

*Last Updated 11/10/21*

# Papatoetoe Intermediate School

## The 'STAR' Way 2021

(RELATIONSHIP MANAGEMENT - Behaviour Management)



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**Papatoetoe Intermediate School**  
**'Behaviour' Policy**  
**Health and Safety:**

**Related Documents**

- Ministry of Education requirements
- Staff and student handbooks
- Code of conduct

**Rationale**

- Our school seeks to provide a safe and secure learning environment that promotes and enforces positive attitudes and appropriate behaviour, and therefore students who are themselves positive, successful and happy.
- Students and teachers have the right to learn and teach in an orderly environment.
- Students need clear guidelines and expectations regarding their behaviour and their responsibility to themselves and to the community at large.
- Students need to learn to be responsible for their own actions.

**Outcomes**

- As a result of putting this policy in place, staff, students and parents will know the responsibilities of all involved, to ensure that good behaviour is both expected and supported.
- The process for managing inappropriate behaviour will be clear and fair.

**Guidelines**

1. The school will put in place a code of conduct and disciplinary procedures which are understood by all members of the school community.
2. Teaching staff will establish effective routines and ensure that students know what acceptable behaviour is.
3. The school will develop a programme to promote a positive classroom and school climate.
4. Unacceptable behaviour will be managed in a fair and consistent manner.
5. The school will develop disciplinary procedures for students who breach the code of conduct, for example, when they
  - are repeatedly late or absent from school without a good reason
  - repeatedly disobey teachers' instructions
  - vandalise school property
  - bully other students
  - do not complete homework or class work by the due date or to the required standard
  - interfere with the learning of other students
  - leave the school during the school day without obtaining permission
  - misuse school equipment
  - bring harmful objects to school
6. The school will ensure that students and families receive professional support; including referrals to RTLB, MOE, mental health and other services
7. A student may lose his/her right to attend the school if his/her behaviour seriously disrupts learning, or safe conduct, in the school.
8. The principal has the authority (section 14, Education Act, 1989) to stand down or suspend a student.
9. Student exclusion and stand down data will be monitored by the senior management and the board

10. The disciplinary guidelines adopted by the school will be consistent with NZ law, and the Ministry of Education policies and regulations
11. The policy and procedures outlined above will be reviewed regularly

**Action**

Policy reviewed and confirmed

Date: 15 September 2021

## Definitions

**Bullying behaviour** is a form of aggressive behaviour. Most widely accepted definitions of bullying behaviour are based around the following four characteristics:

1. Bullying is deliberate - harming another person intentionally
2. Bullying involves a misuse of power in a relationship
3. Bullying is usually not a one-off - it is repeated, or has the potential to be repeated over time
4. Bullying involves behaviour that can cause harm - it is not a normal part of growing up.

*(The above definitions have been taken from BullyingFree NZ an online support and guidance resource for NZ schools)*

**MOE:** Ministry of Education is the Government's lead advisor on the **New Zealand** education system, shaping direction for sector agencies and providers of Education.

**PB4L:** Positive Behaviour for Learning means that the school examines behaviour and learning from a whole-of-school as well as an individual child perspective. It works from a tailored framework based on building a school culture where positive behaviour and learning is a way of life. It is about changing the environment, systems and practices the school has in place to support students to make positive behaviour choices.

**RTLb:** Resource Teacher Learning and Behaviour are funded to work with schools, teachers, and Years 1-10 students with moderate learning and behaviour difficulties.

**In School Stand Down** at Papatoetoe Intermediate refers to when a student is withdrawn from the classroom and/or playground to work under the supervision of a school leader for a set period of time. This period of time is to allow for support to be put in place and prepared for such as Restorative Practices.

**Stand-down** means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or ten school days in a year.

**Suspension** means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting.

The board of trustees of a school is required to hold a meeting of the board, within seven school days of the suspension, to decide the outcome of a suspension (see Sections 15[4], 17[4] of the Act).

Following a suspension, the board may decide to:

- a lift the suspension without conditions
- b lift the suspension with reasonable conditions
- c extend the suspension with reasonable conditions for a reasonable period
- d exclude the student.

**Exclusion** means the formal removal of a student aged under 16 from the school and the requirement that the student enrol elsewhere.

**Expulsion** means the formal removal of a student aged 16 or over from the school. If the student wishes to continue schooling, he or she may enrol elsewhere.

**Exclusion and expulsion are for the most serious cases only.**

## Code of Conduct – Staff

### Introduction

“The *Papatoetoe Intermediate School Board of Trustees* has a statutory obligation to be a good employer and we personally recognise the importance of treating staff fairly and properly in all aspects of employment.

In return, the board expects a high standard of behaviour from you. All staff are expected to identify with and have a commitment to the philosophy and values of the school, and to demonstrate that commitment in the performance of their duties.

Please make yourself fully familiar with the standards in this document.”

*Board Chair: Jeremy Nicholls*

*Papatoetoe Intermediate School Board*

*27 October 2021*

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### **Purpose of the Code**

The purpose of this Code of Conduct is to assist you to know and understand the minimum standards of conduct and behaviour expected of you as an employee of the *Papatoetoe Intermediate School Board of Trustees*.

This reflects the basic requirements of professionalism, integrity and courtesy needed to ensure that we provide a quality education to our students, and that a pleasant and safe working environment exists for all staff and students.

### **Coverage**

The Code applies to all employees of *Papatoetoe Intermediate School* including permanent, temporary, and casual employees. This Code forms part of your employment with the board.

### **Principles**

The Code of Conduct establishes three principles of conduct which all staff are expected to observe:

- 1) You should fulfil your lawful obligations to the *Papatoetoe Intermediate School Board of Trustees* with professionalism and integrity.
- 2) You should perform your official duties honestly, faithfully and efficiently, respecting the rights of the students, the school community and your colleagues.
- 3) You should not bring your employer into disrepute through your activities, whether inside or outside school. Activities outside the school are not likely to be acceptable if they:
  - damage the standing or reputation of *Papatoetoe Intermediate School* because of the position you hold in it;
  - interfere with the proper performance of your duties.

## **Shared Expectations**

*Papatoetoe Intermediate School* can operate effectively and provide a quality educational outcome when there is a shared expectation between the board (as the employer) and its employees. This is a two-way commitment that benefits both the employer and employee when expectations are met.

Set out below is a summary of the expectations that *Papatoetoe Intermediate School Board of Trustees*, as the employer, has of you, and the expectations that you, as an employee, may have of *Papatoetoe Intermediate School*.

### **Papatoetoe Intermediate School Board of Trustees Expectations of Staff**

Papatoetoe Intermediate School Board of Trustees expects you to:

- work within the law with honesty and integrity;
- comply with all lawful and reasonable instructions;
- comply with the policies of the *Papatoetoe Intermediate School Board*;
- work diligently and meet the requirements of your employment agreement;
- respect the rights of colleagues, students and the school community.

### **Obligations of Papatoetoe Intermediate School Board of Trustees to Staff**

As a good employer, we are committed to meeting the following staff expectations:

- a commitment to the spirit and principles of the Treaty of Waitangi; opportunities for equal employment, including recognition of:
  - the aims and aspirations of Maori and ethnic or minority groups;
  - the employment needs of Maori, Pacific Island, ethnic or minority groups, women, and people with disabilities;
- impartial and open selection and appointment procedures;
- fair rates of remuneration for skill, responsibilities and performance;
- an up-to-date job description that provides clear statements of your duties and your employer's expectations of you;
- adequate training and equipment to perform your duties;
- regular and appropriate feedback and communication on your work performance;
- effective communication of information;
- good and safe working conditions;
- opportunity for the enhancement of your abilities;
- freedom from harassment or discrimination in the workplace;
- a commitment to a supportive and confidential Employee Assistance Programme;
- appropriate disciplinary and dispute procedures and the opportunity for redress against unfair or unreasonable treatment by the employer.

### **Codes of Behaviour**

If you have any prior criminal convictions, you are required to inform *Papatoetoe Intermediate School Board of Trustees* about them before accepting employment with the school. If you do not disclose this information or are not truthful about it, disciplinary action could be taken against you which could lead to dismissal.



You are to avoid any activity, either work-related or private, which could reflect badly on *Papatoetoe Intermediate School* in its relationships with the school community. This means that you are to inform your manager in writing if:

- you apply for bankruptcy or become bankrupt;
- any criminal charges or convictions that may occur while you are employed by *Papatoetoe Intermediate School Board of Trustees* are of such a nature that it would be inappropriate for you to continue to be employed in the same capacity by the board. This may include, for example, charges that involve loss of trust between you and the board, or charges that damage the reputation of the school;
- secondary employment – permission from the employer – doesn't interfere with primary duties.

### **Performance of Duties**

Employees are expected to carry out their duties in an efficient and competent manner.

This means that you are expected to:

- comply with the law;
- comply with all lawful and reasonable instructions and work as directed by your employer or their duly delegated representative;
- perform your duties according to the legislation, policies and procedures of *Papatoetoe Intermediate School Board*;
- comply with any other code of ethics or practice that may apply to your profession e.g. New Zealand Teachers Council Code of Ethic, Nursing, Executive Officers;
- perform your work to an agreed standard;
- show proper and reasonable care when using board property, resources or funds;
- contact your employer (within 30 minutes of your normal starting) if you are to be absent from work due to sickness or an emergency.

You are also expected to obtain permission from your employer to:

- be absent from your workplace during work hours;
- enter into any contract or agreement on behalf of *Papatoetoe Intermediate School Board of Trustees*. The board will not accept responsibility for any unauthorised action.

### **Unacceptable Behaviour**

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the board include:

- ignoring lawful and reasonable instructions from your employer;
- being under the influence of alcohol, drugs or solvents impeding your performance during working hours;
- giving false information (eg: stating you have a driver's licence when you don't; making a false claim for expenses);
- failing to declare information that is requested when you apply for employment with *Papatoetoe Intermediate School Board* (eg: having a revoked driver's licence or a criminal conviction);

### **Appropriate Relationships with Students**

You should recognise the sensitivity of the situation of students under *Papatoetoe Intermediate School Board of Trustees* care and control and show respect for and protect their dignity.

- No employee is to have any type of sexual relationship with any person under the age of 16 or any student of the school.
- No employee is to have a sexual, familial or financial relationship with a student or young person with whom they have a professional relationship arising from their employment with the board.

You must inform your employer if a person to whom you are related, or with whom you are having or previously had any personal, sexual or financial relationship, comes within the ambit of your professional responsibilities.

### **Respect for the Rights of Others**

While you are employed by *Papatoetoe Intermediate School Board of Trustees* you have a duty to treat your colleagues, students and the public with courtesy and respect. This means that you are expected to:

- Avoid behaviour that might distress other employees or disrupt the workplace.
- Ensure that any workplace relationships do not have a negative effect on your work performance.
- Respect the privacy of individuals when dealing with personal information.
- Be non-judgemental by not harassing or discriminating against your colleagues or students on the basis of their gender, age, disability, marital status, and ethnicity, religious or ethical beliefs or sexual orientation.
- You must not have or bring into the workplace any material that may be viewed as racist or sexist, that is pornographic, or that is otherwise offensive to the board or its staff.

### **Unacceptable Behaviour**

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the board include:

- the use of abusive, obscene or threatening language or behaviour to your colleagues or the public;
- misuse, abuse or improper use of your position or of any statutory authorities or powers that may be delegated to you.

### **Conflicts of Interest and Integrity**

You are expected to be honest, fair and impartial when you perform your duties. This means that:

- You should not show bias to an individual student. Everyone should be treated fairly.
- In general, you are not to approve anything that will result in expenditure in respect of yourself (eg: increased salary, travel expenses, a training course, your own overtime).
- You are not to lend money to, or borrow money, or otherwise enter into financial relationships with staff or students. The amount of money lent or borrowed could imply indebtedness that could lead to a conflict of interest in formal work relationships.
- You must inform the *Papatoetoe Intermediate School Board of Trustees* if you are involved in, or have a personal or financial interest or commitment to, any activity that may conflict, or could be seen by others to conflict, with the performance of your duties and the goals of the school.

This includes situations such as:

- having a close family member, relation or partner working with you;
- when a member of your family or a person that you know enters into a professional relationship with the school. Under no circumstances are you to become professionally

involved, or in any way try to influence that relationship, or obstruct staff in performing their duties.

A financial interest or commitment includes:

- company directorships;
- shareholdings;
- offers of additional employment outside the school.
- You must inform the Papatoetoe *Intermediate School Board of Trustees* if you are a member of (or plan to become a member of) or have a family involvement in a trust or community organisation which is funded by or otherwise linked to the school.
- Some employees, such as teachers, are required to abide by a professional code of ethics. These employees must inform the Papatoetoe *Intermediate School Board of Trustees* if there are any conflicts between their professional codes of ethics and the duties they are directed to perform.
- You should consult with your employer before taking up other paid employment where that other paid employment could conflict with the performance of your duties at *Papatoetoe Intermediate School*.

You should speak to your employer if you are unsure whether or not a particular situation is, or could be seen to be, a conflict of interest.

### **Gifts and Rewards**

You may not seek any form of reward (including gifts, favours, prizes or fees) for performing your duties as an employee. Gifts or rewards can be seen as bribes or inducements that put you under an obligation to someone other than the Papatoetoe *Intermediate School Board of Trustees*. While it is acceptable to receive a gift of a low value, if you are offered any form of reward or gift valued at \$50.00 or more, you should inform your employer who will decide the appropriate response.

### **Participation in public bodies or voluntary associations**

You must inform your employer if you are participating in a public or voluntary organisation (or intend to) and there are actual or potential conflicts between your responsibilities and duties as a staff member of *Papatoetoe Intermediate School Board of Trustees* and your responsibilities and duties to the other organisation. Where it is considered there is a potential conflict of interest, appropriate arrangements will need to be made to avoid or resolve the conflict.

For example:

- It could be interpreted as a conflict of interest if you are a member of (or plan to become a member of) or have a family involvement in a trust or community organisation which is funded by or otherwise linked to *Papatoetoe Intermediate School Board of Trustees*.
- If you intend to stand for Parliament you must discuss this with your employer, to arrange leave. (This will commence at an agreed date, as per the *Electoral Act 1993*.)

### **Unacceptable Behaviour**

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the *Papatoetoe Intermediate School Board of Trustees* include:

- approving expenditure for yourself, a family member, or a business that you have an interest in;

- failing to declare activities that you are involved in that could be seen to be in conflict with your work;
- soliciting, and/or accepting gifts or rewards, or using board services/resources for personal advantage or gain;
- failing to disclose a personal relationship with a student or their family when you have a professional relationship with that person.

### **Security/Confidentiality**

You are expected to maintain the highest standards of confidentiality and security in the workplace.

This means that you are not to:

- use the boards' computer systems in any way that may corrupt or disrupt their normal function;
- access, or attempt to access, machines or networks by unauthorised means – for example unauthorised use of dial-in modems;
- use information related to the boards' systems for anything other than authorised purposes;
- bring into the workplace via the email or Internet system, or by any other means, any material that is pornographic, or that may be viewed as racist or sexist;
- give your computer password/security card to any other members of staff without good and justifiable reason;
- leave a record of your password anywhere obvious so that someone else may see it.

### **Ownership of Information**

*Papatoetoe Intermediate School* owns all data stored on computer systems. Management has the right to access and view this information at any time.

The network is being continually monitored and staff found using the system inappropriately may face disciplinary action.

### **Data Storage on Computer Systems and Servers**

Only business information can be stored on computer systems. You are not permitted to store any personal data on the computer system, including documents, spreadsheets, databases, games and jokes.

### **Computer Software**

Only software authorised by the board can be loaded onto *Papatoetoe Intermediate School* computer systems. Any software loaded onto any *Papatoetoe Intermediate School* equipment must have a valid licence with proof of ownership. No software owned by the board may be copied and used on another PC or taken home and loaded onto a personal device, as this contravenes software licensing laws.

### **Use of the Email System**

The email system is for school purposes and must not be misused. While it is acceptable to send or receive business messages from outside the school, users should be aware that this information might not be secure outside the school. This needs to be considered before you send email. Personal information, such as documents, spreadsheets, databases, games, jokes and other non-business-specific email must not be circulated via the email system.

## **Internet**

Use of the Internet is for school purposes only. You are not to retrieve, distribute or store unapproved or non-business-related material from the Internet. You must have approved access and this is provided on an individual basis.

## **Retention of Data**

*Papatoetoe Intermediate School Board of Trustees* is required to retain information in accordance with the Archives Act 1957. This means that you cannot delete business-critical data from the computer system without permission.

## ***Unacceptable Behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the school include:

- misuse, abuse or unauthorised use of board funds, resources or property (including telephones, fax machines, Internet, email, photocopiers, computers, credit cards, taxi cards and vehicles);
- falsifying board records (eg: inaccurate or false recording of your time sheet).

## **Official Information**

The disclosure or release of official information is subject to the *Official Information Act 1982*. Information related to *Papatoetoe Intermediate School*, its suppliers or the users of its services is to be treated at all times as confidential to the board and is to be used by employees for official purposes only.

Employees of *Papatoetoe Intermediate School Board of Trustees* are also subject to the provisions of the *Privacy Act 1993*. The main object of this Act is to promote and protect personal information and it seeks to give individuals some measure of control over personal information about themselves.

## **Release of Official Information**

Official information must only be released by authorised employees, and only in accordance with the procedures as stated in the Official Information Act. Board instructions about the release of official information must also be followed.

It is not to be released to the media or the public without the proper authorisation. For example, staff may not remove or copy school documents or records for external use without approval from their principal. It should never be used for personal motives.

## ***Unacceptable Behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by *Papatoetoe Intermediate School Board of Trustees* include:

- providing information outside *Papatoetoe Intermediate School* without proper authority;
- using board information for unauthorised purposes;
- using school information to support personal motives;
- breaching the Privacy Act in respect of employees, suppliers or users of board services.

### **Public Comment**

Staff members should not respond to requests from the media for comment on matters relating to the school. Only authorised staff members should respond to media requests for comment on such matters. If the media makes an approach to you, inform your principal/board so they can respond to the media request.

### ***Unacceptable behaviour***

Failure to observe these standards of conduct by a staff member may result in disciplinary action, which could include termination of employment.

Examples of behaviour that would be considered unacceptable by the board include:

- publicly commenting on matters relating to individual students;
- giving the impression that you are expressing the views of *Papatoetoe Intermediate School* when you are actually stating your own personal views;
- making a personal attack on a fellow staff member.

### **Breaches of the Code of Conduct**

This Code of Conduct describes the standards of behaviour expected of staff. As outlined in the Code, behaviour or actions that are considered unacceptable by *Papatoetoe Intermediate School* may result in disciplinary action against the employee concerned, which could include termination of employment.

### **Disciplinary Action**

Disciplinary action is about problem solving. *The Papatoetoe Intermediate School Board* is concerned to identify problems associated with performance or behaviour, and to make sure that the process for fixing those problems is prompt, consistent and fair. In general, disciplinary procedures include informal or formal disciplinary action along the following lines:

#### **1. Informal Disciplinary Action:**

- discussion of the problem;
- assistance to help overcome the problem;
- referral to the Employee Assistance Programme, if appropriate;
- temporary transfer to other duties.

#### **2. Formal Disciplinary Action:**

- oral warning;
- written warning;
- removal of discretionary conditions of employment (ie: delegations, flexible working hours, etc.);
- transfer to another position at existing salary;
- transfer to another position with reduced pay (but not below the minimum rate for that position);
- suspension (with or without pay);
- dismissal with notice;

- dismissal without notice.

Other options may be considered, depending on the circumstances of the case.

Whether disciplinary action is informal or formal, the *Papatoetoe Intermediate School Board of Trustees* will make sure that the disciplinary procedures are fair. This means that:

- You must be told of your right to request union, legal or other assistance and/or representation.
- You must be told of the specific behaviour or performance that is causing concern, and given a reasonable opportunity to provide an explanation.
- You must be told, where appropriate, of the action that is required to amend or improve your behaviour or performance, and be given a reasonable opportunity to do so.
- We must undertake an appropriate investigation before any substantive disciplinary action is taken.
- If the offence is sufficiently serious, an employee is to be placed on suspension pending investigation.
- An oral warning would usually precede a written warning, depending on the seriousness of the misconduct.
- It is a requirement that the process and result of any disciplinary action are recorded in writing, read and signed by you (the employee), and then placed on your personal file.

In general terms, no disciplinary papers will go on your file unless you have seen them or have been given a genuine opportunity to see them. If you are not satisfied with the disciplinary action taken, you have the right to pursue a personal grievance. This procedure is outlined in your employment agreement.

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 .....

**Acknowledgement of Receipt of Code of Conduct**

*Privacy Statement: This document provides evidence that employees understand a face to face seminar to have presented and have opportunity to discuss all the matters contained in this code. This slip is scanned to each employee's confidential personnel file, where it remains.*

I

.....  
 .....(name)

acknowledge that I have received a copy of the Code of Conduct issued

I have also been advised/received a presentation outlining my obligations under the Code.

I understand that a breach of the Code may lead to disciplinary action, including dismissal.

*Signed*

*Date*

## Expectations of Students

### S – Safety

All students take all reasonable steps to ensure their own safety and that of all other people at our school and whilst coming to and going home from school.

- ✓ We respond to any notices, instructions or alarms.
- ✓ We move in all areas in an appropriate manner.
- ✓ We report anything unsafe to an adult.
- ✓ We use all the equipment in a safe and correct way.
- ✓ We bring safe and permitted items to school (*will not bring anything that is unsafe into our school*).

### T – Trust

All students ensure that they behave in ways that promote Trust; they uphold the trust of others, they uphold the laws of our country, they strive to fulfil the trust of their teachers, staff members and peers.

- ✓ We are in the right place, at the right time, doing the right things.
- ✓ We protect our school name and will report to an adult anything that may bring our school into disrepute.
- ✓ We protect ourselves and others by making sure we have permission to share information such as; photographs, images or stories.
- ✓ We report to a staff member any activities or behaviours that would reduce the trust we have for one another.

### A – Attitude

All students behave in ways that promote positive and inclusive attitudes towards all people at our school, particularly their teachers and classmates. A “can do” attitude.

- ✓ We follow instructions.
- ✓ We have a positive ‘can do’ attitude towards ourselves, our learning and one another.
- ✓ We wear our correct school uniform with pride.
- ✓ We encourage and support others to have positive and productive attitudes towards all aspects of school life.

### R – Respect

All students behave in ways that express respect.

- ✓ We positively acknowledge individual similarities and differences (This includes culture, religion, gender etc)
- ✓ We are polite and use our manners.
- ✓ We look after our own, other people’s and school property (*We do not steal, damage, or destroy another person’s or school property, including animals*).
- ✓ We care for our environment by; putting rubbish in the right place and keeping our school clean.



## **Student Cybersafety; Security/Confidentiality**

*Refer to Cybersafety agreement - provided to students within the first 4 weeks of the school year.*

Students are expected to maintain expected standards of confidentiality and security.

This means that you are not to:

- use the school computer systems in any way that may corrupt or disrupt their normal function;
- access, or attempt to access, machines or networks by unauthorised means – for example unauthorised use of dial-in modems;
- use computers, systems and devices for anything other than authorised purposes;
- bring into the school via the email or internet system, or by any other means, any material that is pornographic, or that may be viewed as racist or sexist;
- give your computer password/security card to any other person without good and justifiable reason; leave a record of your password anywhere obvious so that someone else may see it.

### **Ownership of Information**

*Papatoetoe Intermediate School* owns all data stored on computer systems. Management has the right to access and view this information at any time.

The network is being continually monitored and students found using the system inappropriately may face disciplinary action.

### **Data Storage on Computer Systems and Servers**

Only school information can be stored on computer systems. You are not permitted to store any other personal data on the school computer system, including pictures, videos, documents, spreadsheets, databases, games and jokes.

### **Computer Software**

Only software authorised by the school can be loaded onto *Papatoetoe Intermediate School* computer systems. Any software loaded onto any *Papatoetoe Intermediate School* equipment must have a valid licence with proof of ownership. No software owned by the school may be copied and used on another PC or taken home and loaded onto a personal device, as this contravenes software licensing laws.

### **Use of the Email System**

The email system is for school purposes only and must not be misused. While it is acceptable to send or receive school-related messages from outside the school, users should be aware that this information might not be secure outside the school. This needs to be considered before you send email. Personal information must not be circulated via the email system.

### **Internet**

Use of the Internet is for school purposes only. You are not to retrieve, distribute or store unapproved or non-class-related material from the internet. You must have approved access and this is provided on an individual basis.

### **Cell Phones, BYO devices, photograph, video and social media**

Students may only have approved devices in classes for school work.

- ✓ You must securely store these if they are not in use. Responsibility for any devices or phones etc., remains with you and is not accepted by the school.
- ✓ You must store your cell phones during school hours at the school office, in class security boxes.
- ✓ You are not to take videos or photographs of other students or staff without their permission.
- ✓ You must not upload or share any comments, photos or videos, especially if they are derogatory or depict any school members or bring Papatoetoe Intermediate School into disrepute.
- ✓ You will maintain school expectations for privacy and identity protection if adding items related to school and school work to public domains (e.g. uploading clips to YouTube).

***Any students who act inappropriately in any of these areas, including the inappropriate use of personal data during time at school, will be taken through a disciplinary process.***

### **Bullying**

Dictionary definition: bullying means to - *seek to harm, intimidate, or coerce (someone perceived as vulnerable).*

From Bullyfree NZ website: <https://www.bullyingfree.nz/about-bullying/what-is-bullying/>

*“Whether bullying is physical, verbal, or social (relational), four widely-accepted factors can be used to identify it:*

- *Bullying is deliberate - harming another person intentionally*
- *Bullying involves a misuse of power in a relationship*
- *Bullying is usually not a one-off - it is repeated, or has the potential to be repeated over time*
- *Bullying involves behaviour that can cause harm - it is not a normal part of growing up.”*

### **Dealing with Bullying at our school**

Bullying cannot be tolerated, whether in-school, on the way to and from school, or out of school via social media or the internet.

- ✓ You will report incidents of bullying immediately to the classroom teacher, Assistant Principal, Deputy Principal or Principal.
- ✓ Students are required to complete detailed incident reports and supply these along with witness reports and (if appropriate) evidence.

The primary duty of care in the case of bullying is to the 'victim'. Any harm will initially be addressed and this may be before the whole story is investigated. Our intention is first to address immediate concerns for student safety.

When dealing with complaints of bullying school staff members will:

- o Seek to uncover the entire story, they will;
  - Speak with the complainant/ victim
  - Speak to witnesses
  - Gather evidence
  - Speak to the perpetrator
- o Seek to halt opportunities for continuance, escalation or retaliation, by;
  - Notifying social media providers
  - Speaking with Parents/Caregivers
  - Requiring students to be supervised as they come to and from school
  - Imposing restrictions of contact between perpetrator, the victim or other affected students
  - Impose limits for movement around the school
  - In extreme cases, notifying the police or other support agencies
- o Seek to resolve matters (possibly through a restorative meeting)
- o Seek to provide social skills education and support to both the victim and the perpetrator
- o Ensure Parents/ Caregivers are kept informed

Ultimately the aim is to ensure that the victim and the perpetrator and all other people, can both be happy and safe from bullying at school.

### **Disciplinary Action**

Disciplinary action is about problem solving. *Papatoetoe Intermediate School* is concerned to identify problems associated with behaviour, and to make sure that the process for fixing those problems is prompt, consistent and fair. In general, disciplinary procedures include informal or formal disciplinary action along the following lines:

#### **1. Informal Disciplinary Action:**

- discussion of the problem;
- assistance to help overcome the problem;
- referral to the Student Support Programmes, if appropriate;
- referral to an external agency for support, if appropriate;
- temporary removal from class or playground.
- in school Stand down

#### **2. Formal Disciplinary Action:**

- oral warning;
- written warning;
- removal of privileges (i.e: trips, school events, camps, sports trips, leadership positions etc.);
- transfer to another class;
- formal stand down;
- suspension;
- exclusion;

Whether disciplinary action is informal or formal, the *Papatoetoe Intermediate School Board of Trustees* will make sure that the disciplinary procedures are fair. This means that:

- (a) Parents/ Caregivers will be informed both verbally and in writing (when necessary)
- (b) Parents/ Caregivers will be informed of their right to request support, other assistance and/or representation.
- (c) Parents/ Caregivers will be fully informed of the specific behaviour or matter that is causing concern, and the student and their family given a reasonable opportunity to provide an explanation.
- (d) Parents/ Caregivers must be told, where appropriate, of the action that is required to amend or improve your behaviour or performance, and be given a reasonable opportunity to do so.
- (e) We must undertake an appropriate investigation before any substantive disciplinary action is taken.
- (f) If the offence is sufficiently serious, the student is to be placed on suspension pending the full investigation.
- (g) Extensive student support would usually precede a formal disciplinary action, depending on the seriousness of the misconduct.
- (h) It is a requirement that the process and result of any disciplinary action are recorded in writing, and then placed in the student's permanent file.

In general terms, no disciplinary papers will go into a student's file unless Parents/ Caregivers have seen them or have been given a genuine opportunity to see them.

.....  
 .....

**Student and Parent Acknowledgement of Receipt of Student Code of Conduct**

*Privacy Statement: This document provides evidence that caregivers and students understand the 'Student code of conduct'. This slip is scanned to each student's confidential personnel file, where it remains.*

I \_\_\_\_\_ (name)

acknowledge that I have received a copy of the Student Code of Conduct issued:

I have also been advised/received a presentation outlining my obligations under the Code.

I understand that a breach of the Code may lead to disciplinary action, including exclusion from Papatoetoe Intermediate School.

*Signed Student* \_\_\_\_\_ *Date* \_\_\_\_\_

*Signed Parent/Caregiver* \_\_\_\_\_ *Date* \_\_\_\_\_

**(remove this page from code and place original in the student's file)**

### **Induction: staff and students**

See the powerpoint presentations for staff and for students:

#### *Staff Links*

- [Code of conduct presentation](#)
- [Presentation re STAR](#)
- [Health and Safety powerpoint](#)
- [2021 STAR passport questions STAFF COPY](#)

#### *Student Links*

- [STAR Values.pdf](#)
- [ABOVE THE LINE THINKING POSTER.pdf](#)
- [THINK poster](#)
- [2021 STAR passport questions STUDENT COPY](#)
- Digital Citizenship unit plans

#### **New staff members will:**

- a) Attend an induction day prior to or on their first day of work
- b) Be given the following documents with their contract to begin the induction process.
  - Code of Conduct
  - TOW Handbook
  - Curriculum Handbook
  - Assessment and Reporting Handbook
  - STAR Way handbook/ Hauora and Well Being Handbook
  - Police Vetting forms
  - Personnel Handbook
  - Administration Handbook

The Code of Conduct presentation will be taken during induction and as a requirement before starting in their new position. The code must be signed as a requirement for employment.

**Induction for new staff members** will undertake an induction process within the first two weeks of their employment at Papatoetoe Intermediate School. This includes:

- The presentation re the Staff Code of Conduct
- The presentation re the Student Code of Conduct
- Discussion re our school expectations for behaviour, supporting Positive Behaviour for Learning, house groups and positive rewards, incident reports and SWIS data, analysis, students with learning / behaviour needs etc.,
- Classroom treaties and promoting a positive learning environment
- Class leaders, monitors and wider student leadership opportunities
- Class observations re student engagement and learning focussed feedback

- The support that staff members are expected to give to students when they make a complaint and the expectations we have of the level of and type communication and relationships we have with whanau (Parents/ Caregivers)
- The Staff Code of Conduct Induction powerpoint is available at all times on the Team Site intranet

**Induction for students** begins with visits to our school and a brief presentation regarding our school behaviour expectations. Once enrolment is accepted students receive an enrolment pack, including the Student Code of Conduct, which is required to be signed by parents as part of the enrolment process, signalling their intent to uphold our school's expectations.

In the first two weeks at our school new students participate in the induction presentation. This includes:

- The presentation re the Student Code of Conduct
- Discussion re our school expectations for behaviour, supporting Positive Behaviour for Learning, house groups and positive rewards, incident reports etc
- Classroom expectations and promoting a positive learning environment
- Class duty responsibilities and student leadership opportunities
- A presentation of what student support is available from staff members (including how to deal with bullying).
- The support that staff members are expected to give to students when they make a complaint and the expectations we have of the level of and type communication and relationships we have with whanau (Parents/ Caregivers) – and that this is a two-way cooperation

Within the first four weeks of school:

- Students and their Parents/ Caregivers are also provided with information re social media, on protecting their online identity, safety and privacy etc. (This may also occur again at a later stage)
- Student CyberSafety agreement and expectations
- School orientation and identifying key staff members
- Student Behavioural Expectations and Code of Conduct presentations are available at all times on our school website.
- Student Passport

### **Promoting (and rewarding) positive expectations**

***Rationale: students learn best when they are in a safe and supportive learning focussed environment; when all adults are united about what is expected and support the student and each other to achieve those expectations; when students are clear about what they are able to do, what their next learning step is and how they will achieve their learning goals.***

We do this by ensuring:

- students know the limits and boundaries of acceptable behaviour at our school
- classrooms have a positive, learning-focussed culture

- students and their teachers are clear about what students can do and work to enhance strengths
- teachers with students and their whanau collaboratively establish clear learning pathways, especially in core learning areas (Reading, Writing and Mathematics) and also in areas of a student's personal strengths
- students are able to set (with their teachers) and achieve meaningful learning goals
- whanau and school staff have 'educationally powerful relationships' that focus on promoting and supporting learning focussed relationships
- students and their whanau are clear about what is to be learned
- students understand how they will undertake the required learning
- students, their whanau and teachers are clear as to how 'success' and 'achievement' will be defined

***Rationale: students learn best when they are included and valued by their teachers and classmates.***

We do this by ensuring:

- all students have equitable opportunities to participate and have appropriate choice in classroom activities and those outside of the classroom
- all students experience success
- all students can contribute to their classroom (as monitors and leaders)
- all students can participate and contribute to classroom and school-wide decision-making
- all students have opportunities to have their language, culture, language etc., recognised, promoted and valued within their classroom environment
- students have 'arenas' in which they can experience 'belonging' within our school (e.g. class, house group, cultural group, year group, sports teams etc.)

### **The Rights of Learners at Papatoetoe Intermediate School**

- ✓ All learners have the right to have others who are interested in them personally, and are vested in ensuring their success.
- ✓ All learners have the right to make positively supportive relationships with their peers.
- ✓ All learners have equal right to access the range of educational opportunities offered at Papatoetoe Intermediate School.
- ✓ All learners have the right to receive positive comments, acknowledgements and 'rewards'.
- ✓ All learners have the right to be safe at school, to be respected and to show respect to others, to be trusted, and to experience positive attitudes

### **Working with Whanau**

***Rationale: students learn best when Parents / Caregivers have positive, productive and 'close' learning focused relationships with their teachers.***

Papatoetoe Intermediate School encourages Parents/Caregivers and whanau to be involved and contribute to the life of the school;

- Attending class, year group and school-wide activities

- Attending 3Way Conferences
- Community Hui / Fono consultation evenings
- Communicating with teachers regularly
- In-class support – working with the teacher
- Supporting EOTC, Camps and trips
- Supporting sports, cultural groups and clubs
- Supporting class and school-wide fundraising

Papatoetoe Intermediate School works to build on and support the values and expectations established in family homes. Staff members are committed to working with families in order to understand family expectations and to work with students to enact those expectations.

We believe all Parents/Caregivers want their children to be successful at school; socially, academically and ‘personally’ (feeling good about their own achievements).

We also know that intermediate school-aged students are ‘experimenting’ with identity, freedom, social interactions etc., and that this can cause some concerns for whanau, school and the children themselves. We know that as whanau and school staff work closely with families the more likely we are to ensure positive outcomes for students.

We also believe that all whanau want their children to behave in socially acceptable ways. Some students need additional support and mentoring in this as they become more independent young adolescents (just as some students need extra help with Mathematics). Papatoetoe Intermediate School has a variety of methods to provide this support. They all work best if parents and whanau are positive and fully supportive of the programmes. Positive, effective and productive communication is the key to building these ‘educationally powerful relationships’.

### Engaging with Learning

***Rationale: ‘school’ is designed to promote and support academic achievement in a ‘holistic’ way. Students all have natural abilities and strengths that our staff members aim to recognise, support and foster. Students also need certain skills, knowledge and capabilities in order to be academically successful.***

- ✓ All staff members aim to ensure that all students can progress and experience success.
- ✓ We work to ensure that progress is more important than attainment.
- ✓ We strive to ensure every child is positively engaged in learning while they are at school.
- ✓ ‘Learning’ therefore must be relevant, interesting, motivational, well planned and organised, contextual and meaningful.
- ✓ Learning is the most important activity in our school. Behaviours that interrupt learning and limit learning opportunities must be addressed.
- ✓ Some students need additional support to be able to adopt positive learning behaviours.
- ✓ Parents/caregivers can help best when they understand the required learning behaviours, not just what needs to be learned... and positively support our school staff to engage their children for learning



## Expected levels of achievement for Reading, Writing and Mathematics

- End Year 6: Working at Level 3 of the curriculum.
- End Year 7: Working at early Level 4 of the curriculum.
- End Year 8: Working at Level 4 of the curriculum
- Enrichment and extension: Year 7 students will be working at Level 4 of the curriculum or above; Year 8 students will be working above Level 4 of the curriculum
- Learning support : Students working below / well below their year group curriculum level expectation in Reading, Writing and Mathematics.
- ESOL : These students are also assessed against the Language Literacy progressions.

**Special Educational Needs** : When a student is unable to access the curriculum

Considerations with improving engagement in learning because we know students learn best:

- ✓ In small, focused groups - where strengths and needs are targeted.
- ✓ When they can ask questions (of each other and their teachers) that clarify the learning.
- ✓ In 'cooperative learning environments' where they can help one another to understand the learning to be done.
- ✓ when they have 'real' examples and models, actual equipment, can 'manipulate' the equipment, can make mistakes and correct one another, when they discuss a variety of answers and strategies.
- ✓ when they have lots of opportunities to practice their learning, show it to others and discuss it in different contexts (like at home with whanau).
- ✓ when they are actively and positively engaged in learning.
- ✓ when they have clear and consistent expectations.
- ✓ when they 'own' the learning process and are active participants in decision-making within that process.

### **Student 'voice'**

We encourage students to tell us what is happening in the school, what is making things better and what makes it difficult for them at school. We have formal and informal processes to gather this information from students – and we do listen and work to continually improve things at school for all students.

We know that different strategies work for different groups of children. We know that families want to know that their children are both well behaved and safe. Gathering feedback from students and their families ensures that we continue to improve both the behaviour and support of all of our students.

### **The systems we use:**

**Positive student and staff relationships** - staff members are all encouraged and supported to make positive, productive relationships with students, those that they work with directly and others who they have contact with. Positive relationships mean that students trust the adults around them so

that they discuss their problems and concerns and believe their teachers will help them 'sort things out'.

**Class meetings and Leaders meetings** - each class has an allocated time weekly to hold formal class meetings to share and discuss their thoughts, ideas and concerns about school. This is led by teachers and student class leaders. Other meetings include Class Leader meetings where all class leaders across the school are able to come together and share. Meetings with all other leadership and monitor responsibility positions across the school are scheduled as required. School Student Leaders meet weekly to plan and organise activities and events.

**Student mentoring - Peer Mediation/ class buddy systems** - research shows that positive student to student relationships have the most influence for students in the intermediate age group. Papatoetoe Intermediate has a number of student to student mentoring and support programmes that assist students to both learn and participate in peer mentoring and guidance. Our focus on leadership and tuakana teina supports students to look to student role models to help them share concerns and seek guidance and assistance. In all classes are Year 8 students who understand they are there to help their Year 7 classmates to manage their concerns in positive ways.

**SKODEL** - an online tool for all students to share their thoughts and feelings in a quick, visual and meaningful way. This feedback is monitored by teachers and staff and is collated and used to identify areas of positive impact and areas of concern and development. This tool allows staff to address any issues and trends quickly and respond appropriately. The tool also allows students to access external support systems should they choose to do so.

**School-wide surveys** - students are invited to participate in a range of 'feedback' opportunities. These include Class Climate surveys (which provides feedback on student safety, and class 'tone'). There are also surveys on school management and organisation and others that invite students to feedback on preferences (e.g. surveys about the Free Lunches, Cultural Groups or Year 8 Graduation). These surveys are devised to help ensure all decisions made align with what students say they want, what we can improve and what we need to improve.

**Incident reporting** - students are asked to report and record incidents as they happen so that any issues can be addressed quickly and appropriately. Students do this as 'victims', 'perpetrators' or 'witnesses' and staff members follow this up through processes as per the guidelines of Papatoetoe Intermediate. Incidents are ranked as 'minor' or 'major' and identified by an agreed code that relates to the type of behaviour. Incident reports are processed, when the incident is 'completed' (i.e. concerns are resolved), by Admin staff and they enter the data onto the SWIS data management system. This data is used to help staff members understand the types of incidents students are involved with, the behaviours driving those incidents and when and where the incident happened. See below - *Reporting Incidents*.

**Social Worker in School (SWIS)** - Papatoetoe Intermediate School is allocated a Social Worker in School (SWIS). This social worker is employed by the Anglican Trust for Women and Children (ATWC) and has no affiliation to Oranga Tamariki or our school, except that she has an office on our school grounds and that this social worker serves our school's community. Students and Whanau can refer themselves to the 'SWIS' without any contact with our school. Staff can refer students or whanau,

but the social worker will only work with students with the permission of whanau. From time to time the SWIS will be informed of incidents and with student permission will notify our school.

**Whanau contact** - Staff are expected to maintain positive communication with all whanau and to make contact when incidents occur that require whanau engagement. This includes behaviour incidents that are deemed MAJOR and when a student has been involved in an incident where injury has occurred, or there are concerns for student well being and welfare in relation to an incident.

## Reporting Incidents

**The process for reviewing and reporting on incidents (via SWIS) to staff happens annually at the end of Term 3.**

***Rationale:*** *despite best efforts sometimes 'incidents' do happen and they must be reported and a positive solution sought.*

***Violence, bullying, theft and destruction of property are not acceptable behaviours and must be dealt with immediately.***

***All members of our school are part of the solution to these concerns; through zero tolerance, providing support to victims, standing up to bullies, helping 'perpetrators' to 'make different choices', supporting staff members in uncovering and addressing concerns and by reporting incidents.***

**The best time to report an incident** – immediately. However sometimes students feel that is not possible so we encourage students to report any incidents as soon as possible after the event.

**The best person to report to** – the closest available person; a friend, another student, a teacher or staff member, a parent/caregiver or family member.

**Once the incident has been 'reported'** make sure that it is then reported to the person most likely to be able to do something about it as soon as possible. That is usually the duty person or teacher, however a student may decide to report a serious incident to a Syndicate Leader, the Deputy Principal or even the Principal.

**The Incident Report:** *telling* a person is not enough. We do need a written report. This supports the follow-up process which includes seeking witnesses, finding and establishing evidence, seeking to understand the whole story.

Incident reports are available from teachers and all staff members, the school office, all senior leaders, the resource room and library. We encourage students who are witnesses or victims of poor behaviour to write their story down (even if they do that at home) and also complete a school incident report. Incident reports help us to ensure all the key information is provided, times and places of concern, repeat offenders and victims, and possible solutions

### **What to expect when an incident happens:**

- ✓ When you tell someone of an incident or problem that person should help you. First to make sure you are safe and not hurt and they will help you to find the right person to make a formal report. They may also help you fill out the incident report.  
*\*If you can't find someone to help you go straight to the duty person or the school office*
- ✓ The person receiving the report will ask you to 'tell the story'. If you have not completed an incident report they will ask you to and may also help you.
- ✓ Then they will read your report and ask 'clarifying questions'.
- ✓ They might ask you to add information.
- ✓ They will talk to 'eye witnesses', to the 'perpetrator' and any other relevant person.
- ✓ They, or your teacher, will contact your parents/caregivers.

- ✓ You might be out of class for a while; until you feel safe and until they ‘uncover the whole story’
- ✓ The perpetrator may also be out of class. You probably will not be together but may meet if you are both happy to do that.
- ✓ Your whanau may be asked to pick you up from school. We want you to be back at school and in class as soon as possible. We also want the matter resolved as soon as possible and for all our students to be safe and happy at school.
- ✓ A restorative meeting or chat will be held with you and the perpetrator in an effort to resolve any problems. The staff member dealing with the incident will run that meeting and they may ask yours and the other child’s parents to also attend. Your classroom teacher may be there too.
- ✓ The meeting is organised to make sure any problems are resolved and that the incidents stop and are not repeated. They are also designed to ‘repair any harm’ and restore relationships. This may or may not include family members.

**Making sure you get help:** if you do not get the help you need, you must make sure that you speak to someone who will listen and take action. If a teacher or staff member does not do that (and it will not be ‘on purpose’) make sure you go to another staff member – your Syndicate Leader, AP, DP the SENCo or the Principal. Your parents could also email or call to speak to your teacher, your Syndicate Leader, the SENCo, DP or the Principal. Something should be done to help you within 48 hours.

**Incidents that occur outside school hours:** “School has no responsibility for incidents that occur outside the school property”. However, because we care for our students we take all necessary measures to ensure that matters are resolved. It is unlikely that we can take disciplinary action.

Actions to be taken:

- School to be informed of the incident.
- A School Leader will take responsibility for addressing/attending to the incident and will:
  - Check if the police have been informed - assist with this action if required.
  - Contact the ‘facility’ where the incident occurred - Manager to be spoken to.
  - Investigate to find who the victim/s and perpetrator/s are.
  - Inform both victim/s and perpetrator/s homes
- Restorative meeting held.
- Possible safety plan to be put in place.

**Making a complaint:** Papatoetoe Intermediate School has a complaints procedure. You can find that procedure on our school website. If the incident process does not work you are entitled to make a complaint.

**Data analysis:** Incident reports have two purposes- to ensure there is a record of an incident and to ‘gather data’. The data we gather is about days, time and places of incidents. This data is used to develop strategies to reduce incidents. We also gather data about students at risk and the behaviours different students are involved with. This data also helps us to develop intervention strategies and support plans. This information is also used in referrals and stand down or suspension processes.

**Behavioural Reviews:** Papatoetoe Intermediate School collates and analyses incident data for the respective Pastoral Care meeting. Teachers, in syndicates, discuss data pertaining to the whole school and their syndicate on a month by month basis. Teachers gather to analyse incident, attendance and

lateness data each term. Each year we undertake reviews using on-line national surveys for students, and staff members; the Well-being Survey and the Inclusion Survey.

**Parent/Caregiver and whanau involvement:** a student’s ‘positive engagement in school’ is reliant on the expectations and support students and their families have and receive from the school. Whanau can expect our school to be safe, inclusive and peaceful. Staff members will be responsive to the needs of your whanau and child. It is good to have a mutually supportive relationship.

**We all want the same thing;** for children to be happy, safe and progressing at school. We are committed to working with families to sort out problems. We will take all reasonable steps to find peaceful, supportive and sustainable solutions to incidents and problems.

### The Papatoetoe Intermediate School Behavioural Plan

#### Minor Incidents :

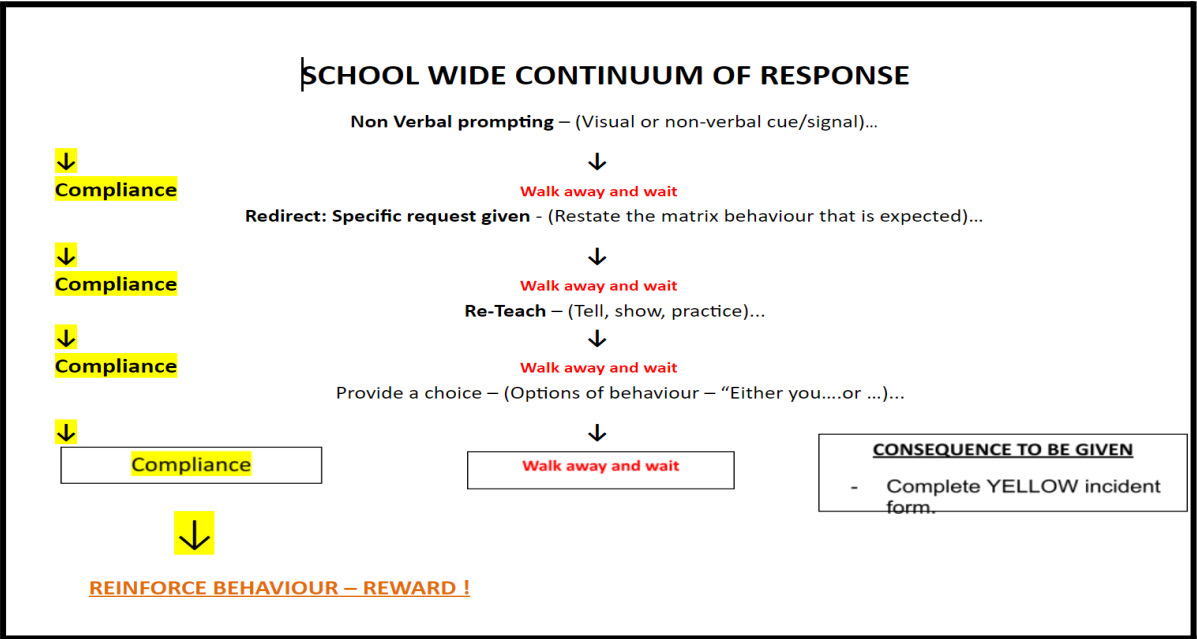
These are usually managed and dealt with when and where they occur. This level of incident is also followed up by classroom teachers and / or other teaching staff.

### OPERATIONAL DEFINITIONS

BEHAVIOUR	MINOR Definition	MAJOR Definition
VANDALISM	Student engages in low-intensity misuse or damage of school or other student’s property.	Student participates in an activity that results in the serious destruction or disfiguration of property.
PHYSICAL ASSAULT	Student engage is non-serious, but inappropriate physical contact	Student engages in actions involving serious physical contact where injury may occur – mutual participation.
VERBAL ASSAULT	Student uses non-directed expletives, answers back or uses put downs towards another person.	Student intentionally delivers expletives directed at another student or a staff member.
THREATENING BEHAVIOUR	Student delivers low-intensity disrespectful messages to another – antisocial behaviour.	Student intentionally delivers disrespectful messages to another person that includes threats/ intimidation and bullying of another.
INTERNET	Student engages in non-serious but inappropriate (as defined by school) use of internet or technological forms of communication.	Student engages in serious an inappropriate (as defined by school) use of internet or technological forms of communication.
SEXUALISED BEHAVIOURS		Student engages in inappropriate verbal/non-verbal or physical gesture in a sexual nature towards another student / adults
DANGEROUS ITEMS	Inappropriate item in possession or low intensity misuse of dangerous equipment without intent.	Intentional possession of / use of cigarettes/lighters/matches/drugs/wea pon.
FORBIDDEN ITEMS	Student is in possession of a non-dangerous item that is not permitted by a student (as defined by the school).	<ul style="list-style-type: none"> <li>Major would require the behaviour to move to the dangerous item category.</li> </ul>

THEFT	Student engages in indiscriminate 'borrowing' or takes other's small, inexpensive items.	Student intentionally removes other's property / breaks into teachers desk or takes part in the above as an accessory.
TRUANCY	Student does not arrive to set class during the day.	Student leaves the school grounds/EOTC without permission.
OUT OF BOUNDS	Student is in an area that is not permitted within the school grounds (as defined by the school)	Student is in an area that is outside the school boundaries (as defined by the school).
LATENESS	Student arrives at class after the bell or set time.	<ul style="list-style-type: none"> <li>Major would require the behaviour to move into the Truancy category.</li> </ul>
UNIFORM	Student wears clothing that is near, but not within, the dress code guidelines.	Student purposefully wears inappropriate clothing to school on a regular basis or intentionally wears gang regalia
DELIBERATE DISOBEDIENCE	Student engages in brief or low-intensity failure to adult request.	Student engages in regularly or high-intensity failure to an adults request.

Staff are expected to follow the school-wide 'continuum of response' when dealing with minor incidents.



- If the 'continuum of response' is used, and there is no change in behaviour, then a 'consequence' is actioned.
- There may be times where an investigation is required. No assumptions are made during the investigation stage - Incident reports collected if required (students complete these individually or with the assistance of an adult).
- Important focus is on 'getting the whole story' from all parties and witnesses involved.
- Staff and students work together to try to resolve the issue/s.
- Finding a sustainable solution - this may result in one of the listed consequences.

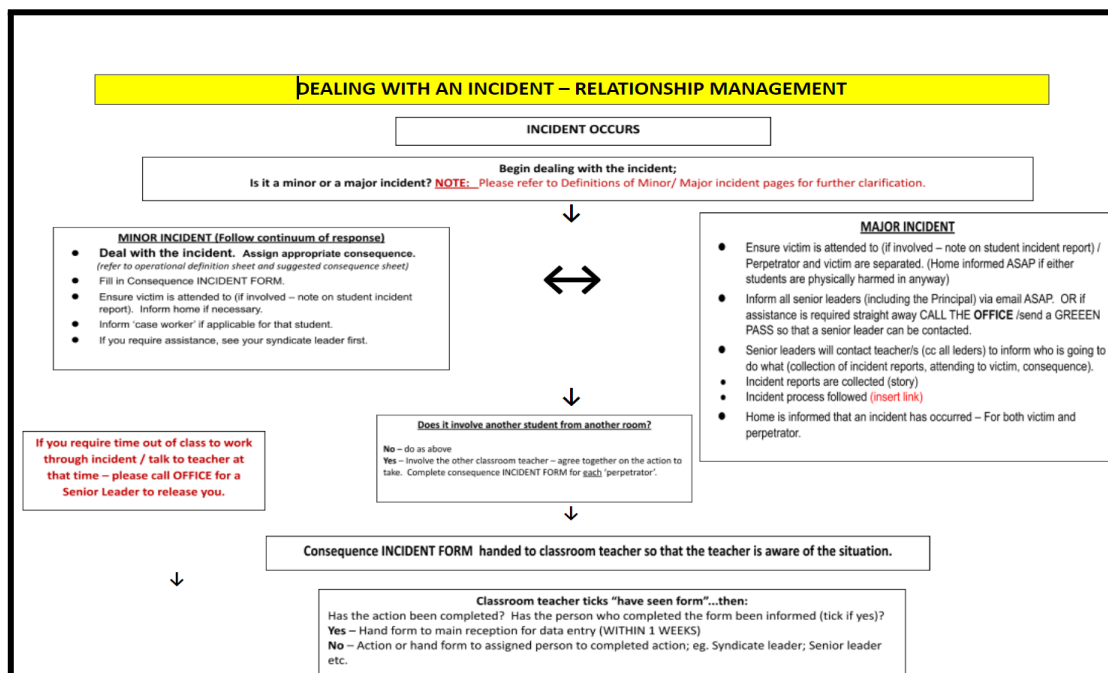
- A plan for 'support networks' may be put in place if necessary eg. Buddy system, or a go-to person.
- With a minor incident homes will be informed if it is necessary. This decision is made by the class teacher.
- Incident reports and SWIS data are put together, entered and filed.

Possible 'consequences':

- 'Conference' or 'restorative chat' with a staff member.
- Practicing the correct behaviour eg. re-entering the room, cleaning the room if rubbish had been placed around the room.
- Restorative meeting (minor) with another person involved... fixing the problem, restoring the relationship
- A phone call home may be required.
- Loss of privilege – eg: loss of some break time in order to complete unfinished work or make up for lost time after being late (not a 'detention') continued minor behaviour can possibly lead to a major consequences (*Refer to operational definitions within appendices*)
- In school stand down if these incidents are very frequent

## Major Incidents

These incidents involve the Classroom Teacher AND a School Leader. All major incidents are to be reported to all School Senior Leaders as soon as they occur.



- The victim and perpetrator (where applicable) are placed in different areas of the school in order to ensure that both parties are safe and that the initial steps of the process can begin.
- Care for the victim and anyone physically hurt is the first priority. Home is informed as soon as possible so that support can be put in place. SWIS may be contacted to assist with the situation.



- Teacher calls the office and asks for a school leader to assist if this is required. If it is not required, the teacher will ensure they discuss the incident asap with their Team Leader. This must be discussed at the first possible break.
- A school leader will then be allocated to assist / take control of the incident follow-up.
- The perceived perpetrator's home is informed of the incident and the process.
- Investigation is made - No assumptions are to be made. Incident reports are collected from all parties involved, including witnesses.
- All school leaders are to be informed via email of the incident and actions taken so far.

#### Finding and working with everyone involved

- The information regarding the incident is then gathered. NO ASSUMPTIONS are made until all information /evidence is gathered. It is important that the WHOLE STORY is gathered.
- Restorative meeting held (when appropriate).
- Safety plan created for victim and perpetrator – in consultation with home.

#### Working with students and staff to identify and resolve issues

- There may be discussions held between those who have recorded incident reports and the Leader overseeing the incident.
- Leader overseeing the incident compiles an incident summary based on the discussions and the reports.
- During the investigation, families are updated on the progress of the investigation.
- The Incident summary and evidence is then presented to the Principal.
- The Principal assists with the decision for the consequence.
- Homes are contacted to inform them of the consequences / actions being taken.
- Restorative meetings are actioned and next steps / safety plans are put in place.

#### Follow-up plan

- Next step actions are noted and monitored by an assigned staff member.

#### Developing support networks if necessary

- Safety plan may include: mentoring; SWIS involvement; check-ins; contract; restricted areas.
- Referrals are made to necessary agencies – if required. These may include: SWIS; RTLB; MOE; Taunaki Te Puawaitanga (Child and Adolescent Mental Health).

#### Incident reports and SWIS data

- All documentation is filed into the student's drop down file (perceived perpetrator) once the data has been entered into the school behaviour database (SWIS data system).

#### Documentation - all documentation is kept in the students file

- All information regarding a student is placed in the student's drop down file.
- Any information that is dealt with by police is noted in the school 'police file'.
- Incident reports and SWIS data are put together, entered and filed
- If it becomes a formal process i,e stand-down / suspension, formal summary and documentation is completed

- Letters are sent home if the consequence is an informal (in school stand down) or a formal stand down or suspension

Possible consequence:

- Restorative meeting (Formal) – may / may not include family members.
- Phone call home / meeting with home and school.
- Break time areas restricted.
- 'In school stand-down' – Loss of privilege.
- Formal stand-down / suspension (Only the Principal can decide this).

#### **Escalating poor behaviour whether minor or major**

- Home is contacted for a meeting to discuss behaviour. Classroom teacher with the support of AP and / or DP will arrange and attend this meeting
- Pastoral Care referral – Classroom Teacher / APs / DP / Principal / SWIS / RTLB / MOE to problem solve next steps.
- Possible IBP developed

#### **Referrals to outside agencies**

- May be decided at a Pastoral Care meeting for escalating behaviours
- Moderate behaviour / learning needs may result in a referral to RTLB;
- High behaviour / learning needs may result in a referral through to the Ministry of Education for support.
- Other referrals may include: Health Nurse referral; Truancy referral; SWIS referral; Taunaki Te Puawaitanga (Child and Adolescent Mental Health) referral.
- A parent/whanau may agree that a referral to an outside agency is needed. This will be done immediately
- In the case of extreme incident referrals are made immediately by the DP or relevant AP. Extreme incidents include: serious physical assault, when student safety is at risk, illegal items - weapons drugs, alcohol

#### **Support strategies** (*Refer to Behavioural Interventions for further clarification*)

- In school
- Study Centre
- Check Ins
- Mentoring and contracts
- Refined Projects
- Pastoral Care and behavioural interventions
- SWIS
- Counselling

#### **Out of school**

- Referred counselling
- Taunaki Te Puawaitanga (Child and Adolescent Mental Health)
- RTLB – moderate needs
- Police
- MoE – IRF; High behavioural needs; ORRs; IWS/ High and Complex Needs etc
- STRIVE - Truancy

- Pillars / Tyla etc
- Northern Health School / STAND
- Refugee Centre

### **Working with Parents/Caregivers**

- Regular contact with parents/caregivers is strongly encouraged for those students experiencing regular minor / major incidents.
- Classroom Teachers / Assistant Principals / Deputy Principal / SENCo discuss next steps and progress with families (collaborative approach).

### **Restorative Meetings**

- These are run by classroom teachers / Syndicate leaders / Senior leaders.
- The restorative script is followed to ensure that the process is followed effectively.
- A 'next step plan' is decided and confirmed at the conclusion of the meeting.
- These sometimes involved the families / caregivers.

### **Collecting and analysing behavioural data**

***Rationale: We aim to have all students successfully engaged in learning and making progress; no excuses!***

- When collecting any information from a child we must abide by Privacy Laws and ensure:
- The child understands why the information is being gathered and what the information could be used for
- The parent/caregiver understands why the information is being gathered and what the information could be used for
- Both the child and the parent/caregiver must give permission for the information to be gathered. Parents/caregivers give permission (or not) on enrolment. Permissions must be checked when gathering information.
- The information gathered must only be used for the reasons it was gathered.
- Private information belongs to the individual giving that information and the organisation gathering, using, strong the information has an obligation to keep the information secure. Any breaches of confidentiality must be reported to the owners of the information. If the person is a child the organisation must contact the parent/caregivers.

As with the incident reports, Papatoetoe Intermediate School gathers and analyses data regarding behavioural interventions. We want to know that any support or interventions used in our school have the desired outcomes; to positively re-engage students for learning. All students entering into an intervention programme have 'baseline data' gathered about;

- academic levels of achievement (in reading, writing and mathematics)
- about attendance and lateness data
- about whanau attendance at 3 Way conferences
- about whanau engagement
- about in class on-task behaviours

- about incidents (taken from collated incident reports)

This data provides us with information regarding the strategies we will use with that student and whether the strategies are successful.

Students' who have high levels 3 Way conference attendance, are early and regular attenders of school, who are observed as on-task in class and who have low or no incident referrals are more commonly the students who progress at the fastest rate academically.

Our SENCo and mentors gather and analyse the data from an intervention, for each of the students involved. This informs our school as to what to continue to put money and time into, what to change and what to stop.

### **Review and Surveys - The Well-being Survey and the Inclusion Survey**

*Both of these tools are promoted and supported by the MoE.*

#### **The Well-being Survey**

The Well-being Survey is completed by staff and students, separately, at the end of term 1 each year. It was first undertaken in 2014. It can be viewed by following this link:

<http://www.wellbeingatschool.org.nz/>

It provides our school with immediate and nationally comparable information regarding the safety of students and staff members, their sense of belonging and contribution, the general 'health' of our school organisation. We undertake the survey each year to analyse any changes and trends.

The Well-being Survey informs our school staff of any areas of concerns and of celebration and helps in the decision-making process.

#### **The Inclusion Survey**

This survey is also undertaken by staff and students separately and may be done at the end of Term 2. There is opportunity for parents and whanau to contribute but we have not yet done that. It was undertaken for the first time in 2015. It can be found by following this link:

<http://www.wellbeingatschool.org.nz/about-inclusive-practices-tools>

It also is nationally normed and informs the school of the levels of racial disharmony, exclusion of specific groups, possible discrimination etc. Like the Well-being survey it informs our school staff of any areas of concerns and of celebration and helps in decision-making processes.

Parents can receive the data from the Surveys by requesting it from the school Office.

#### **Climate Survey**

The purpose of collecting this information is to provide the individual teacher with student feedback on what they do in the classroom that works or could be improved related to teaching, learning and classroom culture.

This survey is undertaken by students within a classroom and is facilitated by an assigned senior staff member. The data is collected and collated by the assigned staff in order to maintain privacy and confidentiality of student responses.

### **Reviewing Policy, Plans, Processes and Expectations**

**Board policies** are reviewed and renewed each year

**Supporting procedures** (e.g. Code of Conduct) are reviewed as required or bi-annually

**School Expectations** are routinely discussed over the course of every year and formally reviewed tri-annually

**School Behaviour Plans** are reviewed in Term 3, after the data from both the Well-being and Inclusion Surveys are available and after review of the current year's incident report data and mid-year intervention data is available

**Intervention and Support strategies** are reviewed every 6 months (mid and end of year) and decisions-made about continuance based on the effectiveness of the interventions

### **Behavioural Interventions; individual and group**

***Rationale: children behave best when they know the expectations, are meaningfully engaged in learning, positively supported by staff and valued and included by their peers***

Engaging in Learning

- Engagement data is collected at least once a term in all classrooms. This is to inform the teacher's practice. Student voice is also collected during this time.

Student Mentoring Programmes

- Mentoring programmes that focus on the development of social skills and setting goals around behaviour and learning.
- Each group meets at least once a week. Students within this programme are also 'checked in on' at least once a week. This is completed while the students are in the classroom.
- Regular contact with home is maintained throughout.

Check in-Check out

- One staff member is allocated to a specific student. This staff member meets with the student at the start and end of each day. The goals of the day are discussed and progress acknowledged through the use of a 'check in and out' card that records the progress of each goal throughout the day. Points are collated towards an overall aim / incentive.

1 to 1 mentoring

- A staff member is allocated to a particular student to assist with an academic or social need. Goals are set and monitored.

### 'Time Out'

- Students may be placed in an area of the school to 'calm-down'.
- This is for a short and specific time period.
- The student is normally under supervision of one of the school leaders or Support Worker.
- Students are not sent to sit in the corridors.
- If students are sent to the office or another class, they must come with information about the 'events' and the senior leader/ other classroom teacher must be informed prior to the student arriving. The senior leader/ other teacher will discuss the matter and ensure that the child is supported to return to class.
- We cannot assume that because a child is 'calm' that the incident leading to the events is concluded... children often need support to 'complete' and resolve a matter

### Removal from the playground

- This is put in place if an incident occurs that makes it unsafe in the playground for other students. The student is placed under supervision of one of the school leaders. This is in place for a set time. The student may then be required to remain in a set area within the playground.

### Being sent home to 'cool down'

- This can arise from a situation when a student has been involved in a highly emotional incident and it is seen best for them to go home. This is discussed with Parent/ Caregivers. This student is then asked to check in on the School Leader the next day.

### Bans from trips/ EOTC and events

- This is a pre discussed situation with the caregivers and students. This is put in place if the possibility of the student behaving in a manner that could be unsafe for them or others is high.

### In-school stand downs

- When a major incident occurs that requires the student to be withdrawn from both the classroom and playground for a set number of days. These days start when the child returns to school.
- This student is supervised by a school leader and is provided with class work to complete.

### Restorative Meetings

- These are held when harm has been done to a person by another. It is a formal process to help repair the harm that has been caused. It is an opportunity for both sides to express their thinking and feelings around the situation and to come to an agreement in order to move forward. This is run by a 'third partner' who has not been 'involved' in the incident.
- This does not necessarily replace a formal consequence

### Stand-down and suspensions (MOE definitions)

- Stand down means the formal removal of a student from school for a specified period. Stand-downs can be no more than five days in a term, or ten school days in a year (per individual student).
- Suspensions means the formal removal of a student from school until the Board of Trustees decides the outcome at a suspension meeting.

### **Stand downs and Suspensions**

#### **Stand downs, Suspensions and Exclusions**

***Rationale: our students all belong to our school and all reasonable steps must be taken to both ensure the safety of all students and to ensure that each student is adequately supported to be at school.***

Only in the event of behaviours that cause serious concern for the health, wellbeing and safety of other students and staff may the principal consider using stand down or suspension from school.

The Principal, or their specifically delegated representative, is the only person who can make the decision to stand down or suspend a student from school.

In order to make this decision the principal must be fully satisfied (and be able to prove) the following:

- ✓ That a full, fair and through investigation into an ‘event’ or series of events has been undertaken
- ✓ That all parties – the perpetrator, victim/s and witnesses have been able to share all the relevant details of an event/s
- ✓ That parents and/or caregivers have had an opportunity to speak with and on behalf of a student who has been involved in a ‘serious incident’ or series of incidents and may be facing stand down or suspension
- ✓ That there is serious risk to the health, wellbeing and safety of students, the student involved or staff members under the terms set out in the Education Act, Section 13 and in keeping with MOE Stand down and Suspension guidelines
- ✓ That all other information, extenuating circumstances, and all other reasonable options or courses of action have been taken
- ✓ That the incident is well documented and a summary provided – The principal will ideally be able to answer at least one of these questions with a “yes” before a decision to stand-down or suspend is considered:
  - Was the student caught in the act? Or
  - Was the incident seen by someone you think is credible? Or
  - Was the student implicated by other significant circumstantial evidence? Or
  - Did the student freely admit involvement or responsibility?

**Section 14 Education Act 1989** states: A Principal may stand-down or suspend students – (1) The principal of a state school may stand-down or suspend a student if satisfied on reasonable grounds that – (a) The student’s gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school; or (b) Because of the student’s behaviour, it is likely that the

student, or other students at the school, will be seriously harmed if the student is not stood-down or suspended

**GUIDANCE FROM THE COURTS** – “The High Court has said that “gross misconduct” means misconduct that is “striking and reprehensible to a high degree”

**GUIDANCE FROM THE COURTS** - “There may be cases where the severe consequences for a child of suspension..., and removal or potential removal, would be disproportionate...There might well be need for flexibility to cater for children with special individual problems, whether psychological or material. A child suddenly violent at school towards a teacher might simply be repeating violence at home, not his fault, and not be capable of control. A child who behaves destructively or irrationally might be calling for help, and deserve help rather than punishment. A child who steals might be from a disadvantaged background and be hungry or lack essential clothing items. The list could be prolonged. There is a statutory discretion conferred upon principals not to suspend, despite gross misconduct and harmful or dangerous example, most obviously exercisable where there are special circumstances, or a need for mercy and compassion.”

In the event of a stand down or suspension:

1. The principal makes the decision and prepares the relevant paperwork for the parents/caregiver.
2. The principal or their delegate will contact the parent/caregiver and inform them of the decision and will ensure that all the required paperwork is provided within 24 hours of the decision being made. At Papatoetoe Intermediate we provide the paperwork in person or via a couriered letter. With the letter regarding stand down or suspension we also always send MOE information for parents/ caregivers regarding stand downs and suspensions that include information for parents/ caregivers regarding their rights. We also inform the social worker, who in these cases often acts as an advocate for the student and their family.
3. Appropriate ‘school work’, set by the classroom teacher is sent home with the student or delivered to the home the next day.

**In event of a stand down:**

- the Principal provides a letter which informs the whanau of the stand down decision and reasons for that decision and when the student may return to school
- the student returns to school and meets the respective Associate Principal or Deputy Principal before school starts, with the support of a whanau member
- school work is checked and school resources returned
- a restorative meeting is held before the student/s returns to class
- the restorative meeting is led by the respective Associate Principal or Deputy Principal
- in some cases a ‘contract’ is established to support the students return to class and to monitor both the students behaviour and support they are given
- a ‘check in’ system may also be established with a range of support personnel (eg Associate Principal or Deputy Principal, etc.)

**In the event of a suspension** (see page 8 of the MOE stand down and suspension guidelines):



- once decision has been made, the Principal asks the AP or DP assigned to the incident to contact the family and inform them of the decision
- the Principal provides a letter which informs the whanau of the suspension decision and reasons for that decision and information about their rights
- the letter is usually delivered by an AP(s) to the family
- the whanau is informed in writing of the date and time of the suspension meeting within 7 days of the suspension being issued and within 48 hours of the meeting being held
- meetings are set by the Board of Trustees disciplinary sub-committee and should be at a mutually agreeable time and venue – for the committee, the whanau and student and the principal
- the whanau may request a change of time or venue, this is at the discretion of the sub-committee
- all relevant paperwork related to the event leading to the suspension is provided to the whanau, and the subcommittee no later than 48 hours prior to the meeting
- the Board sub-committee convenes in accordance with the Education Act section 14 and must make their decision based only on the paperwork provided and their discussion with the student and their family at the disciplinary hearing. The BOT must be satisfied that the principal has acted in accordance with school procedural expectations and that the matter meets the threshold required for suspension
- the meeting is held in accordance with requirements below:

#### **Suspension Meeting Format Papatoetoe Intermediate School**

##### 1) Welcome and Introductions:

- Board Members
- Family and those supporting the family/student
- Principal and school staff
- Secretary (*Secretary records date, time and all present*)

##### 2) The Purpose:

“We are here this evening to consider all aspects of these matters set before us.

To listen to [this child] the student and their family and support people and to clarify details that are unclear.

The Principal has indicated that she cannot assure the safety of all the students at our school because of these matters and due to [this child]’s, behaviour.

Therefore [this child], has been suspended from attending Papatoetoe Intermediate School and it is now the responsibility of our Board sub-committee to make a decision as to whether this can be assured and whether [this child] can come back to school.

Has everyone received and had opportunity to thoroughly read and understand the papers before us?

*To the family* - Did you also receive information about the suspension process and have you been fully informed? (*Secretary records... and if papers have not been received by the family*)

*at least 48 hours prior, and this is proven, the suspension hearing MUST stop and re-convene in 48 hours and the papers supplied)*

No new information can be added to these papers.”

- 3) Summary from the Principal/staff and questions from the BOT (*Secretary records*)
- 4) Response from the student and family and support people (*Secretary records*)
- 5) Clarification of facts
- 6) Summary of facts (*Secretary records*)
- 7) Questions of ‘intent’ (e.g. do you want to come back to our school? What will you do differently? How could the family and school work more closely together? Is there anything that will help this situation? etc) (*Secretary records*)
- 8) Questions about support – what support will the family agree to/ SWIS/ School/ MOE / Police that has not yet been attempted and may change the situation. Check when that support would be in place.
- 9) Summary of support offered. (*Secretary records*)
- 10) Explain the decision making process

“The BOT must now consider all of this information. The Principal and staff have no input or influence in this decision. We can only ask them for clarification, and we may ask the family for that also.

We minute the decision-making process and the outcome. We must take into account the welfare of all of the students at our school including xxx. When we have made the decision we will tell the Principal and she will contact you. This is likely to be tomorrow morning.

We have three options in the decision-making:

- To have [this child] back at school with no further actions
- To have [this child] back at school, with conditions. These are conditions that [this child] is able to meet herself.
- OR to exclude [this child] from our school. This means she will not be able to come back to our school.

We understand exclusion is a very serious consequence. It is difficult to find another school for an excluded child. [This child] may not be able to have a school accept them quickly. You can be assured that if this is the decision we will instruct the Principal and the staff to make every reasonable effort to find another school for your child as soon as possible.”

- 11) Thank you and farewell. (*Secretary records when everyone left*)
- 12) Principal adjourns to another room, the family leaves and the BOT makes the decision based on the following:
  - Was the information correct and agreed?

- Was there any new information from the family that should be especially considered?
- Was there any extenuating circumstance that may make the BOT want to revoke the suspension?
- Was the suspension warranted?
- In this case can the BOT assure the safety of all the students at our school?
- Have any offers of support made a difference to any of these matters? Are the offers real and achievable?
- Should this child be allowed back with/ or without conditions?
- If this child should be allowed back with conditions what should those conditions be (make sure they are conditions that the child has full control over – you may want to speak to the principal or other staff at this stage)
- Is there a need to delay returning to school while support is being put in place?
- If this child should not be allowed back then they must be excluded.
- *(Secretary records if the principal has any input and what that was, the decision and if any conditions are included, along with time frames and reviews)*

13) Complete the minutes and decision and inform/ instruct the Principal

14) Some conditions require a review so the BOT must establish that process and organise reports to this sub-committee

15) Non-compliance of conditions means that the suspension meeting must re-convene with the same people present (preferably) and a new decision made.

16) Minutes are confidential and kept with all related paperwork in the child's drop file. The secretary or Principal adds the decision to ENROL (MOE database)

### **Exclusion and Expulsions**

Students under the age of 16 cannot be expelled from a school. Our school does not expel students.

The Board may choose to exclude a student as a result of a suspension meeting.

If a student is excluded then the Principal will seek a new placement for that student in another school and will communicate the information regarding the success of that endeavour to the parent/caregivers and MOE.

At our school we seek to support the transition of an excluded student into a new school through the respective Associate Principal and social worker support.

If another school cannot be found for a student our school is proactive in seeking MOE support for the student. Until another school is found the student remains on our school roll.