

Rise UP School Policies

NAMES OF POLICIES

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Adult/Student Contact



Rise UP School

INTRODUCTION: This document is intended to give guidelines to all adults working with pupils from our school.

RATIONALE: Adult supervision of children is often necessary and caution should be exercised where student contact is concerned.

PURPOSE

To maintain the safety of children and adults alike.

ONE ON ONE GUIDELINES

1. Be professional and cautious in situations where you are alone with a student. There are times when this is unavoidable. Where it is necessary and appropriate ensure that you are clearly visible to other people.
2. Avoid transporting a student on his / her own.

CHILDREN ACTING OUT GUIDELINES

1. If a student has put himself/herself, or other students, at risk by their actions a verbal warning must be given first.
2. If this action fails the first priority is safety of victims.
3. Remove by-standers or victim.
4. Separate fighting children by using your body or desk.
5. Do not touch acting out children, stay at least a metre away, keep hands still, don't shout or move quickly.
6. After safety is established, use red alert card system to summons assistance.
7. If this action fails and restraint is necessary, then such restraint must not be excessive.
8. Students must never be subject to any form of abuse.

ADULT CONDUCT GUIDELINES

1. Adults act as important role models for students, thus actions deemed inappropriate include the use of bad language.
2. It is illegal to search students or their belongings.
3. Wear disposable gloves when administering first aid especially where there is an open wound or bleeding is concerned.
4. No alcohol is taken or consumed on our school trips and camps.
5. The well-being of our children is paramount. Smoking on school trips and camps must be out of the sight of the children.

CONCLUSION

Adults act as important role models for children, therefore interaction between both adults and students alike can prove to be a valuable, enjoyable, learning experience for all involved.

RELATED POLICIES

ETOC Policy

Parent Involvement Policy

Transport Policy

Animal Code of Ethics



Rise UP School

RATIONALE: Rise UP School recognises that under the Animal Protection Act, 1987, it is required to have a Code of Ethical Conduct relating to the welfare and treatment of any animals under its care.

PURPOSES

1. To encourage through example the proper care of living things within the school situation. (See "Science in the NZ Curriculum," Living World section, Achievement Objectives 3 and 4.)
2. To provide experiences for children to observe, handle, and care for a range of animals in a humane way.
3. To ensure that the care and welfare of animals must have the highest priority in any activity involving the keeping of an animal or its study on a field trip.
4. To educate children through example and discussion on the importance of animal care and welfare and the responsibilities involved.

GUIDELINES

3. "Animal" is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.
4. It is generally accepted that other living creatures such as snails, worms and insects must also be treated with care and kindness.
5. If the appropriate care cannot be provided, the animals should not be kept in school. Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.
6. Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in school can be guaranteed.
7. Responsibility for the welfare of animals rests with the teacher involved, but ultimately with the Principal and Board of Trustees.

FREEDOMS

The following freedoms apply:

Freedom 1. Animals must have appropriate diet, including access to water.

Provision must be made for care at weekends and over holidays.

Freedom 2. Animals must have cages / containers of an appropriate size, and be ventilated and hygienic. Animals must not be subjected to extremes of noise, draught, or sunlight.

Freedom 3. Animals should be free from injury or disease. Diseased or injured animals should be treated, and should not be kept at school.

Freedom 4. Animals must be handled/kept in such a way that they are not subjected to stress or fear.

Freedom 5. Animals should be able to express normal behaviour.

Where any activity is planned which may cause distress or suffering to the animal, approval must be obtained from an Animal Ethics committee. A record must be kept of procedure followed as set out in the Act. (see ERO Handbook 1994 page A72R5). Contact an Animal Ethics committee through the Advisor in Science or the local Ministry of Agriculture. Information can also be obtained from the Animal Welfare and Environment section, MAF.

CONCLUSION

Interaction with animals is an important learning experience and the health and wellbeing of the animal are of primary concern. The Guidelines and Freedoms will help to ensure the ethical treatment and welfare of any animals under the care of Rise UP School.

Appointments Policy



Rise UP School

RATIONALE: Rise UP School is committed to using best practice and New Zealand legal guidelines to recruit the best staff to work at Rise UP School.

PURPOSES

A structure is in place for managing new appointments to Rise UP School.

GUIDELINES

Subject to the provisions of relevant legislation, statutes, and awards:

The Board policy is derived from Ballard and Duncan's paper, "Role Of The Principal And Trustees In "Tomorrow's Schools"": the first paragraph of "Employment Responsibilities," Page 3:-

Boards will have two major employment responsibilities under "Tomorrow's Schools. The first is in the case of a vacancy, to appoint a principal to implement policies that will achieve the character goals and objectives. The second is to appoint staff on the recommendation of the principal, or staffing advisory group in the case of senior appointments.

1. The school Board of Trustees has a policy of being an Equal Opportunities employer. Appointments will be made without prejudice to age, race, marital status, dependants, ethical and moral beliefs, attitudes and disabilities.
2. The Board will follow the guidelines in "The Appointment of the Principal Policy" when appointing the Principal.
3. The Board will approve the appointment of basic scale teaching and ancillary staff on the recommendation of the Principal.
4. The Board will approve the appointments to teaching positions beyond the basic scale on the recommendation of a Staffing Committee of the Board.
5. The Board will approve appointments to caretaking, cleaning, and any other custodial or maintenance positions, on the recommendation of the Principal.
6. Taking all of the above into account, the overriding principle for any appointment will be "the best person for the job."

CONCLUSION

Rise UP School appointments will be fair, legal and to the benefit of the school community.

Community Partnership



Rise UP School

RATIONALE: To establish a partnership with the school's community and to be responsive to its educational needs and wishes.

PURPOSES

A school and community partnership develops when all partners:

8. . Are kept regularly informed.
9. . Are involved in the activities of the school.
10. . Are involved in communication and discussion.
11. . Opportunity in making decisions in relevant areas.
12. . Accept mutual responsibility for decisions.

GUIDELINES

The concept of partnership will be developed by:

1. Regular sharing of knowledge skills and resources relevant to school/community needs.
2. Sharing information and viewpoints regularly through newsletters, bulletin boards, open meetings, questionnaires, prospectus, parent/teacher interviews, open days, sporting and cultural events, written and oral reports to parents or caregivers.
3. Answering concerns and adjusting policy as required and gaining consensus of opinion.
4. Reports on education and finance to be written annually and be available from the school office.
5. The Board of Trustees must also be accountable to the Review and Audit Agency subject to prior notification of at least fourteen days.

CONCLUSION

Rise UP School is committed to excellence in community participation, in particular the development of fully engaged whānau.

Physical & Emotional Wellbeing Policy



Rise UP School

RATIONALE: This Prevention of Child Abuse policy acknowledges that Boards of Trustees have particular responsibilities under legislation as well as through social expectations to provide a safe environment that caters for the physical and emotional wellbeing of its students. Such an environment should aim to ensure that all children and young people are treated with dignity and respect.

PURPOSES

To ensure the board meets its responsibilities under National Administration Guideline (NAG) 5, which states that the Board is required to:

- a) provide a safe physical and emotional environment for students;
- b) comply in full with any legislation to ensure the safety of students and employees.

GUIDELINES

This policy will be successfully implemented with:

- 13. An emphasis that the paramount consideration of the policy is the welfare and interests of the child (CYP & F Act (s6))
- 14. The provision of guidelines and training for teachers and others working with children in the school environment. Training will help staff identify suspected abuse and to be able to respond appropriately.
- 15. A commitment to ensure that children are provided with preventative education to enhance their safety and awareness.
- 16. The development of procedures for dealing with cases of current or historical abuse.
- 17. The identification of which external agencies should be used, what services they provide, what liaison is required along appropriate referral procedures.
- 18. Preservation of confidentiality of all involved — child/family/others. This would be disclosed only to those who need to know.

19. Procedures that support the implementation of this policy reflect recommended good practice, developed in consultation with Child, Youth and Family assistance.

Reference Document

Interagency Protocol for the Reporting of Child Abuse Management. Ministry of Education, Child, Youth and Family (1997). ..

CONCLUSION

Through the application of this policy and the procedures that support it, the Board will ensure that it operates in a school where all children are provided with a safe physical and emotional environment.

Complaints, Discipline & Competency

RATIONALE: Our school promotes high levels of staff performance. Every child who attends Rise UP School has a right to receive quality teaching & learning programmes.

PURPOSE

A structure is in place for managing complaints, discipline & competency of teachers.

GUIDELINES

1. When managing complaints, discipline & competency issues, the school will ensure an intervention/support plan for the staff member.
2. A counsellor may be of assistance with personal and professional problems.
3. STA may be of assistance to the Board of Trustees with these procedures.
4. A designated person may be used to facilitate the process.

CONCLUSION

When managing complaints, discipline & competence the process will be handled in a way that is fair and reasonable and as far as possible protects the mana and dignity of the employee concerned.

Drugs and Alcohol Policy



Administering Medicines, Alcohol on site and Illicit Substances on site

Rise UP School

RATIONALE: To ensure that our school follows safe use of prescribed and non-prescribed medicines, sensible use of alcohol by adults at school related functions & abide by the law in regard to illicit substances on site.

Part 1 Administering Medicines

PURPOSE

1. To ensure sensible and safe use of prescription and non-prescription medicines at school.

MEDICINE GUIDELINES

20. Students who are required to bring prescribed medication to school must bring an explanatory note from parent or caregivers for the first aid staff.
21. All medicines will be kept in a locked cupboard in the Health Centre or fridge in the staff room.
22. Pain relief medicines such as asprin or panadol will NOT be issued to students.
23. Administering non-prescription medication to students will be a considered process by school qualified First Aiders.
24. Prescribed and dispensed medications provided to students will be recorded in the Health Centre.

Part 2 Alcohol on Site

PURPOSE

1. To model sensible use of alcohol by adults at school and school related functions.

ALCOHOL GUIDELINES

1. Consumption of alcohol by adults at staff and school functions is permitted.
2. Sensible use is required as adults should be aware of the role models they present to students.
3. On such occasions non-alcoholic drinks and food should be available.
4. Alcohol should not be stored at school but ordered and surplus returned to the supplier as soon as possible after the event.

Part 3 Illicit Substances on site

PURPOSE

1. To ensure our school enforces the law and that it is a safe environment both for students and employees.

GENERAL GUIDELINES

1. If information about illicit drug possession or use comes to notice, this will be considered a serious action and will be handled by Senior Management who will decide on appropriate ways of handling drug information.
2. Appropriate agencies will be contacted immediately.
3. Importantly, adults and students who are identified as having drug related problems get proactive appropriate assistance without compromising confidentiality or the safety of students and or staff.

CONCLUSION

Our school will be a safe environment for students to learn and employees to work.

EEO Policy



Rise UP School

RATIONALE: Rise UP School Board of Trustees are committed to an EEO programme which ensures that everyone receives fair treatment and has an equal opportunity of succeeding. It will ensure that any discrimination — whether it be direct or indirect, is removed or minimised, to maximise the full use of a person's capabilities.

AREAS TO BE MONITORED

1. Recruitment and Selection.
2. Promotion and Career Development.
3. Training and Staff Development.
4. Conditions of Service.

RELEVANT STATEMENTS TO BE FOUND IN:

25. Appointments Policies (4).
26. Staff Appraisal Policy
27. Equity Policy
28. Staff Development Policy
29. Role Model Statement
30. Harassment Policy

The Board of Trustees acknowledges their commitment to EEO for the following groups:

- Women
- Maori
- Pacific Island and other ethnic groups
- Persons with disabilities

PERFORMANCE OBJECTIVES

1. To record relevant data in our school's data base as a comprehensive employee profile, so it is useful in recruitment, promotion training and staff development.
2. To monitor EEO progress
 - Data will be collected on those applicants who apply for positions, to track the number of men, women, Maori and Pacific island and people from other ethnic groups plus people with disabilities.
 - Analysis of professional development training provided e.g. reliever courses, after-school courses
3. To review personnel policies

The policies concerning personnel development, i.e. staff appointments, staff appraisal, staff development, equity policy, and role models will be discussed and reviewed by the BOT during the year.
4. To provide training, promotion and career opportunities for all staff

Staff will receive or have access to training so as to actively promote their career prospects, without prejudice to age, race, gender, marital status, dependents, moral beliefs and attitudes.
5. To encourage BOT training in areas related to EEC i.e. attendance at huis, conferences, seminars, courses related to EEC matters and report back to Board of Trustees meetings.
6. To circulate literature/readings related to EEC aspects and discuss these at Board of Trustees meetings and appointments committee meetings.
7. At the end of each year to review progress made and make a summary statement for reporting to Board of Trustees.
8. To consult with people so target groups can be established, before advertising positions. The wording of advertisements will be viewed carefully so as to attract applicants from as many groups of people as possible. The Language and process of interviewing will reflect our endeavours to encourage and include Maori and Pacific island applicants.
9. Staff will all have job descriptions with some leadership roles in administration responsibilities and/or curriculum areas. This is to encourage full participation of staff in decision making when appropriate and encourage leadership skills of all members by delegation of responsibilities.

CONCLUSION

Each person within our school is treated with dignity and respect for the contribution they can make to our vision: Our Best Generation Yet.

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

GOALS


EOTC programmes in Rise UP School will be designed to:

5. Enhance learning, through a variety of well-designed, first-hand experiences.
6. Provide experiences for learners that encourage awareness of the values and philosophies of the Tangata Whenua, along with other cultures within the school community.
7. Increase learners' knowledge, understanding, and appreciation of the school area, local district, and other places, including some unfamiliar places.
8. Develop skills in observation, recording, reporting, and organisation.
9. Help learners develop self-confidence and a sense of adventure.
10. Assist learners in their social development by placing them with others in unfamiliar situations.
11. Help learners develop an attitude of responsibility, particularly towards their own safety and that of others.
12. Meet the local curriculum goals in our charter — care of and responsibility for our Environment, Road Safety, and Water Safety.

GUIDELINES

Rise UP School will:

31. Use EOTC to enhance learning in a range of curriculum areas.
32. Begin by utilising the resources of the school community and environs.
33. Involve parents, caregivers, and the community where appropriate, in planning and preparation and outings themselves.
34. Ensure, where possible, that all children are able to participate in EOTC programmes.

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35. Provide alternative or modified learning situations for children unable to participate.
36. Follow Ministry of Education and Rise UP School regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements.
37. Ensure adequate on-going training for all staff involved in EOTC, including support for staff attending approved workshops, seminars, courses, and training and assessment schemes.
38. Ensure all class visits outside of the local area are supervised by an experienced teacher/s or at the discretion of the Principal.

ACCIDENT & EMERGENCY PROCEDURES

In the event of a serious accident or death, the person responsible for the venture will secure all appropriate emergency services and follow their procedures, (as per Guidelines.)

They will inform Principal (Chairperson if Principal is unavailable) who will ensure:

1. The Police are contacted in the event of death.
2. Parents/whanau are contacted and supported immediately.
3. The Board Chairperson is informed.
4. Media contact happens only after advice from suitable agencies and that media responses are only given by the Principal or designated person.
5. Appropriate school personnel are informed.
6. An Accident and OSH report is completed.
7. The Principal or person designated by the Principal will ensure appropriate counselling is arranged if appropriate.
8. An Investigation regarding the accident/incident will be completed.

CONCLUSION

Rise UP School is committed to providing ETOC for all children, in various curriculum areas. This policy is closely related to Rise UP School's policies on the care of children, learning and teaching, and the various curriculum areas.

Equity Policy

RATIONALE: Rise UP School recognises and accepts that equity objectives underpin all activities in the school. To this end we will ensure that this school's policies and practices seek to achieve equitable outcomes for all. We will also ensure that any disadvantage experienced in the school by students, parents, staff members because of gender, race, age, religion, social and cultural background and abilities is acknowledged and addressed..

PURPOSES

5. To ensure that any disadvantage that parents, students or staff experience at school is acknowledged and addressed.
6. To ensure that school policies and practices seek to achieve equitable outcomes for all students.
7. To ensure that the curriculum is non-sexist, non-racist and avoids stereotyped models.
8. To ensure that policies and procedures eliminate any possibility of sexual harassment

GUIDELINES

39. Teachers, Principal and BOT will look closely at what is taught, the way in which it is taught and the teaching materials used.
40. Text and other resources should value and promote experiences of women and men from all sectors of society.
41. Teachers will address the fact that research shows boys demand and get more attention in classrooms and in the wider school.
42. Everyone, regardless of their gender, race, religion, culture or socio economic group should feel equal in our school.
43. The use of non-sexist language is to be promoted.
44. Students need to see more women from all ethnic groups in leadership roles.
45. Consider organisational methods in classrooms and the school to ensure there is awareness of the possible sexist effects.

CONCLUSION

Each person within our school will gain from experiences which reflect understanding and respect for all individual and cultural differences. The school environment and resources will be sensitive to these values.

PURPOSE

Rise UP School will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards, and codes of practice.

GUIDELINES

This is achieved by

1. All staff having individual responsibility for health and safety
2. All staff
 - Being informed of
 - Understanding, and
 - Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area
3. Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management
4. Ensuring union and other employee representatives are consulted regarding health and safety management
5. Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by:
 - Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people
 - Minimising the effects of hazards, if they cannot be practicably eliminated or isolated
6. Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work
7. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace

8. Providing appropriate orientation, training and supervision for all new and existing staff
9. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors
10. Accurate recording, reporting and investigating injuries
11. Board of Trustees commitment to continuous improvement in health and safety
12. Board of Trustees commitment to comply with all relevant health and safety legislation
13. Supporting the safe and early return to work of injured employees
14. Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy

CONCLUSION

Rise UP School puts a strong emphasis on the Health & Safety of our students, staff and visitors.

Security at School



Rise UP School Policy

PURPOSES

Our aim is to provide a safe and secure environment for our pupils, staff and visitors. Our Security Policy ensures that we have in place effective procedures to enable us to achieve this aim.

ROLES AND RESPONSIBILITIES

Management Responsibility

School security is shared between the Board of Trustees (the Board) and Principal.

Role of the Board

The Board is responsible for formulating the Security Policy and monitoring its implementation.

At Rise UP School the “Premises, Health, Safety and Security Sub-Committee” of the Board monitor the policy on a term by term basis. Any key issues that arise are taken to the full Board and resource implications to the Resources Sub-Committee for discussion. The Board’s reporting to parents will include a statement on school security.

Role of the Principal

The Principal will be responsible for implementing the security policy agreed by the Board.

The Principal will ensure:

- The staff appreciate the importance of security and understand the school’s policy and their responsibilities.
- Staff training needs are kept under review and training as necessary.
- Parents are informed of the security policy and encouraged to help.
- Formal risk assessments are conducted by an outside body and updated on a regular basis. The last risk assessment was carried out in Month/Year and will be updated Month/Year.
- There are annual risk assessments conducted by the Principal and project manager.

- In addition routine security checks are carried out on an on-going basis by the caretaker.
- Timely reports are made to the Premises, Health, Safety and security Sub-Committee of the Board.
- All crimes are reported to the Police.

GUIDELINES FOR SCHOOL SECURITY

Security of Pupils, Staff and Visitors

Security Strategies in School

Staff:

- Staff based in school are the only staff to know the combination of the door lock.
- Staff to contact the office or senior staff in an emergency.
- Staff to have meetings with parents in the Conference Room or on the benches outside the office.
- All staff must challenge visitors who are not wearing a visitor's badge.

Visitors:

- All visitors, including contractors, to come to main office entrance, report to School Secretary, sign in the visitors' book and wear a visitor's badge.
- All parents to make an appointment to meet with a member of staff. To follow the same procedure as above.
- All other services based in the School must sign in at the office.
- Contractors reporting to Nursery entrance must report to the office, sign in and wear a visitor's badge.
- Parents to be reminded of our security strategies on a regular basis through "Premises, Health and Safety" Newsletters written by the Principal.
- All staff must ensure that the people trying to gain entry to the School should enter via the office. They should not gain entry through the car park door.

Hardware:

- Push button combination locks operate on the main entrances to school.
- All external doors to be kept closed (doors can be opened internally but not externally).
- All rooms containing equipment that may pose a risk to be kept locked - caretaker's room, I.T. server room, parents' room, science cupboard, telephone room, I.T. room, school kitchen and rooms containing cleaning equipment.
- All upstairs windows to be secured. They do not open fully.

Outside School:

- School gates to be kept locked out of school hours.
- School gates to be kept closed and bolted during school hours.

- Children must not play in areas marked as out of bounds - by the school gates and by the school sheds.
- All staff to challenge visitors on the school grounds during playtimes.
- For school netball and football matches, the internal door must be locked so that access can be gained to the girls' toilets without need to enter the main building.

Security of Equipment:

Inside School Building

- All expensive, portable equipment to be marked as belonging to the School.
- All valuable and recognisable equipment to be photographed.
- The infra-red intruder alarm system to be in operation when the school is closed.
- Staff to be responsible for returning equipment to the secure area.
- Staff to "sign out" equipment which is taken home, e.g. lap-top computer, tape recorder.

Outside School Building

- Climbable walls and drain pipes to be coated with anti-climb paint and inspected regularly.
- Security fencing to the front and side of the school to prevent intrusion.
- Security of Staff, Visitors, Pupils and Equipment during whole-school events.
- All CD's, cameras and personal belongings to be stored in storage containers and locked in cupboard by Principal's office.
- All televisions to be stored in rooms that are locked.
- All rooms apart from classrooms, kitchen and staffroom to be locked.
- Staff to meet with parents in the Hall.

Fundraising Events

- All rooms apart from those required to be locked.
- All CD's, cameras and personal belongings to be stored in storage containers and locked in cupboard by Principal's office.
- For outside events - football matches, fairs, internal doors by toilets to be locked so people have access to toilet facilities without having access to school building.

Monitoring of strategies

- Informally through verbal reports from staff and visitors.
- Formally through weekly premises meetings, regular "Premises, Health and Security" Sub-Committees and full Board meetings.

- All staff to take shared responsibility to ensure the security strategies are implemented.

CONCLUSION

All stakeholders in Rise UP School will work together to provide a safe and secure environment for our students, staff and visitors.

ICT Policy



Information and Communication Technology

Rise UP School

RATIONALE: Understanding and using the technology available in the field of information communication is an essential part of the education of our children.

The school ensures it meets the statutory obligation to maintain a safe learning environment.

Educational benefits are maximised and risks minimised.

PURPOSES

2. To use ICT creatively, constructively, critically by extending the learning environment and growing as life-long learners.
3. To provide access to an ever increasing range of digital resources, information and on line learning: learning in exciting, interesting and meaningful ways.
4. To enable access to the wider learning community including sharing the learning and achievements of staff and students.
5. To enhance key competencies (essential skills) and higher order thinking through and with ICT.
6. To enhance student knowledge, understandings, skills and attitudes through effective teaching and learning, effective management and administration.
7. To develop and maintain an appropriate ICT infrastructure which will adapt to the school's needs and tomorrow's technology.

CYBER SAFETY GUIDELINES

46. This policy applies to all employees of the BOT and to all students. It also applies to other adults /students who may be at the school at any time.
47. All students will read and sign a **Student User Agreement** outlining the regulations, conditions of use of technologies. This signed form will be kept in a file in the office.
48. All staff will sign a **Communication Technologies, Laptop and Cybersafety Staff User Agreement**, which includes details of their professional responsibilities and the limits to their own use of the Internet. The signed page will be kept in personnel folders.
49. The above two agreements will only be signed once in the person's time at the school.

50. All staff will be issued with an individual user name and password to access e-mail and internet.
51. The Principal will be responsible for the establishment and maintenance of Cybersafety systems.
52. The school will maintain effective electronic security measures.
53. The school will support the principles and practice of safe posting of students work and images.
54. The BOT reserves the right to check communication related work or data of staff and students at any time and will carry out a comprehensive investigation of any breaches of the cybersafety policies. Staff need to be aware that any incident involving material which is objectionable under the Films, Videos and Publications Classification Act 1993. will be referred to the Police or the Department of Internal Affairs Censorship Compliance.
55. TLR and any other library staff will work together to ensure school cybersafety rules are displayed and followed. Librarians will be trained to ensure they are able to monitor the rules.

STAFF RESPONSIBILITIES

2. Ensure that a Rise UP School Cybersafety Student Use Agreement is filled in and signed by both student & caregivers. Students will not be able to use Information Technologies or the Internet until agreement is signed.
3. This form will be returned to the school office where it will be processed and recorded on KAMAR. Staff must be in the room, remain there and actively supervise while students are using the Internet. No students will be left unsupervised to use the Internet.
4. Students need to be directed to places on the Internet rather than permitted to surf.
5. Students should be reminded regularly of the contents of Cybersafety Student Use Agreement.

GENERAL GUIDELINES

4. Students will use ICT across the curriculum. There is an expectation that all units of work will contain an ICT perspective.
5. Use of communication technologies, hardware, www and internet by staff or students is to be limited to educational and personal usage appropriate in the school environment.
6. The school will continually explore new ways that these technologies can be integrated into teaching & learning. Technologies include phone, mobile phone, fax, digital camera, web cam, scanners, and video cameras, and technologies

which are being developed. These technologies are available to all staff and students subject to the user agreements.

7. Personal development and training will be made available to both staff and students.
8. Teachers should seek classroom and school organisation that allow students to have optimum access to this equipment throughout the day.
9. All teachers and students will be responsible for ensuring adequate care of information & communication technology equipment. In particular students will not eat or drink around computers.
10. All equipment and software used within the school will be legally acquired. Ministry Allocation of Software packages or school software (Where copyright will not be breached) may be installed on staff home computers. This must be un-installed when leaving the school.
11. To ensure access for all staff and students, the school will endeavour to purchase new and developing technologies as budget permits.
12. Annual budget will include a component for maintenance, repair and purchase of consumables.
13. Software will be purchased through the appropriate curriculum budgets. Where it is cross curricular, the cost may be spread.
14. ICT Curriculum Leaders/Facilitators will lead a committee to manage the development of ICT in our school. (This will include Strategic and Annual Planning.)

CONCLUSION

Information & Communication Technology will improve learning outcomes for our students when integrated into the classroom programme. They are highly motivational to students and can become central to some programmes.

Parental Involvement



Rise UP School

RATIONALE: The use of parental support and assistance in learning programmes in our school is encouraged.

GOALS

13. Promote parental involvement in EOTC.
14. Utilise strengths within the parental community where appropriate and practical.
15. Foster an awareness of the risk management procedures.
16. Include parents in the supervision of children, transportation, and learning programme in ETOC.

GUIDELINES

Teachers should ensure that:

56. Parents know what is expected of them.
57. Parent helpers are aware of their responsibilities beforehand. (Including names of children for whom they are responsible.)
58. Parents abide by our schools adult/student contact policy guidelines.
59. Parents are aware of emergency procedure in case of an event.
60. Parents are made to feel useful and welcome.
61. Parents feel comfortable with the expectations and responsibilities being placed on them.
62. Parents are able to cope with the physical demands of the excursion (eg. tramping — they are personally fit enough so as not to jeopardise both their safety and the event itself.)
63. In times when students cause some concern to parent helpers it is appropriate that the teacher helps the parent to deal with this child in an appropriate way. Teachers often have background information that other adults do not have. The teacher is, however, subject to the Privacy Act and may only disclose sufficient information to deal with the situation.
64. The well-being of our children is paramount. Smoking on school trips and camps must be out of the sight of children.

65. Parents are aware of our transport policy.

66. Parents are aware that no alcohol is taken or consumed on our school's trips and camps.

67. Parents are appropriately thanked for their efforts.

CONCLUSION

Parental support and assistance in our school is very much valued and utilised.

RATIONALE: Our school promotes high levels of staff performance.

PURPOSES

8. To improve the quality of teaching and learning.
9. To meet strategic curriculum goals and targets as outlined in our School Charter.
10. To provide a programme which will ensure Performance Management in our school is regular, specific, time effective and supportive of professional growth of staff.
11. To meet mandatory requirements.

GUIDELINES

68. The basis for appraisal will be each staff member's Job Description and the Professional Standards.
69. Teachers will be appraised at least annually against the appropriate Professional Standards.
70. In addition to MOE priorities and school wide goals, negotiated personal goals will be included in the process.
71. Staff appraisals and observations will occur in accordance with the Performance Management Programme published at the beginning of each year.
72. Appraisal Reports are confidential to the person being appraised, the appraiser and the Principal.
73. Trends identified in individual, syndicate or whole school may assist the Principal to identify the following years professional development programme.
74. Appraisal of the staff will be the responsibility of the Principal and / or other delegated staff.
75. Principal appraisal will be negotiated with the Chairman of the Board of Trustees on an annual basis.
76. Those with teaching responsibilities will be observed by the appraiser at intervals during the year as outlined in the programme.
77. New staff to our school will be required to produce evidence they have met the Professional Standards for the current year at their previous school where salary progression is expected.

78. Part time teachers will have their appraisals completed along the guidelines classroom teachers in direct relation to their teaching component.
79. The appraisal policy will be reviewed by the Board according to the review schedule, and the Principal and/or appraisers will report to the Board on the process as it is carried out.
80. If the appraisee is unhappy with their appraisal statement they may take the following steps:
 - a. Approach their appraiser with their concern(s) and discuss the matter.
 - b. If the matter was not resolved the appraisee could discuss the statement with the Principal.
 - c. If the appraisee was still not satisfied they could write to the Board of Trustees.

CONCLUSION

Effective appraisal leads to positive outcomes for students and staff. It will enhance job satisfaction, lead to goal setting and improve in-school relationships and teamwork..

Property Management



Rise UP School

RATIONALE: To establish a system for the maintenance of land and buildings at Rise UP School.

PURPOSES

To ensure the maintenance of the school's buildings and facilities in order to offer students and staff a safe and pleasant learning environment.

GUIDELINES

In order that the school is kept in a clean, tidy, safe and hygienic condition, the following steps will be undertaken.

15. Board of Trustee to negotiate an occupancy agreement with the Ministry of Education specifying ownership and responsibility of each party (Ministry - Capital works.)
16. Each year budget will be provided for furniture buying, some cleaning and caretaking, ground maintenance — (grass cutting, both caretaker and contractor, spraying, fertilising, tree or shrub planting) plumbing, carpentry, and electrical repairs, maintenance and replacement of equipment, painting, and swimming pool maintenance and materials.
17. Have a system in operation that ensures day to day maintenance and repairs are carried out regularly.
18. Caretaker to report urgent repairs immediately to Principal or refer to Sub Committee.
19. Long term or more expensive maintenance to be approved by Sub-Committee in accordance with the Budget and 5YP Property Plan.
20. Comply with requests from Ministry of Works, Local Council and other health and safety regulations.
21. Ensure that school rules are established for the protection of both children and property.. Use of grounds and buildings by the public be subject to Board of Trustees' consent and adherence to policies and guidelines.
22. Once a term, whole school to operate a "Fire / Earthquake Drill."

23. Vandal damage to be reported to police and police reports kept. These repairs to be itemised separately from maintenance work.
24. Regularly ask community through newsletters to notify Board of Trustees or police of any actions detrimental to school property.
25. Board of Trustees to personally call on neighbours to enlist their co-operation in looking after our school.
26. Each year review maintenance programme in relation to budget and adjust. (1 October annually.)
27. Implement the 10 YP & 5 YP MOE approved Property & Maintenance Plan according to MOE Guidelines

CONCLUSION

Looking after our school is everyone's responsibility and Rise UP School is committed to providing students and staff a safe and pleasant learning environment.

Reporting to Parents



Rise UP School

RATIONALE: To enhance learning by establishing clear communication between parents, or care givers and teachers of Rise UP School.

PURPOSES

- 12. To share knowledge of each child.
- 13. Teachers to report on the stage of progress achieved.
- 14. To identify needs and ways these needs can be met.

GUIDELINES

- 81. Make provision in March for individual interviews if requested. Notify parents of this in newsletters.
- 82. Write full written reports June/December in accordance with National Standards.
- 83. Provide day/evening interview coinciding with June report before Mid-term.
- 84. Be available on request for consultation, Parent/Teacher, Teacher/Parent.
- 85. Arrange additional interviews through the office.
- 86. Provide opportunities for parents to informally pop in.
- 87. Invite parents to 'Open Days, Sporting events, cultural events, trips or any special event concerning their children.

CONCLUSION

Rise UP School is committed to excellent whanau communication and interaction.

Role Model Policy



Rise UP School

RATIONALE: Rise UP School believes a teacher or staff member or volunteer and a role model working with our children should be:

- a person who cares about people: is supportive, strong, considerate, and can share and listen
- aware of the behaviours you are reinforcing by your attitudes: actions and words
- not bound by stereotypes

GUIDELINES

These guidelines relate to treating children in the same respectful way regardless of gender, race, religion, social and cultural background and abilities.

88. Show approval in the same way to all children. Avoid concentrating attention on the most vocal and disruptive students. Take care not to ignore the “quiet” and “good” students.
89. Give equal attention to girls and boys in all subject areas and activities.
90. Plan similar activities or similar roles within an activity for girls and boys.
91. Expecting girls and boys to be equally competent in all subject areas.
92. Evaluate resources, text-books, and readers for their portrayal of the roles of women and men.
93. Discuss comments made by children which reflect discriminatory or intolerant attitudes.
94. Stop one sex from making demeaning comments about the other, e.g. “I don’t want to read any dumb girls’ books.
95. Avoid using sex as a basis for separating students. Create opportunities for students to work in mixed groups.
96. Expect girls and boys to be equally courteous, nurturing, and sharing.
97. Ensure that children come into contact through speakers, visitors, books, plays etc, people of different ethnic backgrounds, family structures and those with disabilities. Through these contacts the children will realize that all people are equal.

CONCLUSION

Each person within our school will gain from experiences which reflect understanding and respect for all individual and cultural differences. The school environment and resources will be sensitive to these values.

Curriculum Delivery



Rise UP School Policy

Rationale: All students have a right to the best possible education through quality programmes.

Through the provision of quality programmes students will reach their full potential.

PURPOSE

Delivery of the curriculum shall foster student progress and achievement and meet all legislative requirements and Ministry and Board expectations.

GUIDELINES

Therefore the principal may not fail to:

1. provide opportunities for success for all students (in years 1-8) in all essential learning areas and skill areas of the New Zealand Curriculum
2. give priority to student achievement in literacy and numeracy
3. give priority to regular quality physical activity that develops movement skills for all students (especially in years 1-6)
4. report on progress and achievement of all students including information in relation to National Standards as per the boards three year work plan and agreed reporting formats
5. identify students at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address needs
6. ensure there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
7. consult with the school's Maori community about the policies and plans for improving the achievement of Maori students
8. provide career information and guidance for year 7 students and above.
9. seek board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made

Student Promotion Policy



Rise UP School

RATIONALE: Each child is considered as an individual particularly those with identified needs within the promotion system of the school.

PURPOSES

1. To clarify promotional policy throughout the school.
2. To ensure that the age range in any one Classification level is only one year approximately.
3. To ensure guidelines are met when grouping children according to overall class age.

GUIDELINES

98. Children will be classified Yr1-Yr3 for no longer than four years and no less than two years before promotion into Yr4.
99. Consideration when classifying will be given to the Academic, Social, Physical and Emotional needs of each child as an individual, along with the chronological age.
100. When any child is being retained or accelerated at any level consideration should be given to:
 - a) Why retention or acceleration is being employed.
 - b) The child's needs being paramount
 - c) Future strategies and support for that child's development
101. When such consideration is being given to the retention or acceleration of any child parents will be given the opportunity for a full consultation.
102. A child who begins school during April will be classified as New Entrant for that year. However, each child will be considered as an individual, and reclassification may take place at any time during the Primary School years, but preferably, finally at the conclusion of year.

CONCLUSION

All children's needs should be catered for within their age/peer group. No child will be retained unless consultation and agreement is reached between staff, parents and any support services. Every endeavour will be made to cater for the needs of all children within their group, ensuring that all children have success at whatever level of learning, regardless of age.

Transport Policy



Rise UP School

INTRODUCTION: This document is to give guidelines to transportation of students from one destination to another.

RATIONALE: Safety is our first priority in travel, be it in vehicles, public transport or ensuring they cross the roads safely.

PURPOSES

- 15. To protect and ensure children's safety when travelling in vehicles.
- 16. To promote safe practices.

VEHICLE GUIDELINES

- 103. Every pupil must be restrained by a three point seat belt, with the exception of public transport.
- 104. Vehicles must have a current WOF/COF, registration and be legally roadworthy.
- 105. Drivers must have a current full NZ driver's licence.
- 106. Avoid transporting a student on his/her own. (Refer to Adult Student Contact Policy.)
- 107. Insurance of all vehicles is the responsibility of the owner.
- 108. All drivers must have a blood alcohol level of zero. (Exemption — pharmaceutical products with alcohol content).
- 109. All drivers must adhere to NZ law pertaining to drugs & substance abuse.
- 110. Drivers must not smoke in the car when children are present.

BUS GUIDELINES

- 6. Our school will follow MOE guidelines
- 7. On buses at least one teacher/adult must be present on each bus and all children seated while the bus is moving.
- 8. Buses need to be of an appropriate cleanliness and maintenance standard fit for children to travel on.
- 9. All bags will be placed under seats

10. All buses used for transporting students must have a certificate of fitness

PEDESTRIAN GUIDELINES

15. Adults must show good examples to pupils when crossing roads.
16. Appropriate supervision will be adhered to when students are walking to school events in the local area
17. Suitable footwear will be encouraged.

SCHOOL TRAFFIC SAFETY TEAM GUIDELINES

1. The school has an 'Authority to Operate a School Patrol' and the certificate is displayed. STST will be trained by Police Education Officer.
2. Parent permission will be sought before students are allowed to become a school road patroller.
3. The school will provide adult supervision on crossings
4. Adult supervisors will participate in STST training when possible and be provided with appropriate high visibility clothing.
5. Appropriate signage and protective high visibility clothing will be supplied.

GUIDELINES FOR PARENTS TRANSPORTING CHILDREN

This "Guidelines" section will be issued to parents before they transport children.

- Every pupil must be restrained by a three point seat belt.
- Vehicles must have a current WOF/COF, registration and be legally roadworthy.
- Drivers must have a current full NZ drivers licence.
- Avoid transporting a student on his/her own. (Refer to Adult Student Contact Policy.)
- Insurance of all vehicles is the responsibility of the owner.
- All drivers must have a blood alcohol level of zero.
- Drivers must not smoke in the car when children are present.
- Good examples must be shown to pupils when crossing roads.

CONCLUSION

Sports field days, school trips and other EOTC visits often require transportation of pupils. The safety of our children is a paramount consideration.