are of a safe nature.
- One of the duty teachers for the day is considered to be "on call" should the others be attending any emergency accident.
- Teachers are responsible for attending to any accidents and injuries to pupils while on duty.
- Duty teachers need to be aware of hazardous or boisterous play - and this may need to be stopped immediately.
- (See Management Book on "Interval & Lunch Times", "Accidents and Sick Children" "Medical Room, Sick Bay".
- Teachers must accept full responsibility to their commitment. Consequently, teachers are really "on duty" and not on the phone, reading articles, carrying on conversations with other colleagues while on supervision duty.
- If for some reason teachers are away from school for any reason or cannot "do their duty", they are responsible for seeing that another teacher is rostered on.
- The Deputy Principal is the delegated person to see that Playground supervision is carried out effectively.

PRE-ENTRY PROGRAMME

RATIONALE:

To provide a smooth transition from one setting to another without stress for children or parents.

PURPOSES:

- To establish a rapport between the child, parents and teacher/s.
- To familiarise the child with the new class environment and the wider school community.

GUIDELINES:

Four weeks before they begin school, the children from Peterhead Kindergarten will come to the New Entrant room from 9.30 - 10.40 or 11.00. This arrangement needs to be flexible as the visit depends on whether parent help is available at the Kindergarten.

The visit will enable the children to experience some formal mat time, shared reading and some morning tea. Good liaison between school and Kindergarten will be fostered.

The children who are on IEPs at Kindergarten will have a parent bring them at least three days a week for 2-3 weeks before they start school. The AP and/or Principal and/or support role teacher from Peterhead will attend the IEP at Kindergarten prior to the child starting school.

Individual attractively presented letters of invitation will be given to the child at Kindergarten, informing and inviting them to participate in the pre-entry programme.

New parents to the school will be presented with a Welcome to Peterhead School pack, which includes helpful information about our school.

Pre-school children from Kohanga Reo will be invited to participate in the visit to school to spend time in the NE room - this day to be formal with a powhiri, activity time and kai together.

CONCLUSION:

Pre-school children will be made to feel welcome in the school and they will be assisted to become familiar with classroom and school environment.

RATIONALE:

This policy is designed to meet the requirements of the Privacy Act (1993) in the

collection, use and disclosure of the information generated on students and staff.

PURPOSES:

PRIVACY

Within the guidelines of the Act, the school will:

- Collect accurate information relevant to teachers' employment and children's learning.
- Collect accurate information about achievement and report this information to
 - the individual students and their parents/guardians.
- Use this information to evaluate curricular programmes.
- Report the positive achievements of individual students, groups of students and staff to the wider community.
- Collect and use accurate information on applicants for positions at the school.

GUIDELINES:

- All information collected will be used only for the purpose for which it is collected.
- Information will be collected in a fair and non-intrusive manner and, where practicable, directly from the individual concerned. Reasonable steps will be taken to ensure that the person is aware of the nature, extent, reason, access and security of the information or data collected.
- Reasonable steps will be taken to ensure the accuracy, completeness, relevance and appositeness of the information.
- The school will make reasonable safeguards to ensure that information is protected from loss and unauthorised access, modification or disclosure.
- Personal information will not be held for longer than necessary for the purpose for which it was collected. For staff appointments, collected information will be destroyed (as in referee reports) or returned (as in curriculum vitae).
- Individuals will have access to any information about them notwithstanding extraordinary provisions for refusing access as provided for in Sections 27, 28, 29 of the Act.
- Personal information about an individual student will not be disclosed to persons outside the school unless that person is the parent or guardian or there are reasonable grounds to believe that the information is necessary to maintain law and order or to protect the welfare or safety of the student.
- Clear communication will be made to parents and students that the school will issue regular reports on student performance and attendance.
- Personal information about staff members will be disclosed only to those persons reasonably involved in the appointment, promotion or discipline of that staff member.
- The Privacy Officer at Peterhead School will be the Principal.
- The Privacy Officer will ensure that the staff are aware of the requirements as set down in the Act and elucidated in this Policy.

CONCLUSION:

The collection, use and disclosure of information generated on pupils and staff will be used appropriately as designated within the Privacy Act (1993).

PROMOTION TO YEAR 3

RATIONALE:

All junior school children aged six years nine months or more as at the first of January, will be carefully considered for promotion to Year 3.

PURPOSES:

- To ensure that our children will not turn fourteen years of age during their Form 2 year and will thus have at least two years secondary education (Ministry of Education policy).
- To ensure that social and educational needs of each child in the junior school are met in an effective professional environment.

GUIDELINES:

- That as children proceed through the Junior school, teachers of junior children monitor all children carefully, especially those who are potential third year junior school candidates.
- That we specially consult with the parents of all children whose birthdates fall in the first four months of the year, helping them understand that a third year junior classification is a useful option/choice that we may need to employ.
- Occasionally younger children (6.6 - 6.8 years) may be considered for promotion, after consultation with support services. This only happens when they are significantly advanced in all areas.

PROTECTED DISCLOSURES

The Peterhead 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*.

1. If on reasonable grounds you believe you have information that a serious wrongdoing is occurring (or may occur) within the school and you wish to disclose that information so it can be investigated you can make a protected disclosure to the Principal.
2. 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 detail of the complaint (disclosure) and who the complaint is against.
3. 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 the Chairperson of the Board of Trustees.
4. 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.
5. If you believe that both the Principal and Chairperson of the Board of Trustees may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external “appropriate authority” direct yourself.
6. **Who is an “appropriate authority”?**

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

“(a) includes:

 - i. The Commissioner of Police
 - ii. The Controller and Auditor General
 - iii. The Director of the Serious Fraud Office
 - iv. The Inspector-General of Intelligence and Security
 - v. An Ombudsman
 - vi. The Parliamentary Commissioner for the Environment
 - vii. The Police Complaints Authority
 - viii. The Solicitor General
 - ix. The State Services Commissioner; and

(b) includes the head of every public sector organization, whether or not mentioned in paragraph (a)”
7. 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).
8. **Why can't I just go 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 organization is also a party to the wrongdoing or has an association with the person, which would make it inappropriate for them to investigate.
- b. If the matter needs urgent attention or there are other exceptional circumstances.
- c. If after 20 working days there has been no action or recommended action on the matter to which the disclosure is related.

Otherwise you need to go through the internal processes.

9. 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.
10. The does not protect you if you disclose information to the media or a member of Parliament other than a Minister of the Crown in the circumstances referred to above.

11. Where can I find out more information?

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

A copy of the Act can be found on the internet at Legislation on <http://rangi.knowledge-basket.co.nz/gpacts/actlists.html> Click on "P" then scroll down to Protected Disclosures Act 2000.

Records Retention

Peterhead School needs to keep records for certain periods of time to comply with legal requirements such as tax and education legislation. State integrated schools also have broader responsibilities to retain some school records for archival purposes.

The School Records and Retention/Disposal Schedule identifies the school records that can be discharged, destroyed or disposed of, and those which must eventually be sent to Archives New Zealand.

A Retention/Disposal schedule gives schools a clear process and authority about how long to keep school records, why they have to keep them, and what needs to happen to them when they are no further use to the school. Peterhead School can save space and reduce administration costs by disposing of records as soon as they are no longer required. The schedule also allows records of long-term value to the school to be readily identified.

Schools cannot destroy or dispose of any school records without Archives New Zealand's authorisation except in accordance with the Schedule.

A records officer, appointed by the Board, is responsible for ensuring that the requirements of the Public Records Act are met, and that staff and Board members are aware of their responsibilities. At Peterhead School the Records Officer is the Office Manager.

The Schools Records Retention/Disposal Schedule is a variation of the Act, especially designed to meet the requirements of schools.

The Schedule on this site is an **abbreviated** version of the full schedule, which you can **download from the MOE**. The full schedule contains guidance around the storage and disposal methods, and explains what schools should do if they are closing or merging with another school.

Release History: 26 March 2015, 2015, October 2008

IN THIS SECTION

File Management

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RELIGIOUS INSTRUCTION

PURPOSES:

To provide a religious instruction programme on a voluntary basis to groups of children.

GUIDELINES:

- The programme may be approved to operate at any level of the school
- No pupil shall be required to take part in the programme per s.79 Education Act 1953. In these cases, parents/guardians or caregivers shall make their wishes known to the Principal. These pupils will be supervised independently by staff.
- Parents/guardians and/or caregivers will be consulted when the B.O.T. is considering review of the religious instruction programme.
- While the programme will be taught by instructors approved by the Principal and the B.O.T., teachers will assist to take responsibility for pupil behavior during the time the programme is taught.
- There will be one half hour session per week.

CONCLUSION:

Groups of children will be exposed to the National Bible In Schools programme on a voluntary basis

SAFETY

RATIONALE:

Peterhead school will provide a safe physical and emotional environment for its students.

PURPOSES:

1. To ensure a safe environment is provided that caters for the physical and emotional well-being of students.
2. To ensure pupils are safe and their whereabouts during school hours is known.
3. To ensure the school has a working environment that is both safe and healthy for its students, employees and visitors to school. Visitors are asked to sign in/sign out in the 'Visitors Book' to ensure their safety in emergency situations.
4. To ensure that senior students are helped to make sensible choices and decisions about their use of drugs, through knowing what choices are available and how to deal with peer and society pressures.
5. To ensure that students are aware of the dangers of exposure to the sun and ways of protecting themselves. Peterhead School will have a "No Hat, No Outside Play" policy for Term 1 and 4 and provide sunscreen.
6. To ensure that pupil behaviour allows a happy and safe school, where effective teaching is maximised and a learning environment free from disruptions, that encourages and recognises effort, success, improvement and on task behaviour is developed.

GUIDELINES:

1. The school will have procedures, which will achieve the above purpose.
 - Physical/Social/Emotional well being
 - Child safety
 - Environment Health & Safety
 - Drugs
 - Shady school
 - Working together
2. The following documents support these procedural statements:
 - Emergency/evacuation plan
 - Accident register
 - Duty rosters
 - Civil Defence
 - Pupil health record
 - Parent/teacher booklets
 - Monthly maintenance checks

CONCLUSIONS:

The Peterhead School Board of Trustees will comply in full with legislation to ensure the safety of its students and employees.

ROAD SAFETY

RATIONALE:

Road safety is an aspect of the children's education which is a shared responsibility between the school and the parents/caregivers.

PURPOSES:

- To inform and educate all children on aspects of road safety pertaining to their arrival and departure at school.
- To inform children of safe and considerate conduct on buses and bicycles.
- To inform parents/caregivers of acceptable and safe carriage of children to and from school and extra curricula and sporting activities, including the considerate movement and parking of cars in the immediate school environs.
- To encourage Police visits to school to reinforce safety procedures.

GUIDELINES:

- Regular Board of Trustees/Principal newsletters stressing the importance of safe traffic habits in and around the school.
- Regular visits by Police Officers to classrooms and subsequent follow-up by class teachers.
- Emphasise safe road crossing procedures and safe walkways.
- Children are encouraged to walk to school in pairs.
- All cyclists must wear safety helmets. Parents will be notified of children not complying with this and advised of the likelihood of their child not being permitted to continue to cycle to school.
- Parents transporting children to school and extra curricula and sporting activities must comply with the traffic regulations relating to seat belts.

SAFETY – PLANT & MACHINERY

RATIONALE:

The Board will ensure that safe conditions will be provided for the operation of plant and machinery within the School.

PROCEDURES:

- To ensure all machinery is provided with the appropriate safety devices and that all devices are suitable for the purpose for which they are to be used and are in good working order.
- To ensure that adequate training, supervision and education is provided to any person who is to operate, clean, repair or maintain machinery.
- To ensure that any moving part of any machine is stopped before any cleaning, repairing or maintaining, except that where it is essential that a part of the machinery remains moving, only that part shall be in motion.

CONCLUSION:

The Peterhead School Board of Trustees will comply in full with legislation to ensure the safety of its employees.

Sending Students Home / Early Release

No student may leave school during school hours except by special arrangement, for example, a parent request (verbal or written) for the student to attend a medical appointment.

If a student becomes ill at school, follow the procedure for sending sick students home.

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

Last schedule review

Last internal review

Topic type

Term 1, 2016

Generic

SEXUAL HARASSMENT

RATIONALE:

- Sexual harassment takes away from the employee, equal employment opportunities, by creating a working environment in which the employee's ability to perform is impaired (Section 15 of the Human Rights Commission Act).
- Sexual harassment is *not acceptable in the school* and the Principal and/or the Board of Trustees must consider complaints of sexual harassment sympathetically and seriously, and ensure the person making the complaint is not subjected to victimisation.

PROCEDURES:

- In the event of sexual harassment, the complainant may approach:
The Principal
The staff elected EEO officer
An NZEI Staff Liaison Officer/Councillor or Field Officer.
- The case should be documented by the complainant with the assistance of any supporting persons.
- The person responsible for the harassment should be confronted and informed that the behaviour is unacceptable and must stop. Assurances should be sought that the behaviour will stop and that an apology will be made.
- If it is decided that further action should be taken, the harasser should be informed and a decision made to lay a complain through one of the following avenues:
The Principal and/or the Board of Trustees (Award 2.2.3)
Personal Grievance through an Industrial Advocate or an NZEI Field Officer (Award 9.1.9.3)
Human Rights Commission through an NZEI Field Officer.

GUIDELINES:

- An EEO school support group will be elected. This will consist of staff members and may include a Board of Trustees representative.
- A school staff member has been sexually harassed in the school if a Board of Trustees member, or another staff member:
Makes a request of the staff member for sexual intercourse, sexual contact, or other forms of sexual activity which:
 - * implies or overtly promises preferential treatment in the school, or
 - * implies or overtly threatens detrimental treatment in the school, or
 - * implies or overtly threatens the present or future status of the staff member, orBy the written or spoken word of a sexual nature, or physical behaviour of a sexual nature.

CONCLUSION:

Staff must have support if they are subjected to offensive or unwelcome behaviour of a sexual nature, which is of such significance that it detrimentally effects their employment, job performance or job satisfaction.

SEXUAL & PHYSICAL ABUSE

RATIONALE:

This policy is based on the school's philosophy that:
All children are treated with dignity and respect and have the right to have their needs met in a safe and caring environment.

PURPOSES:

- To ensure that the safety of the child is paramount.
- To provide staff with guidelines, so that they can identify and deal with cases of abuse or neglect, and suspected cases of abuse and neglect.
- To ensure that parents are informed of procedures to be followed if they suspect abuse or believe a child is at risk of being harmed.

GUIDELINES:

- School personnel will be receptive and sensitive to children.
- The school will refer to the Public Health Nurse, or the Children & Young Persons' Service as appropriate and according to need in the case, or suspected case of child abuse.
- In the case of a report from a third party to the school, the school will direct the third party to a helping agency without becoming involved.
- Parents will be informed of any report of abuse, except where the pupil welfare is likely to be threatened. Whichever agency is involved in the case will be responsible for informing parents. This may be done in consultation with the Principal.

No outside agencies will be involved without the Principal's authority. In the case of absence of the Principal, the matter will be handled by the Deputy Principal/A.P.

PROCEDURES:

1. Teachers will use the attached check-list to help identify children who may be at risk. These are: Appendix 1 - Definitions of Abuse and Appendix 2 - Indicators of Abuse.
2. In the case of any concern or suspicion of abuse, staff will not attempt to interview or question the child.
3. Where abuse or neglect is suspected, dated notes are to be written up by the staff concerned. These are to be given to the Principal to be filed. Data will be kept for two years after the child leaves school.
4. Where a parent is concerned about abuse of their child, they should discuss their concern with the child's teacher or the Principal.
5. Where further action is necessary, the Principal will contact the appropriate agency without identifying any party and seek advice on the appropriate action.
6. Once an agency has been involved, that agency will investigate and the school will act on the advice of that agency.

COMPLAINTS AGAINST STAFF INVOLVING ABUSE:

- Once a helping agency is involved ie from Step 7, the following procedures will be followed and will be in line with those set out in the Teachers' Collective contract re - *Complaints Against Teachers*.
- The Principal will inform the Chairperson of the Board of Trustees.
- Both will inform the staff member who will be advised to seek legal or union representation.
- The staff member will be suspended on full pay once an investigation has begun, following the procedures as outlined in Part 3, Section 0-3, Primary Collective Employment Contract 2009

SMOKEFREE ENVIRONMENT COMPLAINTS PROCEDURES

Complaints under Section 15 of the Smoke free Environment Act 1990 should be put in writing to the Principal. The Principal or the Board shall, within 20 working days after receipt of the complaint, investigate the complaint, and if it appears that contravention has occurred, try to resolve the complaint.

If the Principal or the Board are unable to resolve the complaint, they shall refer the complaint in writing to the Ministry of Education.

The representative of the employees in the workplace shall be entitled to be present at any meeting called by the Principal of the Board for the purpose of resolving the complaint and avoiding future cause for complaint.

STAFF SAFETY

Peterhead School Board of Trustees is committed to staff safety in the work place.

The Peterhead School Board of Trustees shall take all practicable steps to ensure the safety of employees while at work;

Whilst a workplace under responsible management may provide a reasonable level of protection, situations affecting personal safety could still occur. Employers are required under Occupational health and Safety legislation to have policies and procedures in place to provide a safe working environment for staff.

and in particular shall take all practicable steps to

1. Develop procedures for dealing with emergencies that may arise while employees are at work.
2. Introduce education and awareness training programmes for staff.
3. The installation of physical security measures such as personal alarm and lighting systems, can be considered as a further means of protecting staff in the workplace.
4. Ensure that all staff, including temporary staff, are familiar with security procedures. These include but are not restricted to staff being advised:
 - a. To be alert to any suspicious activity, and promptly report to management any person loitering outside the building or in an internal public area, or studying and asking questions about security systems.
 - b. That handbags and personal possessions should not be left in any area where a thief could have access.
 - c. When entering or leaving the workplace via any access control systems, be aware of any person who may attempt to use the door for unauthorised entry immediately after you have opened it.
 - d. Only open the door once you have confirmed that the person is legitimately on the premises.

If staff must work alone, measures to enhance safety can include:

- a. Ensuring the buildings/classrooms can be adequately secured from the inside.
- b. Keeping doors locked to prevent casual entry, if appropriate
- c. Providing staff with phone or alarm access to alert a security company/police, if safety is threatened.

If you arrive early:

- a. The first person to arrive at work should be alert to any sign of forced entry.
- b. Where any signs of force are observed the premises should not be entered, as an intruder could be present. The police or a security company should be called, and any other employees warned when they arrive.

If you will be finishing late:

- a. Park as near to your building as possible, in an area that will be well lit at night.
- b. Consider other transport options if the only parking available is at an isolated location.
- c. Let some know (ring HSM Security) you will be working late.
- d. Check that you are secure inside the building and that no doors or windows have been left open or unlocked.
- e. When leaving the building check the immediate area outside for any people loitering, before opening the door.
- f. Use the best lit route to your car and have someone walk with you if possible.

Appointments away from the office

Personal safety

In some circumstances teachers may be required to attend 'off site' meetings eg parents' homes or in other isolated situations – potential risk to teachers' safety may be minimised by.....

- a. Leaving a written record at work of where you are going, who you are meeting, and the estimated time of your return.
- b. When visiting a house or other place, be guided by your instincts. If the person opening the door has a manner which makes you feel uneasy or uncomfortable, don't go inside. Make an excuse and leave immediately.
- c. If you enter a place and later start to feel uncomfortable with the person you are talking to, leave as soon as possible. Be aware of potential escape routes.
- d. If you feel that the situation is potentially unsafe, take a colleague or friend with you.

Behaviour which can reduce the risk of violence includes:

Storage and Use of Hazardous Substances

All staff, including caretakers, cleaners, use safe practices when storing or using hazardous substances.

- Users always read the label and follow the safety instructions.
 - Personal protective equipment, such as rubber gloves, eye protection, overalls etc, is available and used as appropriate.
 - All inflammable substances such as petrol, paint, and cleaners, are stored securely and in their original containers.
 - Swimming pool chemicals such as liquid chlorine are securely stored in the pool filter shed with their safety equipment – glasses, gloves, and breathing mask. Students are not permitted in the shed.
 - Spills are dealt with promptly and appropriately.
 - Students have no access to hazardous substances.
-

Pesticides and herbicides

Pesticides and/or herbicides are used at school as a last resort after consideration of less hazardous weed or pest management. They are used according to the label instructions and with appropriate personal protection.

Where possible, pesticides and herbicides are used outside school hours and preferably in the school holidays or weekends to minimise any danger to students and other members of the school community.

Resources:

Worksafe hazardous Substances toolbox

Release History: Term 3 2016

Last Scheduled review

Last Internal review Term 2, 2016

Topic Type Generic

THEFT AND FRAUD PREVENTION

RATIONALE:

Theft and fraud severely affect the operations, the effectiveness, the morale and the reputation of a school. This procedure sets out guidelines for the Principal and the Board of Trustees to help prevent, deal with and report theft and fraudulent actions, should they occur.

The Board understands that the possibility of Theft or Fraud cannot be entirely eliminated, however the Management is required to show there are in place safeguards and robust, clear procedures to minimize the risk of either event.

1.0 PURPOSE

- 1.1 Provide procedures for the Principal in preventing theft or fraudulent action by employees or contractors working on a school site.
- 1.2 Provide procedures for dealing with allegations of theft and fraud.
- 1.3 Present avenues of dealing with and reporting such happenings to the Board Chairperson and trustees.

2.0 GUIDELINES

PREVENTATIVE MEASURES AGAINST THEFT AND FRAUD

- 1.0 Principal will ensure the following:
 - Physical resources are managed, secure and are accounted for.
 - The school's financial systems are sufficiently rigorous to prevent or detect the occurrence of fraud.
 - Staff members who are delegated responsibility for resource or financial management are competent to carry out the responsibilities and will be held accountable for the effective management of resources.
 - All staff members know of their responsibility to inform the Principal should they become aware of any improper or fraudulent action.
 - In consultation with the BOT Chairperson, the Principal will notify the school's insurers and seek advice/guidance from NZSTA.

ALLEGATIONS OF THEFT OR FRAUD

- 1.1 In the event of an allegation of theft or fraud the Principal will ensure the following:
 - Act in accordance with procedures as detailed in the Primary Teachers Agreement section 3.5
 - Gather all evidence and information and act appropriately.
 - Confidentiality is maintained.
 - Any allegations of theft or fraud are subject to due process.
 - Written statements made on behalf of the school, related to any instance of supposed or actual theft or fraud are made by the Board Chairperson in consultation with the Principal.

ALLEGATIONS CONCERNING PRINCIPAL OR TRUSTEE

- 1.2 In the event of allegations the following will occur:

Procedures Handbook

- Any allegation concerning the Principal will be made to the Board Chairperson
- Any allegation concerning a member of the BOT should be made to the Principal

TRAUMA/DISASTER MANAGEMENT

PURPOSES:

To recognise the risk of specific crisis situations occurring which involve school personnel and to develop appropriate management strategies for individuals immediately involved in the crisis and those with related intervention roles.

GUIDELINES:

A trauma management plan shall be set up, made known to all staff and school student leaders, and be ready to run in advance of a trauma.

The management plan shall:

- Identify the range of situations which would be recognised as crises and would activate management procedures.
- Develop a culturally sensitive procedure on handling death and dying as it affects the school.
- Develop a specific crisis strategy which has the flexibility to respond to a wide variety of crisis situations.
- Establish a crisis management team with a clear chain of command and designated roles which can be functional immediately a recognised crisis occurs.

The main responsibilities of the management team will be:

co-ordination and communication

action plan for teachers

working with students

- Ensure that all staff and our parent/caregiver community are fully aware of the school's crisis management strategies and how these will involve and affect them. These should be discussed with staff at the beginning and in the middle of each school year.
- Identify helping professionals from outside the school and/or other specific community figures (Kaumatua, Pacific Island elders) who can be called in to help.
- Indicate the location and nature of specific provisions for coping with crisis/disasters.

IMPLEMENTATION:

As soon as possible following a traumatic incident a meeting will take place of the Traumatic Incident Management Team. This team will consist of:

Principal, Deputy Principal, Assistant Principal, School Secretary, Health Co-ordinator and the roles of these members will be:

Principal

To provide leadership in the event of a crisis

To prepare media statements

To speak to media

To prepare newsletters for parents

To speak to assemblies

to speak to staff

To delegate tasks as appropriate

Deputy Principal

Co-ordinator

- To run briefing sessions with crisis team
- To identify tasks
- Delegate tasks/maintain check off list
- Deal with exigencies
- Monitor how crisis team coping
- Maintain an overview of situation

Assistant Principal

- If a natural disaster, perform role of emergency co-ordinator
- Make contact with OSH
- Otherwise keep school running smoothly while traumatic incident is underway

School Secretary

- Contact 111
- First Aid/trauma emergency medical list
- Data information
- Contact family

Health Co-ordinator (this role will be important pre and post trauma - not during)

- Provide pre-trauma information
- Staff education on signs of distress in students
- Arrangements post-trauma of students with experts
- Check ethnicity and religion to ensure appropriate support people are contacted
- Make contact with consultants/expert helpers

RESPONSIBILITIES:

- Teachers are responsible for the safety of the room that they are in and the welfare of the students that they are teaching at the time of the disaster.
- Ancillary staff are responsible for the safety of their work area and welfare of their immediate fellow workers at the time of the disaster.
- Staff will be expected to remain at the school for the first six hours after the disaster to lend assistance but rostered leave to attend personal issues will be arranged. A minimum ratio of one teacher to two classes will be maintained... this equates to the duty pairing system.
- Injured persons will be taken to the best medical facility for treatment and brought back to school if appropriate.
- Students will be released at the discretion of the Principal or designated staff member. NB: Research shows that students and staff cope best with the repercussions of a traumatic incident if they remain within the existing situation and work together with the expert helpers to come to terms with the traumatic incident.
- Caregivers may come to the school at any time to take delivery of the students. However, they will be advised of the expert assistance which the school will be offering and encouraged to return their students to Peterhead Primary school as soon as possible. Children will be registered out as they leave.
- Injured persons not collected by caregivers will be delivered, circumstances permitting, to their home address.
- The Principal, or designated staff member, should be aware of any current

Access / custody papers and where possible ensure that a student is not collected by an inappropriate caregiver.

NB: Any visitors to the school at the time of the emergency will be treated in the same way as the students and staff.

In the event of a disaster or Civil Defence Emergency, Peterhead :Primary school must be prepared to accommodate 500 + people for up to two days or to a period of time when parents/caregivers accept authority and the provision for students and staff and others within the school in the case of disaster is qualified through:

SHELTER

All persons can be accommodated in the school hall and throughout the school. Some venues have toilets and showers and do not involve mezzanine, lifts or stairs of any sort. They are well insulated and have natural ventilation and good lighting during the day..

WATER

Water will be available from toilet cisterns and for more prolonged use from the Flaxmere Water World at the village centre.

FOOD

The canteen has a supply of food and an arrangement with the proprietors of the Flaxmere New World Supermarket enables ready access to all food and related items in the event of an emergency. The supermarket is situated at the village centre.

MEDICAL

Peterhead School retains a fair supply of basic medical equipment. Access to more basic medical equipment is available through the Supermarket. Medical personnel are available at the Doctors Centre in the Flaxmere Village.

CIVIL ORDER

In the event of an emergency which eventuates in the supervision of a number of citizens on the Peterhead Primary school grounds, the Principal assumes control and is responsible for the maintenance or order and the welfare and safety of all involved. In his absence the Deputy Principal and Assistant Principal assume control.

RESOURCES

Are you prepared? Community Guide Hawke's Bay Civil Defence Organisations.

EVALUATION

Twice yearly review the procedures and equipment position and review with staff at evacuation practices possible trauma/disaster scenarios.

UNIFORM CODE

We expect that students at Peterhead School will have a neat and tidy standard of presentation which will be maintained at all times.

At Peterhead this means that students are not permitted to have or display the following:

- Hair styles that are ‘fashion statements’ is no excessive gel/wax, no coloured designs/patterns, no extreme styles e.g. Mohawks etc, no whole head or half head dye. Only natural hair colours/highlights (black/brown/blonde) are permissible.
- Nail polish or makeup, or coloured lip products
- No piercing, other than unobtrusive ear studs (one per ear lobe only permitted). This includes no nose, tongue, eye, lip or any other types of body piercing.
- Jewellery – taonga may be worn inside the uniform. No other jewellery apart from wrist watches.
- Clothing: The correct school uniform will be worn appropriately at all times i.e. shirt tucked in/no underwear or clothing to be visible under the uniform. This includes sports uniforms. Please make sure all torn or dirty clothing is repaired and washed.
- Hats compulsory terms 1 and 4 all children (year 0-8)

At Peterhead we pride ourselves on the way we look and present ourselves