

STUDENT SERVICES POLICY

POLICY STATEMENT

Students at Rangiora High School will have the opportunity to learn and achieve their potential in a safe environment with the support of pastoral systems and process related to their physical, emotional, mental and cultural well-being.

November 2007

[Updated March 2010]

Relevant Legislation, Contracts, NEGs and NAGs:	<p>Children, Young Persons and their Families Act (1989) Copyright Act 1992 Crimes Act (1961) Eating for Healthy Teenagers: A Guide to Healthy Eating, Ministry of Health, 2006 Education Amendment Act 1990 Education Act 1989: Sections 13-18, Section 70, Section 76, Section 77 Employment Relations Act 2000, Section 108 Education (Stand-down, Suspension, Expulsion) Rules 1999 Food and Nutrition Guidelines and the Food and Beverage Classification System, Ministry of Health, 2007 Food and Nutrition for Healthy Confident Kids: Guidelines to Support Healthy Eating in New Zealand Early Childhood Education Services, Ministry of Education, 2007 Free Access to Libraries for Minors: An interpretation of the Library Bill of Rights, adopted June 1972 with subsequent amendments Health and Physical Education in the New Zealand Curriculum, Ministry of Education, 1999 Health and Safety in Employment Act (2003) Health and Safety in Employment Act 1992 Health and Safety in Employment Regulations 1995 Heartbeat Catering Guidelines for Adolescents, National Heart Foundation, 2003 Human Rights Act 1993, Section 62 Human Rights Act 1993, Section 69 LIANZA Statement on Intellectual Freedom 2002 Ministry of Education and the National Library of New Zealand, <i>The School Library and Learning in the Information Landscape: Guidelines for New Zealand Schools</i>. Learning Media, Wellington 2002 Motor Vehicles Act National Education Priorities National Educational Guideline 5 New Zealand Bill of Rights Act 1990 New Zealand Bill of Rights Act 1991, III 20 New Zealand Public Health and Disability Amendment Act 2005 NEGs - The National Education Goals 1 – 10 NAGs - The National Administration Guidelines 1 - 6 Occupational Health & Safety Act Official Information Act 1982 Privacy Act 1993 Smokefree Act 2004 United Nations Convention on the Rights of the Child</p>
Responsibility for Policy:	<ul style="list-style-type: none"> ▪ Board of Trustees ▪ Committee Responsible: Student Services
Current Version:	March 2010
Next review Date:	March 2011

- The Student Services Committee Policy covers the following Procedures / Protocols:
 - Alcohol & Other Drugs
 - Anti-Bullying
 - Attendance
 - Child Protection
 - Crisis
 - Food & Nutrition
 - Group Students Policy – International Students
 - Harassment Prevention
 - Health Education
 - HIV (Aids) & Potentially Infectious Diseases
 - Influenza Pandemic Management
 - Information Management
 - Internet Access
 - Issuing of Medication
 - Library
 - Library Development
 - Police in the School
 - Recognising Student Achievement
 - School Tours
 - School-Community Links
 - Smokefree
 - Smoking
 - Student Leadership
 - Student Management
 - Students at Risk of Suicide
 - Student Stand-downs & Suspensions
 - Student Vehicle Use
 - Sunsmart
 - Uniform

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PROCEDURES / PROTOCOLS

Alcohol & Other Drugs

Rationale

- This policy refers to nicotine, alcohol, cannabis/marijuana, herbal highs, nitrous oxide (NOS) and chemically manufactured drugs such as amphetamines and hallucinogenics. It excludes prescription medicine legitimately brought to school and used in consultation with Office staff as prescribed for a medical condition. It does include substances such as glue or paint thinner, where there is evidence that their presence at school is not for legitimate accepted reasons, but is for the purpose of inducing a mind altering state.
- The policy applies to Rangiora High School staff and any visitors in the school grounds during normal school hours and Rangiora High School staff during school hours regardless of location and/or on any school-related activity (irrespective of the time), including travelling to and from school. Alcohol may be served at staff functions on school grounds outside of normal school hours at the Principal's discretion
- The policy applies to Rangiora High School students and any visiting students in the school grounds at all times and Rangiora High School students during school hours regardless of location and/or on any school-related activity (irrespective of the time), including travelling to and from school.
- The *Smokefree Act 2004* mandates all schools shall be smokefree at all times in all areas (including buildings hired out to other groups) and does not necessitate a separate smoking policy for schools.

Education

- Each year the appointed Head of Health Education will ensure that appropriate programmes are in place as part of the Health and Physical Education Curriculum, in consultation with staff and community members.
- A formal community consultation meeting will be held at least once every two years to review the health programmes (Education Act).

Prevention

- Rangiora High School will be proactive in its stance against drug misuse, in recognition of the growing prevalence of drugs in New Zealand schools. This may involve organising visiting speakers or organisations, the use of drug sniffing dogs, camera surveillance, and other activities. The school wishes to make it increasingly difficult for drug abusers to operate undetected in our learning environment, due to evidence that students cannot maximize their learning opportunities when influenced by the effects of drugs. We also wish to help develop well-informed confident and healthy young adults.

Evidence and Consequence of Possession/Use/Supply of Drugs

- Possessing, using and/or supplying of illegal drugs is regarded as a serious matter by Rangiora High School Board of Trustees, constituting "Gross Misconduct which is likely to be harmful or dangerous example to others", Section 13.1 Education Act 1989.

Students' Rights

- Rangiora High School has a history of upholding the rights, the dignity and the integrity of all students in accordance with the Human Rights Act, the Bill of Rights and the United Nations Rights of the Child. It is accepted that being interviewed on suspicion of a drug offence is a daunting and traumatic event so care will be taken to respect individual rights throughout the interview process. This will also involve the confidentiality of information gained while investigating, to protect innocent students from damaging speculation.
- These rights may come into conflict with the school's need to effectively establish a full picture concerning the breach of the drug policy. For instance, if it is reasonably suspected that the student has drugs in his/her bag, he/she will be requested to empty the bag and allow a senior teacher to sort through personal effects. This could be a key step in establishing a child's innocence. If the student refuses, the bag should be kept in sight until such time as police can carry out a search. Likewise, a student may be requested to empty his/her pockets, a refusal could mean the police are asked to help.
- Consideration of the student's honesty and helpfulness are to be taken into account during the interview and when deciding on the disciplinary follow-up.

Guidance

- When following up drug related incidents, care will be taken in distinguishing between experimental/exploratory users and problem users or suppliers. In all cases, appropriate action, support and referral will be provided. For instance, a student who admits to having a substance abuse/drug dependence problem will be referred to an appropriate agency.

Drug Testing

- Historically Rangiora High School has used drug testing as one further means of establishing a student's involvement or non-involvement with drugs, or for reinstatement after a Board of Trustees suspension. As the authority and governance of Rangiora High School does not supersede the rights of the student according to the Bill of Rights, Human Rights Act, or United Nations Rights of the Child, the school cannot demand compulsory drug testing. However, students over the age of 14 can give full consent (provided they are fully informed of the consequences) in extreme cases where the student's parents and police have been consulted. Rangiora High School has no intention of carrying out random drug tests, or using this drug testing unnecessarily.
- A register of students to be Drug Tested by direction of the Board of Trustees or by parental consent will be kept by the Deputy Principal. Parents and the Board will be informed of the results of such tests.

Consequences of Criminal Acts

- Should a student be likely to be charged by police as the result of breaking the Rangiora High School Drug Policy, then clear communication will be carried out with the investigating officer, to ensure that any punishment imposed by the school, the courts or the police, do not combine to place an unjust burden on the student, nor dilute the impact of any follow-up.

PROCEDURES

▪ **Drug Sniffing Dogs**

- Should there be reasonable suspicion that drugs are being brought to school or used at school, the Principal or appointed senior manager may apply to the NZ Police for a visit to Rangiora High School with a drug sniffer dog. Decisions as to how to deploy this dog will be made with full consultation of police personnel, so as to remain within the framework of the law and established police procedure. For instance, a particular student will not be singled out for the dog to investigate without reasonable suspicion of that student's involvement with drugs.
- The visit of the dog will primarily be used to assure staff, students and the community of the zero tolerance of drug abuse at our school. If drugs are found however, the student(s) will be accountable for them, with disciplinary procedures following.

▪ **Evidence and Consequence of Possession/Use/Supply of Drugs**

- Possessing, using and/or supplying of illegal drugs is regarded as a serious matter by Rangiora High School Board of Trustees, constituting "gross misconduct which is likely to be a harmful or dangerous example to others", Section 13.1 Education Act 1989. Consequently, students caught behaving in this manner are likely to be suspended, either by the Principal (1-3 days) at the lower end of the scale of offences, or indefinitely to appear before the Disciplinary Sub-Committee of the Board, for offences of a larger scale (such as intention to supply others).
- Clear evidence of possession may be the observation of a student with a substance identified as one of the illegal drugs, or the written report from usually two or more witnesses of a student with a drug, where the witnesses are regarded as reliable and without ulterior motive in reporting the alleged incident.
- Reasonable cause to suspect may constitute any of the following:
 - o There is a smell of nicotine/marijuana/alcohol intoxication (any combination of slurred speech, lack of concentration, unsteadiness, extreme uninhibited behaviour, nauseousness, drowsiness).
 - o The student's behaviour is consistent with the effects of drug use. For cannabis, these characteristics may include drowsiness, lack of concentration, short term memory impairment, red eyes, running nose, unexplained mood swings, lack of organisation, general lassitude.

This list gives examples, and is not exclusive [Ref: The Great Brain Robbery, by Tom Scott & Trevor Grice, The Publishing Trust, Wellington].

▪ **Teacher's Judgment**

- In establishing a student's involvement in drugs, it is recognised that teachers act in loco parentis and are obliged to exercise judgment consistent with this standard, rather than establishing guilt to the standards of a court of law. Even when the evidence is not clear-cut, the decision to investigate may be on the reasonable suspicion of the student's involvement, with full support from trustees.
- This judgment should be made by a senior manager, usually the Principal or Deputy Principal on the basis of the initial facts.

▪ **Staff Response**

- If there is reasonable suspicion or concern that a student possesses, is using or is supplying drugs, the following procedures will be followed:

▪ **Nicotine**

- *First Offence* - the staff member apprehending the student should make a written statement (incident report) to be passed to the respective Head of House, who will explain the policy to the student, issue a detention, send a formal letter to parents, and record the offence in the pupil database.

- *Second Offence* –The student will be withdrawn from class to work through an anti-smoking kit. This should take approximately one school day. This is accompanied by a letter home informing parents of this action and outlining the steps the school may take should there be a further offence.
- *Third Offence* - The Deputy Principal who interviews the student refers the matter to the Principal for consideration of a more serious punishment, such as school based community service, or stand down with parental interview, or suspension resulting in a Board Disciplinary hearing, to consider the student's future at Rangiora High School. This is because this offence lies within the category of "continual disobedience", which is a sufficient ground for suspension. As part of this referral, a letter will be sent home to parents.

(2) All Other Drugs (including cannabis and alcohol)

- The student is informed that there is reasonable cause to suspect he/she is involved with drugs, and asked to accompany the staff member to a location away from other students (if at school this is likely to be the administration area). In the case of several suspects, the students should be separated and placed under close supervision of staff, until such time as an interview can take place. If the drugs are suspected to be in bags, then students must bring their bags with them.
- If there is a concern that the student is at risk medically, then medical assistance is to be requested and administered as a matter of urgency; any interviews take second priority to stabilising the student.
- If, after an initial interview it is established to the school's satisfaction that an offence has occurred, the student is asked to nominate a parent or guardian to be notified and given the opportunity to attend further interviews; the student is asked to write a statement while waiting for their arrival. If the incident occurs away from school (such as on a camp), then the student may nominate a teacher or other parent to attend the interview on behalf of his/her parent.

Reason for the policy

- Rangiora High School is committed to the provision of a safe and healthy environment for students and to removing barriers to student learning. Any student in possession or using any drug (other than prescribed drugs) is considered to be in gross misconduct.

Who should know this policy

- This policy applies to and is relevant to the following parties of Rangiora High School:
 - Students
 - Teaching and Support Staff
 - Deans, Heads of House and Guidance Staff
 - The Principal and Senior Management
 - The Board of Trustees
 - The wider school community including Police, Parents/Caregivers, Support Agencies

Related Documents

- Rangiora High School has on file the documents required to complete any disciplinary procedures for offences relating to this policy.
- Additional information relating to this policy can be found in the following publications or articles, including:
 - Drug Education for NZ Schools Principals and Board of Trustees

Contacts

- Personnel who may be contacted for further clarification may include:
 - Principal
 - BOT Member
 - HOD Health
 - Police

PROCEDURES/PROTOCOLS

Anti-Bullying

Rationale

- Rangiora High School seeks to provide an environment that is safe from all forms of intimidation.

Purposes

- To provide an awareness of what can constitute bullying/intimidatory behaviour that is all-encompassing and is agreed to by the school community.
- To provide a framework which assists in preventing bullying behaviour within the school.
- To provide guidelines as to action to be taken when bullying occurs.
- To aim at a zero tolerance for bullying.

Bullying usually has three common features:

- It is deliberate, hurtful behaviour.
- It is repeated, often over a period of time.
- It is difficult for those being bullied to defend themselves.

There are three main types of bullying:

- **Physical:** hitting, kicking, taking belongings, etc.
- **Verbal:** name-calling, insulting, racist remarks, etc.
- **Emotional:** spreading nasty stories, excluding from groups, threats, stand over tactics etc.

Guidelines

- All members of the school, including students themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening. Students should be encouraged to tell about bullying to a contact person/staff member, whenever they become aware of bullying behaviour.
- An anti-bullying programme will be incorporated within the PE/Health curriculum. This will be supported by school-wide messages and discussion, and by information to parents.
- Opportunities will be given each year for the staff and students to discuss the issue and review strategies.

Strategies

- The emphasis must be on changing the behaviour of the bullying people, while empowering those who have experienced bullying.
- Contact people/staff members should listen to the student or students first, and take such steps as may be necessary and practicable to clarify exactly what has been happening.
- The student(s) should be assured that they have acted correctly in reporting the bullying.
- The contact person/staff member should attempt to provide options on how to deal with any repeat incidents that may happen before the intimidation can be dealt with.
- The contact person/staff member should make a written summary of the information and pass it on to the Dean or Head of House, who may then refer it on to a Counsellor or Deputy Principal if appropriate.
- Follow up should be discussed with the students involved and the contact person/staff member.
- Contact with parents should be considered in all cases.

- Specific actions by perpetrators may have to be dealt with through the school's disciplinary procedures or through the sexual or racial harassment procedures.
- The complaints procedure will be followed where there are incidents of bullying involving staff and students.

Reason for this Policy

- When a student reports bullying or when this is suspected staff must be aware of how to respond appropriately.

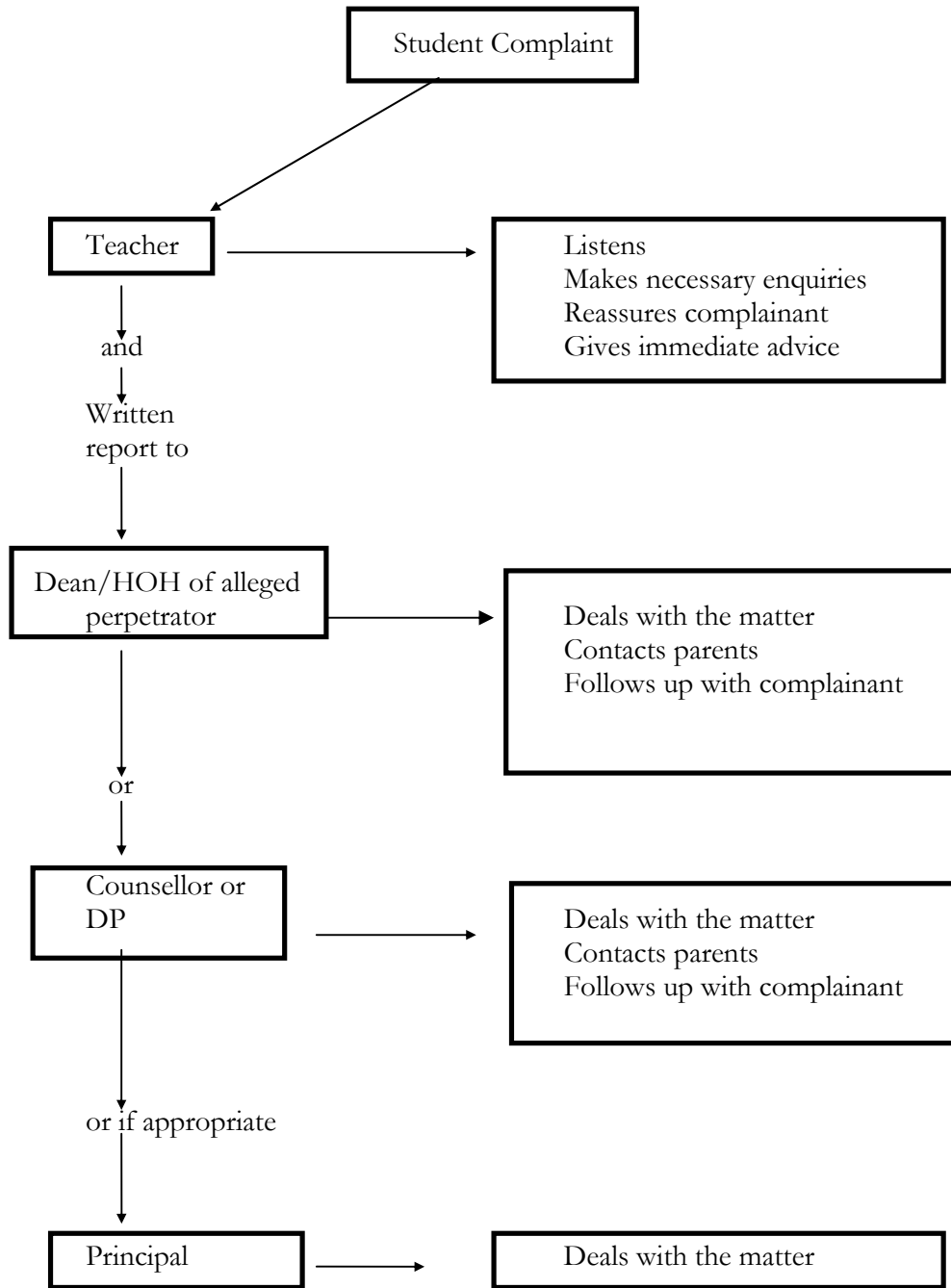
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 - students
 - teaching and support staff
 - Deans, Heads of House and Guidance staff
 - the principal and senior management
 - parents/caregivers
 - Board of Trustees
- The policy will be held in hard copy in the school office.

Contacts

- Personnel who may be contacted for further clarification may include:
 - BOT member (Student Services)
 - Principal
 - Deputy Principal

Strategies for dealing with Bullying



PROCEDURES/PROTOCOLS

Attendance

Rationale

- It is necessary to keep an accurate record of student attendance in order to meet statutory obligations and to monitor students who might adversely affect their performance through absenteeism. We also need to be able to provide accurate information about our school roll when requested by the auditors.

Principles

1. Every student (part-timers excepted) is expected to attend school for 25 hours per week.
2. A check of student attendance will be made every period.
3. The classroom teacher is responsible for monitoring student attendance.
4. An accurate and up-to-date record of attendance is to be kept by form teachers using KAMAR.
5. Classroom teachers will mark their own class roll on KAMAR.
6. Parents will be contacted by txt at the end of the morning to inform them of absence.
7. Parents will be contacted by the form teacher in the first instance whenever their child's absenteeism causes concern.
8. Form teacher will inform the Dean if still concerned. The Dean will bring the student's attendance to the House Pastoral meeting where a referral to the truancy officer may be made.
9. Senior students may disqualify themselves from a subject if their attendance is unsatisfactory.
10. Junior students' attendance will count towards graduation.
11. Year 13 students' attendance will count towards graduation and the right to attend the Year 13 Ball.

Guidelines

1. Attendance over the whole school will be checked every period and absentees recorded on KAMAR. Rolls should be marked by 4pm each day.
2. Form teachers will check absences at form time each day. Students must provide written proof to the form teacher that their absence was legitimate on their return to school. This note must be signed by a parent or guardian, doctor, teacher or other acceptable person. If there are doubts about the legitimacy of a note, teachers will check with the Dean or signatory. Students with vague explanations about school trips, sports etc., will be sent to the teacher responsible, for a note. A phone call is a courtesy and does not replace the requirement for a written note.
3. A legitimate absence is to be indicated by changing the T to one of the approved Ministry codes. Sickness of more than 3 days may require a medical certificate.
4. It is the Form Teacher's responsibility to bring any unexplained absence to the attention of the parent/guardian. This can be done by phone or by letter.
5. Parents should be contacted by the Form teacher as a matter of routine, on the third consecutive day away or if a student begins to show a pattern of irregular attendance.
6. The Dean is to be advised if any pupil is found to be bunking class. The Dean or Form Teacher will contact parents by phone, or letter.
7. Notify the Dean of any student whose frequent absences cause concern. Any such absentee should be drawn to the attention of the Dean on the 3 days of consecutive absence so that parents can be reminded of their legal obligations in regard to attendance.

8. The Dean or Head of House will contact the Truancy Officer regarding students whose absenteeism is of concern and who have not responded to previous measures.
9. HODs must indicate in their assessment policy that school policy will be followed on the matter of unapproved absence. A copy of this policy should be given to each Year 11, 12 and Year 13 student at the beginning of the school year.
10. Year 13 Students are required to have 95% attendance and Justified absence in order to graduate. Students will be updated on this periodically throughout the year.
11. Year 9 and 10 students are required to have 95% Attendance and Justified absence in order to graduate to the next level of schooling.
12. School Links Early Notification System will be used to notify parents each day of a child's absence as shown on KAMAR each morning.
13. When a student who is under 16 is away for 21 consecutive days the Deputy Principal of Student Services will be contacted. A NETS referral will be made.
14. Students who arrive late will have their name taken at the gate. This is passed onto the Dean.
15. Form teachers will issue a detention when a student has been late three times to form time.
16. Students arriving late to form time or to class will be marked L on KAMAR.
17. For students who require leave from school for family events, overseas trips or sporting or cultural events (outside of school) a letter requesting such leave should be sent to the Principal. Under the Education Act the Principal has the discretion to grant leave for five days only.
18. Justified absence is for occurrences that are unavoidable or necessary.
19. Unjustified absences are avoidable and unnecessary.

Who should know this Policy

- This policy applies to and is relevant to the following parties of Rangiora High School
 - Students
 - teaching and support staff
 - Guidance staff
 - Deans, Heads of House and Guidance staff
 - the principal and senior management
 - parents/caregivers
 - Board of Trustees
- The policy will be held in hard copy in the school office.

Contacts

- Personnel who may be contacted for further clarification may include:
 - BOT member (Student Services)
 - Principal
 - Deputy Principal

APPENDIX

ATTENDANCE CODES

?	Absent / Unknown Reason
L	Late to Class
S	Sickbay
D	Doctor / Dentist Appointment
I	Internal School Appointment
E	Explained Absence [Unjustified]
J	Explained Absence [Justified]
M	Short Term Illness / Medical
T	Truant / No Explanation
V	Study Period
N	School Based Activity
Q	School Trip / Camp [Off site]

W	Work Experience
R	Removed from Class
X	Exam Leave
O	Overseas Holiday
K	Attending Teen Parent Unit
A	Attending Alternative Education
Y	Attending Activity Centre
F	Attending Off-Site Course / Class
H	Attending Health Camp / School
C	Attending Justice Court
U	Temporarily Withdrawn / Stood Down

PROCEDURES/PROTOCOLS

Child Protection

Rationale

- Rangiora High School is committed to the care and protection of its students. This commitment means that at all times the safety of students will be given primary consideration when decisions are made about a student suspected of being, or who is being abused or neglected.
- This policy provides guidelines in line with Section 7 (2) of Children, Young Persons and their Families Act, 1995, on dealing with issues of child protection.
- This policy applies to the staff and students of Rangiora High School.

Procedures

- Students will have access to information about child abuse and neglect and an appropriate response to it through the Health Curriculum.
- Students will have access to a confidential Student Counselling Service.
- Students will have access to a confidential Student Health Clinic staffed by nurses and doctors.
- Training for staff will occur every two years to help staff identify and be familiar with the policy and procedures of disclosed or suspected abuse and/or neglect and respond appropriately.
- Any person may report suspected cases of child abuse directly to the Police or a Social Worker [Children Young Persons and Their Families Act 1989, s15-16].
- On disclosure of information:
 - Staff will take any disclosure seriously and inform a Guidance Counsellor or member of the Senior Management Team.
 - Staff will listen to the student and reassure them that they have done the right thing in disclosing the abuse or neglect.
 - Staff will inform the student that if their safety or that of others is at risk confidentiality cannot be guaranteed.
 - Staff will not formally interview the student. This is a specialised procedure best left to those trained in such techniques.
 - Staff will act immediately to ensure the immediate safety of any young person who is in danger or who is unsafe.
 - The school Counsellor may contact CYF or the Police and where appropriate, the Principal.
 - The school counsellor will make a decision whether to, and who should inform parents, caregivers after consultation with CYF.
 - The school through the counsellor will arrange support for the young person who has disclosed abuse and will provide on-going support to the young person throughout the investigation by the agency reported to. The school counsellor will also ensure that appropriate supports are put in place for the person to whom the abuse was disclosed.
 - All relevant documentation will be held by a Guidance Counsellor and will be confidential.

Reason for this Policy

- When a student discloses abuse or neglect or when this is suspected staff must be aware of how to respond appropriately.

Who should know this Policy

- This policy applies to and is relevant to the following parties of Rangiora High School
 - students
 - teaching and support staff
 - Deans, Heads of House and Guidance staff
 - the principal and senior management
 - parents/caregivers
 - Board of Trustees
- The policy will be held in hard copy in the school office.

Contacts

- Personnel who may be contacted for further clarification may include:
 - BOT member (Student Services)
 - Principal
 - Deputy Principal
 - Head of Guidance Department

PROCEDURES/PROTOCOLS

Crisis

Rationale

- A crisis, such as the death of a student or teacher or a range of other possible events, will leave many people in the school community in a state of shock.
- A Crisis Management Plan will help reduce the confusion and stress amongst staff and students and ensure that all members of the school community placed at emotional risk from the crisis will have the best possible help made available to them.

Crisis Management Plan

1. Whoever is first alerted to the crisis must notify the Principal. It is up to the Principal to decide whether the situation warrants the Crisis Management Plan being implemented.
2. If the Principal decides that the Crisis Action Plan should be implemented, the Principal will notify the Deputy Principal, and Guidance Counsellors. These people will constitute the Crisis Management Team. The Principal will also notify the Chairperson of the Board of Trustees.
3. The Staff Phone Tree will be activated. The members of the Crisis Management Team will ring each sixth person on the staff telephone list and each staff member contacted will ring the five people below them on the list. Board of Trustees Chairman may be asked to contact other members of the Board of Trustees.
4. Depending on the nature of the crisis, the Principal may ask others to assist the Crisis Team, eg:
 - Specialist Education Services Trauma Team
 - Whanau teachers
 - The Victim's Dean/Head of House
 - The Victim's Form Teacher
 - Representatives from the local Iwi
 - Youth Aide officer
 - Local Clergy
 - A Board of Trustees Member
 - Local Counselling Agency
5. On the first possible occasion the Crisis Team will be called together under the leadership of the Principal and areas of responsibility assigned. The attached checklist will assist with planning the steps to be taken.
6. Members of the Crisis Management team will meet after the crisis *has passed* to debrief, review the procedures followed, determine any needs still to be met and complete any documentation required
7. Attachments:
 - Staff telephone list
 - Crisis Management Plan Task Checklist

CRISIS OR CLOSURE (TELEPHONE TREE)

In the event of a crisis and / or the possible closure of the school, first contact should be made with the Principal. If the Principal is not able to be contacted, a member of the Senior Leadership Team (SLT) must be contacted. The SLT member with whom first contact was made initiates the Telephone Tree. Our Telephone Tree is based on our department structure. The SLT will contact Heads of Department (HODs) who will then contact their staff.

In the event of a CRISIS	In the event of a CLOSURE
<p>First Calls:</p> <ul style="list-style-type: none"> ▪ Principal ▪ HOD Guidance ▪ Head of House (if relevant) ▪ Dean of House (if relevant) ▪ Form Teacher (if relevant) <p>Next Calls:</p> <ul style="list-style-type: none"> ▪ SLT ▪ BOT members <p>Next Calls:</p> <ul style="list-style-type: none"> ▪ HODs ▪ Teaching Staff ▪ Support Staff ▪ Other Non-Teaching Staff ▪ Regular Day Relievers (if relevant) ▪ Teacher Trainees (if relevant) 	<p>First Calls:</p> <ul style="list-style-type: none"> ▪ Principal ▪ BOT Chairperson ▪ SLT <p>Next Calls:</p> <ul style="list-style-type: none"> ▪ SLT contacts Office Manager (Office Manager puts answer phone message on main switchboard) ▪ SLT contacts the media ▪ SLT contacts bus company ▪ SLT contacts other schools regarding buses <p>Next Calls:</p> <ul style="list-style-type: none"> ▪ HODs ▪ Teaching Staff ▪ Support Staff ▪ Other Non-Teaching Staff ▪ Day Relievers ▪ Teacher Trainees (if relevant)
<p>NOTE: In the event of a CRISIS, the Principal is the only person who may speak to the media.</p>	<p>NOTE: In the event of the CLOSURE of the school, the BOT Chairperson must be contacted to make the decision to close the school.</p>

HODs are responsible for organising the contacting of all of the teaching and support staff within their departments, or delegating this task within their departments. If an HOD cannot be contacted, another member of the department will be asked to organise the Telephone Tree.

Guidelines for HODs:

- Ensure ALL teachers in your department are contacted – if teachers work in two departments, call them.
- Do not leave instructions to make further calls on answer phones.
- Do not leave sensitive or confidential information on answer phones.

The members of the SLT will contact these HODs (who will then contact their staff). Some HODs also have support staff to contact.

SLT	Department	HOD	Support Staff
Brian Hays	Social Sciences	Clinton Olson	
	Commerce	Paula McDonald	
	Health	Amber Shepherd	✓
	Home Economics	Cynthia Anderson	✓
	Languages	Abigail Wiseman	✓
Scott Wright	Mathematics	Brent Rollo	
	Physical Education (including HOD Sport)	Jill Searle	✓
	Land-Based Studies	Gillian Koster	✓
	Technology and Graphics	Lindsay Hawke	✓
	DIT	Anne Kininmonth	
	International (may contact Homestay parent)	Sue Andersen	✓
Julia Malcolm	Guidance (unless already phoned)	Jan Patterson	✓
	Learning Support (TLC, Enhancement, etc.)	Margaret Neate	✓
	Mainstream Support	Marion Bayley	✓
	Transition (may contact ACE Tutors)	Adrienne McGowan	✓
	Alternative Education	Carol Weaver	✓
	Library	Sue Malins	✓
Chris Quigley	English	Graham Crawford	
	Science (includes Biology, Chemistry, Physics)	Deirdre McCracken	✓
	Art	Bruce McMillan	
	Music (may contact itinerant Music teachers)	Christine Rowe	✓
	Drama	Mary Himiona	

A number of administrative and / or non-teaching staff work outside our department structure. The following members of the SLT will contact these staff:

SLT	Position	Name
Andrea Grant	Property Manager	Steve Dixon (who contacts other Property staff)
	Office Manager	Glenda Stanley (who contacts other office staff)
	Computer Technicians	Nigel Dempsey and Benjamin Price
	Relief Co-Ordinator	Thomas Tripp (who contacts Day Relievers)
	Trainees Co-Ordinator	Paula McDonald (who may contact Teacher Trainees)
Julia Malcolm	Contract / Referral	Su Jeffcott (who contacts other Contract / Referral staff)
	Truancy Officer	Ian Thurlow
	Canteen	Karen Anderson

CRISIS MANAGEMENT PLAN TASK CHECKLIST

For the first 24 hours

Tasks for the Principal

- Gather information
- Decide on the level of response required
- Enact the school Crisis Management Plan
- Notifies the deputy Principal, Counsellors, Chairperson BOT
- Invites others to assist the Crisis Management Team if required e.g. the SES Trauma team, etc
- What other agencies need to be contacted?
- Liaises with the police, finds out the facts and discusses when the school can release them
- Liaises with the family of the victims. Arranges to visit as soon as possible.
- Decides who else should communicate with or consult with family?
- Is parental permission required for some kinds of information release?
- Liaises with media, priest/minister, fire service
- Activates the staff phone tree
- Can a telephone line be kept free for essential calls
- How will the school handle enquiries?
- Does secretary have an accurate written statement to use for incoming calls

Tasks for the Crisis Management Team

- Tasks are allocated to Crisis Team Members
- An information sheet is prepared for students and parents concerning the crisis
- An information sheet is prepared for students and parents concerning special assemblies, funeral arrangements etc
- A decision is made about how students are to be informed (via House/Level assembly or class groups) and what they will be told
- Are additional counsellors required?
- Do other schools need to be informed?
- Do the most critically involved school helping personnel have support?
- Have arrangements been made for parents who call at the school?
- Are Crisis Management Team maintaining regular contact/meetings?
- Letter to parents/ notification by School Links
- Nominate somebody to keep a written record of events

Agenda for the staff meeting

- Brief on known facts
- Counsellor input on grief reactions
- Give staff guidelines on the role they can play with students and what to tell students
- Give out prepared information for students
- Are staff aware of where to send distressed students?
- Is there relief /support for distressed staff?
- Get staff help to identify siblings, special friends and other students at risk. Create a list for ongoing monitoring.
- Are there siblings? In this school/other schools?
- Are staff aware of the place organised e.g. the court of memories wall, for the placing of written, artistic and other tributes
- Can staff attend or arrange for a student or friend to attend to victim's personal belongings?

How to advise students

- Read prepared statement
- Allow time for discussion
- Allow the day to proceed as normally as possible
- Get help to identify special friends
- Allow students access to counsellor/support centre
- Monitor students at risk and record names for at risk list

The support centre

- For some days, a room, staffed by counsellors, staff or support persons, will be made available throughout the day (and evening if needed) for special friends, students, staff and parents to come to when distressed or in need of support.
- Who will deal with the most affected students?
- Allow students to go home if supervised
- Remember that there may be deaths subsequent to the initial fatalities

Continued updates to staff

- Have there been regular updates of information to staff and feedback from them as to what is happening in the school community?
- Have staff and students been informed of any changes to school routines
- Has advice to staff and office staff been given to adjust school files, classroom seating, detention lists, debtors' files, examination entries etc

Staff/Crisis Management Meeting at end of day one

- Debriefing
- Support
- What follow-up is planned for the next day?
- What follow-up is planned for funeral/memorial service?
- Has debriefing been considered for the most critically involved school helping personnel?

Memorial Service/Funeral/Tangi

- Will the school hold its own memorial service or create a memorial to victims?
- Have arrangements been made for attendance at the funeral [eg transport to the funeral, student participation in the funeral]?
- Has everybody been informed?

Debrief at end of crisis

- Members of the crisis team will meet after the crisis is past to debrief, review the procedures followed and determine any needs still to be met.

PROCEDURES/PROTOCOLS

Food & Nutrition

Rationale

- All students and staff at Rangiora High School will have good knowledge of health enhancing eating patterns and ready access in terms of cost, quality and availability, to the basic food needed for their own personal health and well being. Health enhancing eating patterns will be encouraged to assist students to achieve their full academic potential, full physical and mental growth and lifelong health and well being.

Purpose

- To ensure each student has an opportunity to reach his/her potential.
- To enhance the learning capabilities of all students.
- To increase the knowledge and awareness of students, through the school curriculum, about health enhancing food choices and nutritional guidelines.
- To develop a school environment that supports the National Food and Nutrition Guidelines.

Procedures

- Through determined curricula and learning opportunities students will be enabled to make informed decisions about food and the choices that will contribute to their well-being by the provision of learning opportunities to develop knowledge and understanding:
 - of needs in nutrition across ages, stages of growth and development
 - of how nutrition, exercise and hauora/well-being are related
 - of the selection, preparation of food and eating patterns that reflect health-enhancing attitudes towards nutrition.
 - the inter-relationship of food and hauora
- The 'Health in Action' Group will oversee all matters to do with provision of food choices for students. This comprises staff (from Guidance, Management, Health Clinic, Canteen and students) as well as representatives from community organisations – Healthy Waimakariri, Rural Canterbury PHO.
- Any school event/activity where food is supplied/sold should promote, follow and encourage food options that follow the 'Food and Nutrition Guidelines' and the 'Food and Beverage Classification System'.
- Food preparation should be in line with Health and Safety Guidelines.
- Consultation with groups within the school and its community will occur to establish needs/issues.
- Relevant information on nutrition publicised eg in newsletter, in classrooms, noticeboards.
- Provide a fundraising "toolkit" suggesting healthy options and alternatives for all staff. This will be included in the Sport Coaches and Managers' handbook.
- Profile good fundraisers in school newsletter and media.
- The school canteen will offer foods that promote, follow and encourage choices that follow the 'Food and Nutrition Guidelines' and the 'Food and Beverage Classification System'.
- The Food and Nutrition Policy will be reviewed every three years by the Student Services Committee.

PROCEDURES/PROTOCOLS

Group Students Policy – International Students

Rationale

- To ensure the safety, well-being of the students and the quality of academic and social education of all groups of International Students studying at Rangiora High School.
- To ensure compliance with the Ministry of Education’s Code of Practice for the Pastoral Care of International Students (2003) (The Code of Practice).
- The policy applies to Group students (ie International students holding a group visa issue by the New Zealand Immigration Service; or two or more international students studying together in New Zealand for no more than three calendar months on a group visit organised by a provider).

Procedures

- Rangiora High School Policies and Procedures relating to the Code of Practice will apply to Group Students (see Rangiora High School Policies and Procedures, Application and Information sheet, International Students’ Handbooks).
- Information given to group students will be adjusted to meet the requirements of the particular group and the period of study. Such information will be provided in writing and separately.
- An application/enrolment form will be completed for each student giving full contact details and any special health, learning or other needs.
 - For students under 18 years, individual forms must be signed by the parent and forms the contract between the school and the parent
- All group student arrangements and conditions shall be set out in an agreement to be signed by the education provider and the group organiser.
- Rangiora High School shall designate an appropriate person from the education provider to oversee the tour operations.

Group Supervision

- Supervision is to be provided to all group students in accordance with Section 3 of the Guidelines to Support the Code of Practice for Pastoral Care of International Students.
- The education provider will ensure that the Group Supervisor has the required skills and knowledge, as outlined in the Guidelines.
- Should an **emergency** situation arise the New Zealand based staff member will be responsible for all actions taken in an emergency situation and will follow the procedures laid down in Rangiora High School EOTC policy.
- The designated person will, in conjunction with the Group Leader, notify the school and the student’s parents.
- All emergencies will be documented by the designated person. If this is not possible, then by the most senior person present.

Medical and Travel Insurance Policy for Group Students

- **Policy Requirement Advice**
 - All group students are required to have appropriate and current medical and travel insurance for the duration of their planned period of study in New Zealand, as specified in The Code of Practice.

- The education provider shall advise all prospective groups of the medical and travel insurance requirements as per the standard wording in the Code of Practice.
- Group students should have combined medical and travel insurance.
- Group students purchasing insurance through a New Zealand insurer should have insurance cover before they leave their home country.
- Where insurance is provided from a New Zealand company, policy details should be provided in the group's first language where possible.
- Where overseas policies are used, the group organiser should ensure a copy in English is forwarded to the education provider to ensure the policy is appropriate.

Verification of Policies

- Rangiora High School must verify groups are in receipt of an acceptable Medical and Travel Insurance policy.
- Verification of policies will be undertaken prior to enrolment.
- As part of the verification process, Rangiora High School shall ensure that:
 - The insurer/re-insurer is a reputable and established company with substantial experience in the Travel Insurance business, and has a credit rating no lower than A from Standard and Poors, or B+ from A M Best.
 - The Insurer is able to provide emergency 24-hour, 7 day per week cover.
 - Students have a “certificate of currency” and policy wording from the insurance company stating that the student has purchased the cover for the duration of the planned period of study. The education provider must ensure that the insurance cover is appropriate.
- Where a group is not in possession of an appropriate and current medical and travel insurance policy Rangiora High School undertakes to:
 - Advise the group of the medical and travel insurance requirements.
 - Provide the group with a default policy which meets the requirements of the Code of Practice Guidelines. The cost of the insurance will be met by the group.

Recording of Policy Details

- For each group Rangiora High School shall record the:
 - a. Name of the Insurer
 - b. Policy number
 - c. Policy start and end dates.

Reason For The Policy

- Requirement of Ministry of Education for Group Students under the Code of Practice

Who Should Know This Policy

- This policy applies to and is relevant to the following parties of Rangiora High School:
 - International and Local agents recruiting students for Group tours
 - Staff involved in the group programmes at Rangiora High School
 - The Principal and Senior Management
 - The Board of Trustees

Contacts

- Personnel who may be contacted for further clarification may include:
 - Principal
 - Director of International Students

PROCEDURES/PROTOCOLS

Harassment Prevention

Rationale

- Rangiora High School is committed to ensuring that all members of the school community are treated fairly and with dignity and respect. In particular, Rangiora High School aims to ensure that its work and learning environment is free of harassment and bullying.
- Rangiora High School is committed to implementing a programme and procedures which will:
 - ensure that management, staff and students have a detailed understanding of harassment
 - ensure that management, staff and students know their rights and responsibilities
 - treat any complaints sensitively and seriously
 - provide an effective procedure for complaints based on the principles of natural justice
 - guarantee protection from victimisation for anyone making a complaint

Procedures

- **Rangiora High School staff and students will not be harassed by other staff or students**
- If such a complaint is made, Rangiora High School shall ensure that an appropriate person appointed by the Principal or Board of Trustees:
 - inquires into the facts and
 - if satisfied that harassment has occurred Rangiora High School will take whatever steps are practicable to prevent any repetition of the harassment.
 - takes what steps are considered practicable depending on the circumstances of each case.
- The Deputy Principal (Student Services) coordinates Rangiora High School's harassment prevention programme. The co-ordinator, with the support of the senior management team will:
 1. publish and promote the policy at all levels of the school including students
 2. provide appropriate information and training on harassment to all new staff as a standard part of induction
 3. model exemplary standards of professional conduct at all times
 4. ensure that selection criteria for management positions include the requirement that applicants have demonstrated ability to deal with discrimination and harassment issues
 5. ensure that Rangiora High School has sufficient trained contact people able to respond sensitively to employees or students who seek advice on harassment. Ideally, contact people will include people of both genders and from different cultures
 6. ensure that all complaints are actioned according to the standards set out in the section on complaints procedures
- The co-ordinator will report annually to the Principal and Board of Trustees on the above steps.

Reason for this Policy

- Harassment is unlawful and will not be tolerated. Harassment constitutes misconduct. Any staff member found to have harassed another staff member or a student of Rangiora High School will be liable for disciplinary action ranging from an oral warning to instant dismissal, in cases of serious harassment.

Definition of harassment

- Harassment in employment and education is language, visual material, or physical behaviour
- of a sexual, racial, bullying or discriminatory nature which is unwelcome/offensive/hurtful and repeated or significant enough to cause detriment.
- Harassment is any unwanted comment, conduct or gesture directed toward an individual or a group of individuals which is insulting, intimidating, humiliating, malicious, degrading or offensive, and is either repeated or an isolated incident which is so significant that it adversely affects someone's performance, contribution or work environment. Harassment is a form of discrimination.
- Harassment is not behaviour based on mutual attraction, friendship and respect. If the behaviour is consensual or welcome, it is not harassment.

Who should know this policy

- This policy applies to and is relevant to the following parties of Rangiora High School
 - teaching and support staff
 - Deans, Heads of House and Guidance staff
 - the Principal and Senior Leadership Team
 - parents/caregivers
 - Board of Trustees

Related documents

- Human Rights Act 1993, Section 62
- Human Rights Act 1993, Section 69
- Children, Young persons and their Families Act
- Privacy Act
- Employment Relations Act 2000, Section 108

Definitions

- Responsibility of management, staff and contact people
- Procedures - Complaints, Record Keeping, Defamation, Guidelines for Investigating Complaints
- Staff and Student Contact People 2006-06-06
- Contact Person Incident Form

Contacts

- Personnel who may be contacted for further clarification include:
 - Board of Trustees member (Student Services)
 - Principal
 - Deputy Principal (Student Services)

RELATED DOCUMENTS TO HARASSMENT POLICY

DEFINITIONS AND EXAMPLES

Examples of sexual harassment could include:

- sexual jokes
- offensive telephone calls/texts
- displays of obscene or pornographic photographs, pictures, posters, reading material
- offensive E-mail messages, screen-savers, computer graphics, postings on social networking sites
- sexual propositions or repeated requests for dates
- physical contact such as patting, pinching or touching in a sexual way
- unnecessary familiarity such as deliberately brushing against a person
- uninvited kisses or embraces
- unwelcome and uncalled for remarks or innuendo about a person's private life
- wolf whistles, cat calls, obscene gestures
- stalking
- indecent exposure.

Examples of racial harassment could include:

- racist jokes
- graffiti
- verbal abuse
- unwanted nicknames
- posters, cartoons etc
- violence
- comments or behaviour suggesting one race is inferior
- shunning a person because of their race
- wearing racist badges or insignia

Bullying is “persistent, offensive, abusive, intimidating or insulting behaviour, abuse of power or unfair sanctions which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress.”

It is persistent unwelcome behaviour, mostly unwarranted or invalid criticism but may also include exclusion, isolation, being singled out and treated unfairly. The ‘bully’ usually has a position of authority and power over the target.

It is usually persistent, repeated behaviour - hard to recognise when taken in isolation, rather than one significant event. Bullying is therefore, often unrecognised in the workplace.

The Bully or Harasser may exhibit behaviour such as:

sarcasm, humiliation, threats, verbal abuse, bad-mouthing, excessive monitoring, distorted or fabricated allegations of underperformance, duplicity, isolation; practical jokes, spreading of rumours and the assignment of staff to unpleasant jobs.

The Target may experience such behaviour including:

- being constantly criticised - explanations and proof of achievement are ridiculed, overruled, dismissed or ignored
- being forever subject to nit-picking and trivial fault-finding

- being undermined, especially in front of others; false concerns are raised, or doubts are expressed over a person's performance or standard of work - however, the doubts lack substantive and quantifiable evidence
 - being overruled, ignored, sidelined, marginalised, ostracised or isolated and excluded from what's happening
 - being singled out and treated unfairly
 - being threatened, shouted at and humiliated, especially in front of others
 - being taunted and teased where the intention is to embarrass and humiliate
 - the setting of unrealistic goals and deadlines which are unachievable or which are changed without notice or reason or whenever they get near achieving them
 - being denied information or knowledge necessary for undertaking work and achieving objectives
 - having their responsibility increased but their authority removed
 - having their work plagiarised, stolen and copied - the bully then presents their target's work (eg to senior management) as their own
 - being subject to excessive monitoring, supervision, micro-management, recording, snooping etc
 - being denied annual leave or other leave
 - not having a clear job description, or have one that is exceedingly long or vague; the bully often deliberately makes the person's role unclear
 - being encouraged to feel guilty, and to believe they're always the one at fault
 - subjected to unwarranted and unjustified verbal or written warnings
 - facing unjustified disciplinary action on trivial or specious or false charges
 - coerced into reluctant resignation, enforced redundancy, early or ill-health retirement
- Note:** the above list is not exhaustive as bullying and harassment can take many forms.

Harassment is not behaviour based on mutual attraction, friendship and respect. If the behaviour is consensual or welcome, it is not harassment.

Sections 62 (1) and (2) of the Human Rights Act 1993 and Section 108 of the Employment Relations Act define harassment. These sections are attached as Appendix 1.

RESPONSIBILITY OF STAFF

All staff must:

1. Comply with Rangiora High School's harassment policy and model appropriate behaviour at all times
2. Participate in any training on the policy
3. Ensure that anyone who makes a complaint of harassment is not victimised for doing so
4. Co-operate with the investigation of any complaint, including maintaining strict confidentiality

CONTACT PEOPLE

Any member of the school community who is being harassed or is concerned that a situation of harassment may be developing is encouraged to discuss the situation with a contact person. The full list of contact people is attached at Appendix 2.

The contact person will:

- listen sensitively to the complaint or concerns
- if necessary explain what harassment is and answer any questions
- provide information on the options for dealing with harassment
- discuss possible ways the individual can deal directly with the harasser, but only if this is the individual's preferred course of action
- provide general information on harassment and Rangiora High School's policy and procedures to any enquirer
- refer confidential records of all complaints to the harassment prevention coordinator to be used as the basis of a six monthly statistical report to the Principal and Board of Trustees.

The contact person does not become involved in the formal investigation or resolution of a complaint and will respect the wishes of the person who is being harassed. The contact person must treat the complainant and concerns confidentially and not discuss the situation with anyone else, without the complainant's permission. If they consider that someone's safety is at risk they should inform the complainant that they will discuss the matter with the harassment prevention coordinator who will decide what steps need to be taken.

COMPLAINTS PROCEDURES

Any member of the school community who is being harassed and seeks assistance has four options for dealing with the harassment

1. Confronting the harasser in private or writing a private letter to the harasser
2. Making a complaint to Rangiora High School's coordinator/ management/guidance counsellor/ which may be resolved informally or fully investigated. Please note that if a staff member is being harassed by a student, then they must, in the first instance, make their complaint in writing to management
3. Lodging a personal grievance under the Employment Relations Act 2000 (staff)
4. Lodging a complaint with the Human Rights Commission
5. In cases of sexual assault, lodging a complaint with the Police under the Crimes Act.

This last option may be chosen at the same time as lodging an internal complaint or personal grievance or a complaint to the Human Rights Commission

Confronting the harasser in private

This involves the complainant speaking or writing to the harasser in private. Ideally, the complainant should explain clearly to the harasser how and why their behaviour is offensive and unacceptable, describe the effect the behaviour has on them, ask that it stop and state that a complaint will be made if the unacceptable behaviour continues. Any letter to the harasser should be marked "Private and confidential". In most cases this option will not be appropriate, for example, if the complainant is intimidated by the harasser or if the unwelcome behaviour is serious. Also this is inappropriate when a student is complaining against a staff member.

Formal complaint to Rangiora High School coordinator/management

Any member of the school community who is being harassed has the right to make a formal complaint to the coordinator or management. Provided a staff member does not use the words "personal grievance", it is Rangiora High School's view that making such a complaint is a different procedure from lodging a personal grievance.

The Principal/BOT or investigator nominated by them shall obtain from the complainant a detailed account of the allegations. The complainant has a right to a support person when being interviewed. If the complainant is a student, the student should be encouraged to have their parent/guardian/whanau or a school guidance counsellor present for support. The investigator will discuss with the complainant the following two courses of action; resolving the complaint informally through some form of mediation/conciliation/negotiation or formally investigating the complaint and determining, on the balance of probabilities, whether harassment has occurred. The investigation will be based on the principles of natural justice and the respondent is also entitled to have a support person/legal advisor present at interviews.

Informal resolution

This is more appropriate where:

- the harassment is lower-level
- the complainant strongly requests this course of action
- the complainant needs and wishes to retain a good work and/or learning relationship with the harasser and is optimistic that it can be resolved informally

This is rarely appropriate when a student is complaining against a staff member.

The purpose of informal resolution is to settle the complaint and stop the harassment. In general, informal resolution will not produce a finding that harassment has occurred nor will it result in disciplinary action against the respondent. This needs to be carefully explained to the complainant who is deciding what option to choose.

Informal resolution is carried out in private and on a “without prejudice basis”. This means that anything said during this process cannot be used in any other legal proceedings, including a formal investigation.

Where the complainant agrees, the harassment prevention coordinator or Principal may speak to the alleged harasser on their behalf. The coordinator or Principal privately conveys the complainant’s concerns and reiterates Rangiora High School’s harassment policy to the alleged harasser without assessing the merits of the case.

Another form of informal resolution is mediation or conciliation. The person selected to carry out the mediation shall be agreed to by both parties and have some experience or training in mediation. This person should provide a report to the coordinator naming both parties and stating whether or not agreement was reached and what the terms of the settlement are.

The coordinator should keep such records confidential, unless two or more complaints are received against the same person, in which case the coordinator, in consultation with the Principal and/or BOT, may decide to investigate the allegations formally of their own volition.

Formal investigation

This is more appropriate for

- serious harassment which, if upheld, would result in disciplinary action
- cases where informal resolution has been attempted and failed
- cases where informal resolution appears to have succeeded but is followed by another complaint against the same respondent

Where this option is appropriate, the investigator shall conduct a formal investigation. The investigation shall comply with the principles of natural justice and be completed as soon as practicable after the complaint is lodged. The investigation shall follow the guidelines set out in Appendix 3. A formal report shall be prepared and shall include a finding as to whether harassment has occurred or not.

If harassment is found to have occurred, the Principal/BOT will determine the appropriate course of action. Both parties shall be informed by the Principal/BOT of the outcome of the investigation. If the complaint is found to have no substance or if it cannot be established either way, no records will be kept. If the complaint is found to have substance, steps should be taken to restore the complainant’s position as well as appropriate disciplinary action taken against the respondent.

Appropriate action may include the following:

- disciplinary action against the harasser, in keeping with the seriousness of the harassment
- formal apologies
- reimbursement of any costs associated with the harassment
- recrediting any leave taken as a result of the harassment
- counselling or training (or extra tuition, if a student) for the complainant and/or harasser
- monetary compensation for the complainant in serious cases
- appropriate measures to restore the relationship between the two parties if possible

Personal grievance

An employee who is being sexually harassed at work has the right to take a personal grievance against their employer under the Employment Relations Act 2000. A personal grievance should be made within 90 days of the alleged harassment. The employer is liable (with some defences) for harassment of a staff member by the employer personally, a representative of the employer, a co-worker, student (customer) of the employer.

Rangiora High School's employment contracts set out the procedures for making a personal grievance. Those employees who are not covered by an employment contract shall use the procedures set out in the first schedule to the Employment Relations Act.

If the personal grievance is not settled in discussions with the employer, the grievance may be referred to mediation provided by the Employment Relations Service or Employment Relations Authority. The Employment Relations Act sets out the awards that may be made by the Employment Relations Authority or Court. These can include money lost by the employee as a result of the grievance, compensation for pain and humiliation and other loss of benefit. A recommendation to the employer can also be made concerning possible actions regarding the behaviour of the harasser. The harasser can be disciplined or a course of action that is aimed at rehabilitating the person can be recommended.

Complaint to the Police

Serious harassment involving sexual or physical assault may come under the provisions of the Crimes Act. In such a case, a complainant may lodge a complaint with the Police. The criminal standard of proof- beyond a reasonable doubt - applies. Hence the Police are often very reluctant to prosecute if there are no witnesses. The purpose of using this procedure is not to provide a remedy for the complainant but to bring the alleged harasser to justice and have him/her convicted and appropriately punished. Because the process is punitive and not remedial, a staff member may take a personal grievance, and both staff and students may make a formal complaint to management or to the Human Rights Commission, as well as pursuing criminal action with the Police. A staff member may not take **both** a personal grievance and a complaint to the Human Rights Commission.

Complaint to the Human Rights Commission

If a staff member or student is not satisfied with the outcome of making an internal complaint or does not wish to use the internal procedures, the complainant make a complaint to the Human Rights Commission under Parts II and III of the Human Rights Act 1993.

APPENDIX 1

Section 62 of Human Rights Act 1993

Harassment

- (1) It shall be unlawful for any person (in the course of that person's involvement in any of the areas to which this subsection is applied by subsection (3) of this section) to make a request of any other person for sexual intercourse, sexual contact, or other form of sexual activity which contains an implied or overt promise of preferential treatment or an implied or overt threat of detrimental treatment.
- (2) It shall be unlawful for any person (in the course of that person's involvement in any of the areas to which this subsection is applied by subsection (3) of this section) by the use of language (whether written or spoken) of a sexual nature, or of visual material of a sexual nature, or by physical behaviour of a sexual nature, to subject any other person to behaviour that-
 - (a) Is unwelcome or offensive to that person (whether or not that is conveyed to the first-mentioned person); and
 - (b) Is either repeated, or of such a significant nature, that it has a detrimental effect on that person in respect of any of the areas to which this subsection is applied by subsection (3) of this section.
- (3) The areas to which subsections (1) and (2) of this section apply are-
 - (a) The making of an application for employment:
 - (b) Employment, which term includes unpaid work and learning environment:
 - (c) Participation in, or the making of an application for participation in, a partnership:
 - (d) Membership, or the making of an application for membership, of an industrial union or professional or trade association:
 - (e) Access to any approval, authorisation, or qualification:
 - (f) Vocational training, or the making of an application for vocational training:
 - (g) Access to places, vehicles, and facilities:
 - (h) Access to goods and services:
 - (i) Access to land, housing, or other accommodation:
 - (j) Education.
- (4) Where a person complains of harassment, no account shall be taken of any evidence of the person's sexual experience or reputation.

Section 69 of Human Rights Act 1993

Section 69. Harassment

Where behaviour of the kind described in s.62 occurs and is perpetrated by a customer or student of the employer, the employee may make a complaint about that request or behaviour to the employee's employer. The employer, on receiving such a complaint is obliged to enquire into the facts, and if satisfied that such a request or behaviour took place, must take whatever steps are reasonably practicable to prevent any repetition of the behaviour. If, after the complaint has been made, the behaviour complained of is repeated and the employer has not taken "whatever steps are practicable to prevent the repetition" of the behaviour, then it is open for an employee to invoke formal complaints procedures within their organisation or to lodge a complaint with the Human Rights Commission that they have been sexually harassed in employment.

Section 108 of Employment Relations Act 2000

108. Sexual Harassment –

1) For the purposes of sections 103(1)(d) and 123(1)(d) of this Act, an employee is sexually harassed in that employee's employment if that employee's employer or a representative of that employer -

(a) Makes a request of that employee for sexual intercourse, sexual contact, or other form of sexual activity which contains -

An implied or overt promise of preferential treatment in that employee's employment; or

An implied or overt threat of detrimental treatment in that employee's employment; or

An implied or overt threat about the present or future employment status of that employee; or

By -

The use of words (whether written or spoken) of a sexual nature; or

Physical behaviour of a sexual nature, -

directly or indirectly subjects the employee to behaviour which is unwelcome or offensive to that employee (whether or not that is conveyed to the employer or representative) and that, either by its nature or through repetition, has a detrimental effect on that employee's employment, job performance, or job satisfaction.

2) For the purposes of sections 103(1)(d) and 123(1)(d) of this Act, an employee is also sexually harassed in that employee's employment (whether by a co-employee or by a client of the employer), if the circumstances described in section 117 have occurred.

APPENDIX 2

**Staff and Student Contacts
Sexual/Racial Harassment 2011**

Staff	Support Staff	Counsellors
Marion Bayley Ba (S) SNU Julia Malcolm Mo (S/H) Katrina Gallen Gl (N) Emma Gibson Gb (S) Bruce McMillan Mm (R) Doug Palmer Pm (L) Thomas Tripp Tp (H)	Steve Dixon Dx Mary Langdon Lg Katrina Robertshaw Rs Bev Tomkies Tk Sandra Welch We	Jan Patterson

GUIDELINES FOR INVESTIGATING COMPLAINTS OF HARASSMENT

Interviewing the complainant.

- ✚ Reassure the complainant that the school takes the complaint seriously and it will conduct a full and impartial investigation into the complaint. Explain that the school will ensure that the complainant will not suffer any retaliation or any harm as a result of the complaint.
- ✚ If the complainant is a student, they should be encouraged to talk to their parents/guardian/whanau in order that the parents/guardian/whanau support the student throughout the process. If the parents/guardian/whanau are unable to support the complainant then the school should ensure that the student is supported by a sympathetic independent adult. (eg: Youth Law/guidance counsellor)
- ✚ Explain the process:
 - That you will be interviewing the respondent and anyone else who may be able to give relevant information;
 - Who is / are going to make a decision on the complaint?
 - What are the likely consequences for both parties?
- ✚ Inform the complainant of the options available (Personal grievance, Police, Human Rights Commission, or other options that may be available in the work and learning environment - mediation, for example). Again, check that the complainant wishes to proceed with a formal investigation.
- ✚ Explain that it is your role to be an impartial investigator and to obtain as much information as possible from her/him to be able to establish independently that the complaint has substance. Some of the questioning may make the complainant think that you doubt her/his complaint, but stress that you need to know as fully as possible how the behaviour complained of took place.
- ✚ When interviewing the complainant, start by asking the complainant to give you a summary of the complaint. After you have a general picture of what has happened, then start asking specific questions in order to get the details of the complaint. Try to get the story told chronologically.

Ask open rather than leading questions.

For example:

Ask	Do not ask
Q. Explain what happened? A. He/she touched me.	Did he/she touch you? Yes.
Q. Where did she/he touch you? A. He/she touched me on my leg and breast	Did she/he touch you on the breast Yes.

Open questions often begin with who, where, when, what, and how? Closed questions are ones which suggest the answer.

- ✚ Ensure the complainant has given you the following details:
 - the name of the alleged harasser or other means of identification and his/her position in the school
 - previous interactions (if any) with the alleged harasser;
 - Each incident and dates, times and locations of each incident. It may be helpful to draw a diagram of the school to show where each incident occurred and who might have been in a position to witness the alleged incidents;
 - Specific details of each incident, for example, if there was alleged touching, ask the complainant to say where the touching occurred and the respective position of the complainant and the alleged harasser. For example, he approached her from the back, or he stood by her side;
 - The complainant's reaction to the harassment. Did she/he say or do anything in response? (Please note that the statute explicitly states that the complainant is not obliged to tell the alleged harasser that his/her behaviour is unwelcome and offensive). Why did the complainant react the particular way he/she did? The question should be asked in a neutral and non-accusatory fashion;
 - How the complainant felt immediately after the incident and then later?
 - Any witnesses or potential witnesses - other staff or students present or who were likely to be in the vicinity and who might have witnessed or heard what happened;
 - Did the complainant tell anyone about any of the incidents? If so, what exactly was said, when and to whom? If not, ask why. There may be good reasons why the complainant did not say anything and conclusions should not be drawn from the fact that the complainant did not report the behaviour. Be careful to phrase the question in a neutral manner;
 - If there was any delay between the incident and telling anyone else, what was the reason for the delay? Again, there may be good reasons for the complainant not telling anyone or for the delay in telling someone;
 - The complainant's relationship with people that she/he could have complained to but did not, particularly if there had been no reporting or a delay in complaining about the behaviour. This may be a close friend, co-worker or close relatives;
 - Whether the complainant made any written record of the behaviour - diary notes or letters to people. Can these be obtained?

- Whether the complainant knows of anyone else who has been allegedly harassed by the same person? Have they ever heard or been told anything? This will include statements from any other employee who said they had been harassed, eyewitness accounts of the alleged harasser harassing another person, or statements made by other people;
- The interactions which the complainant had in the past with the alleged harasser? The social interaction (if any) which they had? Whether they were ever in a relationship?
- The effect (if any) that the behaviour had on the complainant's work or learning environment, performance, morale and health?
- Whether the complainant sought professional help for the effects of the behaviour? If the complainant visited a doctor or counsellor, ask the complainant for permission to obtain records or permission to speak to them about the consultation; and
- Ask the complainant what persons she/he thinks it would be useful for the investigator to speak to, to help establish the truth.

✚ Ask the complainant how their position could be restored.

✚ If there are any inconsistent statements, ask the complainant to explain the inconsistency.

✚ At the conclusion of the interview, read the interview notes to the complainant and get the statement signed.

✚ Advise the complainant that it is important to get a full statement at the first interview and ask whether there is anything else he/she can think of. Ask the complainant to contact you as soon as possible if she/he has any new information to add.

✚ Tell the complainant she/he is not to speak to any possible witnesses.

✚ Tell the complainant that the investigation will be conducted in private and should not be discussed with anyone other than a support person.

Notifying the respondent.

✚ Arrange to have a preliminary meeting with the respondent as soon as possible after interviewing the complainant.

✚ If the respondent is a student, the school is obligated, under the Education Act, to inform the parents/guardian/whanau and they should be encouraged to support the student throughout the process. If the parents/guardian/whanau are unable to support the respondent then the school should ensure that the student is supported by a sympathetic independent adult. (eg: Youth Law will provide an advocate).

✚ Advise the respondent that a complaint of harassment has been made against him/her. Give a summary of the complaint and then cite each specific allegation. Do not give the respondent information which is not an allegation against them and which is to be used by you to test the respective stories, the names of any potential witnesses e.g. that x may have seen the incident from the stairs or that the complainant told y straight after.

✚ Advise that the complaint is being treated seriously and that a formal investigation will be made and a full interview with the respondent will be held shortly. Advise the respondent that he/she can bring an adviser or support person to the interview.

✚ Inform the respondent that the investigation process is confidential but that some witnesses and people involved in the process will also know some information about the complaint.

- ✚ Assure the respondent the investigation will be conducted impartially and fairly and no opinion formed until after the investigation is completed.
- ✚ If English is the respondent's second language, or the respondent is from a different culture, and there is likely to be a communication problem ask the respondent if he/she will need an interpreter and someone with a knowledge of the other culture to assist with the interviewing.
- ✚ Advise what will happen and explain the likely consequences if the complaint is upheld. Arrange an interview within a reasonable time. Invite the respondent to bring a support person to the interview.
- ✚ Check with the respondent whether he/she is in need of any assistance such as counselling.

Interim measures

Depending on the nature of the complaint, it may be prudent to provide interim measures to alleviate the situation until the matter can be resolved. For example, if both the complainant and the respondent are working closely, the respondent could be removed to another area. This could prevent any retaliation or disruption to the work and learning environment due to any animosity between the parties.

Another option is for the respondent, if staff, to be on paid leave while the matter is being investigated and if a student, suspended. This may be appropriate where it is not possible to separate the parties and where the complainant is likely to suffer further stress and/or targeting by the presence of the respondent.

If any of the above steps are to be taken, they should be discussed with the respondent before any decision is made. It should also be stressed that the action does not mean that the school has believed the complainant, but rather to provide interim relief awaiting a fuller determination of the issue

Interviewing the respondent

- Advise that the school takes the complaint seriously and will conduct a full and impartial investigation into the complaint.
- Explain that your role is that of an impartial investigator and to obtain as much information as possible to be able to establish whether the complaint has substance.
- Explain the process:
 - That you have interviewed the complainant;
 - That you will be interviewing anyone else who may be able to give relevant information;
 - Who is going to make a decision on the complaint; and
 - What are the likely consequences if the complaint is found to have substance.
- Ask the respondent to describe the details of the relationship between him/her and the interactions they have had. Ask if there is anything he/she wants to say about the complaint. Ask open rather than closed questions.

ASK	DO NOT ASK
“How have you generally got on ..”	“Have there been problems between you”

- Go through the details of the allegations, one at a time. If there are any defences put forward, get detailed accounts of these. Get the respondent to explain his/her conduct. Ask the respondent if there is any written record or documentary information which would provide useful information.
 - Ask the respondent if there were any people around at the times that any of the alleged incidents occurred.
- ✚ Ask the respondent what persons he/she thinks it would be useful for the investigator to speak to, to help establish the truth.
- Advise the respondent that it is important to get a full response at the first interview. Ask whether there is anything else he or she can think of. Ask the respondent to contact you as soon as possible if they have any new information to add.
 - Inform the respondent that h/she will be asked to comment on any new material presented during the investigation.
 - Tell the respondent they are not to speak to any possible witnesses.
 - Tell the respondent the investigation will be conducted in private and the complaint should not be discussed with anyone other than a support person.
 - Where the respondent refuses to respond to any of the allegations, tell the respondent that this may reflect adversely on him/her.
 - Give the respondent an opportunity to confer with an adviser if it appears that the respondent requires time to consider his/her response.
 - If there are inconsistent statements, ask the respondent for an explanation.

Note that the respondent should not be allowed to comment on any sexual experience or reputation that the complainant may have had except if it relates to false complaints of harassment. The Human Rights Act and the Employment Relations Act both state that experience or sexual reputation is irrelevant.

Interviewing witnesses and further investigation

- Interview people whose names have been provided by the parties if they appear to have relevant information. People who may have relevant information include:
 - Eye witnesses
 - People who overheard the incidents complained of;
 - People the complainant had spoken to about the incident, anyone who had previously complained about being subjected to harassment by the respondent; and
 - Doctors, counsellors who can attest to any complaints made and any stress-related problems associated with the harassment.
- Interview any other persons whom you think may have relevant information.
- Do not give witnesses any details of the allegations - just say you are investigating a complaint and believe they may have relevant information.
- Ask if witnesses know what the complaint is about. Ask for details of what they know. Ask how they know, that is, who told them? Do not comment on the correctness of their information.
- If the person has been cited as an eye witness to an incident, ask the witness a general question about whether they saw any incident at a particular time/date/place, for example, Did you see any incident between x and y on a particular date? If yes, describe. If no - were you by the photocopier last Wednesday. Did you see x and y there? If yes - can you recall any conversation between x and y? If no - Did you hear x say ... to y on Wednesday at the photocopier? Record the questions you asked as well as the answers. How far was the witness in relation to the complainant and the respondent? Did the witness see things clearly? - There might have been poor lighting in the area.
- If the person being interviewed is one who the complainant had spoken to about the behaviour either directly or indirectly, ask specific details about time, date and full content of the conversation, ask about the demeanour of the complainant.
- If the persons are said to have been subjected to similar incidents by the respondent, ask the person to describe any incidents concerning the respondent. Again, ask open ended questions. Follow a similar line of questioning to that of the complainant, particularly those questions relating to the specific incidents of behaviour.
- Ask what the relationships are between the witness and both the complainant and the respondent.
- If other motives have been raised for the complainant making the complaint such as retaliation because of a warning or an attempt to hide poor work or study performance, look into those matters. If the complainant's performance is an issue, check whether this has always been the case. Obtain copies of previous performance reviews or reports. The performance issues might, for example, have started at the same time that the alleged incidents took place and might be related to distress at the behaviour. Similarly, when was the warning given? If the warning coincided with the alleged incidents, there are two scenarios. One is that the complaint is a retaliation, and the other that the warning was due to a rejection of the respondent's advances. Look at the relationship of the two people and speak to people who have observed this.
- In instances where records are relevant and the investigator has requested documents, the investigator should speak to author/s of those reports if practicable - the person may have left the school's employment and cannot be located easily.

WRITING THE INVESTIGATION REPORT

Write up the report based on the interviews that you have conducted. Concentrate only on the statements made that are relevant to the allegations. If you have interviewed someone who did not have any relevant information to provide, omit this information from the report.

Analyse the legal requirements needed to prove harassment against the evidence you have obtained from your interviews. These are the questions that need to be answered. After assessing the evidence, according to the guidelines below, state your conclusion as to whether harassment has occurred. You may also wish to make recommendations as to what actions should follow your conclusion. However, any decision on actions to be taken will be made by the Principal/BOT.

THE DECISION

The investigator will be someone who is impartial and, if possible, should have no close association with both parties.

Evaluating the evidence to establish whether the behaviour occurred.

The evidence must be assessed in terms of its relevance and its value in either confirming or rejecting the allegations.

Best Evidence

The best evidence is direct corroborative evidence from eye witnesses or people who have personal knowledge of an issue. Harassment, by its nature, often takes place when there is no-one else around. It is legitimate to use other relevant evidence.

Prior Consistent Complaint

Evidence which could be considered is evidence of a prior consistent statement such as evidence of a recent complaint. This is normally evidence from the complainant that she/he complained to another person and also evidence from the other person that the complaint was made and a reasonably consistent statement on the central facts have been made. The complaint to the other party need not be detailed. Evidence of a recent complaint can show consistency between the complainant's conduct at the time of the incidents and her/his conduct at the time of the investigation. It can support the complainant's credibility, but, in itself, cannot be taken as the truth. The absence of a complaint or a delay in complaining may sometimes go towards credibility. If there has been a significant delay in making a complaint, various factors will have to be taken into account such as the age, nature and personality of the complainant, the complainant's relationship with people to whom s/he could have complained and any other relevant factors.

Similar fact evidence

Similar fact evidence is evidence of incidents of similar behaviour by the respondent towards other employees. It can show a pattern of conduct. It can also show a strong similarity between the respondent's conduct towards others and the conduct towards the complainant. This evidence, if any, will strengthen the likelihood that the incidents occurred, but cannot, on its own, be treated as evidence that the complainant was subjected to the behaviour.

Evidence of state of mind

If the complainant was distressed, agitated or showing a stress reaction in any way this also tends to support the truth of the allegations but on its own does not.

Credibility of Complainant and Respondent

Have they evaded questions, contradicted themselves in answers, refused to answer relevant points? Have they given credible responses to apparent contradictions. Be aware there can be a variety of reactions to stress and because someone appears very upset does not strengthen credibility over someone who is not.

APPENDIX 4

RECORD-KEEPING

There are a number of conflicting interests that need to be taken into account in deciding on how harassment complaints notes and records should be taken, who should have access to them and how they should be disposed of.

On the one hand, the school has an interest in ensuring that complaints are thoroughly investigated and followed up. To do this, notes will need to be kept after the event so that a particular staff member or student can be monitored, and in some situations so that it can be seen whether an incident is isolated or forms part of a pattern. They will also be needed so that the school can answer any challenge as to why it has taken a particular action.

On the other hand, allegations and findings of harassment can cause damage to reputations and future careers. The school should have an interest in allowing respondents to “live down” any incidents and for them to be put in the past, so long as there are no further problems.

Rangiora High School will apply the following guidelines in its record-keeping procedures:

- If a person approaches a contact person for discussion, counselling and/or advice, the contact person’s notes will contain names and the date and brief account of the interview. (Please refer to Appendix 3).
- Records shall be kept in a separate file marked “Strictly Confidential” and kept under strict security, so that only staff who absolutely need to have access to it.
- If informal action has resolved the matter, then the person who has conducted the resolution should make a brief report to the co-ordinator noting the names of the parties, the incident, action taken and outcome. This report should be kept in a separate file marked “strictly confidential” and kept under strict security, so that only people who absolutely need to have access to it. If the complaint is subsequently formalised, this report can be used to demonstrate that steps were taken to deal with the matter when it was first raised. This report can also be used to follow up the case to ensure that any settlement agreement is being followed.
- If a complaint is found not to have substance, nothing about the allegations should be recorded on personal files. However, the full record of the information obtained in the investigation should be kept in a separate file marked “Strictly Confidential” and kept under strict security. This is in case Rangiora High School has to substantiate any of its actions in future legal proceedings.
- If a complaint is made, investigated and substantiated and the respondent has been disciplined, the respondent’s personal file should contain a summary of the nature of the complaint, the outcome and penalty. The full record of the information obtained in the investigation and of the disciplinary interview should be kept in a separate file marked “confidential” and kept under strict security, so that only staff who absolutely need to have access to it.
- The file should be “titled” with care. Rather than have ‘complaint of X against Y, it should be something like ‘complaint of staff member - date’.
- If it cannot be established whether a complaint of harassment has substance or not (after it has been formally investigated) then details of the allegations and investigations should still be kept (in restricted access not personal file) so that the situation can be monitored. If there are later allegations, the earlier complaint can be relevant in identifying a pattern of behaviour.

The period of time that records should be kept particularly on personal files will range from six months to no longer than five years, depending on the seriousness of the behaviour and whether or not the behaviour has been repeated.

DEFAMATION

Defamation is an issue that sometimes arises in harassment complaints because of the potential damage that can be inflicted on a person's character or reputation. Anyone involved in harassment must maintain strict confidentiality and discuss the complaint only with those who have responsibility for dealing with it.

Rangiora High School will meet the legal fees of any staff member who faces a defamation action for making a harassment complaint, or for conciliating, investigating or otherwise handling a complaint in the course of following these procedures, provided they have acted in good faith and in accordance with these procedures.

One person can sue another for *defamation* if they believe that *a false statement likely to expose them to contempt, hatred or ridicule and which injures their reputation has been made*. It only needs to be a statement by one person to another.

Sometimes, the first reaction of a respondent accused of harassment is to threaten to sue for defamation. It is *not* defamatory for the complainant to confront the alleged harasser directly and in private, or to send them a private letter outlining the offensive behaviour, as this does not in itself damage their reputation with others.

Complainants, respondents and those properly involved in a complaint have a defence against defamation *where the complaint is made honestly and is only made to those who have a duty to receive it*.

The possibility of being sued for defamation arises *when a complainant speaks to anyone other than the alleged harasser, or those with a genuine need to know*, that is, the protection is lost if the complainant broadcasts the problem outside the proper channels to those with no accepted duty or genuine interest in knowing about it, such as communication to an acquaintance in the staffroom or at a social venue.

Qualified privilege

Where use is made of Rangiora High School's internal complaints procedure, persons making a complaint, giving evidence as a witness to a complaint or involved in the investigation or resolution of a complaint, either formally or informally, would have a defence of **'qualified privilege'**. This is:

- as long as the persons comply with and limit themselves to Rangiora High School's procedures, set out in this manual
- as long as the making of the complaint, investigation of it or any other action taken upon it has been done honestly and without malicious intent.

CONTACT PERSON INCIDENT FORM

Date of contact: _____

Name of complainant: _____

Name of respondent (if applicable) _____

Summary of allegations

Option selected:

Do nothing

Counselling

Direct approach to harasser

Complaint - informal resolution

Complaint- formal investigation

Personal grievance

Complaint to Police

Date of follow-up meeting with complainant: _____

Outcome of that meeting: _____

PROCEDURES/PROTOCOLS

Health Education

Rationale

- Because learning about sexuality can be an integral part of everyday life, the perception young people have about themselves as sexual beings affects their expectations, aspiration, social roles, living and learning as well as governing their sexual behaviour and ultimately their total health.

Purpose

- To assist students to gain accurate and honest information about sexuality
- To encourage students to clarify their own values and understand the values of their family and community.
- To assist students to develop the skills they need to make responsible decisions about their personal relationships, sexual behaviour, and sexual health.
- To assist students to understand their rights of access to health-care services and find out more about guidance, counselling, and other supportive services, both within and beyond the school

Broad Guidelines

- Sexuality education is an integral part of a comprehensive health education programme in the school.
- Each year, before the sexuality education programme is taught, parents/caregivers will be sent information about the programme, invited to discuss any issues of concern, and reminded of their right to withdraw their students according to section 105D of the Education Act 1964.
- The sexuality education programme will encourage students to develop the skills and attitudes of self-worth, decision making and relating to and respecting the rights of others and will include the topic of contraception. Abstinence will be promoted as a positive option.
- Teachers of sexuality education will be appropriately trained, and the principal will be informed of topics to be covered *by* any visiting speakers.
- Students believed to be sexually active and likely to be at risk as a result of their sexual activity will be referred to the school counsellors.
- The school counsellors may refer students to appropriately qualified community agencies for further counselling and advice.
- Within the bounds of confidentiality, school counsellors will actively encourage and support students to discuss their concerns about sexuality education, contraception, pregnancy, and so on with their parents/caregivers as early as possible.
- Teachers can, with due sensitivity, display posters, hand out pamphlets, lend books, stock books or pamphlets in the school library, and show videos containing contraception information targeted at appropriate levels.
- Teaching staff will be available to discuss the content of sexuality education courses with parents/caregivers.

PROCEDURES/PROTOCOLS

HIV (Aids) & Potentially Infectious Diseases

Rationale

- The impact of HIV and Potentially Infectious Diseases is a concern in our community.
- The school has a role in emphasising attitudes and practices that will safeguard the well-being of people infected and providing guidelines for dealing with potentially hazardous situations.
- This policy takes the position that all staff and students should be treated as possibly infectious. The procedures recommended are to limit risks to everybody in the school.
- The school must ensure that all act in a responsible way to safeguard their own health and the health of others.

Purposes

1. To ensure that staff, students and parents receive honest and accurate information about the effects of HIV and other potentially infectious diseases.
2. To train staff and students to handle potentially hazardous situations involving these diseases.
3. To foster in staff and students attitudes and skills that will lead to an acceptance of those who have been identified with HIV, AIDS and other similar infections.
4. To ensure that employment and enrolment policies do not discriminate people on the grounds that they have HIV, AIDS or other similar infections.

Guidelines

1. Information about AIDS and other infectious diseases will be given to students as part of an on-going integrated health education programme (under the responsibility of the Health Co-ordinator.)
2. Staff and parents will be informed about, and have the opportunity to be involved in educational programmes concerning these diseases.
3. The school will follow the specific guidelines suggested by the Health Department to deal with blood and other moist body substances spills. (A copy enclosed).
4. A copy of these guidelines will be enclosed in an infectious diseases kit located in each school block.
5. The school adopts the PPTA guidelines on AIDS in its entirety. (A copy enclosed).

PPTA GUIDELINES

- The identity of a teacher with AIDS or HIV Infection should be protected.
- Teachers infected with AIDS or HIV infection should have the right to continue their employment.
- Where a teacher with an AIDS or HIV infection related illness becomes too sick to work, full access to sick leave and benefits should be ensured.

Students with AIDS or HIV Infection

- Students infected with AIDS or HIV infection should have the right to attend their regular classes.
- The identity of a student with AIDS or HIV infection should be protected.
- Where the physical condition or behaviour of a student infected with AIDS or HIV infection poses a health risk, alternative instruction should be provided.
- Decisions regarding alternative instructions should be made on a case-by-case basis.
- Alternative instruction for students infected with AIDS should be provided by teachers who fully understand the situation of a student who has developed AIDS or HIV infection related illnesses and agree to provide their services.

Ancillary Staff with AIDS or HIV Infection

- Ancillary staff should expect the same provisions as those stated for teachers with AIDS.

Education of AIDS

- Information on AIDS should be provided as part of the compulsory curriculum.
- Pre-service and In-service education should be available to staff concerning AIDS and other communicable diseases.

GENERAL

- There should be no discrimination in recruitment against applicants internally or externally on the grounds that the applicant has HIV or AIDS.
- No employee or applicant should ever be required to take the test for HIV antibodies.

HEALTH DEPARTMENT GUIDELINES ON BLOOD & OTHER MOIST BODY SUBSTANCES SPILLS:

- Blood spills include all cuts, abrasions or punctures to the skin or mucous membranes, plus menstrual, nose and anal bleeding.
- Vomit, saliva, urine and faeces can also be harmful and must be treated in the same way as blood.
- All of the above are officially known as moist body substances and are to be treated as potentially infectious.
- These guidelines are the same for everyone.

Guidelines:

1. The injured person is responsible for dealing with their own blood spill where at all possible.
2. Instruct the patient quietly and firmly to apply a band aid, hanky, towel or jersey; and then tell them to apply pressure and elevate the bleeding area if possible.
3. Use gloves. (Gloves and linen are available for all staff and students).
4. Keep people away from body fluid spills until cleaned up with household bleach (1:10) available in safety kits throughout the school.
5. Place any used gloves, gauze, cotton wool, etc., in a plastic bag and seal it for disposal.
6. Immediately wash off any spills on your skin with water or diluted bleach solution (1:10).
7. Be aware of any cuts or scratches on your skin. These should normally be covered.

**DON'T TOUCH UNTIL THERE IS A BARRIER BETWEEN
YOU AND THE SPILL**

PROCEDURES/PROTOCOLS

Influenza Pandemic Management

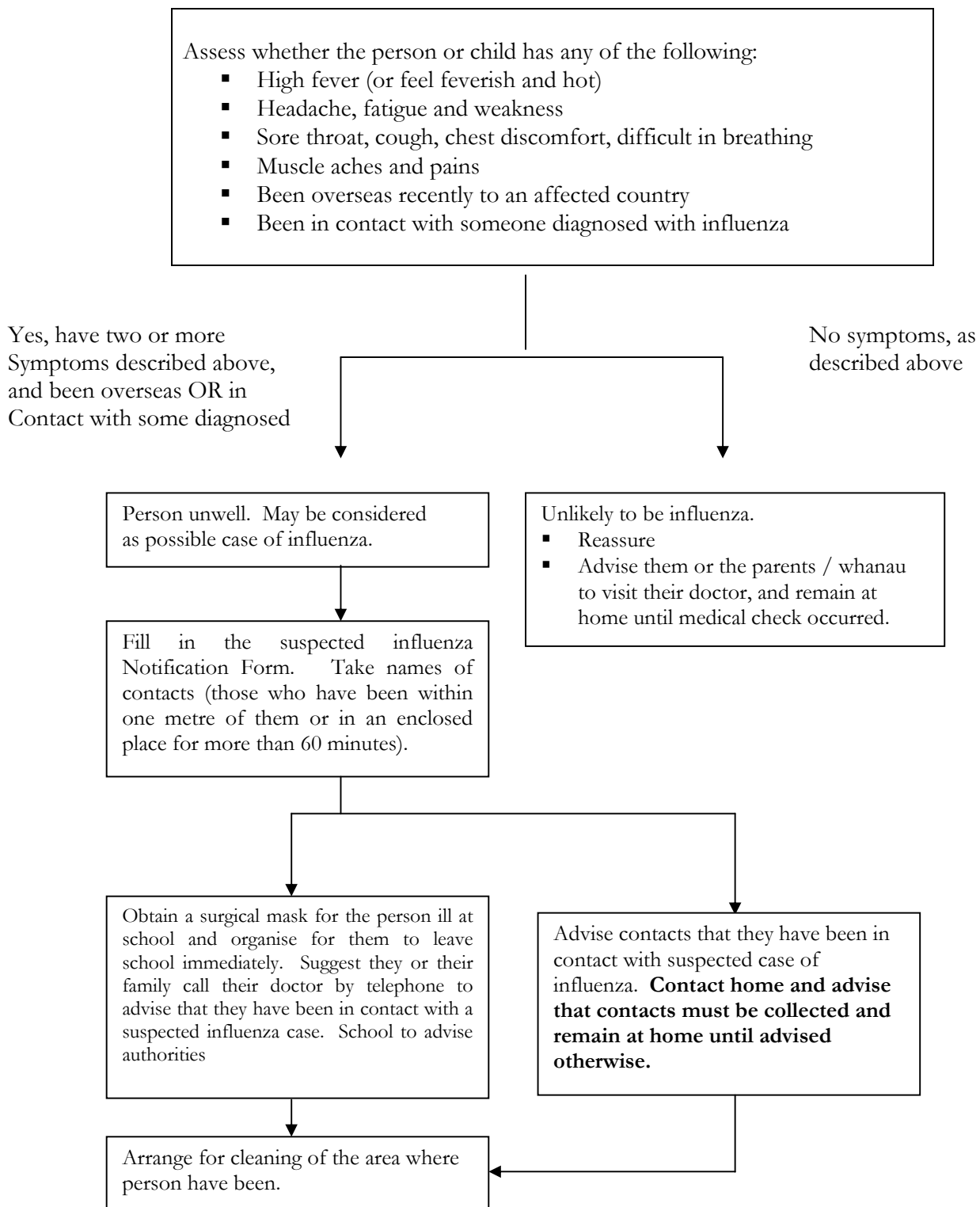
Rationale

- Rangiora High School will have an *Influenza Pandemic Action Plan* which will be based on an established strategy to deal with outbreaks of infectious disease. The plan will be underpinned by the National Health Emergency Plan. This policy provides guidelines on how, in the event of an influenza pandemic emergency, the school, its resources, staff and students will be managed.

Pandemic Plan

- Where possible Rangiora High School will maintain full services during an influenza pandemic emergency.
- Influenza Pandemic Emergency Management Team. (*A combination of any three of the following*):
 - **The Principal, Head of House, Dean of House, Health & Safety Officer.**
- Influenza Pandemic Emergency Deputy Management Team: (A combination of any three of the following):
 - **The Deputy Principal, Head of House, Dean of House, Health & Safety Officer.**
- In the event of influenza pandemic emergency the first point of contact will be with the Public Health Nurse/Canterbury Hospital Board for assistance and advice.

Telephone 03 383 6877
- For detection and management of suspected influenza pandemic cases the following process will be conducted by the pandemic management:
 - a) Via telephone if student / staff member is phoning
 - b) On site at school.



- A contact list (including name, email, telephone number and address) will be maintained of people the affected person has interacted with since displaying the symptoms. (This list is to be available on request by the Ministry of Health).
- The contacts and their caregivers will be advised that they have been in contact with a person suspected of having influenza.
- Contacts will be asked to go home and stay home until otherwise advised.
- School will advise the local Public Health Nurse and Canterbury Health Board.
- Adequate supplies are to be maintained e.g. tissues, masks, and hygiene products. This is to be overseen by the Sick bay Attendant.

Maintenance of essential activities

- The Influenza Pandemic Management Team will monitor the emergency and will ensure that the school maintains services by means of:
 - Support Staff activities:
 - Back up volunteers / retirees to be called upon.
 - Provision to be made to operate via telephone/email.
 - Teaching Staff activities:
 - Relief teachers will be called upon.
 - It is feasible for teaching staff to work from home using the internet services; *gotomypc.Com, KAMAR – Home Client*
 - The Principal, in consultation with the Board of Trustees Chairperson, is delegated to make the decision to shut activity down when absence rates threaten safe continuation of core school operations.
- To minimise illness among staff, students and visitors the following will be carried out:
 - Restricting entry of people with influenza symptoms.
 - Practice of good personal hygiene and workplace cleaning habits.
 - Increase social distancing, this may involve in dispensing with staff briefing and using KAMAR for messaging.
 - Manage staff/students who become ill. Staff/students will be advised not to come to school when feeling unwell.
- At all times during influenza pandemic emergency contact will be maintained with Public Health Nurse / Canterbury District Health for assistance and advice.

School Closure

- School closure will occur when illness among staff (including support staff) or pupils makes core business impossible to continue and the Principal is instructed to do so by any of the following agencies:
 - Ministry of Health
 - Ministry of Education
 - Public Health Nurse, in consultation with the Ministry of Health

Event of Closure

- The following must be notified :
 - MOE
 - Board Chair
 - Board of Trustees
 - Public Health Authorities
 - The Staff through the phone tree
 - Parents, through a notice home and local media
 - Police, they may wish to use the school buildings
 - Immediate school neighbours via leaflets
 - Local Community via local media

SUSPECTED INFLUENZA NOTIFICATION FORM

Details of Affected Person

Name:		Site:	Location of isolation:								
Staff	Student	Nationality if visitor to site:	Date of Birth: (optional)								
Address:											
Telephone no: _____ (W) _____ (H) _____ (M)											
<p>Symptoms noticed:</p> <table> <tr> <td>Fever</td> <td>Body aches</td> </tr> <tr> <td>Headache</td> <td>Fatigue</td> </tr> <tr> <td>Dry cough</td> <td>Cold</td> </tr> <tr> <td>Other</td> <td>Details: _____</td> </tr> </table> <p>Time of fever on-set: _____</p> <p>Time of isolation: _____</p>				Fever	Body aches	Headache	Fatigue	Dry cough	Cold	Other	Details: _____
Fever	Body aches										
Headache	Fatigue										
Dry cough	Cold										
Other	Details: _____										
<p>Travel history over the past eight days:</p> <p>Countries visited: _____</p> <p>Flights taken: _____</p> <p>Travel to School: _____</p>											
Where referred:											
Contact List											

Where referred:
Contact List

Details of Reporter

Name:
Job Title:
Telephone No: _____ (W) _____ (H) _____ (M)

PROCEDURES/PROTOCOLS

Information Management

Rationale

- The school receives, stores, processes and disposes of large amounts of information pertinent to the members of the school community. The members of the school community are entitled to be assured that this information is managed in good faith to protect individual privacy and in keeping with the directions of the relevant legislation.

General Principle

- Rangiora High School should collect only such information as is necessary, protect this, and maintain appropriate access to this by the persons to whom it relates. In doing this, regard to guardianship rights must be balanced against the privacy rights of students. The need to inform and liaise with parents and care givers must be balanced against the students' rights to control pertinent personal information. In practice, this policy should modify rather than change current practices.

Guidelines

- *Collection of Information*
 - Personal information should wherever practicable be collected directly from the person concerned or with that person's consent from others and should be only such information as is essential.
- *Storage of Information*
 - This will be secure and protected, and kept for no longer than is necessary. (see Appendix on storage of information guidelines)
- *Access to this Information:*
 - Individuals will be entitled to know what information is held about them and to have access to it. They may also attach corrections to such information, and direct the collectors as to where such information may be directed.
- Information collected must be explicable in terms of its relevance, and should be written with a view to the person concerned being eligible for a copy, e.g. incident reports.
- Wherever practicable the purpose for collection of information should be explained to the source - (e.g. details for class lists, medical details).
- Unless disclosure of the information is to the individual from whom it was collected, then consent should, wherever practicable, be obtained.
- Enrolment forms will reflect Privacy principles and declare that information in respect of students' progress and development is collected so as to direct future educative needs and so as to advise parents, guardians and in some cases care givers.
- A person will be appointed by the Principal to act as Privacy Officer. The identity of the Privacy Officer will be published in the school's prospectus and school newsletter each year.
- When in doubt as to the appropriateness of forms, disclosures of information or other issues the matter should be referred to the Privacy Officer.
- Calls to the School requesting information regarding staff and/or students should be dealt with only after:
 - The I.D. of the caller is established e.g. known to staff member or phoned back on number held in records
 - The eligibility of the caller to receive the information is established
 - The information is such as is to be able to be disclosed to the caller. If in doubt check with the Privacy Officer. (Guardianship does not necessarily grant unlimited access to information regarding students).

- In dealing with parents staff should be cautious in the disclosing of information, e.g. do not provide details of accomplices or co offenders.

Complaints

- In the event that a staff member, parent or student feels that a breach of the Privacy Act has occurred then the matter should be referred to the Privacy Officer. In the event that the Complaint concerns the Privacy Officer the matter should be referred directly to the Privacy Commissioner. Guidelines for these procedures may be obtained from the Privacy Officer.

THE PRIVACY ACT 1993

A GENERAL

The Privacy Act 1993, which came into force on 1 July 1993, now regulates the collection, storage, use and disclosure of information relating to an identifiable individual ("personal information"). All persons and bodies of person in both the public and private sector, including companies, societies, local and central government, individuals in business, professional associations, schools and churches ("agencies") are covered by the Act.

Since 1982 individuals have been able to use the Official Information Act 1982 to gain access to information held about them by public sector bodies. The Privacy Act now extends these rights to allow individuals to have access to, and request correction of, information held about them by private sector agencies as well.

B MAIN FEATURES OF THE LEGISLATION**1 The enactment of 12 Information Privacy Principles:**

These principles essentially provide the following:

a *Collection of Personal Information - Principles 1 and 4*

An agency should only gather information for a purpose connected with a function of that agency's business and only where the collection of the information is necessary for that purpose.

Individuals must be aware of and agree to information about themselves being collected.

b *Storage and Security of Personal Information - Principle 5*

Agencies are required to store all personal information securely.

c *Access to personal information - Principles 6 and 7*

An individual should have access to information held about her/him and be able to request correction of any wrong information.

d *Use and disclosure of information - Principles 8 to 12*

Except in limited circumstances, personal information should only be used for the purpose for which it was collected.

Agencies must ensure that personal information is accurate and up-to-date before it is used.

An agency may only disclose personal information in certain circumstances.

e *Unique Identifiers - Principle 12*

Agencies may only assign "unique identifiers" (ie any identifier allocated to an individual to uniquely identify that individual such as IRD or bank account numbers) in certain circumstances.

Individuals cannot be required to disclose their identifiers except for the original purpose for which they were assigned.

2 A Comprehensive Complaints and Enforcement Procedure:

The act sets up a comprehensive complaints procedure to deal with alleged interference with the privacy of individuals and provides remedies, including declarations, compliance orders and damages, where an interference is found to be occurred.

It is interference with your privacy if an agency refuses a request for access to, or correction of, your personal information, and there is not proper basis for the refusal.

An action is also an interference with your privacy if there is a breach of either an information privacy principle, or a "Code of Practice" (ie a set of rules modifying the information privacy principles for a particular industry) or the rules on information matching, and the breach causes loss or damage, affects rights or benefits, or results in significant humiliation or injury to feelings.

3 The Appointment of a Privacy Commissioner:

A Privacy Commissioner has been appointed to promote and monitor the Information Privacy Principles and to investigate complaints.

Any person who believes there has been an interference with her/his privacy may lay a complaint with the Privacy Commissioner for investigation.

4 Privacy Officers:

Every agency must make at least one employee responsible for encouraging compliance with the Information Privacy Principles, dealing with requests to access personal information and assisting the Privacy Commissioner with investigations.

C THE IMPACT OF THE INFORMATION PRIVACY PRINCIPLES ON YOUR EMPLOYMENT

5 Collection of Personal Information:

Information about You.

Usually any information about you should be collected directly from you and you should be aware of and agree to that information being collected.

For example, you should be advised if any notes are to be taken by your Principal during an interview with him/her or if s/he intends making a file note at a later date recording what has been discussed.

It also means that if you apply for a position at another school any information about *you* should be provided by you unless you authorise the collection of information from someone else. Simply providing the name of your current principal on a job application form is not sufficient to authorise information being obtained from her/him unless you agree to this happening.

Information about Students

The privacy principles apply equally to information collected by you about your students. The Privacy Officer appointed by your Board of Trustees or the School will advise you on this.

6 Storage and Security of Personal Information:

Information about You.

- a) Your Board of Trustees is required to take reasonable steps to prevent unauthorised access to and use of all personal information held on you.

Information about Students.

- a) Any information you hold on students must also be protected against unauthorised access and use.

7 Access to Personal Information:

Information about You.

- a) With certain exceptions, you are entitled to have access to all information held about you. This includes not only your personal file but also memos and file notes written about you.

However, it may not include access to a Referee's report on you given during appointment's process if the information is evaluative material, and it was given on the understanding it would remain confidential. The Act allows some evaluative material on individuals to be withheld from them.

- b) You can request correction of any information you believe to be wrong. If a correction is refused you can require that there be attached to the information a statement showing the correction sought but not made.

Information about Students.

Your students can also request access to and correction of any information you hold on them. You should refer any such requests to your school's Privacy Officer.

8 Use and Disclosure of Personal Information:

Information about You.

- a) Except in limited circumstances, information may not be used for a purpose other than it was collected for.

For example, information provided in a medical certificate to explain an absence from school should not be used later in appraising performance or assessing suitability for promotion.

- b) Any information in your personal file should be checked regularly to ensure it is accurate and up-to-date before it is used.
- c) With certain exceptions, information about you should not be disclosed to anyone else. Relevant exceptions include:

- i) The disclosure is one of the purposes for which the information was obtained or is directly related to it.
For example, details of your bank account are obtained for the purpose of paying your salary and can therefore be disclosed to the Payroll responsible for making this payment.
- ii) You have authorised disclosure to the party concerned.
For example, someone nominated by you on a job application form to act as your referee has been authorised by you to disclose information on you.
- iii) The disclosure is authorised or required by law.
For example, the Police, ACC, Social Welfare and Inland Revenue Department all have their own statutory authority to request information on employees which in certain situations overrides the Privacy Act.

Information about Students.

Information on your students should not be disclosed to anyone else except in certain circumstances.

Examples of when you may be able to disclose information include:

- i) Where disclosure is one of the purposes for which the information was obtained or is directly related to it.
For example, information disclosed in student reports to parents or legal guardians may fall into this category.
- ii) Where the student concerned has authorised you to disclose information.
For example, by asking you to provide a reference to a prospective employer.
- iii) Where disclosure is necessary to prevent or lessen a serious threat to the life or health of the student concerned.
For example, where you believe the student has been the victim of abuse.
- iv) Where disclosure is authorised or required by law.
For example, where the Police or Social Welfare Department demonstrate that they are authorised to obtain information on a student.

If you are in doubt, you should check with your school Privacy Officer before disclosing any information on a student.

9 Unique Identifiers

Information about You

- a) A unique identifier can only be assigned to you by your employer if the assignment of that identifier is necessary to enable your employer to carry out one or more of their functions efficiently.
For example, all teachers are assigned an employee number, which enables salary to be administered and paid more efficiently.
- b) You should not be required to disclose any unique identifier assigned to you unless disclosure is for a purpose in connection with which the identifier was assigned or a directly related purpose.

For example, you should only be requested to disclose your IRD number for a purpose connected with the payment of taxes.

D **FURTHER INFORMATION**

Your school's Privacy Officer or local PPTA Field Officer can assist you with further information about the implications of the Privacy Act.

PPTA Officers are located at:

AUCKLAND OFFICE: 5 Owens Road, Epsom
Phone: (09) 630 7827

P O Box 56 - 265
Fax: (09) 630 1858

HAMILTON OFFICE: 920 Victoria Street
Phone: (07) 838 0017

P O Box 923
Fax: (07) 834 0459

PALMERSTON NORTH: 186 Broadway Avenue
Phone: (06) 358 4036

P O Box 168
Fax: (06) 358 4055

CHRISTCHURCH OFFICE: Level 4, Latimer View House
Phone: (03) 366 6524

P O Box 13 005
Fax: (03) 379 4011

DUNEDIN OFFICE: Queens Court
Cnr Rattray and Crawford Streets
Phone: (03) 477 1311

P O Box 1561
Fax: (03) 477 1804

PRINCIPALS' COUNCIL

THE PRIVACY ACT

(Some suggestions from Principal's Council on implications for schools.)

1. Don't panic! It is clear that the Act is not intended as a punitive measure, and that a common sense approach will prevent most pitfalls. It is a 'permissive' act, and some of its boundaries will only be set when legally tested. It will not be used "against" schools before 1996, so there is time to think it through.
2. Appoint a Privacy Officer: Each agency must have one - see guidelines in Act. If a request is made for information, use the Checklist attached (Appendix I)
3. Develop School Policies: On how long information is to be kept; charges to provide it; procedure for its release; what information is to be held; etc
4. Other Acts: If the Education Act sets out some procedures (e.g. Suspensions/Expulsions), these override the Privacy Act.
5. Learn the Principles: There are twelve IPP's (Information Privacy Principles), and they are summarised herewith (Appendix ii & iii). Get familiar!
6. Invite an Expert: Your regional Principals' group or school can/should invite a lawyer/expert/Privacy Commissioner to address them/your staff on the implications.
7. Administrative Advice: Is available from STA, or Fact Sheets from:

The Privacy Commissioner
Box 466
Auckland 1

8. Seek help: If in doubt, ask! (PPTA, PC, your solicitor... the commissioner) you have 20 working days from the date of a request for information, so get it clear before you act.

PRIVACY ACT

Information Privacy Request Checklist

STEP 1 - Request received from individual for access to personal information	
STEP 2 - Establish which IPP's relevant IPP 6 IPP 11
STEP 3 - Check identity of individual making request. If agent requesting ask for agent's authority from individual
STEP 4 - Identify exactly what information is being requested	
STEP 5 - Establish that this information is held	
STEP 6 - Is the request urgent? Reasons for urgency to be given - Section 37
STEP 7 - Decision made to provide information or not within 20 working days of request Section 40 Time limit can be extended by giving notice to individual stating: 1 period of extension 2 reasons - consultation, quantity, access 3 right of individual to make complaint to Privacy Commissioner Section 41
STEP 8 - Will you make charge for information? - Restricted to request under IPP 6 & 7 - Time spent gathering information (urgency) - Disbursements - Charge must be reasonable in the circumstances Section 35
STEP 9 - Any grounds for refusal to disclose information under Section 27, 28, 29.? Is information evaluative material given in confidence? Section 29
STEP 10 - Provide information to individual - Reasons for refusal to be given Section 44

PRIVACY ACT

Overview

INTRODUCTION

The Privacy Act came into force on 1 July 1993. Under the Act individuals are granted improved rights of access to personal information held about them by an 'agency'. (i.e. a person, company or other body) in New Zealand. The Act also provides guidelines for the collection, storage, use and disclosure of personal information which must be complied with by the holders and user of that information. The Act also provides for the appointment of Privacy Officers and a Privacy Commissioner who will ensure compliance with the Act.

THE GUIDELINES

There are 12 key guidelines relating to personal information contained in the Act. They are known as "Information Privacy Principles or IPP's. Briefly they are as follows:

Guidelines 1

Information cannot be collected by an agency unless it is necessary for the lawful purposes of the agency.

Guidelines 2

Information must be collected directly from the individual concerned.

Guidelines 3

When the information is being collected the individual must be made aware that the information is being collected, the purposes for which it is required, the intended recipient or the information and the address of the agency holding the collecting the information.

Guidelines 4

Information cannot be collected by any unlawful or unfair means.

Guidelines 5

Information must be stored securely against loss or unauthorised use.

Guidelines 6

Individuals have rights of access to information held about them.

Guidelines 7

Individuals can request correction of personal information held about them.

Guidelines 8

An agency must be sure of the accuracy of the information before it is used.

Guidelines 9

Information cannot be held by an agency for any longer than is necessary.

Guidelines 10

Information can only be used for the specific purpose for which it was collected.

Guidelines 11

Information cannot be disclosed to any third party without the consent of the individual.

Guidelines 12

An agency cannot give an individual a code or PIN number (a 'unique identifier') unless it will enable the agency to carry out its business more efficiently.

There are a number of exceptions contained in the Act non-compliance with these guidelines will be justified in a particular situation.

The Privacy Officer

The Act compels each agency to appoint a Privacy Officer to ensure compliance with the guidelines and the other provisions of the Act. The first task of the Privacy Officer should be to carry out a review of all information held by an agency relating to individuals be they employees or clients. The Privacy Officer must be confident that the information held is necessary for the purposes of that agency's business and must ensure compliance with the guidelines with regard to any information collected from 1 July 1993. The Privacy Officer will also be responsible for dealing with all requests for information received by an agency. Particular consideration must be given to information supplied to an agency about an individual in confidence. The Act contains specific provisions covering the disclosure of information that is "evaluative" or "opinion material" to the individual. These provisions could apply to references or staff appraisals. If the Privacy Officer adopts appropriate systems then compliance with the Act will be internally regulated by each agency.

Attached to this handout is a check list which shows the steps that should be taken when an agency receives an information privacy request, i.e. a request for access for information by an individual.

The Privacy Commissioner

The Government has appointed Bruce Slane as the first Privacy Commissioner to ensure overall compliance with the Act. The Commissioner will deal with all disputes arising under the Act particularly where an interference with the privacy of an individual has been alleged. The Commissioner is given the power to settle disputes by acting as a mediator, to include calling a compulsory conference of the disputing parties, but can issue proceedings in the Complaints Review Tribunal. The Tribunal has the normal powers of a court and can order the interference to be stopped and can make an award of damages or costs to, or order such other relief as it thinks fit. The Commissioner is also empowered to issue separate codes of practice for a particular type of agency or business. The code would replace the guidelines. Due to the particularly sensitive privacy issues arising in the health sector a separate health code is already in place.

Summary

Agencies, through their Privacy Officers will need to familiarise themselves with the content of the Privacy Act and in particular the 12 key guidelines to ensure that they do not contravene its provisions. Individuals should also be aware of the rights they now have to access information held about them. Whilst the effect of the Act will depend on the circumstances of each particular situation it will be particularly relevant in the employee/employers context and the professional/client relationship. However any situation that involves personal information about an individual will now raise privacy issues.

The Small Picture

The Act has a number of concepts.

- It applies to any
- person or agency (individuals)
- Exceptions:
- Parliament or MPs
 - Court or tribunal
 - Ombudsman
 - News media
 - Police
- personal information (not objects)
 - "natural person who is alive" (dead too in some cases)
 - ("Natural person" = individual, not an organisation)

- Features:**
- (1) Privacy Commission - functions contained in the Act.
 - oversees operation of the Act

(Recommends that the BOT collects all Acts related to the Board)

- (2) Code of Practice (not as yet a code of practice for the Privacy Act)

The Act sets up 12 Principles.

1 The Purpose of Collection of Personal Information

- lawful purpose
- connected with function of the agency (school)
- necessary for the purpose. (We tend to acquire all the information that is going - need to ask, do we need it all?)

2 The Source of Personal Information

Collection from the person concerned unless:

- it is publicly available
- we have permission from the owner of the information
- "not reasonably practicable in the circumstances" [this is a judgement call]
- if not to be used where it "could reasonably expect" to identify the individual
- maintenance of the law - courts etc [eg. Police are allowed to ask questions]
- permission of the Commissioner - he can authorise collection of the information

3 When Collecting Personal Information take reasonable steps to be sure the person is aware of:

- the fact of the collection
- the purpose of the collection
- who will receive the information
- the name and address of the agency collecting the information

If the information is being collected under law then the person is entitled to know:

- what law
- if it is voluntary or mandatory to answer the questions
- the consequences of not giving the information
- their rights (including access to and correction of the information held about them)

Exceptions:

- as a Principle 2 (policy etc)
- if a form was designed for use before July 1993 (OK to use it up until 1995)

4 **Manner of Collection of Personal Information:**

Not to be collected:

- unlawfully
- unfairly
- unreasonably obtrusively

5 **Storage and Security of Personal Information:**

Secure against:

- loss
- access (only people who **need** access)
- use for which it was collected
- modification (that people are not able to modify the information)
- disclosure
- misuse

[Computers should have passwords on them - authorised access only]

[Only legal guardians (if parents separated) able to access information - ask them what their right to the information is]

6 **Access to Personal Information:**

People have a right to:

- know if you hold information on them
- access the information you hold on them
- know who will receive the information

If you refuse, you must give the reason for your refusal.

[eg. Job Application Form - information must be used specifically for that purpose only]

7 **Correction of Personal Information**

Holders of personal information can be asked to correct the information held.

- If the agency holding such info is not willing to correct the information held after being requested to do so by the person concerned, that person can ask that a statement provided by them of the correction they seek be attached to the information so that it can be read with it.
- The agency must take reasonable steps to do this.
- The agency must tell the person requesting the correction what it has done in terms of ensuring the information is accurate and up to date, plus what it has done in terms of attaching to any information a request for correction which has not been complied with.

Time Limit for holding information:

- when it ceases to fulfil requirements/purpose for which it is created
- information does not "age" automatically

8 **Accuracy of Personal Information to be checked before use**

When using personal info, take reasonable steps to check it is:

- accurate, up to date, complete, relevant, not misleading.

["Reasonable steps" - own interpretation]

9 **Agency not to keep Personal Information longer than necessary**

You may not keep personal information for longer than required for the purposes for which it was lawfully collected [don't hoard it!].

10 **Limits on the use of Personal Information**

Need to think of the uses for the information **before** seeking it.

Personal information collected for one purpose cannot be used for another purpose unless the agency believes with reasonable grounds that the information is publicly available, or the individual concerned has authorised the use of the information for the other purpose.

{Other exceptions - as for Principle 2}

11 **Limits on Disclosure of Personal Information**

Agencies may not disclose personal information to another person or agency unless:

- it is one of the purposes for which it was collected
- it is directly related to one of the purposes for which it was collected
- the information is publicly available
- it is to the person concerned
- it is to a person with a right under law (you have the right to ask under which law they are asking for the information)
 - (eg. DSW - what authority do they have to ask?
 - ring them back to verify their identity)

12 **Unique Identifiers**

Agencies may not assign a unique identifier (personal identification number) unless it is necessary for the function of the agency.

Agencies must make sure that such unique identifiers are assigned to people whose identity is clearly established.

No one can require disclosure of a unique identifier unless directly related to the purpose for which it was issued.

COMPLAINTS

Before making a complaint:

- harm must have been done to the complainant
- encourage correction / settlement (this is the thrust of the Commissioner - not punitive action)
- policy and procedure in place (systems) to deal with complaints?
- Natural justice constraints
 - who is making the accusation
 - have an unbiased judge

Commissioner aims at a settlement between the parties - encourages this via compulsory conferences etc.

Commissioner refers to the Complaints Tribunal (which acts as a Court) if he is unable to solve the complaint. He will seek

- a decision
- damages

[** BOT needs to have a policy on privacy information]

PRIVACY OFFICERS

Agencies must have one/two appointed (probably should not be the Principal - he is rather, the appeal person: also not a BOT member - not always accessible)

Should be:

- a member of staff
- role to
 - encourage compliance with the Act
 - deal with requests for info. And access
 - work with Commissioner on complaints

[No one can take you to any other Court under Privacy Act - only to the Privacy Commissioner]

PROCEDURES / PROTOCOLS

Internet Access

Rationale

- Rangiora High School provides internet access to students and staff. Students are granted internet access in furtherance of their relevant learning objectives; staff are granted internet and email access in furtherance of their relevant professional duties.
- All internet and email access by any user shall be conducted within the boundaries of the laws and regulations of New Zealand including, but not limited to, regulations set by the Department of Internal Affairs, the Ministry of Education, and the Principal and her/his designees.
- All users of the internet will sign an Internet Users' Agreement.

Purpose

- Internet access by students is beneficial in that it assists students to achieve learning outcomes in multiple curriculum areas. Internet access by staff is beneficial in that it assists staff in fulfilling professional duties. These benefits need to be weighed against the potential for misuse. Such misuse can interfere with student learning outcomes and in certain circumstances violate the law. This policy is designed to provide the benefits of internet access to students and staff whilst protecting students, staff, and RHS from the negative consequences that misuse can incur.

References

- "Associated Guidelines" and "Computer & Internet Access Agreement" (incorporated herein by reference).

Procedure

- See "Associated Guidelines" and "Computer & Internet Access Agreement."

Review of policy

- This policy will be reviewed for updating on a biannual basis (or more often if in the opinion of the Board of Trustees or its designee a more frequent update is appropriate).

Measures of effectiveness

- The Principal (or her/his designee), staff, and students will be surveyed annually as to how this policy is aiding them in achieving their respective goals.

ASSOCIATED GUIDELINES – INTERNET ACCESS/COMPUTER USAGE POLICY

1. Where user is a student, all usage shall support the learning objectives of the student.
2. Where user is a staff member, usage shall support the discharge of the professional duties of the staff member. Extensive non-school based, personal usage is not approved.
3. Users shall observe the behaviour code of RHS.
4. Students' usage shall require the advance approval of a relevant teacher.
5. Intentional usage with the intent to access, post, process, or disseminate offensive, racist, obscene, dangerous, inflammatory, or otherwise objectionable material is not allowed.
6. Intentional usage with the intent to disrupt computer or network facilities or other users of same is not allowed.
7. Student users shall not access, post, process, or disseminate personal information (including, but not limited to, names, addresses, phone numbers) of students or staff members.
8. The Principal and her/his designees will be the sole arbitrator as to what constitutes appropriate and inappropriate usage.
9. Student users at RHS will be reasonably supervised; however, RHS and its staff cannot be responsible for inappropriate usage. Such responsibility shall rest solely with the user(s) involved.
10. Students users outside of RHS will be reasonably supervised by their whanau.
11. Users will abide by relevant copyright laws.
12. Users acknowledge that they have no right of privacy and that all computer usage may be logged, monitored, and reviewed.
13. Users violating these policies will be subject to appropriate disciplinary action, including but not limited to denial of all computer and internet access at RHS.
14. The Principal or her/his designee may modify these guidelines at any time. Such modifications shall be disseminated to affected parties.

**Computer and Internet Access Agreement
Condition for E-Mail Usage**

1. I acknowledge receipt of, and will abide by, all guidelines regarding computer and internet usage.
2. I will only use appropriate language in all activities.
3. I will not reveal private information regarding myself or others unless prior approval is granted by those involved and such usage is first reviewed and approved by an RHS staff member.
4. I will not divulge my password or user name to others. I will not knowingly allow other users to log in or disseminate information under my user name or password.
5. I will use the computer and access the internet solely for furtherance of learning and not for commercial or profit making activities.
6. I acknowledge that I have no right of privacy and that any and all of my computer, internet, and email activity may be logged, recorded, monitored, and reviewed with or without my knowledge.
7. I acknowledge that I am solely responsible for my actions and that violation of guidelines will result in appropriate disciplinary action including but not limited to banning from all computer and internet resources and access at RHS.

NAME OF STUDENT: _____

STUDENT SIGNATURE: _____

DATE: _____

PROCEDURES / PROTOCOLS

Issuing of Medication

Rationale

- To ensure the safety of students while at school.
- To ensure that where students taking medication of some form, procedures are followed to ensure that the medication is taken at the required times and that the medication does not get into the wrong hands.
- To ensure the safety of staff administering medication on behalf of parents to students.

Procedures

- *Medication:* (eg tablets, administered on behalf of parents/caregivers, for student suffering from a range of medical conditions). Medication must be delivered to school by parents/caregivers, not by students.
 - a. A form (Appendix A) will have been completed by parents/caregivers, authorising the delegated member of staff to administer medication on their behalf with the following information -
 - i the name, form and level class of the student
 - ii the dose to be given to the student
 - iii the time this dose is to be administered
 - iv the condition for which the dose is to be administered
 - v the name of the student's doctor
 - b. The medication in question is stored in a labelled container, specifying the name of the student, the dose required and the time the dose is to be taken.
 - c. Any variation in dose will be notified in writing to the member of the school staff delegated to administer the medication.
- *Issuing medication:*
 - a. All medication will be stored in a locked cabinet.
 - b. All medication given to the student will be recorded on a card, kept with the medication, established for this purpose.
 - c. The record, on the card, will show the name of the student the dose given, the time and date given, and any other action taken and will be signed by the student.
 - d. Forms from parents/caregivers will be stored in the student's file.
- Members of the school administration staff will be delegated the authority to administer medication on behalf of parents/caregivers, and to ensure that medication is stored safely, and appropriate records kept.
- Other medications (eg allergy tablets) or first aid measures, administered to a student, by a delegated member of staff will also be recorded in the sickbay book noting
 - i name of student
 - ii date and time medication or first aid was given
 - iii condition for which medication was given
 - iv medication, including dose and name of medication given
 - v any other action taken
 - vi whether or not a parent, doctor, or other person was contacted
- When a parent or doctor should be consulted, this will be done as soon as practicable.

Reason for the Policy

- Students at Rangiora High School who have been prescribed medication by doctors that needs to be administered on a regular basis need to have the support of the school.
- Some medication that adjusts student behaviour needs to be carefully monitored so that parents/caregivers can check to see if medication is being taken regularly.
- Student safety has to be considered when prescription medications are being transported to and from school.
- The School will issue prescription medication only to students whose parents have made a formal request.

Who Should Know this Policy

- This policy applies to and is relevant to the following parties of Rangiora High School:
 - Students
 - Teaching and Support Staff
 - Deans, Heads of House and Guidance Staff
 - The Principal and Senior Management
 - The Board of Trustees
 - The wider school community including Police, Parents/Caregivers, Support Agencies

Contacts

- Personnel who may be contacted for further clarification may include:
 - Principal
 - BOT Member
 - First Aider
 - Deputy Principal – Student Services



RANGIORA HIGH SCHOOL

Date of Request: _____

I/We request that my child: _____

Form Teacher: _____ Level: _____

be given _____
(Name and dosage of medication)

Requested time(s) _____ (state occasions or times to be administered)

Condition for which dose is given: _____

Signed _____
(Parent / Guardian)

1. I / We the parents / caregivers, accept that the school does not have a trained medical officer to administer medications.
2. I / We accept full responsibility for the decision to give this medication to my/our child and acknowledge that the school is in no way responsible for that decision, now or in the future.
3. I / We also accept that the school cannot guarantee that medication will be given at a precise time or by the same person. (If parents / caregivers wish to guarantee the time, dosage and procedures, then they need to make their own arrangements for medicating.)
4. I / We will notify the school about any changes in dosage, time or procedures by filling out a new request form
5. Parents / caregivers are requested to deliver the medication personally to the school as required and to ensure that adequate supplies are maintained at school.
6. All medication that is not collected by the parents / caregivers at the end of the year will be disposed of by flushing down the toilet, or returning to a chemist.
7. I / We the parents / caregivers accept responsibility that medication to be used at school is not past its "use-by" date.

PROCEDURES / PROTOCOLS

Library

Rationale

- Rangiora High School is committed to providing for the teaching and learning needs of all its staff and students. This commitment means that staff and students must have access to quality resources. The Rangiora High School library, as the key resource centre in the school aims to support and enrich learning and teaching throughout the school.
- This policy provides guidelines on how the library as a resource centre will be managed.

Procedures

- There will be a planned process of resource development and fostering of relationships with other resource agencies.
- Resources will be organised effectively and able to be accessed through ... catalogues
- Library personnel will have access to appropriate training through the Professional Development programme.
- The Learning Resources Coordinator will implement a Resource Based Programme. This will be supported by an adequate time-allowance.
- A budget will be prepared by Library staff which will provide for maintenance, management and development of the library and its resources, including furniture and equipment. It will also provide for the implementation of the Collection Development Policy.
- Staffing will allow adequate hours for library staff to carry out the tasks specified in their job descriptions and the effective operation of the library.
- A programme to foster engagement in recreational reading will be developed and maintained.
- Instruction in information skills will be provided for staff and students.
- The resources and services provided by the library will be promoted to students and staff.
- Student librarians will be trained and support the library staff in interval and lunchtime sessions.
- Procedures for the use of the library will be articulated and published at the start of each year to staff.
- A booking procedure will operate for staff intending to use the library.
- An orientation programme for incoming Year 9 students will operate at the start of each year in conjunction with the English or Social Studies Departments.
- Staff will be kept up to date with new developments and resources in the library through the Weekly Staff Beacon (newsletter).
- Library staff will be supported by the Deputy Principal (Student Services). A monthly meeting with the Deputy Principal will provide the means for communication from library staff to the SLT.
- An annual review of the library will be made to the Board of Trustees.

Reason for the Policy

- The library is a key resource in the school and is used by a number of parties. It is also central to student and staff reading and resource needs, be they recreational or curriculum-related.

Who Should Know this Policy

- This policy applies to and is relevant to the following parties of Rangiora High School:
 - Students
 - Teaching and Support Staff
 - Heads of Department
 - Finance Manager
 - The Principal and Senior Management
 - The Board of Trustees

Contacts

- Personnel who may be contacted for further clarification may include:
 - Principal
 - Deputy Principal, Student Services

PROCEDURES/PROTOCOLS

Library Development

Rationale

- Rangiora High School Library will provide a wide range of high quality and up-to-date resources to support the key competencies and Learning Areas of the New Zealand Curriculum and will meet the needs and interest of users of various ages, abilities and cultural backgrounds through careful resource management.

Procedures

- Resources are selected to:
 - Support and enrich the educational programmes of the school.
 - Develop and foster a love of reading.
 - Support the development of information literacy skills.
 - Meet and extend the users recreational needs and interests.
 - Provide access to a wide variety of resources in a range of formats.
 - Provide information on opposing sides of controversial issues and different points of view.
 - Promote the school's goals on equity, gender, biculturalism and multiculturalism
 - Provide an awareness and knowledge of the cultural and historic heritage of New Zealand and other countries.
- *Responsibility for selection*
 - The Teacher Librarian, Teacher with Library Responsibility or Library Manager, has overall responsibility for selecting and purchasing resources for the collection, in consultation with library and teaching staff and with input from students. Resources are to be purchased according to a buying plan and budget based on an assessment of the collection.
- *Selection of school library resources*
 - Specific criteria and procedures for selection and acquisition of resources are documented in our procedures manual. There is a commitment to purchasing New Zealand material that meets the selection criteria.
- *Donations*
 - The library will accept donated resources that meet the selection criteria, and will withdraw them in the same way as other Library resources. Donors should be made aware that in giving the material to the school, they relinquish ownership of the item/s.
- *Collection Maintenance*
 - Processing extends the life of resources and will be completed before resources are made available for use.
 - Mending is a time consuming activity and will only be undertaken after consideration of the cost of time and materials versus the usefulness of the resource and the replacement cost.
 - Weeding is an ongoing process of removing from the collection material which no longer meets the established selection criteria. Weeded material will be disposed of permanently. Ongoing weeding of the collection is carried out by the library team in consultation with teaching staff, according to guidelines in our procedures manual.

- *Challenged Resources*
 - Rangiora High School maintains that only parents or legal caregivers/guardians have the right and responsibility to restrict access of their children to library resources. Parents or legal caregivers who do not want their children to have access to certain library services, materials or facilities, should advise their children accordingly. Staff are unable to take responsibility for restricting individual students from access to specific resources held by the school library. (See full statement from American Library Association statement as listed in Related Documents)
 - Where a complaint against a specific library resource cannot be resolved through informal discussion, the following steps will be taken:
 - Key members of staff are notified and the item is made available to them to review.
 - Advice is sought from the National Library.
 - The complainant will be referred to the related documents:
 - ❖ Library Development Policy
 - ❖ LIANZA Statement on Intellectual Freedom
 - ❖ ALA statement 'Free Access to Libraries for Minors'
- *Copyright*
 - Rangiora High School will encourage library users to adhere to copyright law
- *Reviewing the Policy*
 - The Library Development Policy will be evaluated and updated in accordance with changes in the curriculum and changes in priorities within the school.

Reason for the Policy

- A Library Development Policy is necessary to the effective functioning of the Rangiora High School Library.
- It will provide a formal framework within which the Library will function to meet the curriculum, informational and recreational needs of the school as a whole. Consideration must be given to:
 - The characteristics of the school and the community
 - Cultural and ethnic groupings
 - Attitudes to education, books and reading, within the school community
 - Current use of the library by teachers and curriculum topics taught
 - Special needs of individuals.

Who Should Know this Policy

- This policy applies to, and is relevant to:
 - Teaching and Support Staff
 - The Principal and Senior Management Team
 - Parents and Caregivers
 - The Board of Trustees

Contacts

- Personnel who may be contacted for further clarification may include:
 - Principal
 - Deputy Principal (Student Services)
 - BOT Member (Student Services)
 - HOD Library

PROCEDURES / PROTOCOLS

Police in the School

Rationale

- The school has a civic responsibility to inform the Police about criminal activity on school premises.
- Students need to understand the implications of criminal behaviour.

Principles

1. Police must be notified of serious criminal activity on school premises. School Counsellors may be exempt if information gained is given as part of a Counsellor/Client confidence.
2. Teachers must not operate outside the bounds of a normal and reasonable parent when dealing with students. While the Children, Young Persons and Their Families Act does not apply to those acting in loco parentis, we need to be aware of its provisions, when dealing as intermediaries between parents and the police.
3. Parents should be advised of the fact, that the Police have been informed of their child's illegal activity around the school.

Guidelines

1. Criminal activity, such as selling or distributing drugs, serious assault or repeated theft should be reported to the Police. It is up to the Police to decide if further action should follow.
2. Police may be invited to interview students at school, and at other times they may ask to interview students at school.
3. If Police are to be involved in in-school interviews of students suspected of a crime, a parent must be advised. Either a parent or a staff member should be present at the interview. If a parent cannot be contacted, and the matter is urgent, the Principal can give permission for the interview. If possible parents should be informed of an interview having taken place.
4. Should a parent refuse permission for police to conduct an interview, the parent is to be instructed to remove their child from school immediately, and to take the child to the Police station.
5. Any staff member involved in interviewing students while dealing with illegal activity, must keep accurate notes and file them in the student's file. Students should sign and date any statements they give.
6. Staff have the right to search student lockers and bags, but this should only be done in the presence of the bag or locker owner, and preferably, with another staff member present.
7. Staff must not promise anonymity, or make promises not to inform the Police when interviewing students suspected of illegal activities.
8. Parents have a right to attend an interview and discuss their child's activities and the investigation of these by the school.

PROCEDURES/PROTOCOLS

Recognising Student Achievement

Rationale

- To provide positive reinforcement to students the following procedures will operate

Procedures

- Students will have credit certificates recorded by the Dean.
- Once the first five certificates have been collected, students will take these to their Head of House and will receive one 50c voucher to the canteen, together with a letter sent home to parents congratulating the student (and the parents!)
- Once 10 Credit certificates have been received, the student will go to Mrs Burrows and receive 2 canteen vouchers, together with an achievement certificate and a letter home.
- For every 10 credit certificates received thereafter a further 2 canteen vouchers will be given plus an achievement certificate and a letter home.

PROCEDURES / PROTOCOLS

School Tours

Rationale

- School tours provide educational opportunities, which often cannot be provided in other ways. Tours provide students with opportunities to work together in a group preparing for the tour and to live and work together during the tour. A tour involves a period of time greater than a day and will involve at least one overnight stay. School tours require careful planning and preparation if they are to be successful. They need to be conducted following clear guidelines followed by the person in charge who may be a staff member, coach or manager. Some examples of tours are cultural language tours to New Caledonia, Sports tours of Australia, Tourism trips to Queenstown etc.

Purposes

1. To provide students with cultural, educational sporting, and recreational opportunities outside the classroom in a variety of settings.
2. To provide clear guidelines for students, parents coaches, managers and staff on the procedures to be followed in organising tours.
3. To provide clear guidelines as to the manner in which those taking part in a school tour are to conduct themselves.

Guidelines

1. A tour which takes place in the name of the school is under the control of the school.
2. Before any move is made to organise a tour, permission to begin organising must be sought from the Principal on behalf of the Board of Trustees.
3. The Principal, before giving permission for the tour organisation to proceed, must be assured that:
 - i. it is staffed by an approved person and that there are adequate teaching staff for the tour,
 - ii. the tour has a management policy and structure,
 - iii. the finances will be well managed,
 - iv. the itinerary is a suitable one for the age and abilities of the students,
 - v. the timing of the tour is such that clashes with other school activities are kept to a minimum.
4. Members of a touring group will be selected by the teacher(s)/coach, manager in charge and approved by the Principal.
5. Non Rangiora High School students are ineligible to tour, except by invitation of the Principal. Any such invited student will adhere to school policy as if he/she were a student of this school.
6. *Organisation:*

The amount of organisation involved will depend on the nature of the tour. Relatively short-term regular trips will not require the formation of a management committee that the long-term tours, especially overseas will need.

 - a) *Correspondence:* Correspondence to any school must go in the first instance to the Principal of that school and should bear the signature of the Rangiora High School Principal.

- b) *Management:* There shall be a management committee elected by parents, students and staff taking part in the tour. The committee shall comprise of a Chairperson, Secretary, Treasurer, the teacher organiser and at least 2 other committee members, one of whom should be a student. Meetings of the committee shall be held at regular intervals.
 - c) *Finance:* All accounts are to be administered within the school through the finance manager. The committee must approve payment of accounts. Provision should be made for any costs of relief required for the duration of the tour. A treasurer's report must be presented to parents and the Board of Trustees at the conclusion of the tour.
 - d) *Fundraising:* Schemes need approval of the Principal and must follow the Fundraising Policy.
 - e) *Meetings:* A record of all decisions is to be kept and a copy sent to the Principal.
7. School rules apply in respect of general behaviour, consumption of alcohol or drugs and relationships with staff. Parents and students will read and sign the school's Drug and Alcohol Code of Behaviour.

If a student is to be billeted, a letter outlining the school's Tours and Drugs and Alcohol policies will be sent to the host schools in advance with a request that host families be informed of the school's policies before the students arrive.

- 8. Students taking drugs or medication on prescription are to declare this to the staff member organising the tour prior to the commencement of the tour.
- 9. The staff member in charge is responsible for applying school rules and taking appropriate action when the rules are breached.
- 10. Any student going on a school trip, undertakes to obey staff members' instructions and to accept the decisions of the staff member in charge.
- 11. Should the teacher in charge decide that a student's behaviour is such that the student must leave the tour, the cost of transporting the student back to school is to be paid for by the student's parents/guardians.
- 12. Parents and other adults who are not staff members accompanying the tour will undertake to accept the authority of the teacher(s) in charge. If the teacher(s) in charge makes a ruling with which other adults disagree, then the matter should first be discussed with the teacher(s) in charge, and then with the Principal on return from the tour, if the problem cannot be resolved.
- 13. The teacher(s) in charge, is acting on behalf of the Principal during the course of a tour. Should a situation arise during the tour when the action of a non-staff member adult compromises the good conduct and/or safety of the tour, then the teacher(s) in charge may ask that person to leave the tour group.

NOTE: The cost of finding relief for teachers required for a tour may be a charge to the group travelling.

SCHOOL TOURS - RANGIORA HIGH SCHOOL

- 1 Any tour which takes place in the name of the school, is under the control of the school. Members of a touring group will be selected by the teacher(s) in charge and approved of by the Principal.
Non Rangiora High School students are ineligible to tour, except by invitation of the Principal. Any such invited student will adhere to school policy, as if she/he were a student of this school.
- 2 School rules apply in respect of general behaviour, consumption of alcohol or drugs and relationships with staff. Parents/caregivers are expected to read the school's Drug and Alcohol Policy and discuss it with their child to ensure that it is understood. If a student is billeted, it is the student's responsibility to inform their host parents of this policy, in the event that drugs or alcohol are made available to them.
- 3 The staff member(s) in charge is responsible for applying school rules, and taking appropriate action if the rules are breached.
- 4 Student agreeing to go on a school trip, undertake to obey staff members' instructions and accept the decisions of the staff member in charge.
- 5 Should the teacher in charge decide that a student's behaviour is such that the student must leave the tour, the cost of transporting the student back to school is to be paid for by the student's parents/caregivers.
- 6 If a student on a trip has serious concerns about the management or decision making of the teacher in charge, these concerns should be taken up with the teacher in the first place, and then with the school Principal if the problem is not resolved.

I have read and understand the above rules pertaining to school trips.

Signed: _____ Student

Signed: _____ Parent/Caregiver

PROCEDURES/PROTOCOLS

School-Community Links

Rationale

- The school recognises that strong, continuing links with parents and the community are vital to its continuing effectiveness as a community learning centre.
- The school will establish and maintain links with the community in accordance with its Charter objectives. The school will provide opportunity for parents, students and community members to be involved in decisions to make major changes in school policy.

Reference

- **School Charter**
Goal: To enhance learning by establishing a partnership with the school's community and to be responsive to its educational needs and wishes.

Objectives

- Every year prepare and implement policy on how the Board will consult with the school's community.
- Each year state how and when the Board of Trustees will report to the school's community.

Purpose

- To provide opportunities where parents and community
 - are able to speak freely to teachers
 - are welcome participants in their children's learning
 - are well informed about what the school is doing, why it is doing it and how
 - feel free to communicate their ideas
 - are kept informed about curriculum decisions
 - can contribute their interests and talents
 - are able to participate in the policy and practice of the school
 - feel the special needs/interests of their children are being met
 - know their way around the school
 - have real choices about their children's education
 - are valued as partners in the education of their children

Guidelines

- The Board will endeavour to involve parents and community in major Charter changes by providing consultation opportunities through one or more of the following methods:
 - small group discussion (sampling)
 - telephone consultation
 - questionnaires
 - providing information through parent evenings: These include:
 - parent report evenings for each year level
 - open days (at least one a year)
 - specific information meetings such as the meeting for parents of the following year Form 3 students
 - parent evenings organised by the PTA on specific topics (at least once a term)

- providing information which may result in parent feedback such as through newsletters (at least once a term)
 - specific letters to parents on specific issues e.g. field trips
 - regular news statements to local media
- The Board will ensure that there is consultation on all contentious policy matters, initially when they are developed and thereafter when evaluation of the policy occurs or when changes are deemed necessary.
 - The Board will consult with concerned groups over matters relevant to them when any of the parties concerned requests the consultation.
Examples:
 - With parents of physically or intellectually disabled students over access concerns
 - Maori parents on Maori education issues
 - Staffing policy with the staff
 - The Board will take community, parent, staff and student viewpoints into consideration in its decision making and in determination of policy whenever consultation has occurred over the matter involved.
 - When decisions are made as a result of consultations, explanations for the final decision will be given.
 - Where a consultation occurs in the name of the school the Principal (acting on behalf of the Board) will have the right of approval over all situations where the consultation affects school management, Charter or school policies.

PROCEDURES / PROTOCOLS

Smokefree

Rationale

- The inhalation of tobacco smoke is a health hazard.

Purposes

1. To protect staff and students from exposure to tobacco smoke in accordance with the Smoke-free Environment Act 1990.
2. To ensure students are presented with non-smoking role models at school.

Guidelines

- Smoking is not permitted by staff and visitors in school premises at any time.
- Smoking is not permitted by students on school premises or while on school activities outside the school or while travelling to or from school.
- Non-compliance with the smoke-free policy shall be resolved using normal disciplinary procedures as set by the Board of Trustees.
- Smoke-free posters, signs or stickers shall be displayed in areas used by visitors.
- This policy shall be reviewed every year following consultation with staff.

PROCEDURES / PROTOCOLS

Smoking

Rationale

- Smoking by students places the smokers' health at risk together with those other students and staff who are passive smokers. The school bans smoking by students while at school and while they are travelling to or from school or are on school activities away from school for the following reasons:
 - When students are seen openly smoking at or near school (e.g. in the East Belt Cemetery) or while on their way to or from school, the school's reputation is placed at risk;
 - Students' health is endangered;
 - Other students who are not smokers are discouraged from using school facilities such as toilets because of the activities of student smokers.

Objective

- To eliminate smoking by students as part of ensuring that the school complies with its responsibility to create and maintain a safe emotional and physical environment for students.

Procedures

1. Whenever a staff member or a student leader catches a student smoking or in possession of cigarettes, cigarette papers, tobacco, matches or a lighter, the name of the offending student is to be given to the appropriate Dean/Head of House.
2. House Executive will be specifically briefed on their duties and on how to go about their duties (refer to Appendix 1).
3. For the purposes of enforcing the "no smoking" rules of the school the following areas will be "out of bounds":
 - The East Belt Cemetery
 - The Baptist Church grounds
 - Any area within 10 metres of the hedge on the playing fields including the area behind the rifle range;
 - The area behind E1 and E2 and behind G Block
 - 115 East Belt
4. Where a student may be associating with other students who are smoking, teachers may give that student a detention. Student leaders are to provide the names of those "associating with smokers" to the appropriate Dean/Head of Level.
5. In the event that a teacher or a student leader is unable to make a positive identification of a student or where they have been provided with a name they suspect is false, the teacher or student leader may use the school's photo records to attempt to identify the student concerned.
6. The Dean/Head of House will take the following action with respect to students found to be smoking or in possession of smoking materials or equipment
 - a) For first offences in any one year - a detention plus a standard letter (see Appendix 2) home to parents warning of repercussions should there be further offending;
 - b) For second offences in any one year - the student will be withdrawn from class to work through an anti-smoking kit. This should take most students approximately one school day. This is accompanied by a letter (see Appendix 3) home informing parents of this action and outlining the steps the school may take should there be a further offence.

- c) For third offences in any one year - the matter will be referred to the Principal. Actions the principal may take include placement in the Contract Room for a specified period, a meeting with parents, work outside of school time either during a weekend or school holiday period, an approach to the Health Clinic or doctor for a prescription for nicotine patches or a "stand down" or "suspension" from school. As part of this referral, a letter (see Appendix 4) will be sent home to parents).
- 7. Students caught smoking who indicate they wish to quit smoking will be encouraged to refer themselves to the Health Clinic. The nurse will run "quit smoking" sessions for those who want to quit smoking.
- 8. The letter which is sent home after smoking offences will notify parents of the availability of these "quit smoking" sessions, making clear that students will only be accepted if they refer themselves - referrals from teachers or from parents without student consent will not be accepted, because such referrals are unlikely to result in success.
- 9. Each year students will be informed about the school's smoking policy and procedures within the first two weeks of the first term. Parents will be provided with a summary of this policy in the first school newsletter of the year.

APPENDIX I

ADVICE FOR HOUSE EXECUTIVE ON DEALING WITH SMOKERS:

We very much appreciate your support and acknowledge that the task you have is not an easy one.

Please be particularly alert to anyone you see smoking, and don't just ignore it. In particular, when you are on duty, go out of your way to check the toilet areas for smokers.

Whenever you come across smoking in a group situation:

- Try to identify which members of the group are actually smoking
- Approach the group tactfully. A good approach could be to ask "Why are you smoking?" Anyone not actually smoking will almost always deny it at that stage. If it is not denied, we can presume that all were smoking.
- Ask the students for their names and year levels
- Pass their names on to the relevant Dean/Head of House. Please clearly state whether the pupils were actually smoking or were associating with smokers.

If any student refuses to give you their name – or takes off when you approach, try to get a good look at them. If there are any other students in the vicinity who don't take off, ask them if they know who they were. Come and see any member of the Senior Leadership team –or your Dean/Head of House – and ask to look through the school photos.

Many thanks for your assistance. We need your help if we are going to succeed in addressing this issue.

PROCEDURES / PROTOCOLS

Student Leadership

Rationale

- Students should be given the opportunity to develop leadership skills as part of their education at Rangiora High School. These opportunities come both through their classroom learning and through the activities the school provides beyond the classroom in sporting, cultural and House activities and through School Council.

Procedures

House Executive

- Membership of the house executive teams will be obtained from senior and junior students.
- Applications to be a house executive member will be invited from students during Term 4 before the end of October in each year. The selection will be made by the Head and Dean of House.
- Selection of students will be made after consideration of applications and after interviewing applicants (if necessary).
- Senior students applying for House Executive will be required to attend leadership and teamwork training in November. Students must also be available to attend a student leader training camp which will be held within the first two weeks of the first term each year.
- Leadership and teamwork training will take place in the days immediately following NCEA exams. All Year 12 students are expected to attend. At the end of the two days staff involved will decide on which students will be Peer Support leaders.

Head Students

- There will be 4 head students who will be selected at the end of the year. Selection of the head students will be made by the Principal in consultation with the Deputy Principal (Student Services), the teacher in charge of Student Leadership and Deans and Heads of House. Year 12 students and staff will vote to produce a shortlist of candidates who will be interviewed by the Principal, Deputy Principal (Student Services), and the teacher in charge of Student Leadership. The shortlisted candidates will be required to deliver a speech to their peers at leadership training. The successful candidates will be announced at Leadership and Teamwork training days.
- *Duties of Head Students:*
 - as a member of the head student group to represent the school at any official function requiring student representation
 - to take part in the peer support programme
 - as a member of the head student group to act as a leader in the running of school functions and activities such as school assemblies and school social events
 - take part in School Council
 - attend Board of Trustees meetings and take part in school committee activities as required.
- *Duties of House Executive:*
 - to participate fully in and lead the activities of the house
 - to take part in the peer support programme (seniors only)
 - to assist with duties around the school as part of the team including assisting teachers with ground duties such as canteen supervision and gate duty
 - to assist with duties at school activities and functions such as school assemblies and social events.

- The school will:
 - provide training
 - provide support for each house executive team
 - provide each student leader with suitable identification
 - recognise the services of student leaders and head students
 - provide formal elections for School Council and for student representative on the Board of Trustees
 - appoint staff to support the running of School Council

Reason for the Policy

- Rangiora High School is committed to:
 - ensuring a wide range of opportunities for students to develop leadership and team skills are provided throughout the school.
 - ensuring training in leadership and team skills through participation in such programmes as peer support is effectively provided

Who Should Know this Policy

- This policy applies to and is relevant to the following parties of Rangiora High School:
 - Teaching and Support staff
 - Teacher in charge of student leadership
 - Deans, Heads of House
 - Principal and Senior Management
 - Board of Trustees

Contacts

- Personnel who may be contacted for further clarification may include:
 - Principal
 - Deputy Principal (Student Services)
 - Heads of House
 - Teacher in charge of Student Leadership

PROCEDURES / PROTOCOLS

Student Management

Rationale

- The system of management of student behaviour at Rangiora High School aims to provide a framework in which the individual needs of all staff and students are recognized and fulfilled and the wider interests of both school and community are protected and enhanced.
- Teachers are responsible for ensuring that classrooms and other student work places are calm, work-focused environments that allow everyone to work safely, successfully and enjoyable.
- Staff, students, Board of Trustee members, parents and caregivers, along with the wider community should be made familiar with the objectives of this policy.

Objectives

- To ensure that learning can take place free from the disruption of students with behaviour problems.
- To encourage students to take responsibility for their behaviour.
- To ensure consistency of actions across the whole school.
- To ensure that good behaviour is acknowledged and rewarded.
- To ensure that relevant documentation of student behaviour is maintained and parents/caregivers are informed.
- To ensure a safe learning environment, where all students and staff are treated with respect.

Guideline Index

1. The Classroom Code
2. School Rules
3. The Steps in MSB
4. Rewards / Prizes / Detentions
5. Referrals / Stand down and Suspension
6. Consequences of Inappropriate Behaviour
7. Consequences of Appropriate Behaviour
8. Notification of Referral
9. Guidelines for “working it out”
10. Referral Contract



The Classroom Code

What the school and the students can expect of each other

As a student of this school I have a right to expect that

- I will be able to feel proud of my school.
- Teachers and students will treat me, and my opinions, with respect and courtesy.
- School facilities will be available and maintained in good working order.
- The school grounds and buildings will be an environment in which I feel safe.
- All staff will apply discipline consistently.
- I will be able to learn in clean, well-equipped classrooms, in a positive working environment under the supervision of trained, confident and qualified teachers.
- Personal matters taken up with teachers or counsellors will be kept confidential.
- My personal property can be stored safely with the knowledge that it will not be tampered with.
- My abilities will be recognised.
- I will be treated fairly, no matter, what my race, religion, sex or ability.

To achieve these expectations, all students must accept the following rules of good behaviour:

- I will act in a manner that does not prevent or obstruct my own learning or the learning of other students in class.
- I will attend all classes, arriving on time and with the correct books and equipment for the subject, unless I have a signed note.
- I will treat, and speak to, all pupils and teachers with courtesy and respect no matter what their sex, race, abilities, or values.
- I will show respect for my own physical well being and the well being of others.
- I will not bully or intimidate others.
- I will respect other people's property and leave it alone.
- I will take care of school property and care for the environment.
- I will wear the appropriate school uniform correctly, and as a Year 13 student will abide by the dress code.
- I will remain on school grounds during school time, or follow the correct procedures for being out of school.
- At all times, I will not engage in any activity that would bring Rangiora High School into disrepute.

At all times in this school, I am responsible for my own behaviour. I am expected to make sensible choices, which take into account the rights and expectations of others.

Rangiora High School Rules

The Rangiora High School Rules have been decided on by students and staff and will be followed by all.

SCHOOL RULES

- Respect other people and their property. (Do not interfere)
- Offensive language or behaviour is not acceptable
- Harmful drugs, smoking, alcohol or substances of abuse are not permitted
- Wear the uniform correctly
- Eat food in the appropriate places
- Take care of the school environment
- No violence.

CLASSROOM RULES

- The teacher is in charge - follow instructions
- Allow others to learn
- Help and co-operate with others
- Respect other people and their property
- Be polite and courteous.
- Behave in an acceptable way
- Use technology at appropriate times
- Eat at the appropriate time in the appropriate place
- Respect the environment and resources
- Ensure the safety of others
- Use respectful language
- Bring the correct equipment
- Be on time.

Classroom Practice Guidelines

1. Create a positive and attractive learning environment.
2. Greet students in their own language. They can teach you.
3. Give students the time of day when they enter the room. "How's that worm farm going?"
4. Establish clear routines and procedures. Practise these.
5. Role model manners, acceptable language and tone of voice.
6. Check that all students understand instructions. Find ways that work for them.
7. Use lots of directed praise related to classroom rules or the work being done
8. Make sure the students know what is going to happen in the lesson, the sequence of lessons
9. Use the "Do Now.." process
10. Use Kevin Knight's Noise Level indicators. Make sure the class knows what the levels sound like and what is expected.
11. Demand full attention when giving instructions
12. Ensure the students experience success
13. Let them know you have high expectations of them. Mediocrity is not for them.
14. Show them your passion for the subject
15. Show them that you understand their learning needs. Have alternative activities to extend/revise/revisit.
16. Use text appropriate to reading age. Provide/devise a vocabulary list
17. Involve the students in deciding how they learn/what the rules are. Involve them in the formative assessment process
18. Ensure lessons are balanced with a variety of learning styles
19. Be prepared to abandon ship when things aren't working.
20. Make your room or the room you share a temple of your subject area.
21. Make a group e mail list of parents. Let them know what the class is doing and associated expectations for homework/equipment.
22. Have a swap box of pens/spare paper. Contact parents immediately when equipment not brought.

Some strategies before referral:

1. Devise a seating plan.
2. Reflect on the lesson content/activity. Be prepared to change tack.
3. Move students to less disturbing parts of the room.
4. Move disruptive students away from attention. Turn to the wall or a naughty seat.
5. List rule breakers on the board. Put them on probation/yellow card and challenge them to get off the board. Make sure they know what is required.
6. Brief time out. Send over energetic student on a "long note" to burn off energy.
7. Use "I" messages when describing behaviour. Concentrate on the behaviour not the person.
8. Keep early intervention strategies light. Calm voice.
9. Go to the student and get down to their level, beside them. Talk quietly rather than make a scene. Avoid giving them an audience.
10. Don't make idle threats. Be prepared to act on your threat.
11. Use a warning system to let students know where they stand.
12. Have a departmental referral timetable at the ready.
13. Invite your HOD/ department member/ buddy to come in to your class to observe/assist.
14. Make contact with the Specialist Learning Teacher.
15. Meet with the form teacher if it is a "core" class.
16. Make home contact. E mailing parents is efficient and effective.
17. Observe the class/individual with another teacher.

THE STEPS in Managing Student Behaviour (MSB)

1. Develop relationships. Giving the “time of day” to all students. Greet them at the door, circulate in the room. Catch them being good. Make home contact early on when things are going well.
2. Self-examination. The teacher asks, “What am I doing? Is it working? Why or why not? Who can help?” (Parent, HOD, Dean, SCT, Counsellor)
3. Restorative chat - “What are you doing? Is it against the classroom rules? What were you thinking? Who else is affected? What can I do to help you? How can we make sure it doesn’t happen again?”
4. Behaviour occurs again or escalates.
5. Referral to department or referral room. Home contact is made.
6. Working it out. A written contract is required and is given to the students in the referral room. This must happen. Make the time workable for you and the students. The HOD, Dean or Form Teacher can assist.
7. Student returns to class. Contract is kept by teacher and copy to Dean.
8. Student fails to work it out – send to referral room. Staff there will place student in Contract Room until teacher can come to Work It Out. A space is available for this to happen adjacent to the Referral Room. This must be as soon as possible. Dean will be informed. Dean/HOD may assist with working it out.
9. In cases of outrageous behaviour another student should be sent/phone call made asking for assistance to Dean/HOH/HOD/Deputy Principal.
10. Students are placed in the Contract Room by Deans/HOHs/DPs only. This is for ongoing or repeated behaviour issues. Home contact is made.
11. Students without equipment should be sent to department referral with work. Make home contact. Have a swap box in your room.

Rewards

- House points can be given out as a regular event in class, to reward good work or achievement.
- Credit certificates can be issued to reward good or improved behaviour.
- When students have multiples of 5 credit certificates the Principal rewards these with a canteen voucher and a letter is sent home to parents. Full house point sheets are returned to the House Office.
- Make home contact to inform parents of good /improved behaviour or achievement.
- Teachers may invite the Principal, HOD, Dean, Head of House or DP to visit the class as a whole or to see individual students' work.

Prizes

- A list of prizes to be awarded annually is published in the course booklets available to students at the start of the year.

Consequences

Detentions are run by Houses every lunch hour. Students assemble at S1. There is a detention held after school on Friday for detention defaulters or as punishment for serious offences, that the Deans issue. Library detention is run once a month by Julia Malcolm.

- Detention should be given out for disruptive activities outside the classroom.
- Smoking is dealt with by the relevant Head of House.
- Truancy is dealt with by the relevant Dean or Head of House.
- Abusive behaviour towards a staff member or student leader should be referred to the relevant Deputy Principal
- If a bus pupil is given an after school detention it is the parent's responsibility to ensure the student can get home.
- If a student does not attend a detention parents will be contacted
- Parents will be notified by standard letter of detentions after three detentions have been completed.
- If for an important reason (usually requiring a note) a student is unable to attend detention they may see their Dean for a deferment.

Referrals

- Following the steps of the MSB system teachers can refer students from class if they are preventing others from learning.
- Students will be given a referral form and be directed to go to the referral room or to a departmental referral for the remainder of any one period.
- Students may be given work to do while in the referral room. They will also work on a Referral Contract which is to be used when the teacher and student meet to work it out before the next class.
- Failure to go to the referral room will result in the student spending time in the contract room.
- Deans are notified by the teachers of referrals and may place a student in the contract room for multiple referrals.
- Students who are referred in the last ten minutes of class will be referred from the next available class in that subject.
- Deans will place students who are referred too often on a list. These students will stay in the referral room for a minimum of two periods and a break.

Referral to Deans, Heads of House or Deputy Principals


For serious discipline matters, the following choices are available to the above people to act upon:

- Contact parents and / or meet with them.
- Place the students on a behaviour/attendance report with form teachers, deans or DP.
- Referral to the Learning Support Coordinator
- Referral to the RTLBs
- Referral to a counsellor
- Referral to outside agencies through the counsellor
- In-house stand down/suspension
- Denial of privileges - class trips, sports visits etc
- These actions will be recorded on the student's file.

Stand down/Suspension

- For serious behaviour problems a case can be made by the Dean, Head of House and Deputy Principal and put to the Principal for a stand down. Only the Principal or a delegated senior administrator has the authority to stand down or suspend a student and the provisions of the Education Act must be followed.
- Students can only be stood down for one to five days each term and only ten days in any year. Students who exceed this number of stand-downs will be suspended and appear before the disciplinary committee of the Board of Trustees.

Rangiora High School Behaviour Response Chart

Behaviour	Immediate		Chronic	
	Who?	Action	Who?	Action
No homework / Poor homework effort	Classroom teacher	Classroom Management <ul style="list-style-type: none"> ▪ redo work ▪ home/class detention ▪ phone home 	→ HOD → Dean	Contact home Homework report
Lateness	Classroom teacher	Warning Imposition	→ Form Teacher → Dean	Contact home Attendance report
Lack of equipment	Classroom teacher	Warning Equipment Report Imposition (Dept policy) Phone call or Letter home	→ HOD → Dean	Contact home
Uniform discrepancies	Form teacher	Impound non-regulation item Uniform Report	→ DP	Contact home Replace non-regulation item? Uniform pass?
Classroom disruption	Classroom teacher  Referral Room staff	Classroom Management Plan ↓ Referral to Critical Friend ↓ Consult HOD ↓ Referral Parents notified (Phone call or Letter home)		
Persistent classroom disruption	Classroom teacher	Referral	→ Dean/HOH	Contact home Contract Room Daily Report
Extreme classroom disruption	Classroom teacher	Referral	→ DP	Possible Stand-down
Not meeting academic commitments e.g. homework/assessment	Classroom teacher	Classroom Management Plan ↓ Referral to HOD (Phone call or Letter home)	→ Dean/HOH	Contact home Involve Learning Support Involve RTLBs Involve Careers Advisor

Behaviour	Immediate		Chronic	
	Who?	Action	Who?	Action
Possession of cigarettes or smoking paraphernalia 1 st offence	Dean	Detention and letter home from office		
2 nd offence	HOH	Contract Room, letter home, smoking kit		
3 rd offence	DP/Principal	Stand-down		
Smoking 1 st offence	Dean	Detention and letter home from office		
2 nd offence	HOH	Contract Room, letter home, smoking kit		
3 rd offence	DP/Principal	Stand-down		
Association with Smokers 1 st offence	Dean	Detention and letter home from office		
2 nd offence	HOH	Detention and letter home		
3 rd offence	HOH	Contract Room and letter home		
Use/Possession of Alcohol/Drugs	DP/Principal	Hold in Contract Room Stand-down / Suspension BOT Disciplinary Hearing Police notification		

Behaviour	Immediate		Chronic	
	Who?	Action	Who?	Action
Harassment – low level and continued 1 st offence	Dean/HOH	Warning Work out		
2 nd offence	DP	Harassment Policy instituted		
Harassment – high level e.g. fighting	HOH/DP	Stand-down/Suspension Work out		
Inciting violence	HOH/DP	Stand-down/Suspension Work out		
Theft	Staff member ↓ Dean/HOH	Parents notified Reparation Possible Police contact		
Vandalism – minor	Dean	Detention Parents notified Reparation		
Vandalism – major	DP	Parents contacted Reparation		
Truancy One period/Form Time Assembly More than one period 2-3 days or repeated single periods	Form Teacher Form Teacher Dean/HOH Dean/HOH	2 detentions / 1 detention 1 detention Contact home After school Detention Work caught up Attendance report Contact home Attendance report Contact Truancy Officer	Persistent truancy	→ DP

Behaviour	Immediate		Chronic	
	Who?	Action	Who?	Action
Verbal Abuse (directed)	Dean/HOH ↓ DP	Hold in Contract Room Possible Stand-down		
Inappropriate Language	Witnessing staff member	Detention		
Defiance				
Missed detention	Dean	After school detention		
Repeated missed detention	Dean	Contact home		
Continued or extreme disrespect to a staff member	HOH ↓ DP	Parents notified Work out/apology Possible Stand-down		
Driving				
A car without a permit	DP			
Passenger not cited on permit	DP			
Up street without a note	Duty Staff	Detention		
Dangerous behaviour in a car	DP	Parents/police contacted		
Failure to work it out	Dean	Arrange Work out		
Out of bounds	Staff member	Detention		

Rewards	Other consequences
<ul style="list-style-type: none"> ▪ Stickers ▪ Credit Certificate/House Points ▪ Canteen Vouchers from Dean/HOH ▪ Academic Award (Channel X voucher from Academic Dean) ▪ Time Out Card from Dean/HOH ▪ Phone call home ▪ Letter home ▪ House Award ▪ Visit to Dean/HOH/DP/Principal 	<ul style="list-style-type: none"> ▪ Letter of concern from HOD or HOH/Dean ▪ Buddied to Duty Teacher during interval/lunch ▪ Internal Stand-down – in back of classes or in Contract Room – lunch without access to other students ▪ Community Service – assisting cleaners/grounds staff, litter duty, etc.

NOTE: All interactions between SLT, HOH, Deans, etc. should be entered on the pastoral database (KAMAR). This includes positive interactions.

Notification of Referral

TEACHER: (put in Dean's pigeon hole)

Referral Room

Department referral

Student's Name: _____		
Form: _____	Year: <input type="checkbox"/> 9	House: <input type="checkbox"/> H
Time referred: _____	<input type="checkbox"/> 10	House: <input type="checkbox"/> L
Date: ____/____/201__	<input type="checkbox"/> 11	House: <input type="checkbox"/> M
	<input type="checkbox"/> 12	House: <input type="checkbox"/> N
Referred by (your cipher): _____	<input type="checkbox"/> 13	House: <input type="checkbox"/> R
		House: <input type="checkbox"/> S



Notification of Referral

STUDENT: Hand to Referral Room staff **OR** hand to the Teacher you are sent to.

Student's Name: _____		
Form: _____	Year: <input type="checkbox"/> 9	House: <input type="checkbox"/> H
Time referred: _____	<input type="checkbox"/> 10	House: <input type="checkbox"/> L
Date: ____/____/201__	<input type="checkbox"/> 11	House: <input type="checkbox"/> M
	<input type="checkbox"/> 12	House: <input type="checkbox"/> N
Referred by (your cipher): _____	<input type="checkbox"/> 13	House: <input type="checkbox"/> R
		House: <input type="checkbox"/> S

Students to report back to me at: _____ Time: _____
 Place: _____

Students must 'Work it Out'

RANGIORA HIGH SCHOOL RULES have been decided on by students and teachers and will be followed by all. The rules marked below have been broken.

- | | |
|--|---|
| <input type="checkbox"/> 1. The teacher is in charge, follow their instructions. | <input type="checkbox"/> 8. Use cellphones/music player at correct times. |
| <input type="checkbox"/> 2. Allow others to learn. | <input type="checkbox"/> 9. Eat at the correct time and place. |
| <input type="checkbox"/> 3. Help and cooperate with others. | <input type="checkbox"/> 10. Respect the environment/resources. |
| <input type="checkbox"/> 4. Respect other people and their property. | <input type="checkbox"/> 11. Ensure the safety of others. |
| <input type="checkbox"/> 5. Be polite and courteous. | <input type="checkbox"/> 12. Use respectful language. |
| <input type="checkbox"/> 6. Behave in an acceptable way. | <input type="checkbox"/> 13. Miscellaneous. |
| <input type="checkbox"/> 7. Failed to work it out (FTWIO). | |



When should this have occurred:

Time: _____

Place: _____



Additional explanation:

Working It Out

How to REACT after a referral

Working it out after a referral is based on both people winning, not on one person having power over another.

Referrals should be worked out before the next class. Students must have the chance to make amends.

After a referral the teacher and the student must **REACT**. Students who are referred will complete a contract before meeting with their teacher to work it out. The contract focuses on these questions:

RESPONSIBILITY

What happened? What did you do? What were you thinking at the time?

EFFECT

Who do you think has been affected by this? How?

ALTERNATIVES

How can we make sure this doesn't happen again?

COMMITMENTS

What do you need to do to make things right?

How can I (the teacher) help you?

THANK YOU

Always end with courtesy and respect.

Working it out effectively will help change behaviour, but the teacher and the student must **REACT** effectively.

Referral Contract

A contract to work it out between _____ (student) and _____ (teacher)

Responsibility

What happened/what did you do?

What were you thinking when you did this?

Effect

Who do you think has been affected? How?

Alternatives

How can we make sure this doesn't happen again?

Commitments

What do you need to do to make things right?

What can your teacher do to help you?

WORK OUT

Time and place: _____

SCHOOL RULES

You were referred from class because you broke the rules. Circle the rules you broke:

- 1 The teacher has legitimate authority. Follow his/her instructions.
- 2 Allow others to learn.
- 3 Help and co-operate with others.
- 4 Respect other people and their property.
- 5 Be polite and courteous.
- 6 Behave in an acceptable way.
- 7 Failed to "Work It Out"
- 8 Use technology at appropriate times.
- 9 Eat at the appropriate time in the appropriate place.
- 10 Respect the environment and other resources.
- 11 Ensure the safety of others.
- 12 Use respectful language.

AGREEMENT

We have read and discussed this contract. We have worked it out.

We agree to **try the alternatives** and **honour the commitments** on this contract.

Student's signature: _____

Date: _____

Teacher's signature: _____

Date: _____

Thank you for making a commitment to change.
Teacher – please make two copies of this contract.

Copy to student Copy to Dean Copy for referring teacher

PROCEDURES / PROTOCOLS

Students at Risk of Suicide

Rationale

- Boards of trustees and principals are required to provide the best possible learning environment for young people. This includes catering for those people whose emotional distress may lead to less than expected educational achievement. This will vary from mild distress which may occur for a short period of time in a significant number of young people while at school, to distress which may lead to the young person seriously contemplating, planning or attempting suicide.
- Principals are required under Section 77 of the Education act 1989 to take all reasonable steps to ensure that:
 - Students receive good guidance and counselling
 - Parents are told of matters that are preventing or slowing the student's progress or harming the student's relationship with teachers and other students.
- Boards of trustees are required to:
 - ensure that the school is emotionally and physically safe for students (NAG)
 - have a goal of achieving successful learning outcomes for students by identifying barriers to achievement and ensuring appropriate supports are in place (NAG)
 - foster the personal, social and intellectual development of students (NEG)
 - be good employers which includes having provisions for staff facing personal, emotional crisis (NAG)
 - comply with the requirements of the health and safety in Employment Act 1992, to ensure a safe and healthy workplace for both staff and students (Section 16)
- In order to fulfil these obligations, this report recommends that BOTs and principals develop the following processes:
 - *Prevention:*
 - Implement health programmes which promote a safe and healthy environment including teaching the current health curriculum.
 - Develop policies and procedures for the management of any traumatic incident such as the death of a student or member of staff, so that the distress to others is minimised.
 - *Recognition*
 - Acknowledge in written policy that it is the responsibility of all staff to be able to identify young people experiencing emotional distress and especially those that may be at risk of seriously contemplating, planning or attempting suicide.
 - *Intervention*
 - Ensure that any student who is identified as being at risk is referred to one of the counsellors, is assessed and the appropriate level of assistance and support is provided or a referral made to an appropriate service.
 - *Management*
 - Develop an individual management plan for young people at risk of suicide which details immediate interventions to ensure their safety, consultation with other professionals and family members, monitoring and/or referral to appropriate services and follow-up.

- *Evaluation*
 - o The ongoing evaluation of the policies, procedures and competence of staff to identify and appropriately refer students who are at risk of attempting suicide. This includes the school having sufficient staff who are competent to assess and counsel students and resources to provide the services outlined in this report and in the Guide for Schools.

What the research can tell us about suicide by young people

Frequency

- A secondary school of 1000 pupils can expect, on average:
 - Up to a quarter of all young people to experience suicidal thoughts on which they do not act at some time in each year
 - Up to 20 young people to attempt suicide with most not resulting in any physical injury each year
 - One serious suicide attempt resulting in an admission to hospital each year
 - One death by suicide every 12.5 years
- A serious suicide attempt or death will affect the emotional well being and educational achievements of a significant number of young people within the school. Such events are also likely to increase the risk of other young people within the school considering suicide as an option to their “distress”

The causes of suicidal behaviour in young people

- Young people at risk of attempting suicide or dying by suicide are characterised by:
 - more frequently coming from socially and educationally disadvantaged backgrounds
 - disturbed or unhappy family or childhood backgrounds
 - some recognisable mental health or adjustment difficulty prior to the attempt, most often depression (over 75%), substance abuse disorders (over 33%) and antisocial behaviour(33%). These difficulties may be accompanied by more general personality difficulties including low esteem, neuroticism, impulsivity and hopelessness
 - 90% of young people who attempt suicide exhibit these disorders prior to a serious attempt and/or suicide.
 - exposure to a severe stress or life crisis immediately prior to the attempt that will often, but not invariably, centre around the breakdown of an emotional or supportive relationship or problems with the law
- These factors appear to act cumulatively and suicidal behaviour appears to be uncommon in young people without some combination of family and social disadvantage, psychiatric disorder and related problems.

Prevention of Suicide by Young People

- There are four ways in which schools may contribute to the reduction and improved management of suicidal behaviour in young people:
 1. Develop school based **health programmes** and initiatives which promote a safe and healthy environment, increase self-esteem and address adolescent difficulties in general.

The three psychiatric disorders most commonly associated with suicidal behaviour are:

- a) Depression and mood disorders (75%)
- b) Substance abuse and dependence disorders including alcohol, cannabis and other drug use (over 33%)
- c) Conduct disorders and antisocial behaviours (33%)

The risk increases in young people who have more than one of these disorders.

2. Develop **systems to recognise** young people experiencing emotional distress
 - a) Policies and procedures for responding to at risk students, students who attempt or complete suicide and students returning to school after attempts. See Crisis management Plan.
 - b) Presentation to administration, BOT, teaching staff, other staff and parents – describe warning signs, initial response, referral processes and outside agencies that can offer support.
 - c) Facilitation of linkages between school and community caregivers to provide coordinated responses to at risk situations.
3. The **improved recognition, intervention and management** of young people who are, for a time, at risk of suicidal behaviour
 - a) Student tells staff of attempt or thoughts and plans in self/other
Student or staff member learns of attempt
Staff member believes that a student is at risk
Refer to Guidance Counsellor
 - b) Counsellor talks to student to clarify concerns
 - (i) If the student is not considered at risk, the counsellor gives feedback to referrer & documents process.
 - (ii) If concerns are confirmed, counsellor completes a risk assessment and identifies the severity of risk.
 - (iii) Students at moderate to severe risk will be referred on to GP or specialist mental health provider
4. Hopelessness is the single most powerful predictor of suicidal behaviour
5. Secondary prevention – when there is a serious attempt or a death by suicide of a member of the school, there is a **crisis management plan** which outlines the processes for staff to give appropriate support to students

It is recommended that school-based programmes aimed at increasing the awareness of young people about youth suicide are not undertaken.

Recognition of Young People at risk of suicide

- Staff are recommended to use the following checklist:
 1. unexpected reduction in academic performance
 2. ideas and themes of depression, death, suicide
 3. change in mood
 4. grief about a significant loss
 5. withdrawal from relationships
 6. physical symptoms with emotional cause
 7. high risk behaviours

Intervention and Assessment by the counsellor

Suicide Risk Questions

1. Suicidal Plan – seriousness and reversibility
2. Previous attempts – seriousness and reversibility
3. Stress
4. Symptoms and Coping Behaviour
5. Resources
6. Degree of suicidal planning – motivation and intent
7. Lifestyle

Present Risk Factors

1. Current thoughts of suicide
2. Suicide plan and method
3. Availability
4. Rescue
5. Previous attempts or threats of suicide
6. Alcohol and Drug use
7. Lack of social supports
8. Loss of hope

PROCEDURES/PROTOCOLS

Student Stand-downs & Suspensions

Rationale

- All New Zealanders between the ages of 5 and 19 are given the right to a free education under section 3 of the Education Act 1989. Between the ages of 6 and 16 it is compulsory for students to attend school.
- From time to time it is necessary to stand down or suspend a student from school for his/her own safety and/or to enable other students to pursue their education without severe and/or repeated interruption from another student. A student so stood down or suspended continues to have a right to an education and is required to attend until the age of 16.

Principles

- The principles of natural justice form the basis of this policy. These principles are:
 - The rule against bias which provides that an adjudicator must not have any direct or proprietary interest in the outcome of proceedings. Neither can the adjudicator be reasonably suspected, or show a likelihood of bias.
 - The right to a fair hearing which provides that the “defendant” is entitled to notice of the case to be met and entitled to fair opportunity to answer that case and to put their own case.

Definitions

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 5 school days in a term or 10 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.

Following a suspension, the board may decide to:

1. lift the suspension without conditions;
2. lift the suspension with reasonable conditions
3. extend the suspension with reasonable conditions for a reasonable period;
4. exclude or expel the student.

Exclusion means the formal removal of a student aged under 16 from the school.

Guidelines:

Authority to suspend:

The Principal has the power to stand down or suspend a student.

Delegation of Principal’s Authority:

In the absence of the principal, the deputy principal shall exercise the powers of the principal with respect to stand downs and suspensions. In the event of the absence of both the principal and the deputy principal, an assistant principal or a person delegated by the principal to act as the acting principal, shall exercise the principal’s powers of suspension.

The grounds for suspension are set out in section 13 (1) of the Education Act 1989. They are:

1. Gross misconduct which is a harmful and dangerous example to other students at the school;
2. Continual disobedience which is a harmful or dangerous example to other students at the school;
3. A student's behaviour is likely to be harmful to themselves or others at the school unless they are suspended.

There are times when suspension will be necessary to protect the rights of other students. These rights are set out in the school's code of student behaviour.

The Principal may suspend a student for activities which occur outside the school premises which are contrary to the school's code of conduct. Situations where this might occur include:

1. when a student is on a trip organised by the school
2. when a student represents the school at sports during the weekend
3. when a student is on a school bus
4. when a student has left the school grounds during school hours.
5. when a student is outside the school grounds but is wearing uniform identifying themselves as a member of the school.

Stand-down or suspension from school is a serious step and can have serious implications for a student.

Stand-down or suspension will be used only as a last resort.

The Stand-down and Suspension Process - Guidelines

A decision to stand-down or suspend a pupil will be made by the principal after considering the facts of the case, the circumstances of the student and the needs of other students.

The Principal will endeavour to interview the student before any decision is made to stand-down or suspend. During the course of the interview the principal will ensure that the student is aware of the following points:

The student has a right to:

1. have the stand-down/suspension procedures consistently applied;
2. be given notice of possible outcomes;
3. know the reason for the stand-down/suspension (know the case or charge);
4. know the information (evidence) on which the decision is based;
5. be able to comment on/challenge that information;
6. be able to correct adverse or biased material and challenge irrelevant information;
7. have time to prepare a response to the information (see note below re-formal reports)
8. be represented at any meeting about the stand-down or suspension.

Each stand-down or suspension case will be considered on a stand-alone basis.

Where an incident has involved another student or students and/or school employees (teaching and non-teaching staff) a victim impact report will be prepared which will outline the impact the incident has had on the person or people who have been the victims of the student's behaviour. This victim impact report will be taken into consideration by the principal in making a decision as to the course of action to be followed. The report will be provided to the Board's disciplinary committee to assist it in its deliberations. The student who has been stood down or suspended will be given a copy of the victim impact report.

Before a decision is made the Principal may require consultation with teachers, Form Teacher, Guidance Counsellor, Resource Teacher of Learning and Behaviour, Dean or any other staff member who may have a significant input to make in relation to the matter.

When a decision is made to stand-down or suspend, the student's parents/caregivers will be contacted by phone as soon as possible to inform them that a stand-down or suspension is to occur. The opportunity will be offered to them of discussing the matter at that stage if they wish.

In all cases of stand-down or suspension the parents/ caregivers will be sent a copy of the formal report (see below), a copy of the school's policy and procedures on stand-down or suspension, a letter providing further details of events leading to stand - down or suspension together with a copy of the Ministry of Education's Guidelines for Parents.

The stand-down or suspension will not commence until every effort to contact the student's parents/ caregivers has been made.

Stand-down

The principal will make a decision as to the length of the stand-down to be applied based on the nature of the offence, taking into consideration the previous record of the student and the impact on other students or staff who may have been involved in the incident.

The principal may stand a student down more than once in a school term or year. A student cannot be stood down for more than 5 school days in any one school term and the total number of stand-downs for a student must not exceed 10 school days in any one school year.

If a student has joined the school during the year, the principal will check with the student's previous school as to the number of stand-down days the student has already had that year.

The day on which a student is stood-down and any day on which the student would not have attended the school in any event are not counted in the period of the stand-down.

If a student is stood-down, a formal written report will be sent immediately to the parents/caregivers and to the Ministry. A copy will be retained for the Board of Trustees' information.

The formal report will contain information relating to:

1. the student's offences, identifying the specific clause of the Education Act under which action is being taken.
2. the length of the stand-down.

Suspension

When a student has been stood down for a total of 10 school days in a year or 5 school days in any one school term, any subsequent penalties will involve suspension of the student. The principal may, however, decide to impose a suspension on a student at any time irrespective of whether the limit of the number of stand-down days has been reached, depending upon the seriousness of the charges against the student.

The effect of the suspension is that the student cannot attend school while the suspension is in force.

However:

1. the principal may require the student to go to the school for guidance and counselling or for an appropriate educational programme during the suspension period;
2. the student may go to school if the parents/caregivers asks the principal and the principal considers the request reasonable;
3. the student may be permitted to attend the school to sit external or internal examinations and/or to fulfil course requirements for a qualification, or the principal may arrange for the student to do so off-site.

Suspension must be followed by a meeting of the Board's disciplinary committee to decide on the outcome of the suspension. The meeting has to be held within seven school days of the date of suspension (or within ten calendar days if the suspension took place within seven school days of the end of the term).

A formal report on the circumstances leading to the principal's decision to suspend will be sent to the student's parents/caregivers. A copy will be retained for presentation of the next meeting of the Board of Trustees.

The formal report must be sent to the student and his/her parents/caregivers at least 48 hours prior to the Board meeting. In addition to the principal's report, the student and parents/caregivers will be given a copy of the procedures for the meeting with the Board's disciplinary committee; any other material about the suspension to be presented at the meeting; the options available to the Board and possible outcomes of the suspension, and the information on suspensions provided by the Ministry for parents/caregivers.

Suspension records

A log will be maintained by the school office of all stand-downs and suspensions occurring during a calendar year.

A statistical summary of numbers of stand-downs and suspensions will be kept on a continuing basis but will not identify individual students.

Procedures at Board meetings dealing with suspensions

The Board of Trustees delegates authority to a sub-committee to act on its behalf to consider suspensions. The membership of the disciplinary committee should be confirmed at the first meeting each year of the Board of Trustees and appropriately minuted in the record of the meeting. There will be a minimum of three Board members to constitute a quorum of the committee (the number will not include the principal).

For suspension hearings, the Senior Administration member and/or Dean handling the case will be expected to provide a written report detailing the events leading to the suspension. The report should also provide a summary of other, previous incidents for the year. This report will be signed by the Principal (once the Principal has interviewed the student, satisfied himself that the facts of the matter are correct and made a decision to suspend the student) and will constitute the Principal's report as provided for in the Education Act.

This report will be made available to the parents/ caregivers and the student and members of the Board's Disciplinary Committee at least 48 hours prior to the meeting. Wherever this is not possible, parents/ caregivers will be given sufficient time prior to the meeting commencing to familiarise themselves with any additional information to be presented. This report should not contain a recommendation as to outcome.

The counsellor for the year level may also be involved in the process in the following ways:

1. A consultation in respect of the student may occur involving the counsellor, dean and senior administrator, at which the circumstances of the case will be considered.
2. The counsellor may make contact with the family involved, including if practicable and appropriate, any non-custodial parent.
3. A report may be prepared by the counsellor which may make a recommendation as to the outcome. This should have regard to the student's individual needs as well as to the needs of the school community.
4. The counsellor may assist in preparing the family for the meeting of the committee
5. The counsellor will not be solely an advocate for the student at the discipline meeting.

NOTE:

Those able to attend the hearing will be the parents and /or the caregivers, the student and any caregiver's representative(s), the committee members together with the Principal. Other staff may be asked to attend if the circumstances warrant. The student and/or the caregivers may also ask for others to accompany them and /or represent them.

Any trustee who personally knows the student concerned or who has any other personal association with the circumstances of the suspension should declare this prior to the meeting or at the beginning of the meeting. The trustee shall make a decision as to whether it is appropriate to take part in the meeting. It may be appropriate for the trustee to remain for cultural or other considerations. In either event, the decision of the trustee should be appropriately minuted in the record of the meeting.

The meeting will begin with a summary of events by the Principal or the Principal's representative.

Committee members may comment or ask points of clarification. The parents/ caregivers will be asked if they wish to comment or ask questions. The student will be given the same opportunity. The events will be summarised again.

A similar process will then occur in respect of the counsellor's report or any other reports which have been presented at the meeting.

If new information comes up in the course of the meeting, the board committee may need to adjourn so that it can be considered. This may require re-convening at a later date.

After all the material has been presented and discussed, the board committee may require the principal, any other school personnel present at the meeting, the student, parents and representatives of the student to leave the meeting while it makes the decision, or it may ask them all to stay. There will be occasions when it becomes clear during the meeting that there is a consensus about the outcome. The chairperson will need to confirm with all parties that this is the case and the board committee will then need to make that decision formally.

Following consideration of all the material presented by all parties at the meeting, the board committee needs to consider each of the four options available to it before reaching a decision.

The four options available to the board committee are:

1. to lift the suspension unconditionally;
2. to lift the suspension subject to conditions;
3. to extend a suspension (the extension will be for a reasonable time determined by the committee and conditions will apply);
4. if the student is under 16, the committee may decide to exclude the student from school; or, if the student is 16 or over, the committee may decide to expel the student.

Once the committee has made a decision, the parents/ caregivers and student will be asked to return and will be informed of the proposed course of action. They will be asked if they have any comments or wish to ask questions.

Parents/caregivers and the student will be provided with a summary of the committee's decisions at the conclusion of the meeting which will include the conditions, (if any) established by the committee for the student's return to school.

In the event that a student under the age of 16 is excluded from school, the principal will, in consultation with parents/caregivers, endeavour to find an alternative school for the student within 10 school days. Failing this, the principal will advise the Ministry of Education that an alternative school cannot be found.

APPENDIX

- Suspension protocols

Rangiora High School

Stand Down and Suspension Protocol

Student's Name: _____ Form Class: _____ House: _____

INCIDENT OCCURS ON _____ (insert date)

- The Dean of House investigates.
- The Dean of House ensures that caregivers are notified and invites them to any interviews involving their child.
- Statements taken on official sheet.
- The Dean of House checks previous Stand down and/or Suspension data and associated conditions.
- The Dean of House writes up Briefing Paper and discusses it with the Head of House.
- The Head of House advocates for the child when checking the process with the Dean of House.



DEBRIEF MEETING

- The Head of House discusses Briefing Paper with Deputy Principal.
- The Head of House and Deputy Principal meet with Principal. The Dean of House may also be present.
- The Briefing Paper is discussed and any evidence examined.
- A decision as to a course of action is made.
- Relevant agencies are contacted: RTLB GSE CYFS Other _____
- If Stand Down or Suspension is chosen the Deputy Principal writes a Report and passes it to the Principal's Executive Assistant.



NOTIFICATION OF STAND DOWN OR SUSPENSION

- The Deputy Principal telephones the caregivers and invites them in to the school immediately to meet with the Principal.
- The student and caregivers meet with the Principal, Deputy Principal, Head of House and Dean of House to discuss the Report.
- Stand Down or Suspension is notified.
- The caregivers are offered Guidance services.



FOLLOW UP

- The Principal's Executive Assistant convenes the Board of Trustees' Discipline Committee.
- The Principal's Executive Assistant distributes the papers to the caregivers and the members of the Discipline Committee.
- The Dean of House provides work for the student.
- Guidance and Support Agencies are notified.



STAND DOWN OR SUSPENSION MEETING

- The meeting is chaired by the Discipline Committee Chairperson.
- The Principal presents the Report to the meeting.
- Discussion.
- Consideration by the Discipline Committee "in committee".
- Decision delivered.
- If necessary, the Dean of House provides work for the student.

CONTINUED OVERLEAF...

PREVIOUS INTERVENTIONS AND SUPPORT

- Home contact: () By telephone
() By letter or email
- Daily Report: () To Form Teacher
() To Dean of House
() To Head of House
- Detention: () Lunchtime Deans' Detention
() Friday after school Head of House Detention
() Saturday school with the Principal
- Referral from class
- Contract Room (withdrawal from classes)
- Work Experience
- Learning Support referral for testing and/or learning assistance
- Te Awhina Programme (literacy and numeracy credits)
- Correspondence School
- Restorative Intervention / Restorative Meeting
- Work Experience
- Counselling
- Drug and Alcohol Counselling
- Drug Testing
- R13 Trust
- Community Service
- Anger Management Course
- Mental Health Assessment
- Change of House
- Stand Down from House
- Internal Stand Down
- Referral to Outside Agencies (please specify): _____
- Section 27 Intervention (sent home for own safety)
- Stand Down for _____ day(s)
- Suspension
- Exclusion (under 16) (please specify school): _____
- Expulsion (over 16) (please specify school): _____
- Other (please specify): _____

RECOMMENDATION

Name: _____ **Signed:** _____

Position: _____ **Date:** _____

PROCEDURES / PROTOCOLS

Student Vehicle Use

Rationale

- Students who wish to do so may bring motor vehicles to school as a means of transport between home and school and to after school activities. They must be appropriately licensed to drive and abide by all relevant national rules, school rules and procedures pertaining to motor vehicles.

Procedures

- All students using a motor vehicle to travel between school and home (or to attend a school activity outside the school boundaries) will be required to make an application to the school prior to using the motor vehicle.
- The student will be required to show that his/her parents/guardians have given permission for the student to use the motor vehicle unless the student is living away from home on an independent youth allowance or the student is over the age of 19.
- A student will be permitted to travel regularly in a vehicle driven by another student holding a full driver's licence, only if the permission of his/her parents and the driver's parents has been obtained first in writing and his/her name is shown on the student's vehicle application form.
- A student will be permitted to travel in a car driven by another student, on a casual basis, only if the driver of the car holds a full driver's licence and the student has gained the permission of his/her parents and the driver's parents in writing beforehand.
- Students will not be permitted to use their vehicles for casual use at intervals or lunch times during the school day excepting Year 13 students who may use their vehicle at lunchtime
- The school will maintain a register of drivers who have been approved for bringing a vehicle to school. The register is stored electronically on KAMAR
- The vehicle pass must be made available in any car being driven by a student and shown to staff on duty on request.
- Students are expected to drive safely in the vicinity of the school
- Students who bring vehicles to school must comply with parking guidelines.

Reason for the Policy

- Rangiora High School is committed to ensuring students are safe at school and on their way to and from school. This takes into account the law pertaining to "extraterritoriality" as they relate to students at school. The procedures developed ensure that the school's *in loco parentis* responsibility for students can be properly discharged.

Who Should Know This Policy

- This policy applies to and is relevant to the following parties of Rangiora High School:
 - Students
 - Teaching and Support Staff
 - Duty staff
 - The Principal and Senior Management
 - The Board of Trustees
 - The wider school community including Police, Parents/Caregivers, Support Agencies

Contacts

- Personnel who may be contacted for further clarification may include:
 - Principal
 - BOT Member
 - Deputy Principal (Student Services)
 - Police

APPENDIX

- Student Car Parking and Car Safety Rules

STUDENT CAR PARKING AND CAR SAFETY

Rangiora High School is the largest gathering point of people in North Canterbury. This means the volume of traffic from cars and buses is huge and has to be managed. Students may bring cars to school when they need transport to after-school work/activities. They are **NOT** to be used during the school day. The school is responsible for its students from the start to the finish of the school day, this includes travelling to and from school.

- All students bringing cars to school are reminded that they must have a permit. The application forms for these are available in the office. You will be given a car pass which you should keep with your driver's licence.
- Your details are entered on a data base which is updated. If you change your car since getting your permit you should see Ms Malcolm to make the change on the data base.
- Car permit forms must be signed by parents and include your driver's licence number. If you are bringing a passenger, there must be a parent signature of the passenger as well.
- Duty staff check cars parked around the school area and use the information on the school data base. If they ask you to move your car, or query your car permit, please cooperate with them. They are working on behalf of the Principal and Board of Trustees. If you choose to be uncooperative your parents will be rung and advised that you no longer have the right to bring a car to school.
- Students parking their cars in East Belt must park on the South side of the speed hump in order to allow spaces for the AMI Rec Centre customers. Wales Street is also not a student parking area. This needs to be kept clear for residents and for parents dropping off and collecting children from the Nursery school. You can park South of the hump on East Belt, north of Wales Street on East Belt, on the west side of the railway line on Wales Street.
- Students must not park in the AMI Rec Centre car park. Only PE staff and the principal may park here. The AMI Centre will have non-gym users' cars towed away. The towing fee is your responsibility.
- Students who persistently park in out of bounds areas will lose their right to bring their car.
- Cars that are brought to school must be registered and warranted. Spot checks will be made to ensure this.

Thank you for your cooperation. We realise that parking is not ideal, but the school was not built for the volume of traffic it now supports.

PROCEDURES / PROTOCOLS

Sunsmart

Rationale

- Rangiora High School is committed to the care and protection of its students. This includes their physical well-being. Students at Rangiora High School engage in many curricular and extra curricular activities which take them outside in the sun.
- This policy provides guidelines for being “sunsmart”.
- This policy relates to staff and students at Rangiora High School.

Procedures

- Students will be made aware of the dangers of sunburn prior to outdoor activities.
- Hats and sunblock will be on equipment lists for such activities.
- When such events are advertised students will be reminded to bring a hat and sunblock, and to apply it at the start of the day and to reapply every 3-4 hours.
- At events such as Athletics Day, House Events sun block will be provided at a central location.
- Students will be provided with sunblock during outdoor curricular and extra curricular activities which take place in the sun.
- Sunblock will be available from the school office in case students forget to bring their own.

Reason for this policy

- Prolonged exposure to sun without the protection of a hat and sunblock can result in painful sunburn, sunstroke and the development of melanoma in future.

Who should know this policy

- This policy applies to and is relevant to the following parties of Rangiora High School
 - Students
 - teaching and support staff
 - Deans, Heads of House and Guidance staff
 - the principal and senior management
 - parents/caregivers
 - Board of Trustees
- The policy will be held in hard copy in the school office.

Contacts

- Personnel who may be contacted for further clarification include:
 - BOT member (Student Services)
 - Principal
 - Deputy Principal (Student Services)

Health Sponsorship Council

Address: First Floor
Fulbright New Zealand House
120 Featherston Street
Wellington

Postal: PO Box 2142, Wellington

Telephone: +64 4 472 5777

Fax: +64 4 472 5799

Email: info@hsc.org.nz

Website: <http://www.hsc.org.nz>

PROCEDURES/PROTOCOLS

Uniform

Dress Code

All Rangiora High School Students are expected and encouraged to take a pride in their general appearance, by wearing items in a manner acceptable to the school. Year 9 to Year 13 students wear school uniform.

The only jewellery allowed is:

- a) wrist watch
- b) a simple keeper or stud in each ear lobe.
- c) items of cultural significance approved by the school. Pounamu or bone carvings may be visible. Any other necklaces should be worn out of sight.

Facial piercings should not be visible. A clear keeper must be worn if necessary.

Make-up is not permitted.

Hair, if worn long, may be required to be tied back for safety reasons in certain circumstances. Only natural hair colours and styles are accepted. Boys are to be clean shaven.

UNIFORM

- **Blazer** (optional): Plain green, with school crest on pocket.
- **Tie** (optional): Worn with white cotton business shirt only. Compulsory for Senior prizegiving.
- **Footwear:** Polishable leather, (not suede) mid brown or black shoes, low heel, lace-up or T bar (excluding boots). Brown or Black sandals in summer. Heel not to exceed 4 cm.
- **Jacket:** Regulation monogrammed navy school jackets (available only from Postie plus)
- **Scarf:** Regulation school scarf in bottle green and gold.
- **Hat** (optional): Wide brim hat or cap in bottle green or navy, plain bottle green beanie for winter

Year 12 and 13 Girls' Uniform

Summer	Skirt	Green two pleat skirt	
	Blouse	White short sleeved monogrammed blouse	
	Jersey	Bottle green monogrammed V-neck pullover.	
	OR	Cardigan	Bottle green monogrammed V- neck cardigan.
	OR	Polar fleece	Green monogrammed
	Socks	Navy ankle or knee length	
Winter	Kilt	Regulation Kilt.	
	Blouse	White long sleeved monogrammed blouse	
	Jersey	Bottle green monogrammed V-neck pullover.	
	OR	Cardigan	Bottle green monogrammed V- neck cardigan.
	OR	Polar fleece	Green monogrammed
	Panti-hose or tights	Black/navy	

Year 9, 10 and 11 Girls' Uniform

Summer	Dress	Rangiora HS checked dress
	Jersey	Bottle green monogrammed V-neck pullover.
	OR Cardigan	Bottle green monogrammed V-neck cardigan.
	OR Polar fleece	Green monogrammed
	Socks	Navy ankle or knee length
Winter	Kilt	Regulation Kilt.
	Blouse	White long sleeved monogrammed blouse
	Jersey	Bottle green monogrammed V-neck pullover.
	OR Cardigan	Bottle green monogrammed V-neck cardigan.
	OR Polar fleece	Green monogrammed
	Panti-hose or tights	Black/navy
	Tie (optional)	

Year 12 and 13 Boys' Uniform

Walkshorts	Approved Charcoal grey
Shirt	White short sleeved monogrammed shirt (tucked in)
Trousers	Approved long Charcoal grey
Shirt	White long sleeved monogrammed shirt (tucked in)
Pullover	Bottle green monogrammed V-neck pullover.
Polar fleece	Green monogrammed
Socks	Navy knee or ankle length .
Belt	Plain black leather if needed.

Year 9,10 and 11 Boys' Uniform

Walkshorts	Approved bottle green
Shirt	Navy blue monogrammed Polo top
Trousers	Approved long Charcoal grey
Shirt	Navy blue monogrammed Polo top
Pullover	Bottle green monogrammed V-neck pullover.
Polar fleece	Green monogrammed
Socks	Navy knee or ankle length.
Belt	Plain black leather if needed.

Physical Education Uniform

Footwear	Sport shoes with non-marking soles.
Shorts	Plain bottle green shorts
Shirt	Gold Polo shirt with House logo

Students who wear incorrect uniform should bring a note from home and present this to their head of house on arrival at school. S/he will be issued with a uniform pass. Students without a note may have non-uniform clothing impounded or given a clean replacement item to wear.

Non approved jewellery which is impounded is kept in a locked cabinet in the office and can be uplifted by the student's parent or by the student at the end of term. Non regulation clothing is named and stored in the office and is returned to students on the next mufti day of the end of term, whichever comes first.

Second Hand Uniform Sales

The Parent Teacher Association runs a uniform shop usually on the first Monday of each month. Contact the school office for specific times and place.