

**Papatoetoe
Intermediate School

Administration
Handbook
2022**

Contents

Page No	Article No
2 - 4	Contents
7	1. 3Way Conferences/ Teacher Conferences/ Reporting evenings
7 - 8	2. Absences
9	3. Alarms
9	4. Application for and Renewal of Teacher Practising Certificates
10	5. Appraisal
	6. Assemblies
11	7. Attendance Registers
	8. Bell Times and expectations, see Timetable in Teacher Only Week Book
12	9. Behaviour Management: The STAR Way (refer to The 'STAR' Way Handbook).
13	10. 'Bullying' is not allowed by any person in our school
	11. Bicycles at School
13-14	12. Booking Spaces
14	13. Boundaries that teachers MUST ensure
15	14. Book Standards
	15. Brain snacks and Fruit in Schools
	16. Breakages
	17. Breakfast Club
15-16	18. Buses
16	19. Budgets and buying resources, seeking a Purchase Order
	20. Caretaker
17	21. Certificates and merit awards
	22. Classroom Environments
17-18	23. Confiscating student's personal items
18	24. The Consumption of Alcohol
	25. Classroom Contact
18-19	26. Classroom resources
	27. Cultural Groups and Enrichment programmes:
19-20	28. Communication with Parents and Caregivers, and on behalf of students and staff members
20-21	29. Dealing with conflict
22	30. Dental Clinic
22-23	31. Dress Code
	32. Duties: playground supervision, crossing duties and bus duties
24	33. Emergencies and Evacuations: see the BOT Health and Safety Policy and Emergency Procedures.
	34. Enrichment Programmes – See Teacher Only Week book:
	35. First Aid

	36. Free Lunches in schools
	37. Fruit in schools (see also Brain snacks)
	38. Fundraising
	39. Getting Help
25	40. Y8 Graduation and Y7 Socials
26	41. Health and Safety
	42. Healthy Eating and Habits
	43. Homework
27-28	44. Hours of work
28	45. House Groups and House Group Leaders
28-29	46. International students
	47. Injury or accident
30	48. Induction for new staff members, students, long-term visitors (student teachers etc.)
	49. IT and Computers
	50. Keys, Codes, Photocopier swipes and Security
31	51. Learning Support and Guidance
31-32	52. Library
	53. Litter
32-33	54. Lost Property
33	55. Mail (staff)
	56. Management Units (see the Personnel Handbook for related Policies and Procedures)
33-34	57. Mandatory Reporting
	58. Marking students work or 'Providing written feedback to students about their learning'
	59. Media
	60. Medication at school: see related policy
34-35	61. Meetings: see the PD schedule provided in the school calendar and updated each term.
	62. Meeting deadlines:
35-36	63. Messages
	64. Minutes
	65. Mobile Phones

37	66. Money
37-38	67. Morning Tea, Birthdays, Staff Functions and Cultural Celebrations
	68. Movement of students around the school
	69. Name Tags and Photocopy swipes:
38-39	70. Newsletters
	71. Notes from Parents and student files
	72. Official records
	73. Parent Helpers
39-40	74. Parking and driving in the school grounds
40	75. Pigeon holes; staff communications
40-41	76. Performance Nights: Term 1, Community Hui T2 and 3, End of Year Showcase
41-42	77. Phones in classrooms:
42	78. Photocopying
	79. Picnic Day and end of term parties
43	80. Police and Oranga Tamariki Interviews
44	81. Police liaison
44-45	82. Police Vets: see the Police Vetting Procedures in the Personnel Handbook
	83. Policies and Procedures
	84. Professional development
	85. Property
	86. Protected Disclosures
45-46	87. Public Health Nurse
46	88. Purchases
	89. Referring students for support
46-47	90. Release
47	91. Removal of Student Access to Wifi
	92. Reporting
47-48	93. Resource Teacher of Learning and Behaviour

48	94. Restorative Practices and Processes: <i>see the STAR Way Handbook</i>
48-49	95. 'Rewards'
49	96. Risk Analysis and Management (RAM) - see shared documents (refer to EOTC Guidelines)
	97. Road Patrols, Bike Licences and Travelwise
50	98. Rubbish and Cleanliness
	99. Security Cameras
50-51	100.SENCo (Special Educational Needs Coordinator)
51	101.School Calendar
	102.School Letterhead
51-52	103.School Rules and Expectations:
52	104.Security Alarms
	105.Seeking support: It is important that you seek help should you need it.
52-53	106.Shared Teacher Spaces: Staffroom, Teachers Workroom, Teachers Resource Room and Library
53	107.Smoke free environment: our school is by law, a smoke free environment.
	108.Social Worker In School (SWIS)
53-54	109.Specialist and Optional Programmes
54	110.Sponsorships, Fundraising and Applications for Funding
54-55	111.Sports Leaders
	112.Stand downs, Suspensions and Exclusions (see The STAR Way Handbook)
	113.Staff Meetings
	114.Student Counsellor
56	115.Student Leadership Team
56-57	116.Students leaving and starting during the year / New student enrolments
	117.Student Records
	118. Study Centre
	119. Sun Protection: all school staff must promote sun safety.
57-58	120.Support staff: the BOT employs are range of support staff.
58	121.Swimming
	122.Teacher Aides
	123.Teachers leaving the school grounds

58-59	124. Teaching Packs
59	125. The Staffroom: is a space in our school especially set aside for staff members.
	126. The Tironui Trust
59-60	127. Tracking Books and Report Writing
60	128. Travelwise
	129. Trips out of school
60-61	130. University Liaison
61	131. Vandalism
61-62	132. Vistab
62	133. Visitors to school
	134. Website
63	135. Wet Days
	136. Whole school events
	137. Yearbook

You are responsible for getting to know the expectations, requirements and school Handbooks. Thank you for the time and effort you have given reading this one.

Papatoetoe School and RTLB Leadership Team

1. 3Way Conferences/ Teacher Conferences/ Reporting evenings

Meeting with whanau (parents or caregivers) and discussing ways to improve outcomes is one of the best ways for schools to improve outcomes for students (Best Evidence Synthesis).

Parents (whanau) are the 'first' teachers... they know their child best; better than any teacher can. They have known our students for 10-12 years and have watched them learn in a number of contexts and a range of ways. Getting whanau to share what they know about their child is beneficial to the teachers responsible for their academic learning.

See Assessment and Reporting Schedule

- The student presents their data, progress and areas for development to their whanau.
 - Students are taught to do this.
 - The reason that this is especially important is that at secondary school this is the best way to ensure whanau are able to understand the complexities and requirements.
- Teachers ensure that students know their own learning levels of attainment, their rates of progress, their assessment data and can communicate that to their parents (if necessary in their own languages).
- A script is provided to support students in this learning and to assist teachers to teach their students how to 'run the conference'.
- The teacher is there to support the student and to talk with the whanau about what the teacher can do that will help the student learn more efficiently
- Conferences are not an opportunity to tell parents that their child is 'naughty' or 'lazy' if there is a need to address behaviours that negatively affect their own or other students' learning that should be done away from the 3Way Conference.
- IEP's take the place of the 3Way Conference and should ideally be attended by the Teacher, Parents/ Whanau, Teacher Aide, Learning Support Teacher, the Student (for some of the meeting at least) and any other paraprofessional involved in the support for the child (e.g. RTLB, MOE etc). IEP meetings should be set well in advance.

Timing and organisation

- Dates for 3Way Conferences are set well in advance and all Teachers are expected to attend (**See the Assessment and Reporting Schedule**)
- Students leave school at 2pm the day conferences are held
- 3Way Conferences last between 15 - 20 minutes and must be well prepared, well organised and well presented
- Teachers must keep to the set timeframes
- Whanau book into the conference at a time that suits them and teachers are expected to meet face to face with the whanau of every student in their class
- Attendance data at 3 Way conferences is gathered and collated
- Conferences can be held online. Phone calls do not count as a 'conference'.
- Some food and drinks are provided by the Spec Team. This is not a 'meal' as 3Way conferences are expected to be completed before 6.30pm each of the nights they are held.
- An announcement tells teachers and whanau when the evening is due to finish.
- The school is locked and checked at 6.30pm
- School leaders remain until the last Conference is completed to ensure safety and to complete lock up

2. Absences

Staff - "It is the responsibility of any school employee to inform the Principal (for PIS staff) or Cluster

Manager (for RTLB) or the officially delegated person as soon as possible for their reason of absence from work (prior to leaving the school grounds or RTLB work).” See Leave Procedures

Day by day leave requests (e.g. for ill health).

- **Any teaching staff member (Classroom or Specialist teacher or RTLB) who is to be absent MUST have contacted the ‘designated contact person’ if they are to be absent.** Notification to all staff of the designated person will be in writing and contain all the contact details and confirmed for each employee.
- The contact person organises relievers and release and would appreciate notification well in advance of an absence. Notifications of absence must be done before 7am each day for all teaching staff members.
- If you are sick, or know you will be away the next day, please let us know as soon as you make your decision. If you think you may be away please indicate that before you leave work and confirm before 7am the next morning. This is in order to book the best possible relievers and to notify others of your absence (cancel meetings etc.).
- **All other staff members (support and admin staff) and are asked to contact their Team Leaders before 8am.** Team leaders will notify the school and the Principal

Students who are absent from school *See: Learning Support and Guidance Handbook*

- Parents are required to notify the school if their child is to be absent from school.
- ***Teachers are the first point of contact for parents and must phone to discuss absences with them in an effort to get children to and engaged in school.***
- Students who have frequent or regular absences are
 - identified using attendance data,
 - discussed at Pastoral Care meetings
 - in-school strategies put in place
 - referred to SWIS
 - added to the ‘watch list’
 - Overseen by the DP and Team
 - Referred to STRIVE Truancy services
- Every student should attend school for 95%
 - Students who attend for less than 85% of the possible days are considered to be ‘seriously at risk’.
 - Any and all students who have absences without notification must be contacted by the classroom teacher and notes of conversations taken and added to the student’s file.
- Children may not be taken on extended leave from school without written permission from the principal.
 - Teachers work with families to ensure that they apply for leave in advance and in writing.
- Enrolment lapses for any students who are absent from school for more than 20 school days.
- Students who are away from school, without permission for more than 20 days are referred to the MOE.

‘Seriously At Risk’ Attendance is:

- identified through attendance data and is commonly shown as that which is less than 85% attendance (i.e. about 1 day a week absent from school).
 - Discussed at Pastoral Care Meeting and strategies are established to try to address on-going absence
 - requires the teacher to call the home
 - requires parents to provide a medical certificate for absences

- o if on-going requires a senior teacher call the home
- o are referred to Social Worker for a home visit re absence
- o are referred to Truancy
- o are provided a letter warning regarding 'Truancy' intervention
- o if on-going the family are provided with a second letter of warning
- o have a final letter which outlines a prosecution process
- o are referred for prosecution

3. Alarms

- If you come in to school in the weekends write your name on the whiteboard near the alarm pad
- When you leave, if your name is last on the whiteboard for that area, set the alarm for your area
- If you are the very last person to leave, set the alarms for Admin and Rooms 1-10 areas also
- If you set the alarms off ring the Alarm Company
 - o phone details on the Alarm pad
 - o then ring the Caretaker - Craig

4. Application for and Renewal of Teacher Practising Certificate

Our school does not employ teachers who are not Registered with the Teaching Council of New Zealand.

See Appraisal and Attestation Procedures

- Applications for registration are supported by Team Leaders.
- Supporting documents must be provided to the Principal before application is made. These are an updated copy of identity and an Attestation summary completed with the Team Leader.
- All registered Teacher applications are completed online.
- Application for the renewal of a Practising Certificate is the responsibility of the teacher
 - o Applications must be made at least 6 weeks prior to the due date
 - o Teachers are reminded by email from the Teaching Council that they need to apply
 - o Teachers must ensure that the Teaching Council has a current and regularly checked email address.
- Teachers must prepare for attestation by ensuring that they have
 - o PRT folders completed with all requirements OR
 - o Attestation evidence for their appraiser who will attest to their application.
- Leaders must inform teachers if there are any concerns that may affect their ability to attest that the teacher meets the required standard.
 - o The Leader must also provide evidence if the teacher does not meet the required standard.
- In order to meet the standards teachers must attend the required professional development. This includes relievers and part time teachers who wish the school to support applications for renewal of Practising Certificates.
- It is the Principal who attests to the Teaching Council in regards to whether or not a Teacher meets the standards. The Principal relies on the information provided by the Cluster Manager and/or Team leaders.
- Team Leaders in the school and with RTLB spend time moderating and discussing the practices, observations and processes that provide the necessary 'evidence'. It is important that both expectations and processes for this are clear to all participants.
- Our school does not attest to people who are no longer employees (except in exceptional circumstances) because applications for renewal are based on recent appraisal results.
 - o Appraisers complete an attestation sheet prior to a person leaving if they are requested to do this (and if the evidence is supplied).

- o Attestation summaries are retained, with appraisal documents on personnel files in archives for up to 7 years
 - Cost of application for or renewal of a Practising Certificate is the responsibility of the Teacher applying.
 - Posting the application and correspondence with the Teaching Council is the responsibility of the teacher applying.
 - ***As being employed as registered a teacher/RTL B with a current practising Certificate is a requirement at Papatoetoe Intermediate School, not maintaining registration or your practising certificate may result in disciplinary action.***
5. **Appraisal: All appraisal goals are based on the School and RTL B mission statements and in accordance with Strategic and Annual Plans.**
- Appraisal is a contractual requirement for all employees. All staff members are required to complete all appraisal requirements.
 - Appraisal is defined each year in the Teacher Only Week Handbook with due dates, process and requirements clearly outlined. This is also added to the school/ RTL B calendar and regular reminders provided
 - All staff members set 'aligned' goals at the start of the year with their appraisers.
 - Professional development is designed for all staff to support school-wide and cluster-wide goals.
 - Additional requests for professional development must be approved by the Principal or Cluster Manager and relate explicitly to appraisal goals.
 - They then work with their appraiser's support and guidance towards achieving their personal goals.
- See Appraisal and Professional Development Procedure*** (in *The Personnel, RTL B Operational and 'Teacher Only Week' Handbooks*)
6. **Assemblies:**
- Schools need a time when everyone gathers to celebrate and agrees how they will behave. Our school has scheduled Whole School and Syndicate Assemblies.***
- Whole school assemblies are usually held on Friday at 8.55am to 9.30am.
 - Classes mark their rolls and prepare for Assembly at 8.45am so that they are seated and ready to start by 9am
 - Students must wear correct uniforms to Assemblies - no sweatshirts or jackets during the summer. Teachers are expected to check this before their students enter the Gym.
 - The entrance to the gym and places for seating is designed to reduce water or mud on the floors. Please assist students to keep to the expectations
 - Hats are not to be worn during assembly (by staff or students)
 - Students are expected to arrive and leave quietly and Teachers/ Syndicate Leaders are expected to ensure this happens.
 - All PIS staff and students are expected to attend and actively model appropriate behaviours.
 - This means involvement in singing, dancing etc. and not talking or using cell phones, as well as actively maintaining and implementing high standards of behaviour, dress and public performance (if required).
 - Each class has a turn running the Assembly and providing an item based on their classroom learning or the Value for the Week.
 - We encourage students and staff to be 'actively involved' in each Assembly - to be a 'good audience' (appropriate celebration, clapping etc) and to encourage and celebrate together.
 - House Group Videos must be related to school events and photos from the school should be included e.g. Tironui Trust, thank you clips, class events, etc.

- Since the advent of COVID-19 Pandemic Whole School Assemblies have been held online

See Assembly Format in Staff Docs: refer to AP's instructions

7. Attendance Registers: (also see the Student Absences Intervention Flow Chart)

Electronic Attendance Registers are a legal requirement and must be kept in accordance with legislative guidelines set out by the Ministry of Education.

All attendance registers must be marked only by the teacher and they must be marked twice each day; before 9am and again before 2pm every day.

For the sake of student welfare, ALL Teachers (including relievers and release teachers), must be diligent in this and may face disciplinary action if expectations are not met.

- Registers must be completed using the required MOE notations.
 - A copy of this is available from the Office.
- All correspondence regarding attendance must be filed in a student's drop file and appropriately noted on the electronic register.
- Each day the attendances are checked by the office at 9am - 9.30am and again at 2pm
- An SMS message is sent at 10am by the Student Receptionist to parents/caregivers of students who have not given a reason for an absence.
- Any absent students who are absent for more than 2 days without a reason must have had a phone call from the classroom teacher
 - Classroom teachers must check the notations in the electronic register to ensure that phone calls have not been made to the school office explaining absences prior to the teacher calling.
 - Once the call is placed attendance notations must be immediately updated and in the class Tracking Book a note made regarding date and time of the phone call and parent's reasons
- Once the teacher has rung and has not had adequate reason or cannot contact the parents a student is considered 'at risk'.
 - Team meetings are required to identify and address concerns of students who are at risk, this must be minuted.
- Any student who over the course of 4 weeks has more than 3 absences or who is late more than twice each week must be referred to the respective AP

See the Attendance and Truancy Procedures

8. Bell Times and expectations

Bells time etc. are reviewed annually - See Timetable and updates in Teacher Only Week Book

8.00am: (no Bell)

- All Teachers on site and ready for work,
- Whole staff meeting on Monday mornings/ other meetings may be scheduled during the week

8.15am (no Bell)

- Classes all open and all teachers in class
- Lunch orders are taken at the school Canteen
- Health Ambassadors organise and distribute Fruit and snacks to classes
- staff and Road Patrollers are ready for duties

8.30am (Bell) Students must be at school and in classes

8.40am (no Bell) Patrols finish

School 'officially' starts

8.45am Music - the school waiata/ class karakia School officially starts, Attendance Register (see Curriculum Handbook/ TOW Book for whole school timetable)

9.35am (Bell) Brain snack and shared book, Period 2

10.20am (no bell) Reading and Writing (see Curriculum Handbook)

Morning break

11.05am (Bell) Morning tea - - students go out to play, rubbish is left in the classroom bins

11:10am (Bell) Interval - music heralds the end of break, students should be back in class by the time the music finishes. Lunch monitors pick up class lunches

11.40am - Students eat in class see Timetable

12.25pm (Bell) change classes if necessary

Lunch break

1.10pm (Bell) Lunch eating - fruit and snacks, any additional meals rubbish is left in the classroom bins

1.20pm (Bell) Lunch Break

1.55pm music heralds the end of break, students should be back in class by the time the music finishes. Marking the roll by 2pm and prep for the afternoon. Spec classes start at 2pm sharp

End of Day

2.55pm (Bell) pack up and notices

3.00pm (Bell) End of day - students must leave the school grounds immediately unless they are attending,

- Study Centre,
- Mentoring classes,
- Music School
- Sports
- Cultural Group practices
- No students are allowed to stay in classes without supervision after school.
 - The supervising teacher must be on site until all students are collected by parents.

After school programmes

3.15pm (no bell) Patrols finish and Meetings start, Study Centre, Sports Practices and coaching etc. start

4.00pm Office closes at 4.00pm and the doors lock automatically at that time

4.30pm Study Centre/ All coaching etc. finishes and grounds are cleared.

6.00pm cleaners are usually completed by 6pm and alarms set. If school meetings are set they usually start at 6pm

- BOT meetings - Monday nights
- Community meetings - Thursday nights

Teachers are discouraged from remaining at school alone because of concerns for Safety and Well being.

9. Behaviour Management: The STAR Way *See The 'STAR' Way Handbook*

Our students are generally extremely polite, well behaved and easy to work with.

Students and teachers convey the same positive attitudes towards all people in our school.

Behavioural expectations are the same for everyone: All staff, Students and visitors to our school.

High expectations in a learning-focused classroom promotes positive behaviour.

- Our school focuses on 'engaging students positively for learning'. If students are engaged in appropriate learning, then they have no need to misbehave.
- Teachers are expected to work with the students in their classes to establish clearly defined boundaries and positive methods of establishing productive control.
 - Teachers ensure safety, promote social responsibility and build cooperative classrooms.
 - Teachers maintain a 5:1 ratio of positive comments.

- Teachers should be actively engaged and working with students, at all times

see Engagement Observation information

Student Leadership opportunities promote positive behaviour

- A feature of PIS is the high student leadership expectations.
- All teachers strongly promote this and make sure all students have leadership opportunities across the school and in class
- Each class has two Class Leaders, Health Ambassadors, Sports Leaders and Librarians. There are also Rubbish Monitors, Bloggers and IT monitors and other school monitors selected for various roles
- When a teacher is absent it is the class leaders who support both the relieving teacher and the class (with the help of the Syndicate Leader) to ensure that the class continues to run smoothly.
- Year 7 students are at the end of their first year at our school able to apply for Head Boy and Girl positions and House Group Leader positions for the following year. There is a well-established process for this and Y7 teachers are expected to encourage and support students wishing to apply.
- There are regular class and school leader meetings.
- Students receive support and mentoring from classroom teachers and school leaders.
- Students may also be selected to be Cultural Group Leaders and Sports Team Captains

Positive behaviour is specifically taught and rewarded

- PB4L lessons, STAR Values and Health lessons all provide teachers will support to teach positive/prosocial behaviours
- PIS has House Points and STAR nominations

See the STAR Way Handbook

10. 'Bullying' is not allowed by any person in our school.

It is not acceptable for any person to use any 'put downs' or inappropriate behaviours (e.g. shouting at people, sarcasm, harassing and tormenting, ridicule, alienation or isolation, threats, pushing, hurting, punching etc.).

- Any such behaviour, reported by any person, will be treated as a 'serious incident'.
- All adults at our school are expected to model positive, prosocial, inclusive behaviours towards all students and staff members.
- This includes greeting people by their names, smiling, stopping to talk with them, inviting conversation, modelling respectful listening and care.

See Code of Conduct for Staff and Code of Conduct for Students

11. Bicycles at School: All students riding a bike to school must have a 'Bike Agreement' *See Bike Agreement*

In 2022 we installed a bike track and providing bicycles and helmets to support students to learn to ride bicycles safely and with confident

- Bike Agreements. the Bike Track and all related management and organisation is overseen by the designated Travelwise person and the Travelwise Team
- Road safety training sessions are arranged with the Police Education Advisor
- The Agreement is signed with students and Parents/Caregivers.
- Bikes are kept chained up at the enclosure.
- Helmets must be worn
- Bikes may not be ridden past the school enclosure or in the school grounds

12. Booking spaces:

We are a large busy school. Sometimes we need to use some of the 'empty spaces' around the school. In order to make sure everyone has the option to do this, spaces need to be 'booked' in advance.

Spaces available include: the 'Seminar' Room, Staff Room, Library, Office Meeting Room, Gymnasium, RTL Room 26 (rarely by the school), and teaching spaces not in use (e.g. a classroom or Spec room)

- Students are not to be sent to rooms and left there unsupervised
- If you wish to book a teaching space, that can be done with the permission of the teacher/s who commonly use the space (e.g. Foods Room)
- No person can use another teacher's teaching space without that person's express permission.
- Gym and Seminar bookings can be made online via your Google Calendar.
- The Office meeting room has a weekly booking chart on the door of the room.
- To book the Library, ask the Librarian Assistant.
- Weekend or out of hours booking must be made with the Executive Officer and confirmed with the Caretaker.
- All 'formal' bookings must have a contact person who is responsible for all hire agreements (if necessary), security and health and safety requirements.
- Any school activities that are held out of hours must be approved as a 'School Event and RAM' see AP responsible for RAM.
- A koha is required of staff members making out of hours' bookings for non-school related activities.
- Bookings are made on a 'first come first served' basis and our school does have regular community groups that pay for the use of school facilities.
- Anyone using school spaces in or out of hours are responsible for ensuring that the space is left in a tidy way- with the rule of thumb 'better than we found it'

13. Boundaries that teachers MUST ensure:

- Students are not ever to use the teachers' laptops.
 - This is a legal and insurance requirement, related to the agreement that teachers'/school signs with the MoE.
 - Teachers found breaking this agreement may face disciplinary action.
 - Teachers/staff do not use other teacher's laptops or take/ borrow one another's personal items
- Students are not to be on any computers at any time without an adult present and actively supervising.
- All school staff must all ensure student cyber safety rules are maintained.
- Students are not to be in classes during break time unless a teacher is present at all times; to ensure student and property safety
- Students are not to be out of class without a student pass (yellow); to ensure adequate supervision and student/teacher safety
- Students are not to be out of school without signing out at the Office: permission is given after a written request from a parent/ caregiver to ensure student safety and to reduce truancy.
- Visitors may only be in the school with the express permission from the school office/ principal.
- To ensure student and teacher safety a Visitor's pass MUST be worn.
- Visitors may be required to leave the school grounds.
 - see 'Visitors' section later
- Teachers must not send children out of class unsupervised especially if the student is in distress or behaving badly.
 - If a teacher needs support in a crisis situation they may ring (or send a note) to the teacher next door, or the school office (for support from a school Leader) and support will be provided.

- Students may not go into the staffroom for any reason: this is to ensure the privacy of staff, security of belongings and that students are not accused unjustly.
- The only formal 'out of bounds area' is the car park.
 - Children are not safe to play around the cars
- Students may not leave the school grounds or go to the shops for ANY reason.
 - No teacher is to give permission for this.

14. Book Standards, e-portfolio and online work: *See the Curriculum Handbook for guidelines*

- Student book standards, e-portfolio etc. are discussed and decided by AP's and DP
- Each Team/ Syndicate establishes a consistent formatting of books and student work.
- Team leaders randomly check that consistency is maintained.
- Syndicate Leaders have example books.
- Any question in this regard please discuss them with your Syndicate Leader

15. Brain Snacks and Fruit in Schools

- Each class selects 'Health Ambassadors'
- Health Ambassadors are supported by The Foods Teacher and work to lead our school to improve our ability to make healthy choices
- Each morning these monitors collect Brain Snacks and Fruit for their classes from the Foods Room
- This must be done after 8.30am and before 9am
- These monitors also distribute the snacks and fruit to their classmates and clean the containers
- They also make sure that the containers are returned to the Foods room before 1pm each day
- Teachers must ensure that any rubbish is put into the bin.
 - Rubbish from fruit is recycled and fed to our worms and used for our gardens
- Leftover fruit is distributed to students at the end of each day.
- No fruit is to be left in the classroom on Friday afternoon or when classes are going on holiday.

16. Breakages:

- All breakages or damage must be reported to the school office immediately.
- Any damage caused by students must be notified to the Executive Officer and to Syndicate Leader in an 'Incident Report'.
 - Computer damages are reported to the AP/Executive Officer the day the damage occurs
- The child/ren must write their version of the incident.
- The teacher/ supervisor also must complete an incident report
- Students who willfully break or damage school property may be required to pay for the damage.
 - This is organised through the Executive office and AP/DP as it is an issue of serious misconduct.

17. Breakfast Club

- Breakfast is provided, free of charge, in the Foods Room, to any child in our school in need.
- Food is supplied by Fonterra and Sanitarium.
- Any person wanting breakfast is welcome

18. Buses: *See Health and Safety Handbook: EOTC and RAMs see also RAMs Forms*

- Many students catch buses to and from school.
- As our students catch public buses teachers cannot delay departure from class in the afternoon unless they have written permission to do so.
- ALL students catching buses MUST behave in ways that meet both school and bus company expectations.
 - Deviations may result in students being disallowed from using the buses.

- Oversight of bus management is done by an allocated Syndicate Leader, the Resource Manager and Spec staff

Buses for trips

- Trips are booked using a pink form. The form requires information about costs of transport, including buses.
 - **Requests for bus costs must also be made through the office and must be done at least 4 weeks before a trip is planned.**
- All booking of buses for trips is a request through the office and as part of confirmed/ approved RAMs forms.
- **Cancellations or postponement of trips must be made through the office and ensure effective communication is maintained.**
- Teachers MUST count students on and off buses at both start and finish of each bus trip to ensure that all students are safely returned to school.
- A teacher must be on each bus leaving school, in the case of an emergency, the Teacher is to maintain control and safety for the students.
- The Teacher must have an active cell phone to notify the school if there are any problems.
 - There is a school phone available if this is required.
- All bus trips must plan to be back at school before 2.30pm.
- On all trips leaving the school a first aid kit must be taken

19. Budgets, Buying resources, seeking a Purchase Order: *See TOW Handbook and Annual Budget*

- The BOT usually approves the Annual Budget in February
- Budgets are allocated to specific areas for which there is a stated 'budget holder'
- Spending of budgets must be to the confirmed goals proposed at budget bidding and confirmed at the start of the year by the Team allocated the budget.
- These goals are what determine the work of the Team and budget spending and a report based on the goals (and how the budget was spent) must be to the EO prior to acceptance of the budget bid for the following year
- Only the Executive Officer can give permission for money to be spent.
- The Executive Officer must maintain proactive management of the school finances in accordance with the Strategic Plan and approved Annual Budgets.
- Curriculum spending is spread over three terms (T1-3)
 - There is no provision for overspending
- Each Team and Curriculum Leader allocated a budget works with their Team at the beginning of the year to decide how that budget is to be spent.
 - The spending of the allocated budget is aligned with Team goals also set at the beginning of the year and based on intentions established in the budget bid from the previous year.
- **No teacher can make purchases without the express and written consent of the Budget Holder**
 - This is done by an order being placed with the school through the Executive Officer, a digital order number is emailed to the budget holder
- No spending can be approved without a Purchase Order number
- All purchases are approved by the Principal (or delegated person).

20. Caretaker

Our Caretaker works hard and has little time allocated for 'additional tasks'.

For urgent repairs or serious hazards call the Caretakers cellphone for them to contact the caretaker. Urgent repairs include items such as electric faults/ exposed wires etc. broken windows, sink issues etc. Otherwise all other concerns are notified through the email account property@papint.school.nz

Please help by

- No staples into any woodwork
- No sellotape on any paintwork or windows
- If you see anyone on the school building roofs – phone the police (please make sure that you let the office know immediately)

21. Certificates and merit awards:

- Each teaching team has certificates that can be given at Syndicate assemblies.
- Our school encourages teachers to focus on ‘catching kids’ being a STAR student and rewarding genuine effort, particularly in overcoming barriers.
- We expect teachers to make sure that every child has an opportunity to receive accolades for effort and achievement and expect teachers to phone parents to make sure they know this has happened.
- We encourage Teachers to let Parents and Caregivers know of the wonderful achievements of their children by phoning or sending an email

22. Classroom Environments:

- Classroom environments will reflect the learning and teaching in which students are currently engaged
- Displays must be made of
 - predominantly (80%) students work
 - be inviting and informative of the processes,
 - focus on thinking and problem solving
- There must be provision for students to both reflect on prior learning (e.g. modelling books) and to add to displays as their learning progresses within a particular context.
- Classrooms must be clean and tidy at all times

All classrooms will have prominently displayed:

- The classroom treaty and STAR expectations (PB4L)
- SOLO Display
- Thinking strategies and learning currently being undertaken
- The class specific timetable
- Evacuation Procedures
- Monitors (i.e. for rubbish, lost property, sports equipment, class leaders and other duties)
- Inquiry/ Maths and English displays
- Groups: maths, reading and writing
- Windows and glass areas are not to be used as display spaces nor will teachers place displays that impede vision.
- Displays will be replenished at least every term.
- No displays will remain for more than 1 term unless it is the class contract or emergency procedures.
- Teachers are to ensure that furniture and resources are well maintained and cared for.
- They will make sure there is no writing or gum on any furniture at any time and that table tops and ‘high touch’ areas are kept clean.
- Furniture is allocated to a room and cannot be removed without the written permission from the EO and only by the Caretaker
- Rubbish bins are to be kept clean and regularly washed out as well as emptied daily by monitors.

- Cleaning equipment is available for teachers from the Resource Manager

23. Confiscating student's personal items

- **Only specifically designated persons may conduct a search for or seize items**
- From time to time a Teacher may find a student with a banned or dangerous item and ask the child to hand it over. If they refuse the teacher must call the office and ask a leader to attend.
- The student may choose to hand over the item however any confiscated items MUST be notified in writing to the parents/caregivers and if the PARENT CAREGIVER comes to collect them the item/s must be returned immediately.
- Teachers MUST keep confiscated items secure and they must be returned either at the end of a day, week or term (we recommend that they are locked in the office area)
- Teachers losing confiscated items will be personally responsible for their replacement
- Any dangerous, illegal or stolen items (e.g. phone, knife, lighter, cigarettes etc) MUST be immediately given to a Senior Leader and incident reports completed

24. The Consumption of Alcohol

- It is illegal for students to have alcohol. If it is suspected a student has alcohol the office must be notified immediately
- Alcohol is not to be consumed on the school site by any adults during school hours.
- The school does not sell alcohol on any occasion or facilitate the sale on alcohol on site or at school events
- Staff functions off-site may serve alcohol paid for by staff members
- From time to time Papatoetoe Intermediate School does allow alcohol to be consumed on site. This is at the discretion of the Principal to whom the BOT delegates the responsibilities of ensuring 'sensible consumption'.

On these occasions

- The Principal will inform the BOT as to the timing and organisation of an event prior to the event
- The event must start after students have left the school grounds
- Alcohol is to be provided only by staff members/ people attending
- No children can be present where alcohol is consumed
- Food (more than 'nibbles') must be provided for the event. This may be paid for by the school at the discretion of the Principal and within budget
- A designated School Leader must be present until the end of the event and may choose to call the event to an end
- Non-alcoholic options must be provided and there must be a person not consuming alcohol present, until the alarms are set
- All dishes, cleaning up and rubbish must be disposed of prior to staff locking up
- No staff members may bring the school into disrepute by their behaviour.

25. Classroom Contact:

- Teachers and RTLB are expected to be at school and ready for work by 8am
- Teachers must be class no later than 8.15am
- When in the classroom teachers are expected to be at all times 'fully focused' and 'actively involved' in working with children. Children deserve full attention from their teacher.
- Teachers should not be static or seated at their desks. During classes it is not acceptable for teachers to be using their laptops for answering emails, texting or talking on the phone or doing planning during teaching times.

- Teachers on release may not stay in the classroom as this often distracts students from the fully focused learning environment.

26. Classroom resources:

Teachers must ensure that all resources are properly cared for. Failure to care for school equipment and resources may result in the class being refused equipment and may incur costs for the student or even the teacher if negligence is found to have happened. Emails for resource requests should ideally be made well in advance of their requirement.

- **If you require additional resources, you may request them through the booking systems.**
- **Art Supplies:** Basic Art supplies will be issued at the start of each year. If any extra resources are required they can be ordered via email to the Art Teacher at least 48 hours ahead of when they are needed. They must be returned at the agreed time and in good order
- **Computers on Wheels (COW)** – additional laptops, are available for class use and can be booked and requested through the Librarian
- **ICT equipment (eg projectors; cables; mouse):** Cables and Mouse are to be logged through the IT Helpdesk.
- **PE and Sports equipment:** Requests for PE and Sports equipment may be made to PE Leader at the start of each day (before 8.30am) and all equipment must be returned by 2.45pm fully checked and in good order. Requests for large amounts of equipment or for tournaments etc. must be made a week ahead of time to ensure there is sufficient provision made.
- **Music Equipment:** Requests for Music equipment may be made to the Music Teacher at the start of each day (before 8.30am) and all equipment must be returned by 2.45pm fully checked and in good order. Requests for large amounts of equipment or for performances etc. must be made a week ahead of time to ensure there is sufficient provision made.
- **Science Equipment:** Request for Science equipment or use of the lab may be made to the Science Leader prior to the day required and before 8.30am and all equipment must be returned by 2.45pm fully checked and in good order. Any equipment borrowed must be locked away at the end of each day. If the teacher is unable to do this, it should be returned daily for the science Leader to keep safe.
- **You may need furniture as the furniture you have been allocated does not suit for some reason.** Please make sure that you notify the Executive Officer AND the Caretaker by email and they will do their best to arrange for you to get what you need. We do not allow teachers to add extra furniture to classrooms without permission. The school management team reserves the right to request removal of furniture if we believe that this is detracting from the classroom function or environment.

27. Cultural Groups and Enrichment programmes:

- PIS places very high priority on 'utilising student's cultural capital' therefore we allocate regular times for the different cultural groups to meet, explore cultural understandings, enjoy music and dance and learn related languages
- We are proactive in engaging community members in support of this. Any community supporters must be police vetted. Police vetting forms are available from the Executive Officer.
- All teachers are to treat this contact and time as a priority and fully support those responsible for leading groups.
- All staff members are also expected to actively support Community Cultural meetings each term and fully support and attend the Performance events.
- The ACE Coordinators role is to organise the ACE classes, teachers/ adults and tutors and students into their selected groups. They also hold regular planning and reflection meetings

28. Communication with Parents and Caregivers, and on behalf of students and staff members

- We ask Teachers to keep in mind that although we work with students our clients are their families; particularly Parents and Caregivers.
- All communication with them must be professional, courteous and respectful.
- All information they request should be quickly provided with depth and accuracy.
- All communication with parents and caregivers will positively reflect on the school and all attempts must be made to ensure that they are able to effectively communicate and this may mean that a translator may need to be found, this is the teacher's job.
If you need help in this, please contact your Syndicate Leader.
- **Any 'difficult' meetings with parents or caregivers must be notified by email to Deans or the Principal prior to the meeting** which should briefly outline the matter.
- If support is requested this should be asked for well in advance of the meeting and support will be arranged
- After difficult meetings a summary of outcomes should also be made for the students drop file and provided for everyone's information.

ALL general letters and notices to Parents and Caregivers must be checked and approved

- *first by your Syndicate Leader, then by the Principal, and finally printed onto school letterhead at the school office*
- *a copy must be made for the newsletter file and any relevant staff members given a copy (especially the student receptionist). This means that you have to be prepared ahead of time.*
- The letter should be emailed or given to the Principal's PA.
- The Principal will check the letter as soon as possible
- provide letters *at least* 48 hours before they are required.
- The teacher should then ensure that the Resource Manager is emailed the approved letter stating the numbers required.
- The Resource Manager then arranges for the letter to be printed on a letterhead and the teacher signs it.
- The Resource Manager and the Student Receptionist keeps a copy of all letters.

When reporting to Parents and Caregivers on student achievement and progress it is required:

- that the teacher uses verifiable tracked assessment data (see Tracking Books and Report Writing)
- produces any, and all, relevant individual student achievement data (assessments, roll book etc.) if required and ensures that all reporting is embedded in this
- ensures the report is rigorous and objective
- 'Reporting' takes place at specific times throughout the year (see the School Calendar and the Assessment Schedule) and each report is designed to both accurately report on student progress and support positive relationship building between the school and the family.
- Teachers are expected to ensure that every parent is able to attend all reporting meetings. No information given in a report should be a surprise or shock to parents and all possible concerns will have been identified and thoroughly discussed (and strategies put into place to address and overcome the problems) before anything is put into writing in a report.

ALL teachers are required to maintain accurate assessment and progress records for all students.

The format for this is agreed in Teaching Teams.

- If there are any concerns about any student the teacher is the first point of contact. This includes attendance, progress, engagement, participation, attitude and behavioural concerns. Equally if there is any possibility to contact parents to tell them of the good things children have done it should be done as a priority.
- If a teacher suspects a parent or caregiver is likely to seek further information or pursue a complaint they must inform their Syndicate or Team Leader and the Principal immediately.

29. Dealing with conflict: *See the 'STAR Way' Handbook*

All people coming to school, staff, students and visitors alike should feel safe and free of harassment, be treated equitably, with respect and utmost fairness.

A copy of the 'Complaints Procedure' is on our school website or available from the Office. The Complaints Procedure governs the way all complaints are dealt with; whether complaints are made by students, staff or whanau. All people have access to the Complaints Procedure online via the school website (BOT Pages) All people are expected to follow the Procedure when dealing with conflict, concerns or complaints. The premise should always be that effective resolution face to face is by far the best way to resolve conflict. If you choose not to address the problem, you can expect the problem to remain or grow. If face to face discussion has not worked it is expected that the complaints procedure will be properly followed.

This is a large and busy school. Expectations are high and there are some students who have challenging behaviours. There are some stresses that can be expected to accompany that. Staff members may have to deal with some conflict (maybe with adults and maybe with children) at some stage during their time at our school. There are some boundaries as to what are acceptable ways of dealing with and managing these conflicts. These being:

Student conflict with Teachers - *Teachers are expected to take all possible actions to avoid open conflict with students*

- If there is an escalating problem with a student/s it is that teacher's responsibility to address and deal with the problem (including Specialist Teachers).
- If the teacher does not have the expertise or strategies to deal with the student, they must seek help in order to gain those and effectively implement them in class.
- Exclusion of students from classes is not an option, sometimes 'time out' may be a short term option but the student must always be welcomed back into class asap. Time out gives the teacher, the student and the rest of the class time to 'settle' and establish the 'way forward' however will not solve the problem.
- If the problem arises outside of the student's homeroom it is vital to ensure effective communication with the classroom teacher about how the problem was dealt with. **It is the responsibility of both the supervising teacher and the classroom teacher** to meet and discuss in order to immediately and together effectively address the issues.
- ***The teacher must always remember that they are expected to model excellent behaviours, especially when dealing with conflict, and that they are the adult!***

Student conflict with other Students – teachers must ensure the safety of all students in their classes

- In order to ensure playground conflicts do not escalate we expect implementation of restorative practices to deal with students conflicts with one another.
- Teachers are expected to be proactive in identifying and addressing small conflicts so that they do not escalate.
- We expect teachers supervising students to use the mantra "SKIM, SCAN, MOVE ON" when supervising large groups of students.
- Any violence or aggression (e.g. bullying and threats) shown towards another child cannot be tolerated and must be dealt with swiftly and appropriately and is considered a 'major incident'.

Parent/ Caregiver complaints

All parent/ caregiver complaints are treated with utmost seriousness. They are recorded as an 'incident report' and a copy given to the Syndicate Leader and Deputy Principal. They include:

- The name of the student, their parent/ caregiver's name, the date and the person taking the complaint and the date on which the incident occurred

- They will outline the scope of the complaint and name any people against whom the complaint is directed
- They will record exactly what the person wishes to have done about the complaint
- They will have a record of the investigation (if necessary) and resulting actions if required and a conclusion, if appropriate

Parents/ whanau are our clients. They entrust their children into our care to be well educated.

- Safety and Privacy protocol mean that no parent/ caregiver/ whanau member is entitled to directly address another child in a complaint.
- A teacher may not simply agree with a complaint against a child without a full investigation.
- If a teacher needs support investigating they should seek the support of their respective AP.
- All parent complaints should be discussed with AP's.

Adult conflict (*see the Complaints Procedure*)

- It would be wonderful to think we could all live together in complete harmony all the time. However, reality tells us that humans by nature live with various amounts of on-going relational stress and conflict.
- The question is how we personally deal with that and whether or not we contribute to the escalation of the stress and conflicts that are a normal and healthy part of all communal living.

It is a safe expectation that we all do actually want to work together peacefully and in harmony.

- It makes us more able to be effective and makes coming to work enjoyable.
- If you are offended by something someone else has said or done it is expected that you, as an adult, will go to that particular person and address the problem face to face.
- If you feel you need support you may choose to discuss it and possibly enlist support in sorting out a solution.
- In discussing a problem, it is expected that you will wisely choose someone who will not escalate the issues.
- It is also expected that you not discuss it with numbers of people because that too would also escalate the problem.

30. Dental Clinic:

- The Dental Clinic closed in 2018. From time to time a Dental Health Caravan visits our school.
- Teachers are required to support students to attend the clinic and promote it in a positive way

31. Dress Code:

All adults at our school are required to dress *professionally* and in ways that ensure they are able to carry out their job.

- Professional dress in a teaching context usually means 'tidy casual'.
- It would be acceptable for instance for a teacher to wear sneakers and sandals but **not jandals**.
- It would also be acceptable for shirts and smart tee-shirts to be worn but **not singlets**
- Again tidy, clean modestly-fitting jeans may be acceptable but **not with tears and rips**.
- In regards to role specific dress codes, it is appropriate for example for a PE teacher to wear track pants and PE gear but it is not appropriate for a Classroom Teacher or Syndicate Leader or DP to dress this way in the course of their everyday business or especially to Assembly.
- House Group colours may be worn during House events, to Friday Assembly but should not be worn by Teachers/ staff members as 'common wear'.
- **It is also hoped that teacher's/ staff members are capable of deciding what is acceptable dress**, midriff and cleavage exposed is not acceptable, and dreadlocks, multiple piercing and overt tattoos may also not be appropriate.

- School staff are in a position of role modelling and must always keep in mind what message we portray in our dress and demeanour, and whether that message is appropriate here, in this setting.
- We must ask ourselves, “Does our dress enhance the student's image of us as successful and happy people?” “Does it portray to the school community a pride in self and our school?” “Does our dress convey a competent and capable message about our role as a teacher?” Also, “Am I dressed in such a way that I can comfortably sit down on the mat (if necessary) participate in fitness and address an audience all on the same day?”
- What to do if you believe that someone is dressing inappropriately; a friend and colleague would address that person personally, leaders however have a responsibility to say the ‘hard stuff’ and will address any concerns they may have. You may prefer to talk to a leader.
- The Principal reserves the right to ask a staff member to change their clothing and if necessary to go home to do this.
- Teachers are also expected to model the expectations that we have for students e.g. jackets in the rain, sunscreen, and hats in the sun and formal wear for assemblies, especially for Prize Giving etc. no hats in the hall please

The saying suggests: ‘if we can see through it, up it or down it – don’t wear it’

32. Duties: playground supervision, crossing duties and bus duties

- All staff; Leaders, Teachers and Teacher aides undertake supervisory duties during school breaks (at morning tea and lunchtime).
- In addition, school leaders and specialist teachers undertake bus and crossing duties before and after school.
- All of these ‘duties’ are within the concept of ‘active supervision’ i.e. the supervising adult actively looks for any signs of concern and actively and immediately addresses the concern.
- When this is working well there is a significant reduction in student incidents and an increase in pro-social behaviours, because the supervising adults are especially supporting those students who need this additional help.
- An Assistant Principal has the responsibility of allocating duties and oversees the ‘busses’, student behaviour as they wait for busses, on busses and liaising with bus companies. they liaise about crossing duties, and support the training of students helping with crossings
- Duties are reviewed and re-set each term.
- Teachers and Teacher Aides are encouraged to liaise with the person setting the duty roster to ensure that their changing needs and responsibilities are taken into account.

33. Emergencies and Evacuations: *see Health and Safety Policy and Emergency Procedures.*

- In the case of an emergency, teachers must be able to keep control of their students and themselves.
- All teachers are expected to make sure that they and their students are fully aware of all emergency procedures.
- Every class will have clearly on display the Evacuation Plan and every teacher will ensure that it is practised until the children are familiar with it.
- An evacuation practice will be held every term.
- Management of this is the responsibility of a delegated school leader.
- **This includes procedures for ‘Green pass situations’, Lock down, all Evacuations and Traumatic Incidents.*

34. Enrichment and Extension Programmes

- Are mainly managed within Syndicates
- Some enrichment programmes offered during the same time as Cultural Groups meet.

- Other programmes are offered for Music, Performing and Visual Arts, The Technology Enrichment classes, Robotics (EPro8) and Sports Academy etc.
- Extension Music – see also Tironui Trust
- Extension Writing is offered for students achieving at higher academic levels to their peers.
- Enrichment and extension include our 'Student Leadership' programmes and meeting We plan to further develop
- Extension Science (sometimes provided during ECE)
- Extension Mathematics programmes

35. First Aid:

All staff members at Papatoetoe Intermediate School are required to hold a first aid certificate including Teachers, Teacher Aides, RTLB, Admin staff members

- The school pays for this and training is undertaken every two years to maintain the certificate.
- The school pays support staff to attend.
- First aid training is held in the holidays, takes one day and can be booked through the school office.

36. Free Lunches in Schools

- All students are able to have a free lunch every day at school
- Dietary requirements are important and whanau are asked to complete a form confirming any allergies, health and dietary requirements. Students receive meals meeting the requirements provided
- Meals are named and provided to students after the morning break (at around 11.30am)
- Students do not have to eat the meals. They are encouraged to try them if unsure
- Meals for students who are away can be given to other students if they match their dietary needs or are returned to the canteen and distributed to local charity group
- Students may ask for extra meals if there are any available.
- Students are also provided with snacks and fruit
- Uneaten food is recycled through the rubbish

37. Fruit in schools (see also Brain snacks)

- Each class chooses a 'Health Ambassador'
- This student is responsible for returning the clean fruit bucket to the Foods room each day by 8.45am and for delivering their class's fruit to their classroom
- All students are encouraged to help themselves to the fruit provided
- 'Unhealthy food' (lollies, crisps, biscuits etc.) are discouraged in class and at school
- The teacher is encouraged to model eating the fruit provided
- Any leftover fruit should be sent home
- Rubbish from the fruit is recycled

38. Fundraising:

- No fundraising can be undertaken without the express approval of the Principal who also notifies and seeks Board approval if the fundraising is to be undertaken outside of the school.
- Some fundraising may also take place for school, class and possibly House Group events. This must also be approved by the Principal.
- The Executive Officer remains in control of all aspects of money management and will work in consultation with the supervising teachers.
- When approval is given the event will be added to the school calendar.

39. Getting Help:

Everyone needs help sometimes. Please get help from the people who can ensure the help provided is the best possible support

- Help with a student re learning and/or behaviour – talk to your Syndicate Leader/ discuss it with your team/ seek support from your Mentor Teacher... and then discuss it with an Deputy Principal or the SENCo.
- MORE help with a student – teachers are encouraged to make a referral to Pastoral Care with the support of their AP / DP, you will need their support to ensure that enough relevant information is provided. The SENCo will discuss the referral with you, the data provided and what other referrals could also be needed and what consents from whanau will need to be gathered.
- Help with a student's social/ care concerns – a call by the teacher to the family, a meeting at school or a home visit can go a long way to dealing with a concern. Talk to your Syndicate Leader/ DP and decide whether the child needs to be referred to a SWIS (Social Worker)
If the concern arises from a disclosure refer immediately to AP/ Social Worker (*see Child Protection Policy*)
- Help in your class re learning or behaviour - talk to your AP / DP discuss it with your team/or perhaps seek support from your Mentor Teacher or SENCo. Your Syndicate Leader and AP will ensure that you have the support and guidance needed.
- Help re Classroom Resources – talk to your Syndicate Leader/ DP... or a Curriculum Leader. The Resource Manager may be able to help you locate them but is not a trained teacher so will not be able to give learning and teaching advice.
- Help re a whanau/ parent/ caregiver - talk to your Syndicate Leader/ DP. They may refer you to the SENCo/ SWIS or someone who already knows the family. It's important to remember that teachers and families want the same thing... the best for the child
- Support regarding a staff relationship - initially it is best to try to sort the problem out yourself. Sometimes that can be difficult. It is best to ensure that if you are having a problem relating to another staff member you should talk about it with someone who will keep the matter confidential, who will give good advice and will be able to remain in a supporting role until the matter is resolved. It is best to talk to someone who is actually able to ensure that the matter is resolved. A Senior Leader is probably the best person.
- Personal help and support – for any reason; talk with your Syndicate Leader/ DP or SENCo. They will authorize counselling and recommend discretionary leave to the principal, if this is required. In seeking this kind of help it is important you feel confident that the person you approach will be able to give the support required.
- The Principal is always available to talk about concerns or problems. Ideally, other avenues are tried before approaching the principal. Ultimately, the Principal is the person most able to ensure that support required is made available. All people in a school, staff, students and whanau are always able to bring concerns to the principal and expect to have a resulting support process put into place.

40. Y8 Graduation and Y7 Socials:

Y8 Graduation

- The Year 8 Graduation Dance/ Social is usually held in the last week of Term 4, usually after the Y8 Graduation Ceremony
- Y8 students leave school early to prepare for the Graduation Dance
- All Y8 students are expected (and supported) to attend
- Y8 students choose the theme and help to prepare for the dance
- The dance starts at about 6pm and finishes at 9pm so that all students are home by 9.15pm
- There is a very small school budget for the dance. Students pay an entrance fee that pays for a 'supper' and any associated costs (DJ, decorations etc.)
- Students must be picked up by an 'adult' (over 17) family member

Y7 Social

- Sometimes a Y7 Social is organised
- It starts at 6pm and finishes at 8pm
- It is not a 'formal' event
- Students must be picked up by an 'adult' (over 17) family member

41. Health and Safety;

- **EVERYBODY** is responsible for Health and Safety in our school; all staff, students and visitors
- An AP is allocated responsibility for Health and Safety procedures in the school, managing emergency drills, and emergency procedures etc./ running regular Health and Safety Meetings/ attending seminars on new requirements/ checking Risk Analysis and Management for trips and school events
- **Anybody** who notices something unsafe (a Hazard) must immediately ensure the safety of others and notify the office. They must also complete a Hazard Notification form
- Anyone who does not do this is endangering others and may face disciplinary action
- All concerns will be immediately assessed and addressed according to priority
- All Team meetings identify any areas of concern for Health and Safety.
- These must be minuted and minutes should include any recommendations and should ensure that the concern is revisited if not adequately addressed.
- Health and Safety Reps are nominated from each team, including from the student boy, and these reps meet each term to identify and ensure that the school resolves identified hazards
- There are clearly stated emergency procedures in the event of a Fire/ Earthquake/ Lockdown/ Other. These must be taught to students and are regularly practised.
- **If an instruction is issued regarding Health or Safety that is not followed by an individual or group this may result in disciplinary action** (*see the Health and Safety Handbooks*)

42. Healthy Eating and Habits:

- All adults and students at PIS are expected to actively promote Healthy Eating (and drinking) in our school. We promote drinking only water. Students and staff should each have their own drink bottles.
- We have a Home Economics/ Food Tech Teacher and we have established a school garden and Enviro Group
- They are also expected to actively promote and model Healthy Life Choices including:
 - Eating healthy food and drinks in front of children
 - Make sure children or their families never see staff members smoking and ensuring that staff members never smell of cigarette smoke when working with children
 - Being active and physically involved and portraying an energetic and positive attitude especially in regards to physical activity

43. Homework:

- Homework, of itself, does not actually improve student achievement. In order for it to enhance progress it must be meaningful, regularly monitored, supported by whanau and checked by the teacher (weekly at least)
- Homework is not compulsory and may be set for up to 30 minutes each night, including regular reading
- All work given must be targeted specifically for groups of children and reflect both their class work and attainment levels.
- We encourage all students, particularly those at risk, to attend our Study Centre. We expect teachers to also attend to encourage their students to attend.
- The coordinator of the Study Centre supervises and supports students in this facility.

- There is only a limited number of student spaces.

44. Hours of work:

From the NZEI Collective Agreement: *“Hours of Work/Leave 2.10.1 - Employees shall work such hours as may be reasonably required of them to enable them to properly fulfil their responsibilities as teachers whether or not such hours exceed 40 hours per week. The normal hours of work for employees should as far as practicable however not exceed 40 hours per week Monday to Friday*

2.10.2 It is acknowledged that employees are required to undertake such duties as: -

- *Preparation, evaluation and assessment time generated by classes/sessions and the students within them, or by other requirements such as the need to report on the progress of individual students;*
- *Counselling of students;*
- *Administrative responsibilities of individual teachers;*
- *Attending courses and meetings;*
- *Professional development in addition to their normal class contact time, and that these factors have been taken into consideration in determining the employee’s hours of work and leave entitlements.*

2.10.3 Except as provided in 2.10.1 employees shall not be required to attend school during any time when the school is officially closed for instruction. However, Boards may require employees to attend school or elsewhere, when the school is closed for instruction (except on weekends or public holidays unless by agreement) for up to ten days per school year (or the equivalent) for all or any of the following purposes –

- *school administration,*
- *school preparation and coordination,*
- *pre-term planning curriculum and/or technical refreshment and/or professional development. The employer will endeavour to arrange matters at the school in such a way that any requirement under this section is not unreasonable and that employees’ individual needs are taken into account.*
- *Employees’ own initiatives in undertaking work for the above purposes shall be counted when applying this clause*

At our school this means that

- Teachers are required to be at work and ready to start from 8am to 4.00pm Monday – Thursday.
- When there are scheduled Staff or Team Meetings Teachers are required to be at school until the meeting is finished, even if this is past 4.30pm Staff meetings are on Tuesdays and Team meetings, on Wednesdays.
- Teachers are required to attend all set 8am meetings (see the ‘Bulletin’ for scheduled meetings)
- Teachers must be in their classrooms, with students by 8.15am
- If they need to attend any appointment (e.g. Parent or IEP meeting), away from their work, during school time they must discuss this with their AP and if release cannot be arranged complete a leave form and sign out at the office
- All staff members are expected to make all appointments well ahead of time and outside of school hours. If an appointment cannot be arranged outside of school hours, then a leave application must be completed.
- All PIS teachers are expected to attend after school events such as:
 - 3 Way Conferences/ Reporting meetings
 - Community Hui
 - Performance Nights
 - Required PD, review or meetings

- Call back days and additional planning, prep or meetings if that is required
- Y8 Graduation, Supreme Prize Giving
- Teachers are expected to attend social events
- ALL staff are required to attend:
 - Required PD, review or meetings
 - First Aide Training
 - Parent meetings outside of school time
 - Call back days and additional planning, prep or meetings if that is required
 - Requests to attend must be with sufficient notification and of a reasonable nature
- If a staff member is a school leader (a Syndicate, Senior or RTLB Leader) they can expect to attend leadership meetings and PD in addition to Teacher Call back and preparation
- Senior school leaders are expected to be back from holidays at school working up to 1 week ahead of teachers to ensure that all term planning and reporting is completed and all PD and meetings prep is done

Keeping track of who is on site:

- We have a large staff. In order to meet all legal Health and Safety requirements all staff members must sign in using the Vistab each day and sign out on Vistab when they leave.
- This includes all leaders, teachers, relieving teachers, administration staff and teacher aides who sign in at the school office.
- RTLB sign in at the Practice Leaders' Office
- Staff members (including RTLB) must sign out if they leave the school grounds and back in again when they return

In certain circumstances, if a staff member needs to have time off or leave before 4.00pm:

- Staff members may leave the school grounds during release time or after 3.15pm if they have permission from the principal (this must be sought in person before leaving the school ground)
- If a staff member is leaving in this way they must sign out when they leave – and sign in again when they return
- Only if the principal is not available they may seek permission from their Team Leader – i.e. Syndicate Leader or Assistant Principal
- RTLB seek permission from their Cluster Manager
- In all cases, Teachers or RTLB, are expected to also inform their Syndicate Leader or Practice Leader if they are leaving early or arriving late

45. House Groups and House Group Leaders: *See the 'STAR Way' Handbook.*

- There are four House groups in the school: Nikau, Kanuka, Kahikatea and Totara.
- The Teacher Leaders and make-up of these groups are listed each year in the TOW Handbook.
- Student Leaders are selected from within the Year 7 students for the following year.
- House Group Competitions include: Swimming Sports T1/ Talent Quest T2/ MasterMind Quiz T3/ Spelling Bee/ Athletics T4
- *See the TOW Handbook to see what House Group Staff members belong to*

46. International students: *(See the International Students Handbook)*

- Papatoetoe Intermediate is NZQA approved to have International students.
- There is an International Students Handbook that outlines the process and procedures for provision for these students in our school.
- Enrolment of international students is completed with the Principal and Principal's PA who ensures all the documentation and accounting is completed according to legal requirements.
- The students are placed in a class by the DP; they assess if the child needs additional support and makes appropriate referrals to the SENCo.

- All international students have home visits completed with the school.
- All international students meet regularly with a staff member allocated to oversee their pastoral care and academic progress.
- Stationery and all EOTC costs are paid from fees.
- In all other ways, International Students are the same as our other students.
- Review of International Student procedures and legal requirements is undertaken annually by The Principals PA, SENCo and staff member responsible for care.
- A report regarding International Students is included in the SENCo's report to the BOT at mid and end-of year.

47. Injury or accident

Student Injuries

- ***If a child is injured they must go to the office where the injury and treatment is recorded.***
- ***In the case of a serious injury the child should not be moved until they are seen by a qualified first aider***
- If a student has a head injury this must be recorded and attempts made for the Parents/Caregivers contacted within ½ an hour
- The Parent/Caregivers must be advised, when they pick the child up, to take the child to the doctor to be properly checked for concussion.
- Students with knocks to the head must be monitored by office staff every 15 minutes and not allowed to go to sleep.
- If a child becomes unconscious at any time this must be immediately reported to the medical room and the child taken there (if possible) for close monitoring. The child must be sent home immediately – or an ambulance called.
- All serious injuries must be notified to the parents/caregivers in writing.
- Head and other serious injuries must be reported on an ACC report form.
- If the injury is inflicted by another child a senior leader must be notified (Syndicate or Senior Leader)
- In the case of injury by another child here must be an incident report completed by both students and any witnesses.
- If the student who is injured is sent home before an incident report is completed the incident report is sent home with the child.
- If a child is harmed by another child the School Leader will maintain contact with the victim and 'perpetrators' families to ensure that both sides of the story are heard and that a restorative process is formally undertaken
- No child is to hit or harm another child. These behaviours are treated seriously at our school and may result in a stand down or suspension from school. The teacher is responsible to ensure that Senior Leaders are properly informed of all such incidents (see The STAR Way)

Staff Injuries

- If a staff member sustains an injury at school or in the course of their work (during the work day) this must be reported at the school office on an ACC report form also.
- The ACC reports must be signed by the Principal and noted if there is a Health or Safety risk and action taken to address any problems.
- The Principal reserves the right to send a staff member to the doctor, hospital or home if they believe this is best for the staff member.

Reporting Hazards

- If the injury is caused by a Hazard, or if a hazard is identified that could cause harm this must be immediately made safe (if possible) and reported to the office

- Office staff will notify the Executive Officer and Caretaker who will assess the situation and if necessary ensure that the area is isolated and the hazard addressed

48. Induction for new staff members, students, long-term visitors (student teachers etc.)

- Our school takes the introductory process for all members of our school community very seriously. Induction supports understanding of our expectations, for students and staff, (*see Code of Conduct*) Health and Safety (*especially Emergency procedures*) and to assist with social processes. We aim to help all students and staff feel that they 'belong' at Papatoetoe Intermediate School
- Students undertake a 'getting to know' the school, our expectations and Safety Week at the start of each year. Planning is collective and provided to teachers. Orientation and Safety Weeks happen every year.
- Students who start through the year have 'buddies' allocated to also help them through the process. Teachers manage all this in class.
- New staff members (both RTLB and School) undertake Induction seminars, including Code of Conduct/ Health and Safety/ Systems and Organisation/ Curriculum and Reporting/ etc.
- Student Teachers on Placement/ long term visitors undertake an induction seminar with the Deputy Principal that also covers the basic expectations, health and safety and code of conduct.

49. IT and Computers

- Isometric Solutions (our IT Providers) come to our school two days a week to address IT issues.
- All IT issues need to be emailed to the helpdesk (helpdesk@papint.school.nz) - this will show tickets logged and any responses.
- If you ask the IT technician (from Isometric) directly, he will advise you to email the issue to the helpdesk.
- Lost or damaged IT equipment (e.g. lost chargers, dropped laptop etc) may incur a cost to the person to whom the item has been allocated. While there is insurance on the school laptops, there is an excess of \$100.00. If the damage is covered by insurance the person to whom the item is issued will need to pay the excess.
- Any classroom computers that have any issues please email the helpdesk.
- All classroom computers are the teachers responsibility and if they leave your classroom you need to make sure they are returned.
- If you are travelling overseas and wish to take your laptop, you will need to ask permission for this as there is only limited insurance cover.
- Any phones owned by the school or RTLB must have a cover purchased for the phone's protection.

50. Keys, Codes, Photocopier swipes and Security

- The Resource Manager allocates keys, codes, photocopy and ID cards on employment
- New staff members sign the agreement for these items
- If a key or ID card is lost the Office/ Resource Manager must be notified *immediately*
- Key must not be 'bundled' with any ID information. This is to ensure that if they are lost the finder is not able to identify where the keys come from
- Staff members must not share their codes with anyone
- If anyone finds any keys at our school, they must immediately turn them into the Office
- If negligence is found to be the cause for a missing key and there is a cost involved in replacing items or there is a risk of theft disciplinary actions may result.

- Staff members are NEVER to give their keys, passwords or codes to students under any circumstances **the keys** you are issued
- Swipe card doors
 - Main entry and entry by sick bay
 - Main entry is unlocked between 8am and 4pm on school days
 - Entry by sick bay is always locked
- Ancillary key (green) – opens hall, gym, science lab, library, resource room
- Classroom key
- Keys and ID card cannot be on the same key ring
- Keys do not open any main external doors however they can be opened from the inside

51. Learning Support and Guidance: *(see the Learning Support and Teacher Aide Handbook)*

- The Learning Support Team is comprised of the SENCo, the Learning Support Teacher and Teacher Aides
- Learning Support is primarily the responsibility of the classroom teacher, supported within their Syndicate
- Learning Support referrals are accepted through the Syndicate Pastoral Care teams by the AP and Learning Support Teacher.
- Referrals must be completed by the classroom teacher and contain clear and specific information that will provide concise details as to the concerns, needs and required support
- Referrals to MOE and RTLB are made also through the Pastoral Care meeting. This can also be requested by the teacher.
- The Guidance Team is comprised of the SENCo, Social Worker in Schools and Counsellors
- Referrals to Guidance provisions are made through the SENCo, they may also be discussed at Pastoral Care. students and whanau may also request referrals
- To make a referral to either of these teams you should follow the guidelines set out in the Handbook
- The SENCo can provide staff members (and on particular occasions students/ whanau), external counselling (paid for by the school) through a non-affiliated service. The school provides for up to 3 sessions and is completely confidential to the staff member and the service providers

52. Library Expectations

- We are committed to promoting Reading for study and enjoyment - including use of online tools and reading materials. Our school is fortunate to have a qualified Librarian. Our Librarian promotes and supports teachers to teach 'Library' skills.
- Noise should be to a minimum when in the library so there is a QUIET environment for individual reading but also allowing a reasonable 'noise limit' for groups to discuss ideas etc. Students should not be crowding together for chats. Students should only walk when in the library. *See STAR expectations; Library*

Remember:

- Library sessions are important as they support a range of literacy skills.
- The Digital Technologies suite is also in the library area. Teaching Library skills or digital technology planned and managed by the classroom teacher.
- Students need to be reminded the below regarding issuing of books:
 - Books should be issued and not shared amongst friends as it can get lost or misplaced.
 - Books should not be issued under someone else's name as the responsibility is yours to look after the book/books.
 - Students will be sent an invoice if a book gets lost.

Class Library Times

- **All** classes attend the library at least once a fortnight. The Library timetable is confirmed during TOW. If you know your class will not be using the Library for your allocated session, you may like to offer this to another teacher or arrange a swap.
- Library sessions should have a WALT in teachers weekly planning.
- Students have to be engaged in reading activities during library sessions.
- Teachers are expected to be with their class for the entire time and to actively engage with the students and are encouraged to spend some of the session reading to their class.
- Encourage students to read and talk about different authors, series and other interesting facts about books.
- The aim of Library time is for students to learn to select books that they are likely to enjoy for personal reading (e.g. SSR, homework or own time) and/or books to help them with what they are learning.
- Students will have been successful if they have selected, issued and read appropriate books.
- Class Librarian issue and return books during the class library time (one can do this while the other is shelving).
- Allow time before the end of sessions to tidy up all areas ready for the next class.

Using the Library outside of allocated classroom times

- If students need to borrow books outside of class library times they can come before school or during breaks.
- As a general rule, students do not commonly work or borrow books independently, outside the library lesson time. If teachers would like the occasional couple of students to do this, they need to arrange it with the Library Teacher in advance.
- Teachers are not to send groups of students to the library and expect library staff to ‘supervise’ them. (You may like to arrange with another teacher for a small group to work while they have their time - put this must be approved by the other teacher and the students made aware of what they are expected to do in that time, what time to return etc)
- Games are only made available to be played at BREAK TIMES, such as board games and card games.
- Computers are not available from the Library for use in class time. If students want to use them in breaks they need a note from the teacher saying what work they are using it for. Library staff have the right of refusal.
- A “COW” (Computers on Wheels) trolley can be booked from the Library Office using your Google Calendar. Classes may make no more than 2 bookings a week or more than a week in advance. ICT monitors must collect and supervise distribution of the laptops.

53. Litter: Reduce; Reuse; Recycle

- Removal of rubbish from our school site costs a large amount of money each year. We want to use those funds to support students to attend school trips.
- In classes there are 3 rubbish bins so students can sort any rubbish in order to recycle any suitable items
- All staff and students are responsible for reducing and managing rubbish appropriately
- Keeping our school grounds litter-free and beautiful is part of our weekly STAR expectations. Staff give out STAR rewards during breaks. Classes win the Environment awards each week.
- Staff and students need to look for ways to keep our school looking beautiful - this shows our respect for ourselves and others
- Lunch and Morning Tea is eaten in the classroom to keep rubbish contained. We encourage students to take rubbish home.
- Students should not walk around eating food.

54. Lost Property:

- Students should name all their clothing and classes should have a method for storing jackets, shoes etc. when students are away from the class.
- Any clothes left outside the classroom at the end of the day should be taken to lost property (at the Office)
- Students can claim named items from the Office
- Unclaimed school uniforms are eventually given to students needing them.

55. Mail (staff)

- All incoming mail is sorted by the school receptionist and placed in staff pigeon holes. If the mail is not marked 'private and confidential' it may inadvertently be opened. If staff members are expecting a couriered item they must inform the receptionist. The school takes no responsibility for personal mail or couriered items.
- If a couriered item is received by the office the reception staff will:
 - record what has arrived and for whom
 - ask the recipient if the item is a school/RTL B or personal purchase
 - if it is a school/RTL B purchase ensure that the items contained are checked off the shipping document, get the recipient to sign the docket and ensure that the items are accessioned
 - If it is a personal package the item must be collected/ removed within the day
 - the staff member signs off the item when received
- Our school does not mail items for staff members unless it is for school business.

56. Management Units, Leadership Payments, Responsibility Payments (see the Personnel Handbook for related Policies and Procedures)

- Each person holding a MU (whether fixed term or permanent) is required to have, as part of their appraisal, an action plan outlining the goals, actions to be taken and expected outcomes within their area of responsibility. Regular reviews and update meetings are taken throughout the year and reflection on the progress is made as part of the 'evidence gathering' for the appraisal process.
- RTL Bs all hold MUs that reflect the mentoring done within the casework they do. Review of their case work is part of their appraisal process.
- RTL B may also be allocated Leadership Payments (LP's) for specific responsibilities or projects.
- Responsibility Payments (RRP's) may be allocated. These are worth approx \$2000 pa and are paid out of the Operations Funding rather than MOE Funding allocation
- MU's, LPs, RRP's may be allocated on a fixed term basis.

57. Mandatory Reporting: *See Personnel Handbook for Child Protection Policy, Police Vetting*

- Under the Vulnerable Children's Act any adult working with children is legally required to report any concerns they might have regarding the Health and Safety of that child to someone who can do something to ensure the safety of the child.
- In some cases, this might mean the Police (through the Deputy Principal) or Oranga Tamariki (The Ministry for the Care of Children).
- Teachers may choose to report directly to Oranga Tamariki or prefer to report their concerns to their Team Leader, Deputy Principal, Principal or SWIS.
- Reports of Concerns are usually completed with the SWIS, who may also have other information about the child or family through ATWC.
- ALL Reports of Concern must be notified to the Principal

- Oranga Tamariki have full access to interview any children at our school or to request information, as long as they provide identification, and their visit is recorded (they sign in at the office)
- Police also have full access to interview or request information about any child at our school, with proof of ID and signing into the school
- Some students have lawyers appointed by the court. Lawyers may have access to students at school.
- All such visitors to students are noted by the school receptionist and a notification email sent to DP and Principal.
- Students may request a support person. If so, a staff member is allocated who acts as an 'impartial observer' and in no way participates in the discussion.
- Some students have 'custody orders' or 'non-contact orders' attached to their files. These may restrict access by family members. When someone comes to pick up any child their file is always checked and if an alert indicates a custody order or restricted access a 'safety plan' will be in place. The alert must be checked, and the plan strictly adhered to. Any breaches of the access are immediately notified to the police and the child's caregivers.
- Some students have been put into 'state care'. The Dingwall Trust is a local provider and has space to support about 65 children who attend ours and other local schools. Regular meetings are held each term.

Mandatory Reporting to the Teaching Council

- Schools are required by law to provide 'mandatory reports' if any teacher has been notified of any concerns that could lead to competency or disciplinary processes being undertaken.
- Mandatory reports are required; on the resignation of a staff member (if concerns exist) or if a formal process is entered into

58. Marking students work or 'Providing written feedback to students about their learning'

- One of the most important factors that support students' learning and progress is the quality and frequency of the feedback provided by their teacher.
- Teachers are expected to provide regular (at least once every week) written feedback to students especially in Writing, Inquiry, Science, Te Reo, Mathematics and Homework Books.

Written feedback must be:

- Dated
- Written neatly (in pen)
- Specific to the learning intention
- Indicate what the student has 'learned' and identify the next step
- Support is available from the Syndicate Leader or Deputy Principal

59. Media

- All media contact must be directed to the Principal in the first instance.
- The only school spokesperson, to the media, on any issue is the Board Chair or their specific delegate.
- Local print media may be used to promote the school and student achievements.
- Staff members who wish to contact the print media to celebrate or promote a school achievement must receive the principal's approval in writing (email)

60. Medication at school: *see related Medical Procedures in the Health and Safety Handbook*

- All student medication (except for inhalers and or approved epipen) must be kept in the school office in clearly named plastic containers or bags showing the dosage, doctor prescribing and expiry date.

- Only authorised staff can administer medication and this can only be done with the required accompanying written parental approval.
- Any medication at school must have appropriate permissions and accompanying paperwork relating to the child

61. Meetings: *see the PD schedule provided in the school calendar and up-dated each term.*

- All staff must attend their team meetings.
- Teachers must attend all set staff meetings including those set during school breaks or holidays.
- The Principal reserves the right to require a staff member to attend an urgent meeting.
- Meetings will all have a pre-set agenda and minutes are taken and shared with Team members/ attendees/ senior staff and the Principal's PA within 48 hours of the meeting being held.
- Meetings should be taken in the following order
 - Minutes should include:
 - The set agenda items: Affirmations, Health and Safety, EEO - concerns and statements
 - Target student discussions (if applicable)
 - Pastoral Care discussions (if applicable)
 - Professional development and discussion summaries regarding what actions will be taken
 - Planning and preparation
 - General Administrative discussion summaries and agreed decisions
 - Any other business
- Minutes should note the person/s who are responsible for taking actions and the timeframes agreed
- Meeting minutes should be shared with - all attendees, related senior leaders and any required Admin staff

62. Meeting professional deadlines: *see Personnel Handbook, Curriculum Handbook & RTLB Operations Handbook. All staff are expected to maintain professional standards including meeting and maintaining deadlines. It is also expected that if a deadline is not going to be met prompt communication will ensure that the matter is known and can be effectively addressed*

- Tasks set are set within predictable timeframes and well publicised (see the school calendar and bulletins)
- Teachers are expected to be able to effectively prioritise and maintain effective time management in order to meet the deadlines
- They are also expected to complete all tasks to a professional standard
- This includes such events as (but limited to)
 - Report Writing
 - Completing case work files
 - Appraisal and Reflective Journal
 - Budget Bidding
 - Completion of Feedback sheets and surveys etc.
 - Planning and related paperwork
- For School Leaders the allocation of 'management units' and allocated release time reflects the increased requirements to produce reports, undertake appraisals and observations (and all the related paperwork) mentor team members, develop, implement and maintain strategic plans that support the school's charter, meet with outside agencies, meet with other senior leaders etc. as well as complete in-class requirements
- Senior leaders and all MU holders are expected to model high standards of efficiency, and professionalism especially in this area

63. Messages

To students:

- Morning messages are published on EDGE
- The school office will only announce messages to classes at 10.55am and 12.45pm. This is to avoid disruptions to classes. Please ensure that your class is quiet when messages are being announced.
- The Office will call your classroom phone during class time if the message is urgent. All classes must have trained classroom phone monitors to answer the phone. The monitor will not be given the message for the child but will ask for the child to come to the office for the message if it is urgent. They may ask for the teacher to call the Office back, or if urgent to speak to the teacher.

For staff:

- Urgent messages for staff will be arranged by the office staff
- Non-urgent messages will be emailed to staff members or taped to that staff member's pigeon hole.

64. Minutes:

- All meetings in a school are considered to be 'official' and can be requested under an OIA request
- Meetings must have a pre-set agenda and produce minutes.
- The school format for agenda and minutes are to be used (these can be found on shared documents – see your AP or Team Leader) and minutes must be taken in as much detail that allows the reader to understand the discussion that has taken place about decisions made (the discussion does not need to be detailed but key points should).
- They must be clear about the times and date and the people present at the meeting.
- They must also indicate who is responsible for actioning decisions made.
- It must be remembered that any person in a leadership role has the right and indeed the responsibility to question a decision and can ask for the discussion to be repeated in some rare cases may ask for the decision to be overturned.
- ***All minutes must be made available to the Cluster Manager or Practice Leader or for PIS to the Principal, PA, all the Senior Leadership team and all meeting participants within a week of any meeting being held.***
- ***If the meeting is 'contentious' the minutes will be printed and signed by participants prior to being shared***

65. Mobile Phones: *see STAR expectations*

Students are required to hand in the phones each morning so should not have phones during the school day.

- Cell phones are locked into the security box, at the start of the day, and collected at the end of the day
- 2 trustworthy security box monitors should be selected and trained to be responsible for collecting the phones, keeping the list of phones collected, taking the box to the office in the morning (before 9am), picking the box (and the banking bag), up at the end of the day (by 2.50pm) and redistributing the phones.

Staff:

- **Senior Leaders carry their cell phones with them at all times in the event of an emergency.**
- **All other staff** must restrict the use of their phones to times when they are not with students.

66. Money

- Papatoetoe Intermediate School can take no responsibility for money or valuables kept in a person's possession. This includes if it is put into a locker, drawer or cupboard.
- Students are discouraged from having money at school.

- Teachers are warned not to leave money, wallets or purses in full sight as a temptation to students.
- Staff members should not lend or give money to students (see Code of Conduct) or other staff members
- Money may be added to the class security box if it is properly accounted for.
- Any students who have large sums of money at school, who are giving money away, or collecting money from other students should be notified by name and room number to the DP.
- No classes are to be asked for more than \$20.00 each term for trips/ fundraising or additional optional costs without the full approval of the Principal and Executive Officer.
- The Executive Officer must be notified prior to money being collected so that an account can be established for that event
- All monies (for trips etc.) must be handed in to the cashier at Student Reception before school.
- Planning for the end of year picnics must start at the beginning of the year in order for this to not be a financial burden at the end of year
- Mufti day money is to be collected by the classroom teacher and dropped off to the cashier at student reception
- **All events, trips etc. must be organised with appropriate financial and budget planning which is checked and approved by the Executive Officer before the RAMS is completed for checking and approval by the allocated school leader**
- **For all school wide events (such as Performance Night, fundraising and socials etc.) all money collected must be accounted for through office systems**
- No money can be given or spent on such events without the express written approval of the Executive Officer. This is a legal requirement and all staff must at all times follow this procedure
- If procedures are not properly followed or money is not sent to the office as required and it goes missing the teacher may become personally liable and required to be responsible for repaying the money.

67. Morning Tea, Birthdays, Staff Functions and Cultural Celebrations: Inclusion, opportunities for active participation and developing a sense of belonging and fun is the reason we do these things. We hope that everyone participates wholeheartedly. We want you to express yourselves and for us to be able to get to know everyone as more than just 'staff members'.

Morning Teas

- Coffee, tea etc. is provided by the school
- Fortnightly a 'Team' is scheduled to provide morning tea. How they manage this is up to them
- This roster is added to the school calendar
- No person is expected to spend more than \$10 for morning tea
- Food ideally is healthy and easy to prepare so that food can be easily prepared on the day
- This special morning tea is held in order for us to celebrate one another's achievements and the work we all do together
- It also provides a predictable time that we can all arrange to be together and invite guests

The 'Fork' and Spoon' and staff Certificates

- The 'Fork of Kindness' and the 'Spoon of Silliness': weekly awards given staff members at the 8am meeting
- The receiving person is then required to find the next person to pass it on to
- Certificates (such as long service certificates or congratulatory certificates) are given to staff members to show appreciation.

Celebrations

- We also have special celebrations such as BT and university graduations, significant personal events, farewells and staff events.
- Usually held after school (although sometimes we do have morning tea or breakfast)
- All staff members are encouraged to attend.

Staff Functions

- Teams are responsible for organising staff events and they are listed in the school calendar – dates cannot be changed and all staff members are expected to support one another's teams by attending.

Staff Farewells

- When a staff member leaves the school buys a present. The school spends \$10 per year of employment at our school.
- Other staff members can also contribute to that present if they wish. This is all organised by the Office staff.
- Farewells are in the staffroom either at morning tea or after school.
- For people in the Senior Leadership Team or staff who have attended for a long time (10 years or over) a student farewell is organised.
- RTLB often organise staff farewells in Room 26

Student Functions

- Major student events are timetabled in the school calendar.
- We expect all teachers to attend events and support those organising it by helping with set up, supervision and pack up etc.
- The Student Leadership Team also helps to organise events. Teachers are expected to fully support the Student Leaders in their enterprises.
- Student Events are planned to finish by 9pm at the latest

68. Movement of students around the school -

- Teachers 'train' students to be considerate of other classes; to be quiet and orderly as they move from one place to another without disrupting learning.
- Classes must be on time to Specialist Classes. Please make sure that your students are well organised and prepared. Please also discuss this with the Specialist teachers and in your Syndicate Meetings to ensure that consistently managed expectations.

69. Name Tags and Photocopy swipes:

- All staff members must wear their identification cards at all times when they are at school.
- School keys etc. MUST NOT be added to the lanyards for staff name tags for obvious reasons.
- School Leaders are able to use copiers
- Do not lend your swipes to other people (they will use your copying budget), please do not ask people to do this for you
- We encourage all staff members to use the Resource Room helpdesk

70. Newsletters:

- Written fortnightly (odd weeks) and printed on Wednesday afternoons to be taken/ emailed home on Thursdays.
- Teachers notify the Resource Manager as to how many (and who) Newsletters are printed.
- Emailed School Newsletters go to a range of school community members including local businesses, interested parties, local schools etc.
- Classrooms submit student work (see calendar for the 'duty classes'). This is emailed to the Principal's PA by 12pm on the Monday of odd weeks.

- All trips out of school have a report for the Newsletter and they are emailed to the Principal's PA by 12pm on the Monday of odd weeks. All lead teachers for trips are responsible for ensuring this happens.
- We expect students to write the reports and for them to be checked and submitted by the lead or classroom teachers. Any photos submitted must be checked for 'permission to publish' so that they can be accessed for the website.
- Classroom and Syndicate Newsletters are produced each Term by the classroom teacher and Syndicate Leader. This Newsletter consists of a 1 page 'letter' from each teacher outlining the expectations and Learning and Teaching focus for that term. On the back is the letter from the Syndicate Leader regarding the overall direction and events for the term.
- This correspondence also reminds students and their families of uniform and behaviour expectations as well as outlining trips, events and related costs.
- Letters are checked (and approved) by Syndicate Leaders and counter-checked by the DP before publishing (as for the Newsletter).
- Class Newsletters are drafted and checked before the holidays and published over the holidays to go out to students on the first Thursday of each term.
- Class and Syndicate Leaders Newsletters are uploaded to class webpages during the holidays.

71. Notes from Parents and student files

- **Each classroom teacher keeps a plastic file for every student** in their class in which to keep notes from parents, permission slips etc. These plastic files are available from the school office and provided at the start of each year. New students will be added through the year by the teacher. When students leave the collection of notes is sent to the office to be added to the student's drop file.
- **At the end of the year teachers** make sure all information for each student that they have in their class is gathered together in alphabetical order and sent to the office for filing in student drop files.
- **At the end of Year 8 or when a student leaves the file is archived for 7 years.**
- **Student files are becoming electronic and being kept on EDGE.** We encourage staff to record all notes electronically, and with the date.

72. Official records: teachers are expected to maintain a range of official records. These include:

- **Student drop files** (see Parent notes and student dropfiles)
- **Attendance records** - which **MUST** be marked twice each day - before 9am and after 1.30pm (before 1.35pm). They also **MUST** be marked according to MOE requirements for notation and contain added comments regarding absences etc.
- **Planning** - which must be kept in accordance with school expectations and printed, available for viewing on request.
- **Assessment and tracking records**
- **Appraisal documentation** including appraisal summaries and comments, attestation evidence and paperwork, reflective journals
- **Official files are kept for every student and staff member in secure archives for 7 years after that person leaves our school.**

73. Parent Helpers

- Parent Helpers are encouraged to be in our school, attending trips etc.
- **All regular in-class helpers must be police vetted - (see police vetting procedures),** especially if they have 'unsupervised access to students'.
- **Parent helpers attending trips do not need to be police vetted if: they are not staying overnight and/or they are 'supervised' (by a school staff member) at all times.**

- **Any person sleeping overnight on a school event MUST be police vetted.**
- **ALL parent helpers must abide by school expectations** (e.g no smoking in sight of students, maintain proactive supervision, do not have young children with them etc., keep to the expectations of the day)

74. Parking and driving in the school grounds

- Parking is at the driver's risk! We can take no responsibility for vehicles or any damage.
- We do not allocate parking or provide any assurance of parking in the school grounds. Often there are not enough car parks for everyone – first in first served. If all parks are taken you will need to park on the road
- Please only park in the car parks as marked
- Parks identified as 'disability' may only be used with a disability sticker
- Dedicated RTLB car parks are in front of the music suite and bike cage. If you are school staff please do not use these parks.
- For safety reasons there is NO parking in front of the caretaker sheds, next to the main buildings (by Performing Arts) or on the roundabout
- Please follow the arrows and drive around the roundabout
- No speeding – speed limit is 20km per hour
- Be mindful of pedestrians and cyclists (especially when children are arriving or leaving)
- Don't walk and text unless you are looking where you are going

75. Performance Nights: Term 1, Community Hui T2 and 3, End of Year Showcase

Performance Nights and Meet the Teacher BBQ – Week 3 Term 1

- Syndicate Performance Nights and Meet the Teacher BBQ is held on the Wednesday and Thursday with the same format
- About 500 to 700 whanau members attend these events
- The Spec Team organises a BBQ (with vegetarian and halal options) for both nights. Drinks are also sold. Money goes to each group for their EOTC and Camp fundraising
- Teachers help each other out at the events (parking, security etc.)
- Every class develops their own performance for the evening during the first weeks of term
- Ideally teachers participate in their class performance too
- All Performance Nights are run by student leaders. This is the first fixture for the new student leaders.
- Teachers and classes are introduced to the school community by the Deans and Syndicate Leader
- Other important school people are also introduced: SWIS etc.
- The event aims to start with food at 5.30pm and a mix and mingle and finish at 7.30 at the latest
- Senior Leaders lock up at the end of the night.

Community Hui T2 and 3

- Community Hui are held on Thursday or Tuesday nights
- About 250-300 whanau members attend these events
- A BBQ (with vegetarian and halal options) is provided if a group is available to organise this. Drinks are also sold. Money goes to the group organising the fundraising.
- The students are given some food for dinner and have to be at school by 5.30pm for preparation. This money comes from the Cultural Groups funds.
- Teachers are fed also. The school pays for this.
- All teachers are expected to attend and help with different parts of the evening and help supervise students so that Cultural Group Leaders can meet with the consultation groups.
- Consultation groups are ideally led by teachers in the languages of the groups attending
- Cultural Groups perform and ideally a different performance for each of the 2 Hui

- Community Hui are run by student leaders.
- The first hour of the evening is spent sharing information – telling and listening/ gathering ‘parent voice’, airing concerns etc.
- The second hour is spent enjoying the performances and having supper
- Supper is organised by support staff and teachers. Payment of support staff must have been budgeted for the evenings
- The event aims to start the event at 6pm finish at 8.00pm at the latest
- Senior Leaders lock up at the end of the night.

End of Year Showcase

- Showcase is held on a Thursday or Tuesday night
- The purpose is to provide a concert for all the students learning instruments and who have participated in additional Music programmes
- About 50-100 whanau members attend this event
- A BBQ (with vegetarian and halal options) is provided if a group is available to organise this. Drinks are also sold. The money goes to the group organising the fundraising
- Teachers attending are fed and performing students remaining at school will also be fed.
- Teachers are expected to attend and help out.
- Showcase is run by student leaders.
- Supper is organised by teachers.
- The event aims to start the event at 6pm finish at 7.30pm at the latest
- Senior Leaders lock up at the end of the night.

76. Pigeon holes; staff communications

- NO students are allowed past the staff room doors or by the lift unless they are in the presence of a staff member. Even then, we prefer that no students are in the staffroom.
- No students are to empty the pigeon holes for teachers.
- Pigeon holes are next to the staff room. There is one for each staff member. They are used for distributing newsletters, notices, staff communications and notices to students.
- Check your pigeon hole at least once a day
- Do not leave food or valuables in your pigeon hole.
- Please empty your pigeon hole completely at the end of each term

77. Phones in classrooms:

- Each classroom has a class phone.
- There is a full phone list available.
- There are no outside lines during the day and calls out of school may be made through the school office.
- **Teachers ideally should not answer class phones during class time.** Instead one or two classroom monitors should be selected and well taught to answer phones and pass messages on appropriately.
Phones should be wiped after use to reduce the transmission of germs
- **Script:**
“Morena/ Ahi ahi Marie/ Good morning/ afternoon, You have reached Room X. This is (child’s name) speaking. How can I help you?”
- The school office endeavours to keep interruptions via phone must be kept to a minimum.
- **No personal or child-specific telephone calls are made in hearing of students.**

Staff Cell phones:

- Teachers, TA and support staff members, when with children should be focused on the children not using cell phones

- All personal calls, texts, emails etc. for teachers must be taken via the school office or during non-contact time.
- We ask that staff members focus on the work at hand and please use their cell phones only for work (e.g. marking attendance in EDGE)

Senior Leaders all carry cell phones that are on at all times so that they can be contacted if they need to respond to an emergency.

Student Cell Phones

- Students are not allowed cell phones during school hours.
- Student items, such as phones, headphones, speakers etc. must be placed in class security boxes before 8.45 and picked up after 3pm

Other communication items

- Students are however encouraged to 'bring their own internet capable devices' (BYOD).
- Recommended specification for these devices can be obtained from the IT Team or Executive Officer.
- Security for these items is the student's responsibility.
- The school can take no responsibility for the personal items of teachers and students except to provide some secure places and systems for their management whilst in school.

78. Photocopying:

- All photocopying is done by the Resource Manager
- Teachers request this through the Resource Room Helpdesk
 - email resourceroom@papint.school.nz
- Teachers can also request for classroom resources to be copied and laminated. They can also recommend and find resources for Teachers.
- Each teacher has a photocopying budget that is checked by the Resource Room Manager
- There is an allocated 48 hour turn around but this is usually shorter.
- We expect that teachers are ready for the first day of term and will not need copying done then. Ideally all required copying will be at the Resource Room for processing by the afternoon of the last Wednesday of any holiday- this especially relates to class and syndicate leaders Newsletters, class resources etc.
- The Resource Manager is happy to discuss any requests for 'complicated' copying.
- Photocopying will be delivered to pigeon holes.
- An Admin member will help the Resource Manager to get copying done if necessary. This will be arranged through the FM.
- Requests that require a significant amount of time to process, will be advised by the Resource Room Manager once completed (within 5 working days of request). This is dependent on the size and demand of the requests.
- Copying for guest teachers can only be arranged by the Assistant Principal in charge of Guest Teachers or a Syndicate Leader. The Admin Team will help with this if the Resource Manager is very busy.
- Anything that needs to be laminated must go through the Resource Manager and have prior approval from the Syndicate Leader and will be completed within 5 days.

79. Picnic Day and end of term parties

- No shared lunches are held in the last week of any term
- Farewells and birthday celebrations for students should be minimal because not all students have families who can provide this. However we do encourage teachers to establish a sustainable and equitable way to ensure students feel as though they belong and are 'liked' their classmates and the teacher

- At the end of the year each Syndicate organises a 'Picnic Day' this must be planned before the end of Term 3. The purpose of this day is for teachers/ staff and students to celebrate their year together and in the company of whanau.
- Picnic Day is generally in the last week of the year (see the whole school calendar)
- Ideally this is organised at the lowest cost, with food and drink provided and new and interesting activities.

80. Police, Lawyer for the Child and Oranga Tamariki interviews with students/ staff members

- **Student interviews:** Under certain circumstances the Police, The Lawyer for the Child or Oranga Tamariki may ask to interview a student.
- A Lawyer for the Child is court appointed and has full access to all student information, as do the Police or Oranga Tamariki. PapInt staff are required to cooperate.
- An interview must be arranged with the express consent of a Senior Leader (DP, AP, SENCo or Principal) or Social Worker who will liaise with those needing to speak with the student. An office is allocated for the interview
- A note will be added to EDGE along with any related paperwork along with note (or copy) of the identification (of the officer either OT or Police) interviewing the student
- The identity of the Lawyer must be confirmed by a letter of appointment. This letter should be kept in the students drop file, and added to EDGE
- **The Senior Leader will ask the student** if they wish a support person to be present at the interview and if they want this it must be arranged. The support person is there to support the child and to advocate for their safety. The support person is ideally a senior leader or social worker. Support people are observers and must not participate or influence the interview process.
- **Staff Interviews and requests for information:** The Police, Oranga Tamariki or Lawyer for the Child may also ask to speak to or be provided information about a particular student. Staff at our school are required to cooperate in these instances.
- Again identity and authority must be confirmed prior to speaking to anyone about a student. These offices have full access to relevant information AND a Senior Leader must be notified of any such requests prior to an interview.
- Note should be kept on file for the interview. A staff member may wish to provide a record of what was said.

81. Police liaison

- The person who liaises with the police in our school is the Deputy Principal
- A Police file is maintained regarding all official school referrals to the police
- We have an allocated Police Education Officer who comes in for various events
- If we have a concern needing to be referred to the police these matters are only dealt with by The Executive Officer (in the case of damage or burglary), the Deputy Principal (in the case of bullying or assault) of the Principal (in the case of staff or adult misconduct).
- The school maintains a 'Police File' and records the progress of all notifications to the police.

We notify the police when:

- A person is on our school site and acting suspiciously, aggressively or has a weapon
- A person refuses to leave the site on request, or needs to be trespassed from the school site
- A crime has been committed on a school site (e.g. break-in, theft, assault, possession of illegal items)
- There are serious traffic concerns; photos (taken by staff) of dangerous parking or driving are sent to the police
- A student goes missing

- A student has been approached by a stranger on the way to or from school

We also liaise with the police about

- Road Patrol Training
- Health programmes like: Keeping Ourselves Safe
- Community Liaison; there is a police officer allocated to our school as part of the school networks. Sometimes sports events and assembly visits are arranged.

82. Police Vets: see the Police Vetting Procedures in the Personnel Handbook

- All staff members are vetted as a requirement for employment at our school
- All new employees are Police Vetted
- Teachers are Police Vetted every three years when they reapply for their Practising Certificate
- Teacher Aides and support staff are also vetted every three years by our school
- All Parent Helpers must be Police Vetted if they are to work unsupervised with students or if they are going to attend an overnight stay
- All contractors are Police Vetted if they are going to work unsupervised in our school. If have not had a successful recent Police Vet contractors cannot work during the hours when our school is open for instruction (Term times, Monday – Friday 8am – 4.30pm)

In accordance with the Vulnerable Children’s Act all people regularly on our school site, (even if they are supervised when working with children) must have a clean Police Vet.

In addition, all people working in our school must provide verifiable proof of identity. Proof of identity is required when a new person comes to our school to undertake work. This is done at the school office. Proof of identity is kept for all relievers and for approved contractors.

83. Policies and Procedures

The BOT ‘Operations Framework’ contains all our school Policies. This is both on our website and in our school’s ‘shared drive’.

School-specific Handbooks contain the Procedures that underpin the outworking of those Policies.

The Papatoetoe Intermediate School Handbooks are:

- The Financial Handbook – reviewed tri-annually
- The Administration Handbook – reviewed annually
- The Curriculum Handbook - updated annually
- The Assessment and Reporting Handbook - updated annually
- The Wellbeing Handbook - reviewed biannually
- The Health and Safety Handbooks – reviewed tri-annually
 - Emergency Procedures – reviewed annually
 - Education Outside of The Classroom Procedures – reviewed annually
 - Health and Safety - reviewed tri-annually
- The Personnel Handbook – reviewed tri-annually
- The RTL Operations Handbook – reviewed annually
- The International Students Handbook – reviewed annually
- The ‘STAR’ Way (this also contains all relevant information about Stand down and Suspension procedures) – reviewed annually
- The Enrolment and Prospectus – reviewed annually
- The Transition Handbook - reviewed annually
- The Learning Support and Guidance Handbook (SENCo Handbook) – reviewed annually
- The Teacher Only Week Handbook (which contains the review of the previous years Annual Plan and the Annual Plan for the year to come) - published annually
- The Mid and End of Year Curriculum Reports - published twice a year

The Principal oversees all Handbook reviews. School leaders are delegated responsibilities for managing

specific areas of procedure, Handbooks and review. Staff members participate in procedural reviews. Handbooks are available on our school website. All are available in our shared folders.

84. Professional development; 'what can I do better next time?'

- The Board has set a **Charter, Strategic Plan and approved the Annual Plan**, (see these documents). These plans provide a guide for whole school appraisal goal setting and professional development.
- Individual appraisal goals also inform professional development.
- Teachers are expected to engage wholeheartedly in professional development in order to improve what happens in class. We are all committed to continual improvement.
- The 'whole school' appraisal goals are found in the Teacher Only Week Book each year (see also the Procedures re Appraisal and PD)
- Teams establish goals in keeping with the Annual plan and as outlined in the TOW Handbook
- Individual teachers also establish individual goals
- Beginning Teachers have a specific plan of professional advice and guidance that is overseen by their Mentor Teachers.
- The focus for PD in in-school (generally not conferences and seminars out of school)
- Call back days provide platforms for intensive PD seminars (e.g. SOLO with Pam Hook)
- The staff meeting schedule also provides PD seminars. The staff meeting schedule is set in the TOW Handbook but is revised each term
- Teachers are expected to implement PD and this should be reflected in classroom observations and appraisal feedback and self-reflection

85. Property

- All staff are responsible for reporting Hazards. It is our individual and collective responsibility to keep all people in our school safe. Hazards should be reported immediately to someone who can fix it, in writing and in a way that minimises risk.
- Hazards should be reported to the Executive Officer or Principal immediately
- All property issues are emailed to the property helpdesk (property@papint.school.nz)

Property resources/ property

- Classroom Furniture must remain in the classroom it is now in.
If any item needs to be moved it must be with the express permission from the Executive Officer. Staff may not move any furniture without the permission of the EO. The furniture that is in the classrooms belongs to that classroom
- Stacking chairs – only stack them 6 high and do not drag the stack as it will break the chair legs
- Door windows, keep these uncovered unless in lockdown
- Do not use sellotape on the windows, particularly those with shade film on them

Locking doors

- Teachers lock their doors when they leave their classrooms, especially at morning tea, lunchtime and after school. After leaving please make sure that the door is locked. This is to reduce opportunities for mischief and theft

Students are not allowed in any rooms without a staff member being present

- The school is 'locked' at 4pm each day – if you go through an external door after 3pm please make sure you lock it behind you
- In the morning all external doors are locked until 7.30am, including toilets

86. Protected Disclosures - any staff member who believes another staff member is or may be involved in illegal or unlawful activities has a duty of responsibility to report their concerns. The staff member reporting their concerns is protected under the **Protected Disclosures Procedures (see Personnel Handbook)**

87. Public Health Nurse:

- Teachers are expected to watch for and refer to the PHN those students who have on-going health needs- such as coughing and asthma, school sores, obesity, frequent absences. Teachers can refer students in need of health related checks and support to the Public Health Nurse.
- This is done through the referral book in the medical room.
- All referrals to outside agencies require parental permission.
- The PHN referral book is also checked by the SENCo in order to address any students who have multifaceted needs and external or integrated agency support (e.g. hearing, sight etc.)
- Students will also receive HPV education and shots over the course of each year.

This is a major governmental initiative to decrease the occurrence of precancerous conditions and requires strong support from teachers, and families in order to be successful. This will also go hand in hand with the Puberty Programme delivered as part of the Health Curriculum in odd years

- All teachers are expected to be fully supportive and to ensure they are fully informed so that they can effectively address concerns or questions.

88. Purchases - teachers or RTLB can only make purchases with the explicit approval of the relevant budget-holder and a purchase order.

- Purchase orders are available from the Executive Officer
- Planned purchases must be approved by a specific budget holder for items within a particular budget, approved for that year.
- Purchases made without this authorization may risk not being approved for reimbursement.
- Purchases invoices must be immediately returned to the EO.
- If a liability is inappropriately incurred by a staff member the liability will become theirs.

89. Referring students for support

- We encourage teachers who are 'learning to work with students with new challenges' to seek help in the following ways:
 - PCT's could ask their Mentor Teachers
 - Discuss the student's needs with their Syndicate Leader who should be able to provide support and suggests a course of action
 - Discuss the student's needs with their parents in an effort to 'understand' their needs fully, history and what works at home
 - Discuss and problem-solve the challenges with their whole syndicate during a meeting
 - Seek support from the Learning Support Leader who may take a series of observations, provide insights into how the child acts and responds in class and what you as the teacher might do differently, more, less and 'better'
- Teachers may need to make a referral to
 - The Pastoral Care team with the support of your relevant AP
 - Make a referral to an external agency such as RTLB/ SWIS/ MOE for support (e.g. Child Mental Health for assessment re – ADHD, ASD etc. / for Dyslexia screening/ Kids First for paediatric assessment etc.). These referrals are completed through the Pastoral Care team and must have clearly explained strategies already trialled or in place.

90. Release: *See the Personnel Handbook and Procedures regarding Classroom Release Time (CRT)*

Also see the [Primary Teachers' Collective Agreement | Education in New Zealand](#)

- ***Teachers are entitled, under the Collective Agreement, to one hour of Classroom Release Time (CRT) each week***
- ***An additional 20 minutes of CRT is provided in order to support teachers with planning and professional development and to acknowledge the excellent work they do.***
- The allocation and use of release time is clear (see CRT Procedures)

- Teachers are to keep to the agreement and guidelines and are not to work off site unless there is agreement with the Principal.
- **Release for Beginning Teachers (and their Mentors) is given in accordance with MoE guidelines and funding allocation.** Although the MoE provides a full day for BT release this may be shared with the Mentor Teacher.
- A programme of advice and guidance is established in conjunction with the BT, their Mentor Teacher and the Principal at the beginning of the year and a summary provided to the Principal at the end of each term
- This is in order to provide the support, training and mentoring needed for beginning teachers to master classroom practice quickly and effectively.

91. Removal of Student Access to Wifi

- From time to time students are found to be abusing their rights and responsibilities associated with use of the school wifi and internet access
- To block a student from wifi access the teacher must email the Executive Officer
- The relevant AP or Financial Manager will email the IT company immediately to change the students password
- This password will then be emailed to the syndicate leader AND will change the password in EDGE
- If a student/ or students are removed from access an investigation must be completed and parents notified.
- They must be provided with alternative learning to undertake while they have restricted access
- They must eventually be allowed back onto the internet, in order to participate in class activities and learning. Prior to access being resumed we must be assured they will meet expectations
- When the student is allowed back onto wifi the syndicate leader will then be give the new password to the student AND confirm to the Executive Officer that this has been done

92. Reporting

- There are many layers of 'reporting'; to parents, to the wider community, to the Board and MOE ... and there are many types of reports; from casual conversations, to written – anecdotal and formal, data based, and cumulative reports.
- ALL written reports consider the 'audience', and must be of a high quality (accurate and error free), reliable, provide some form of analysis and suggestions for future actions.
- See the Curriculum Handbook and the Assessment and Reporting Handbook for more details.

93. Resource Teacher of Learning and Behaviour (RTL B): Our school is the 'Lead School' for 29 RTL B who serve the Manawanui RTL B Cluster 10. A 'Cluster Manager' oversees the work of the RTL B. The CM liaises with the Principal, the Executive Officer and some administration staff members.

- RTL B are full staff members and enjoy all the benefits and responsibilities that entails.
- RTL B have specific car parks and we ask staff not to encroach on that area (and vice versa)
- Students are not allowed on the decks or inside the RTL B rooms
- Referrals to RTL B (for support) are made through the SENCo and Pastoral Care team
- Our school (like all others in our area) have an allocated Liaison RTL B who attend Pastoral Care meetings and ensure that RTL B case work is updated and progressing as expected
- Teachers must meet with RTL B assigned to cases in their classes either outside of school hours or during release. They are expected to do this on a weekly or fortnightly basis unless agreed with the SENCo/ Learning Support Teacher
- The Learning Support Teacher is also expected to be included in these meetings (or at least provided with a copy of the case work updates) so that she can work with TAs to ensure that they are aware of developments

- RTLB are required to sign in at the school office if they are working in our school on cases (just as they do in other schools)
- The SENCo and Learning Support teacher has access to the RTLB website to assist in referrals, case allocation, IE/ IBP updates etc.

94. Restorative Practices and related processes see the *STAR Way Handbook*, *PB4L Restorative Practices* <https://pb4l.tki.org.nz/PB4L-Restorative-Practice> and refer <http://www.thorsborne.com.au>

- Our schools behaviour management expectations can be found in the STAR Way Handbook. Teachers need to be familiar with that.
- Papatoetoe Intermediate School uses strategies that prevent conflict (such as teaching students to identify, discuss and solve possible conflict-related problems) which is better than trying to deal with concerns after the conflict has arisen
- RESPECT, along with Safety, Trust and Attitude are school values for all staff and students
- We believe all students want to be able to learn and to feel that they ‘belong’; this is why they come to school
- Restorative practices are well researched and proven to promote more ‘peaceful’ and emotionally responsive and supportive classrooms. The more consistently teachers use the range of restorative practices the better our school (and students) will be in positively dealing with conflicts
- Other restorative practices for classes include: Check and Check out/ Circle time/ Emotional recognition and tracking/ Reflective Journals etc.
- When students are in ‘deep trauma’, frightened, ‘acting out’ or angry restorative processes can be difficult to implement. All Senior Leaders are expected to make themselves available to help teachers and students in these situations
- **When any staff members working with students who have been involved in ‘an incident’ it is important to**
 - **seek all perspectives**
 - **investigate the harm done to all people involved**
 - **be prepared to take the time to uncover each person's ‘truth’**
 - **to eventually hold a meeting where each person has their say about the harm that has been caused and how they might ‘address’ (fix) the harm**
- All staff are expected to follow restorative practices processes when dealing with behavioural incidents
- Incident reports need do to be written, shared with relevant people, gathered, reviewed and provided, with a summary of the incident for SWIS data gathering
- Holding a ‘restorative meeting’ does not preclude a ‘consequence’ (e.g. stand down etc.). These meetings are designed to ‘address the harm’, to emotionally grow people in our school, to ensure that people are able to hear what harm their actions may cause and to develop ways to avoid a repeat of incidents.

95. ‘Rewards’:

- **All teachers are expected to notice and ‘reward’ students for desired behaviours and effort.** This ensures that the majority of students who are well behaved and on-task are recognised for their efforts and positive learning behaviours.
- Teachers must keep in mind that the most desirable reward is the knowledge that the teacher *likes* and *approves* of them and *notices the efforts they make*.
- Effective and consistent implementation of sound behaviour management strategies ensures that all students are acknowledged and feel valued. It provides ‘safety’ and consistent expectation and

ensures that other teachers working with your children have the same methodology and expectations; this provides continuity and makes it easier for everyone.

- We strongly discourage the use of sweets, food or money as a reward.

Teachers/ Syndicates develop reward systems consistent across their Syndicate or Team.

- Teachers may give rewards such as 'STAR nomination' cards, House Points, time on computers, with cameras, free choice, special privileges, stickers and certificates. Teachers may also reward the class as a whole for achieving a collective goal by participating in a whole class activity.
- If the reward is for the whole class then no child is excluded.
- Opportunities are made for **all** children to fairly receive accolades and rewards.
- Rewards are given for specific and predictable reasons.
- Students are able to say what they did to earn their reward and what their classmates have done to receive theirs.
- Rewards for House Group competition wins are organised by The House Group Leaders.
- Syndicate Praise Assemblies are held in the first weeks of Term 2,3,4. Certificates and acknowledgements are given to students at these Assemblies for the work done in the previous term.

96. Risk Analysis and Management (RAM) - see shared documents (refer to EOTC Guidelines)

- Prior to the RAMs form being completed a pink booking form must be completed and submitted to the EO and Principal. Once approved bookings for buses and venues can be confirmed and RAMs completed.
- RAMs are completed whenever there is an out of school event (and sometimes for out of hours functions)
- RAM forms are completed by the Leader/ Teachers organising and attending the event
- They are checked by the AP responsible for EOTC management prior to being submitted to the Principal for approval and adding to the calendar
- There are very clear guidelines and expectations and these are a legal requirement and **MUST** be strictly adhered to.
- Any overnight stays must be approved by the BOT at least 2 months before the event.

97. Road Patrols, Bike Licences and Travelwise

- A teacher receives an MU for the management of Travelwise, Bikes and Road Patrols
- Student 'Road Patrol Leaders' are selected by the Road Patrol Leader and trained by the Police, at the end of Year 7 in preparation for the following year.
- Morning and afternoon Road Patrols at Motatau Road, are supervised either by Specialist Teachers or School Leaders
- Teachers ensure any students who are Road Patrollers attend their duties as they will be late to class in the morning and will leave early to be at Patrol in the afternoon.
- Bikes - At the beginning of each year, any children wishing to bring their bikes to school meet with the teacher in charge who takes a photo of the bike, notes the serial number and checks that the student has a helmet.
- The student is issued with a 'school bike licence'
- From time to time throughout the year, the teacher meets with these students to discuss safety, have training or check helmets.
- 'Travelwise' is a project supported by Auckland City Council. The teacher responsible attends ACC funded training and develops a liaison with ACC Travelwise facilitators and the local police. The project supports safety at the school gate, use of public transport or walking and biking to school.
- Classes may wish to link into Travelwise for Education for Sustainability projects. They would do this through the Travelwise coordinator for our school.

98. Rubbish and Cleanliness:

- All staff members keep their working spaces neat and tidy at all times. School Leaders reserve the right to ask a teacher to tidy up their desk or class and this may mean working later to do this.
- All staff members are expected to help keep staff rooms clean and tidy. This includes doing dishes and wiping tables.
- All staff members are proactive in looking for and addressing problems with rubbish and chewing gum.
- Staff members are also expected to model appropriate behaviours. Therefore we expect all adults to keep their areas of work tidy, recycle appropriately, pick up rubbish and not chew gum.
- It is each teacher's responsibility to make sure classrooms and the surrounding areas are rubbish free, clean and tidy with rubbish bins emptied each day and table tops and boards regularly cleaned.
- It is also each teacher's responsibility to make sure their classroom's rubbish area is completely free of all rubbish each day and the outside rubbish bins put out and collected, this includes the things that slip down behind shelves etc.
- Students take their own rubbish home.
- All rubbish must be cleaned up after the time set aside to eat morning tea or lunch. HOWEVER picking up rubbish should not supersede or interrupt crucial learning time.
- Teachers are also expected to promote healthy habits such as hand washing, the use of tissues and sanitiser, wearing hats and sunscreen.
- Our school is a non-smoking environment. Staff members are required to make sure that a non-smoking environment is upheld and that no students or families ever see staff smoking.
- Tissues, Plasters, Sunscreen, Bin liners, a range of Bins and Hand sanitizers are provided for every classroom. These can be collected from the school office.
- Each class is allocated a 'rubbish area' and it is expected that the classroom teacher will establish a way to make sure that this area is kept tidy. Awards are given for diligence in this.

Recycling

- Each class has bins to help sort rubbish for recycling
- One for food scraps (fruit and leftover lunches)
- One for paper and card, recyclable plastics, other recyclable items (lunch wrappers etc)
- One for landfill (items that cannot be recycled)
- Each class should have at least 1 student leader to lead and manage this sorting and to take the bins at 2.15pm each day to empty into the correct large bins, outside Room 2.
- If you need help with this please speak to the teacher in Room 2.

99. Security Cameras:

- Our school has security cameras installed that operate continuously in various areas of the school.
- They record images, dates and times and store those for a predetermined time that allows selected school staff to review images and times etc, in the event of an 'incident'
- Unless an incident is investigated all images are deleted after a specified time.

100. SENCo (Special Educational Needs Coordinator) and Learning Support Leader

The SENCo and Learning Support Leader oversees all aspects of Learning Support. This includes:

- Teacher Aides: employment, appraisal, hours of work and work allocation and budget (Including the SEGrant - Special Education Grant)
- Management of all funding streams relating to SEN (Special Educational Needs)

- Referrals to: RTLB (Resource Teachers Learning and Behaviour) – moderate needs/ MOE (Ministry of Education) – high needs (ORS (Ongoing Resource Scheme)/ IRF (Interim Response Funding) and Severe Behaviour funding
- SWIS (Social Worker in Schools) liaison
- Pastoral Care provision (in conjunction with DP and APs)
- ESOL (English Second Oral Language) – verification and management of programmes
- IEP (Individual Education Plans) and IBP (Individual Behaviour Plan) reviews
- Liaison with RTLB and oversight of the work they do in our school
- Mt Richmond Special Class Liaison including liaison with the MT Richmond Outreach teacher and ‘inclusion’ of Mt Richmond classes into school activities
- Liaison with other paraprofessionals (occupational therapists, BLENZ, Kelston School for the Deaf etc.)
- Liaison with MOE Psychologists
- Liaison with Primary School SENCo re transition
- Liaison with Y9 Deans re transition
- Liaison with the Public Health Nurse (PHN)
- Organising cognitive assessments
- Liaisons with special schools – Mt Richmond/ Kelston School for Deaf/ Homai/ Correspondence/ Health/ Starship/ Kids First
- Liaison with Whirinaki (Child Mental Health)

101. School Calendar:

- The school calendar has all the dates and organisation for the year.
- It is established in draft (with most items included for the next year) prior to 1 December
- Please refer to this when setting dates for trips etc.
- The calendar is kept by the Principal’s PA and School Receptionist.
- This allows us to review the calendar each year to set dates for the following year.
- The School Bulletin is the day to day and weekly communication process that ensures that all staff are able to keep up with new or changing events.
- The school calendar is available for all staff to add to their own Google calendars

102. School Letterhead:

- Unauthorised use of the school logo or letterhead is a legal breach and may result in disciplinary or legal action.
- It is used for any official correspondence both internally and out of the school. ALL official correspondence must be approved by the Principal and a copy kept in school files.
- Letterhead is used for student and staff references.
 - All student references must be countersigned by the Principal and a copy kept in their drop file.
 - Any professional references that staff members write should also be approved by the Principal and kept in that person's drop file. This ensures that any future reference checks can be tracked.
 - References are official documents and copies should be kept in the students or staff members drop file in case verification is sought. This is in keeping with the Vulnerable Children’s Act.

103. School Rules and Expectations:

- *Please see the Curriculum Handbook and The ‘STAR’ Way Handbook* for information regarding oversight of behaviour management and maintenance of the school rules, tone and uniform.

- This is a collective responsibility undertaken with the leadership and support of the Assistant Principals.

104. Security Alarms:

- The issuing of Security items: Keys and Gate and Alarm Codes are all managed by the Security Officer/ Resource Manager
- Staff members are allocated Keys and Security Codes as part of their induction.
- It is accepted that all teachers will be required throughout the year to spend extra time at school in order to meet deadlines and operate their classes effectively. This may mean that you may have to be at school after hours.
- For their own safety, staff members should not be on site alone.
- If you are in school after hours (i.e. after 5.30pm and during holidays and weekends) you must record your name on the whiteboard outside the Student Reception area.
- You must also ensure that you rub your name off the whiteboard when you leave the school and reset your areas' alarm.
- Each staff member is given keys and alarm code access to areas of the school relating to them.
- Alarms can be set or unset by any staff member within their areas of allocation. If you are concerned about this you may wish to call the Resource Manager or the Caretaker who can both set and unset alarms remotely.
- The alarm pad is in the foyer next to the administration area.
- Each person has their own code. Staff must not share their codes with any other person. Anyone found doing this may face disciplinary action.
- If you have any trouble with the alarm or the alarm is triggered while you are in the school you must contact the security firm who monitors the alarm.
- The phone numbers for the security company are next to the alarm pad. Calling the security company will avert a call out.
- *Call outs are at a significant cost (about \$300). If there are more than 3 call outs when you are the person responsible for setting and unsetting the alarm you will be charged the call out cost.*
- **The school MUST be locked and secure by 9.30pm.** Our security contract agrees that if it is not done a guard will be dispatched to check and secure the school. To have a Security Guard or the Caretaker attend the school outside of school hours costs the school money that may be recovered from the person causing the call-out.

105. Seeking support: It is important that you seek help should you need it.

- Please seek help in time to avert a crisis.
- Your AP Team Leader, Curriculum Leader, mentor teacher etc. are the best people to approach.
- If you need counselling support the best person to approach is your AP, the EO or Principal who can provide contact numbers and recommend discretionary leave to the Principal if that is required.
- Forward planning and attention to details in order to meet deadlines is vital.
- In all situations the welfare of students is the priority.

106. Shared Teacher Spaces: Staffroom, Teachers Workroom, Teachers Resource Room and Library:

Remember - Be Responsible, Stay Kind

- All staff members keep these spaces in excellent condition so that they are always inviting and reflect the high value we place on our school and students.
- Before leaving the Staffroom, TWR or Library all staff put their own rubbish in rubbish bins and check to make sure that there is no other rubbish to be disposed of.
- The same premise goes for dirty dishes and resources that are not properly put away.

- You should not borrow anything from the staffroom. If you do please ensure it is immediately returned (especially forks and cups).
- Staff may not eat or have hot drinks while teaching. They may join with students having brain snacks and lunch eating etc.
- No food or coffee or tea is consumed in the Reception Area
- Please do not leave dirty cups or plates etc. in classes.
- Although there are support staff members who are responsible for maintaining and managing all of these areas this in no way diminishes the responsibility we each have to care for our environment and to model appropriate behaviours to students and each other about this.
- All adults have permission to remind others face to face about helping and keeping up the collective responsibility.

107. Smoke free environment: Schools are, by law, smoke free environments. This means no one can smoke on our school property.

- No staff member, or supervising adult (parent helpers on trips etc.) may smoke in the presence of students, particularly on a school trip or event.
- Staff may not smell of cigarette smoke and if they must smoke during the school day, it must be out of sight of students and families/ our school community.
- Smoking in a prominent area outside the school gates is inappropriate

108. Social Worker In School (SWIS)

- Our school has a full-time appointed social worker, working with students and families attending our school. They are employed by 'The Anglican Trust for Women and Children' (ATWC) and operate out of an office within the Learning Support facility in our school. The MOE liaises with ATWC and manages the contract for the work all social workers do in school. ATWC provides the school with an annual report regarding the work done within the school and generally by the SWIS facility. Referrals to the social worker can be made with the support of your Team leader or by students and families directly.
- The ATWC Social worker does not work for Oranga Tamariki but, to support children and families, might make a report of concern (ROC) to OT.

109. Specialist and Optional Programmes:

- Support is offered in these areas if required, teachers only need to ask.
- PIS offers several full time **Specialist Programmes**. These usually include: Music, Visual Arts, Home Economics/ Food, Textiles and Soft Materials, Design and Hard Materials Technology.
- As well as this we provide 'specialised' in Science, Physical Education, Te Reo Maori, Digital Technologies and may from time to time include other subjects.
- **PB4L lessons** based on our 'School-wide Expectation' which is provided direction from the whole school Assembly where each class researches and presents the 'School-wide Expectation' being studied that week and presents an item to the school based on it. Classes then pick this up and explore their own learning and understandings in relation to the stated value.
- **SOLO**: All teachers are expected to implement the lessons provided.
- **ACE** - Academies, Culture Groups and Enrichment programmes. ACE runs in Terms 2 and 3. See the 'ACE Coordinator' for details re this.
- **'Languages'** are also offered as an optional programme that supports Cultural Groups and student identity. We focus on Pasifika and first languages but also offer French, Hindi and other languages.
- **Sports** programmes run in the afternoons once a week in Terms 2 and 4 and are organised within Syndicates and Teams. Some students also opt into school sports teams. Students may be selected to compete in inter-school and inter-zone sports events.

- Students also engage in **House Group Assemblies and Competitions** as well as inter-class competitions.
- **Whole school, syndicate and Team Assemblies** are also planned and held
- **Transition to Secondary School** is provided annually for Y8 students
- **Student Induction** is a programme is provided at the start of each year
- **Careers Education** is provided every year and **Puberty Education** every second year.
- **The Life Education caravan** attends annually and provides the puberty and other safety and self-care programmes
- **Science Roadshow** attends intermittently
- **STEAM exhibition** is held in odd years and the **ARTS Exhibition** is held in even years
- **Extracurricular Activities** (ECA's) are also offered at lunch times that students can opt into. They can also opt into after school **Sports Teams** and practices. All teachers are expected to take either ECA's or Sports Teams every term.
- **A Study Centre** operates after school which students, with their parents' permission may opt into.
- **Enrichment programmes** are provided in all specialist subjects along with **Writing Extension, EPro8** and other extension opportunities

110. Sponsorships, Fundraising and Applications for Funding: *Our school does make Applications for Funding from various community trusts and charitable organisations. We also seek sponsorship for students to attend and participate in a range of activities (e.g. EOTC and Camp). We encourage teachers to become proactively involved in this.*

There are some legal requirements in this process:

- No person can make an application for funding or seek sponsorship without the express approval by the Board
- In this the Board must know of the reasons the funding is being sought, the amount and from whom.
- The Board can only seek funding from those businesses/ facilities that it deems 'appropriate' and money can only be sought for Board approved activities.
- Presentation to the Board is undertaken by a senior leader (SENCo or Financial Manager)
- It must be done in a timely way and prior to an application being submitted
- Fundraising schemes must also have Board approval and must involve the Financial Manager to ensure that money is managed appropriately and in accordance to school expectations
- No person is to use the school name (or letterhead) to elicit funds without the approval of the Board. Any person doing this may face disciplinary action or referral to the police.

111. Sports Leaders:

- Each class selects two Y8 students to be their Sports Leaders.
- The PE Coordinator oversees the training and management of these Student Leaders.
- These students make sure that the class Sports and PE equipment is both checked out and back in each day, and if anything is missing lets the PE Leader know. They also make sure that their class is ready for PE.
- They act as a liaison between the PE Leader, House Group Teacher Leaders and the Classroom Teacher to ensure that expectations are maintained and that communication is effective.
- They may also request that some attend inter-school or inter-zone events to assist in management and organisation.
- Sports leaders are required to work with School Staff to organise class teams for inter class competitions and they must attend all onsite lunchtime inter-school or zone sporting events and

are required to act as 'hosts' for these events making sure that visitors (both students and teachers) are made to feel welcome.

- These leaders also help with organisation and management for School Sporting Competitions (along with House Group Leaders) such as Winter Sports Events, Cross Country, and Athletics Field Day.
- They may also help with EOTC preparation.

112. Stand downs, Suspensions and Exclusions (see [The STAR Way Handbook](#)) Our school follows the MOE requirements for Stand Downs, Suspensions and Exclusions (see [MOE website](#)). Our school follows the laws of 'Natural Justice' – see also [MOE website](#)

This means:

- That the Principal (or their delegate) decides (in collaboration with the Leadership Team) whether or not a student will face a disciplinary consequence (a Stand down or Suspension)
- The decision is made taking into consideration all information including all written reports regarding this event, previous events, the special needs of the student, the safety of this student, other students and staff
- Our school does not do 'kiwi stand downs or exclusions'. That is when a family is advised to take the child to another school or to not bring their child back and no paperwork is completed. This process is illegal.
- A Stand Down means a child must stay away from school for up to 5 days per term or 10 days per year. The Stand Down is used to provide time to organise support for the child/ school/ teacher.
- If the child has been stood down for the total amount available, they must be suspended.
- A suspension means a child cannot return to school until a hearing with the Board is held. The hearing must be held within 7 school days and the BOT decide:
 - o If the child can return with no further consequences
 - o If the child can return with special conditions
 - o If the child must go to another school
- The Principal, or their delegate, must then try to find another school for the child to attend
- While a child is stood down, or suspended and waiting for their hearing the classroom teacher must provide continued school work for the child to continue with
- In our school the social worker provides support for the student and their family (acts as their advocate) and may help them as they speak at a Board hearing.
- Sometimes, for a first time incident or if fears are held for a student's safety or supervision, students are provided an in-school stand down. This is done in an 'open office' away from students and under adult supervision. 'Breaks' are taken when other students are in class and with adult supervision.

MOE data indicates that students who are excluded commonly spend up to a year out of school before being accepted to another school. Suspension is used as a 'last option'.

113. Staff Meetings: [See the School Calendar, The Assessment, Reporting and PD Schedule](#)

There are three types of staff meetings: Pastoral Care, Administrative and Professional Development.

- We aim to have all meetings focus on improving student outcomes
- Agendas are set for every meeting and are distributed at least one day prior to the meeting.
- Minutes are taken from each meeting; copies are distributed within the week to all meeting participants and copies are given to the Senior Leadership, Syndicate leaders and the Principal and their PA.
- It must be remembered that all minutes are official documents and can be requested under an official information request.

114. Student Counsellor

- Intermediate Schools do not commonly have counsellors. From time to time we are fortunate enough to have one allocated to our school as they study to become a counsellor (as part of the practical component of their training).
- Case load and management is overseen by the DP
- The trainee counsellor is required to have ongoing 'supervision' of case work

115. Student Leadership Team

School Leaders

- The Student Leadership Team (House Group and Head Boy and Girl) meet fortnightly with their 'Leader Mentor' (see the timetable)

Class Leaders

- Class Leaders Meet fortnightly in Team Meetings
- Each class selects their Class Student leaders for the first meeting in Week 4.
- Each class must elect and ensure they have a student representative at every meeting.
- They also need to have a class meeting at least fortnightly in order to discuss initiatives, problems and strategies.
- Each leader has a notebook in which to keep notes and to use to make sure communication between the groups is effective.
- Teachers support and train Student Leaders if necessary; we aim to set these leaders up for success!
- The Student Leadership Team is encouraged to establish and implement student initiatives.
- Their main functions are: Liaison between classes and the management of the school, environment and rubbish management, establishing initiatives to improve school tone and image, Travelwise and promotion of Education for Sustainability, Charitable Fundraising and School Event and Project fundraising,

116. Students leaving and starting during the year

When students leave

From time to time students leave our school. If you have a student who tells you they are leaving (or parents turn up to pick up books as their children are leaving) please do the following:

- notify the office. The Admin staff need to ensure that passwords and access are removed from our school sites.
- notify the Learning Support Teacher (if they are on an ESOL or support programme)
- take them to the Library to check if they have outstanding Library books/ Chromebooks etc
- If the notice is in advance, please ask for a letter to provide to the office and to put in the students' drop file.
- If the office is notified of a student leaving, the Receptionist will let all relevant teachers or leaders know

New student enrolments at the start of the year

- The Board sets, in advance of the out-of-zone ballot date, the number of out-of-zone students the school will accept
- After the ballot closes no additional out of zone enrolments are accepted
- Enrolments throughout the year are only accepted for in-zone students
- Out of Zone, applicants may write a letter to the BOT asking for specific consideration. The Board requires the Principal to investigate the application and make a recommendation. Applications are heard in-committee at a Board meeting and decisions made on a case-by-case basis.

New student enrolments during the year

- Throughout the year the Deputy Principal meets with all new enrollments

- Students are allocated to classes by Deputy Principal who notifies the Teacher and the AP
- Previous school checks are completed by APs
- New students start on Monday after they have their PIS school uniforms. Support for the purchase of uniforms is provided if this is required. The allocated AP liaises with the family in this regard.
- APs meet new students and their families on their first day and takes them to their new class
- APs check assessments and levels of achievement
- Students with identified special needs are immediately referred to the SENCo

Student induction during the year

- When a new student enrolls during the course of the year the teacher implements a classroom-based induction plan
- The teacher ensures there is a desk and chair ready. They allocate a 'buddy' ready to show the child around and to support them in the playground
- The AP and teacher keep in contact with the whanau until all agree the child is settled

117. Student Records: *All students and their caregivers are entitled to view all and any records of all meetings and reports regarding that student (including data in a Tracking Book). They are not to view any data that does not pertain to their child.*

- Student notes kept by the teacher should be added to their drop file in the Admin area
- All student records are kept in the relevant drop files and on EDGE (electronically).
- All copies of meeting minutes related to a student are kept in hard copy by the Principal's PA/ DP/AP/SENCo and/or the Financial Manager/ Cluster Manager
- All student records are confidential and access should only be to people authorised to work with that particular student
- All student records are kept for seven years (in 'archives')
- All students requiring 'special notification' to the next school they attend must have pertinent records sent to that school on request from that school or by request from the Parent or Caregiver.
- ALL student files belong to the student or their legal guardian/s, who will be given copies on request

118. Study Centre

- The school runs a Study Centre that is open 3.00 - 4.30.
- While the Study Centre is run out of the school it is a completely separate after-school facility.
- The Study Centre is overseen by a School Leader and has its own separate budget and employment arrangements. This leader liaises directly with the MOE in regards to provision and funding.
- Student numbers are limited and students must enrol in order to be able to attend

119. Sun Protection: all school staff must promote sun safety.

- We do this by encouraging, cajoling and insisting students wear sunscreen and hats when outside. Sunscreen is available in each class for students and staff members.
- Staff use hats and sunscreen as role-models for their students.
- Hats are worn in Terms 4 and 1.
- Staff members wear hats outside.

120. Support staff: our Board employs a range of support staff.

- Some work in the Learning Support Team and are allocated work and overseen by the SENCo, in conjunction with the Learning Support Leaders and classroom teachers, their role is to work with students and assist in classes.
- Administration workers, the Caretaker and Technician are also support staff.

- All support staff are highly valued members of our school community and teachers are expected to introduce them to their students and ensure that they receive the respect they are due.
- 121. Swimming:** The curriculum asks schools to provide for specific educational needs of their students and community. In New Zealand each year, many people drown. Statistics show the vast majority of those people could not swim and a significant number are 'Pasifika' and 'new immigrants'.
- We have a responsibility to do everything we can to make sure our students are well prepared for adult life in New Zealand. There are some barriers to overcome with some students due to cultural beliefs. If teachers engage positively with families these can be overcome.
 - Teachers may be asked to take water safety lessons Terms 1 or 4, during EOTC and at the Papatoetoe pools or the Otara pools.
 - Non-swimming students remain under supervision at school. The focus of these trips should be water safety and survival.
 - At the start of every year we hold our 'Swimming Sports Day'. While competitive, this day is mainly about having fun together in the water. Participating is the number 1 priority.
- 122. Teacher Aides:** as previously explained Teacher Aides are 'support workers' Their job is to support the work that teachers do in their classes. They are not Teachers and should not be asked to do the work of Teachers.
- The Teacher does the planning and provides the Teacher Aide with the information, guidance and support needed for them to carry out their required tasks.
 - Teacher Aides help with a particular student or groups of students. Ideally, they enable the teacher, who is the most highly trained person, to work with those students needing the most support.
 - We do encourage that Teacher Aides are used in class to help 'engage all students for learning'
 - Teacher Aides should not manage serious behaviours but may be asked to take a student for a walk while they 'cool off' or watch a class while a Teacher works with a serious incident. This should only be for very short periods of time and in an emergency.
 - At our school we do not support long-term withdrawal of students from their classroom setting.
- 123. Teachers leaving the school grounds:**
- If you have to leave the school grounds for any reason (including having lunch or going to have a cigarette off site) you must go to the school office to sign out as you leave and in again on return.
 - We also ask that you take your cell phone in case of an emergency so that we can contact you if necessary. This is in order to comply with Health and Safety requirements and to ensure that communication is effective.
 - We again remind you that you are required to uphold the school's non-smoking policy and are not to be seen smoking (even if it is in a public area) by visitors, parents, or especially students nor teachers to attend any students smelling of cigarette smoke.
 - If you are leaving for longer periods of time, or going further afield during school time approval must be sought prior to leaving the school and notifying the office.
 - Leaving the school grounds without express approval is in contravention of employment expectations.
- 124. Teaching Packs and Teaching Resources:**
- Teaching Packs will be provided to all staff at the start of the year during Teacher Only Week. Items are provided to assist staff and reduce the need for staff members to buy their own items.
 - Staff members are responsible for the non-consumable items (e.g staple gun) in the pack and that they are returned in working order to the office if they leave the school during or at the end of the year.

- A list of these resources is included in the Teaching Pack and available in advance from the Resource Manager
 - Replacements can be ordered from the Resource Room Manager.
- 125. The Staffroom: is a space in our school especially set aside for staff members.**
- Students are NOT to go into the staffroom for any reason.
 - All staff members must rinse and prepare their cups for dishwashing, clean up food, dishes and ensure tables they use are wiped down.
 - Staff members should also regularly clean out any food left in the fridge. Each Friday, after lunch break the fridges are cleaned out. If containers with food in them are left in the fridge after this time they may also be put into the rubbish bins.
 - Support staff members are allocated to oversee the staffroom; **they are not your cleaners or your mother's**. These staff members ensure the staffroom is clean, ready for use and that resources are available.
 - During a pandemic, additional requirements are made for cleaning etc. which staff are expected to manage
- 126. The Tironui Music Trust (TMT)**
- The Tironui Trust provides free musical tutoring for about 90 students at our school. TMT students are selected when in Y4 in some local primary schools (Puhinui, Central, East and West)
 - The Trust pays the salaries of the 6 itinerant tutors who attend our school on Wednesday and Fridays and who teach music to our students (for free)
 - The Trust also provides music scholarships for deserving students going to secondary school
 - Teachers must ensure that they know who the TMT students are and that these students attend music lessons regularly and on time.
 - Teachers are expected to fully support TMT in every way and to effectively liaise with the Music Teacher (especially about any concerns) who oversees all of the organisation for the programmes on our school's behalf
 - Teachers are also expected to ensure that students can safely store their instruments that are provided by TMT.
- 127. Tracking Books and Report Writing**
- In 2021 we move to using EDUCA online parent portal. This will allow parents access to student files in real time. In particular access will be for attendance and assessment results. While teachers will still write reports for students, parents will be able to print these off at home. The aim is to move towards this type of reporting.
 - Student reports are due at the end of Term 2 and 4. Term 2 these are required for Year 8 students in preparation for enrolment at secondary schools.
 - Reports must be: accurate, positive, identify what the student has accomplished (can do), what their next steps are and what the teacher is actually going to do to help them
 - Reports must also report on students capabilities against the Key Competencies
 - Reports should report on attendance (if it is significant) social interactions, leadership, 'involvement' in school activities
 - Reports must be 'individualised' i.e. not reliant on copying and pasting class or syndicate comments or be 'formulaic' and should reflect the teacher's relationships with their students (how the teacher 'knows' the student)
 - Reports are based on verifiable data gathered over each semester. This data is gathered in tracking books and kept by the teacher

- Teachers are required to bring their up-to-date tracking books to Appraisal meetings and to some Syndicate meetings. They also have the tracking book beside them when they are writing reports.
- The first data added to the tracking book is that from the previous year
- Added to the tracking book should be information gleaned from 3Way Conferences
- Tracking books should also contain 'comments' and record students interests and activities
- Tracking books will also record interventions and referrals/ ACE programmes/ Leadership involvement/ Sports team participation/ Music involvement etc.

128. Travelwise

- Travelwise and Road Patrols are run by a teacher leader who receives 1MU
- This teacher leads the Travelwise teacher and student teams
- A plan is developed at the end of each year for the following year
- Travelwise projects can be used as a class's 'Education for Sustainability Project'. Travelwise projects may also include the whole school.
- Travelwise does require a full end of year 'curriculum' report.

129. Trips out of school/ EOTC and field trips *(see EOTC and RAMs Procedures in the Health and Safety Handbook and the staff shared drive)*

- Teachers may arrange trips out of school in terms 2 and 3, (in Term 1 the focus is Camp and/ or EOTC Week, in Term 4 the focus is Picnic Days and Y8 events). These are arranged with the approval of AP and DP and planned well in advance.
- All trips must enhance Teaching and Learning and any that are curriculum requirements must ensure 'equity' and have facilities for all students to attend.
- Risk Analysis and Management forms are completed and the site visited prior to the visit.
 - RAM forms must be fully completed and to the AP responsible for checking them.
 - This must be done 3 Weeks before any trip and is subject to the Principal's approval.
 - The Principal reserves the right to question and deny permission for trips.
- Lead teachers are required to add confirmed trips to the whole **School Calendar** (via the Principal's PA) and note them at the 8am Staff Meeting
- Parents attending must also receive adequate information from the lead teacher to ensure that they are able to maintain the educational focus of the trip and ensure the safety of students.
- Syndicate trips must be planned at the start of the year and bookings made early and details added to the school calendar
- This includes, especially, the Syndicate Picnics at the end of the year. Picnic Days must also be organised by the start of Term 4
- RTLB taking students to appointments or as part of Transition visits etc. must follow all the requirements outlined in the child's school policies and procedures combined with the requirements for RTLB outlined in the *RTLB Operational Manual*.

130. University Liaison

- Our school often accepts students from universities on practical placement
- The Deputy Principal liaises with university regarding any student placements, courses etc. related to our school
- A Practice Leader is allocated to liaise with universities for the RTLB especially in regards to Postgraduate study
- The school reserves the right to match Mentors and Associate Teachers to students
- All students have induction with the Deputy Principal and ultimately remain under their supervision for the duration of their placement, even though they work with their Associate Teacher

- All students, on placement in our school, must meet both school and university expectations
- Course requirements are provided by the universities and students should make these available at the start of each placement. Mentors, Supervisors and Associate Teachers must make themselves fully aware of the course requirements
- Mentors and Associate Teachers are required to undertake study that ensures they are ready and able to mentor and support students on placement
- Associate and Mentor teachers are paid an allowance and release time is available. The EO manages payments and the AP responsible for release can support that.

Papatoetoe Intermediate School encourages all staff members to continue with their own education.

- RTLB are required to complete postgraduate study within four years of starting employment as an RTLB
- If there are any concerns in release etc, course requirements etc. please speak with the Principal or Cluster Manager.
- All staff members undertaking university study that may impact on the running of the school/ RTLB Cluster must seek permission before applying for the course and discuss the possible impact (e.g. missed meetings, study days etc.) and how the school/cluster might support.
- Staff are expected to pass any courses paid for or partially paid for by the school or MOE
- If there are any concerns (in regards to course work requirements and management or completion) staff members, in courses paid for through the school, must immediately speak with their Team Leader/ Cluster Manager/ Principal
- RTLB who do not pass papers required for their work, can expect to pay for re-enrolment and course costs (travel accommodation etc.) themselves. In this situation, application in writing for costs to be covered is at the discretion of the Cluster Manager. This decision is on a case-by-case basis. *Please refer to the RT:LB Operational manual regarding Postgraduate course requirements*

131. Vandalism:

- Deliberately damaging school property is a 'major' breach of our school expectations.
- Teachers check for and report tagging, or school property deliberately damaged or destroyed, in order to make sure that the school remains in an excellent state of repair. This includes damage to: desks, tables, devices, and other students' property etc. Teachers must ensure that students do not 'tag' in their books.
- Vandalism is reported to the Caretaker, via the property helpdesk, so that he can arrange for it to be photographed and immediately mended or removed. Photographs are kept as part of the investigation process. The caretaker keeps a record of all photographed tags and a record is kept of those who are identified to a particular student.
- If the damage has been witnessed staff members must complete an incident report and if urgent send an email to the relevant people (AP, EO, Principal)
- Any legitimate damage or breakages must be reported by email AND phone/email immediately to the EO and others (as appropriate)
- At the end of term desks should be checked and cleaned if that is required. This must be done for all desks at the end of the year.
- If it is agreed that payment for repairs is needed the AP or Principal will notify the EO who will then manage that process.

132. Vistab

- ALL staff members (including Teachers and RTLB) must log into Vistab when they arrive each day.
- This is a Health and Safety requirement and will support tracking of staff in the case of an emergency.

- Staff members must also use Vistab to sign in this includes when you work on the weekends. This also supports security management.
- The Vistab screens for the school are situated outside the Student Reception and the Main Reception – you can sign in at either one. The one at the Main Reception cannot to be used by the students
- RTLB also have their own Vistab located centrally, between rooms 28 & 29..
- When staff members leave the school at any time during the day (this includes RTLB and also at the end of the day) staff members MUST all sign out
- If RTLB are working on a case in our school, or come to visit with a child/teacher,/ parent etc. they must sign in at the Pap Int School Office as if they were going to any other school

133. Visitors to school:

- **ALL visitors must sign in at the school office**
- NO person may be unsupervised on the school site unless our school has proof of a clear Police Vet
- People who do not have a police clearance must not be unsupervised while they are on site.
- All staff members, who have police clearances, have a school or RTLB ID card issued. This must be worn at all times.
- When they have signed in visitors; parents, caregivers, professional workers, contractors etc. are issued with a visitors sticker, which they are required to wear while they are on site.
- All staff (and students) should note any adults who do not have a visitor's sticker. Staff members only should approach those people and escort them to the office.
- If a teacher invites any visitor into the school the Principal must be notified (a quick email is fine and the visit will be added to the calendar) prior to the invitation. The visit should also be notified to the Admin staff members so they know who to contact when the visitor arrives.
- Please take the opportunity (if possible) to introduce your visitor to the Principal and/or your Syndicate Leader.
- The same applies to visitors after hours and to school and class events.
- All visitors must sign in at the office on entry to the school and sign out at the end of the visit. This includes all professional and personal visitors.
- All visitors must wear an identifying 'Visitors' name tag at all times.
- These requirements are designed to ensure the safety of students, the visitors themselves and of course teachers.
- We do have children in the school who have protection orders against specific people. We ask, for the sake of these students in particular, that all staff be very proactive and diligent in requiring visitors to sign in and wear a 'Visitor's card'.

134. Website: Our website is always under review and being updated

- All Teachers are required to maintain Class Blogs etc. There are also pages for each of the Specialist areas and other learning areas in our school.
- An Admin staff members maintains our school website and an audit is regularly undertaken
- All students with photographs on the website must have Cybersafety and Photograph permission; *see EDGE permissions*
- Classroom teachers are responsible for getting permissions signed and returned. Once returned they are sent to the office so the permissions can be recorded on the SMS database and the office will arrange for them to be filed.
- Student Cybersafety training is completed at the start of each year for all students

- Our school also has a Facebook page. Please make sure you do not submit student photographs for uploading to Facebook who do not have permissions
 - Cybersafety Seminars are held for staff, students and parents
- 135. Wet Days:**
- On wet days students keep to the asphalt areas to avoid mud
 - This can cause congestion and needs careful supervision during breaks
 - Students may be wet when they arrive at school. Please send them to the office if they are very wet. Parents will need to be called and dry clothes found (if possible)
 - Coats and shoes are available through KidsCan for those students who cannot afford them
 - Students may not be able to go outside during breaks. This is notified to the school over the loudspeaker system and staff employ the 'wet day roster'
 - Wet day rosters are established in Syndicates
 - During indoor break times students must be quietly occupied. The teacher may not leave the class until they are settled
 - All staff need breaks, sometimes on wet days this can be difficult to arrange. Syndicates are expected to act as a team to ensure all staff members are able to have breaks on wet days.
 - Students cannot use computers unless there is a teacher in the class supervising the students
 - If there are problems during breaks the person rostered must undertake incident reporting and management
 - When there is a relieving teacher on a wet day syndicates must also ensure the reliever knows the expectations, is able to fully participate in wet day supervision and that they also get adequate breaks.
 - Lunch monitors must pick up lunches during the morning break.
- 136. Whole school events: *All teaching staff members attend and actively support all whole school events***
- These include school staff/ RTLB social functions as well student and parent events. Often two such events are held each term.
 - If you cannot attend, please discuss this with your Syndicate or Team Leader and let the people organising the event know.
 - The school calendar has all the scheduled whole school events for the year so that teachers can ensure they plan to attend.
 - When planning a whole school event all aspects of school life must be taken into consideration, i.e. health and safety (including food and rubbish), security, finance, crowd management, the integrity of the school and the school name, inclusion and diversity, honouring, welcoming and thanking guests and supporters and promoting the achievements of students.
 - All people planning any school event must complete RAMs forms and have a full plan outlining the organisation for all aspects.
 - For any event where more than 250 people are expected to attend there must be additional planned security and evacuation procedures.
- 137. Yearbook:** Each year we produce a Yearbook that is given to every graduating Year 8 student.
- Year 7 students may purchase the Year book
 - Every class, trip, group contributes to the Yearbook with an article and photos
 - The Yearbook is overseen by one of the school leaders and edited by Admin staff members
 - All students in photos must have permissions and no students can be making 'gestures'
 - Articles must be completed by the end of Term 3 although very few items may be added after that

Last updated May 2022