



Newmarket School Policies and Procedures

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Policies are developed by the board and are reviewed on a three-year cycle or updated when required and include:

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Policies

1. Curriculum Delivery Policy

Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements. Therefore, the principal must ensure:

1. achievement of the Strategic Plan/Annual aims and targets
2. compliance with the Education and Training Act 2020, new regulations, the National Education and Learning Priorities (NELP), and the National Curriculum,
3. there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
4. that board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

2. Personnel Policy

The board delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice. Therefore, the principal must ensure:

1. that all employment related legislative requirements are applied, in particular for fixed term employment
2. all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided
4. that employment records are maintained and that all employees have written employment agreements
5. that employee leave is effectively managed and reported so
 - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered
 - b. board approval is sought for any requests for discretionary staff leave with pay
 - c. board approval is sought for any requests for discretionary staff leave without pay of longer than 5 days
 - d. board approval is sought for any requests for staff travelling overseas on school business
 - e. the board is advised of any staff absences longer than 5 school days
6. that performance agreements are established for all staff and that reviews are undertaken annually
7. a suitable professional development programme, which takes into consideration the requirements of the Strategic and Annual plan, is provided as part of each employee's performance agreement
8. the requirements of the Health and Safety in Employment Act 2015 are met
9. Advice is sought as necessary from NZSTA advisors where employment issues arise

2.1 Appointments

To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. Therefore, the principal must ensure that they:

1. determine the composition of the various appointment committees according to the schedule outlined below:
 - a. Appointment of the deputy/assistant principal, and RTLB Cluster Manager (see also RTLB Governance Handbook) and will involve an appointment committee consisting of the principal, the presiding member/other advisors.
 - b. Appointment of all other teachers, part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the principal in consultation with the presiding member or delegate where deemed necessary.

Appointment of the principal is the responsibility of the board which will determine the process.

3. Financial Planning Policy

The board has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finances and budget to the principal who is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference.

Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

Thus the budget should:

1. reflect the results sought by the board
2. reflect the priorities as established by the board
3. comply where the board's requirement is for a balanced budget
4. demonstrate an appropriate degree of conservatism in all estimates.

3.1 Financial Condition Policy

The financial viability of the school must be protected at all times. The board understands that the possibility of theft or fraud cannot be entirely eliminated however the principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Resource: Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the principal must ensure that:

1. unauthorised debt or liability is not incurred
2. generally accepted accounting practices or principles are not violated
3. tagged/committed funds are not used for purposes other than those approved
4. more funds than have been allocated in the fiscal year are not spent without prior board approval
5. all money owed to the school is collected in a timely manner
6. timely payment to staff and other creditors is made
7. unauthorised property is not sold or purchased
8. all relevant government returns are completed on time
9. no one person has complete authority over the school's financial transactions when making any purchase:
 - of over \$20,000 comparative prices are sought
 - of over \$20,000 an adequate review on ongoing costs, value and reliability is undertaken
 - of over \$20,000 on a single item board approval is first sought
10. effective systems are in place to meet the requirements of the payroll system.

3.2 Credit Card Use Policy

1. The board authorises the issuing of credit cards (Principal, Deputy Principal and Cluster Manager)
2. The board set the limits for the cards and use should not exceed this amount without board approval.
3. The recipient of the card must read this policy and procedures before issue
4. The credit card is not to be used for any personal expenditure
5. The credit card will only be used for:
 - payment of actual and reasonable travel, accommodation and meal expenses incurred on school or cluster business,
 - or purchase of goods or services used in the day to management of the school or cluster where an school account is not possible, or where prior authorisation from the board is given.
6. The card holder must ensure all transactions:
 - are evidenced by supporting documentation for each transaction
 - if greater than \$50 including GST, a detailed tax invoice is required.

- o if less than \$50 including GST then a tax invoice or receipt is sufficient.
 - have adequate description of the business purpose and reason for the expenditure.
7. The credit card statement must be certified by the card holder and the board chairperson
 8. Authorisation for the validity of the expenditure should be obtained on a one-up basis (Presiding Member for Principal, Principal for Cluster Manager. Card holders are not allowed to approve their own expenditure.
 9. All purchases should be reconciled and accounted for within 5 working days of receiving a credit card statement.
 10. Cash advances are not permitted.

Cardholder responsibilities

The cardholder is responsible for:

- Ensuring the credit card and pin are kept secure and not given to or accessed by any other person under any circumstances.
- Using the credit card for permitted purchases only.
- Retaining all supporting documentation of purchases.
- Providing a full reconciliation of transactions within five working days of receiving a credit card statement.
- Identifying any unusual or disputed transactions and escalating to the credit card company as required.
- Purchasing within the credit limit applicable to the card.
- Notify the credit card company and the school immediately if the card is lost or stolen.
- If using the card for approved internet purchases (subscriptions, purchases, and where there are no school accounts), these must be from established reputable companies on secure websites.
- Returning the credit card to the school upon ceasing employment or at any time on request of the board.

3.3 Protection of assets

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the principal must:

1. ensure all board assets are insured
2. not allow unauthorised personnel or groups to handle funds or school property
3. not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500
5. ensure the implementation of the 10 year property maintenance plan
6. engage sufficient property maintenance staff for the school within budget limitations
7. receive board approval for maintenance contracts over \$5000 for any one contract
8. conduct competitive tenders for all contracting
9. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions

4. Health, Safety and Wellbeing Policy

Students and staff and any others on site shall have a safe physical and emotional learning environment. The board will ensure there are processes in place for the consulting, cooperating and coordinating of activities to ensure the safety of all students, staff and workers/others. Therefore, the board and principal must:

1. take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
2. ensure that the staff code of conduct is implemented effectively
3. ensure there is zero tolerance to bullying and that there are effective processes in place
4. comply with the provisions of the Health and Safety at Work Act 2016, the Education and Training Act 2020 and the Vulnerable Children's Act 2016, and in particular the six due diligence obligations
5. provide a smoke free environment
6. ensure a risk analysis management system (RAMS) is carried out where and when appropriate
7. seek approval for all overnight stays/camps attesting first to their compliance with (4) above
8. consult with the community every two years regarding the health programme being delivered to students
9. advise the presiding member of any emergency situations as soon as possible
10. have up-to-date disaster planning and emergency management
11. ensure the regulations for health consultation are enacted
12. ensure the School Physical restraint policy and procedures will meet the rules set down in the Education and Training Act 2020

5. Legal Responsibilities Policy

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

Procedures

Procedures are developed by the principal and staff and are reviewed annually or updated when required. The procedures are available for board members to view at any time.

1. Curriculum Delivery Procedures

1.1 Assessment, evaluation and reporting to parents

At Newmarket School assessment is used to establish the learning needs of students, and evaluate the progress they make. This process is described as assessment for learning (AfL). Assessment for learning helps ensure that teaching programmes are relevant to the learning needs of the students.

Data collection at Newmarket School will likely include a number of assessment tools including:

- Running records/PM/Probe/PaCT/BSLA
- Assessment resources in various curriculum areas
- Observations
- Anecdotal notes
- Self-evaluation
- Informal assessments
- Formal tests – such as asTTle
- School surveys
- Work samples
- Conferences
- Individual Education Programme (IEP)

Information will be recorded and kept by teachers in profiles and on the computer database. This data should be clear, concise and relevant to learning. Records should be well organised, dated, signed and readily available to students, teachers and parents.

Teaching and learning programmes will include a clear statement of methods of assessment and evaluation. Students will be encouraged to set their learning goals and to have a strong awareness of their own learning needs. Parents are able to view their child's records held at school during interviews or appointments.

The reporting process includes:

- both formal and informal reporting
- formal reporting includes parent and teacher interviews, discussion documents, written reports, and any digital learning records;
- two formal written reports will be provided each year;
- communication between parents and teachers will keep parents regularly informed in regard to their child's learning;
- learning goals will be establishment between students, teachers and parents;
- an 'open door' policy whereby the principal, leaders and teachers are available to discuss student's learning and progress on an informal and formal basis;
- learning will be shared with the community through school and team newsletters, web pages, Seesaw, Hapara, Flip grid, google dashboard and sites
- curriculum reports provided to the board as per schedule, from the principal/leaders/staff, to facilitate strong information sharing.

Should the principal, teacher or parent have concerns about aspects of a child's progress or attitude they will arrange for a conference/meeting/hui at school to discuss possible courses of action that might help solve the problem.

All information held is as per the Privacy Act (2020), and any personal information shared with others outside of the school requires parental permission to do so.

1.2 Mental health education

We recognise that mental health education is core to learners reaching their highest academic, physical and social potential and is an area of learning that sits across the whole of the NZ Curriculum.

We show our commitment to mental health education by:

- Ensuring that mental health education is a result of planned and assessed learning opportunities across the whole curriculum. This commitment includes ensuring that our annual plans for teaching include the provision of mental health.
- Encouraging our learners to contribute to the planning, implementation, and review of mental health education.
- Making evident to learners and whānau both the learning and progression of learning in mental health education.
- Ensuring teachers are supported with professional learning and development so they can deliver mental health education that supports the wellbeing of teachers and students.
- Review the content and delivery of mental health education to ensure it reflects the changing needs of students, the community and their interests and teacher capacity.

2. Student Equity Procedures

2.1 The Treaty of Waitangi (Te Tiriti o Waitangi)

The board and staff will value and reflect on New Zealand's cultural heritage and have a strong understanding of Te Tiriti/the Treaty of Waitangi. The board and staff will:

- ensure that Māori perspective and values are reflected in school-wide programme,
- promote the concept of an equal partnership in New Zealand society, based on Te Tiriti/the Treaty of Waitangi,
- encourage staff and students to understand and respect Te Reo (language) and Tikunga (culture),
- provide Māori children with a culturally safe and supportive learning environment.

The learning programme at Newmarket Primary School includes Te Reo (language) and Tikunga Māori (culture). At Newmarket School:

- Māori culture will be positively encouraged within the school community,
- many opportunities will be provided for children to participate in activities so as to extend their knowledge, increase their understanding, improve their skills, and develop positive attitudes and values relating to New Zealand's Māori cultural heritage,
- the board recognise the need to maintain learning programmes school-wide that reflect the objectives in Te Tiriti,
- the board will identify and developing strategies to overcome any barriers to Māori students learning,
- support of programmes for Te Reo and Tikunga are provided for in the annual budget.

2.2 Student learning support

It is the right of every student to receive instruction at their ability level in order to reach their full academic potential. A register is kept of all children with special learning needs by the Special Education Needs Coordinator (SENCO) and these children are monitored by the SENCO and senior leaders.

Specialized learning programmes may be developed for those students identified as benefiting from targeted and accelerated learning opportunities in order to reach their potential. All targeted assistance must be guided by the board's strategic goals, Te Tiriti, and in particular support the needs of Māori and Pasifika learners.

Some funding for learning support is available through the Ministry of Education's Special Education Grant. There may also be funding from RTLB and other specialist services. This funding allows the school to develop and implement learning programmes for students identified with special learning needs.

Specialist learning support is approved by the principal and overseen by senior leaders. Depending on the nature of the targeted assistance, it includes:

- funding by the board, from MOE funding, or by parents,
- consultation with class teachers, specialists, parents,
- planned integration with existing programmes, and
- informed consent from parents/whanau.

Most special needs assistance is given in the student's own classroom environment. However, from time to time groups of students within a team with common learning needs may be grouped for specialized instruction.

Students requiring special needs assistance are identified by assessment using the relevant and available assessments and or agencies. The principal and the SENCO will report to the Board on the delivery of the programme.

The principal and the SENCO will be responsible for overseeing the programme to meet the needs of individual students and for allocating any funding support. The class teacher, SENCO, RTLB, RT: LIT, MOE coordinator, and or principal will monitor and/or give feedback to students and parents. The principal, SENCO, or teacher with the responsibility for the intervention/support programme will ensure informed consent from parents prior to any student referral. An Individual Education Plan (CAP) will be developed for specific interventions/support.

Inclusive Learning Environments

Students have the right to be educated with their peers in a supportive environment. Students with specific learning difficulties may need differentiated programmes, these are provided by the classroom teacher. Decisions regarding differentiated programmes or support for individual students will be made in consultation with the SENCO, classroom teacher, parents and possibly relevant agencies. The SENCO and classroom teacher will work together to facilitate the implementation of appropriate programmes.

Gifted and Talented Students

Students with special gifts and talents will be identified and provided with programmes within their classroom (included as part of their class descriptions) and, when available, outside their classroom programme, through special programmes, clubs and leadership opportunities. These students will be identified using the established school systems/registers/Edge, some may be encouraged to join external Gifted and Talented programmes.

2.3 English Language Learners (ELLs)

Newmarket School values the first language and culture and our English Language Learners (ELLs). ELLs are provided with opportunities to celebrate language and culture through school events, assemblies and in class, supported by knowledgeable specialists and support staff.

Our programme for students includes small groups, one on one, and both indirect and direct support. Our knowledgeable class teachers are vital to the success of our students. Where possible students are matched with peer support in the same first language.

In addition to class and specialist resource materials the school has e-learning materials that highlight first language, particularly Mandarin. The ELL programme utilise the resources available in the wider community and home.

We run an English Language Learners (ELL) programme. The ESOL programme coordinator and or designates are responsible for overseeing the programme, including eligibility, funding applications, and regular reports to the board.

2.4 International Students

Newmarket School may be open to a small number of international students each year. The mandatory Code of Practice for the Pastoral Care of International Students establishes the framework for pastoral care and standards of effective practice. As a signatory to the code Newmarket School Board ensures that all international students, and their parents, have a clear understanding of how

the code is implemented. Copies of the Code, international students school policies and procedures will be available to parents and staff through the school office. At Newmarket School:

- the board provides guidance for the principal on the number of international students to be enrolled annually,
- each application is considered by the principal on its own individual merits and circumstances prevailing at the time of application,
- the number of international students enrolled in any one class is carefully monitored by the principal who will determine the student's class placement,
- all contractual and financial arrangements between Newmarket School international students' parents will be recorded in a written contract with a copy of the Contract given to International Student's parents, and provided to Immigration New Zealand,
- International Students will only be enrolled if they are living with a parent/legal guardian while attending Newmarket School,
- all international students and their family are provided with information and advice on New Zealand culture, enrolment requirements and student safety,
- if an international student has concerns that are not resolved by the school's internal grievance procedures, they can contact the Newmarket Board,
- after all grievance procedures are exhausted any breach from the signed Contract will result in 20 days' notice of termination of the Contract,
- these procedures are reviewed annually to ensure Code compliance.

Tuition and Pastoral Care

At Newmarket School:

- international students will be given the same opportunities as domestic students with class programme based on the New Zealand Curriculum,
- enrolment is provisional on Newmarket School being able to meet the needs of the international student,
- a school orientation programme is provided for international students, and regular feedback obtained from parents.
- tuition and pastoral care at school for each student is managed by class teachers, overseen by the Deputy Principal/ESOL specialist teacher, and reviewed by the Deputy/Principal to ensure that the school is compliant with the Code,
- if an international students is absent from school, and parents have not notified the school of any appropriate reasons for the absence, the school will be proactive in making contact with the parent,
- poor attendance, truancy, and/or poor behaviour will be reasons for termination of the Contract,
- if the school has reason to believe that the student is being ill-treated Children, Youth, Family Service (CYFS) or the New Zealand Police will be contacted,
- If for any reason the parent should be required to return to their home country the school must be informed prior to departure,
- If parent absences are for a short period (up to one week) arrangements for the child's care need to be discussed and approved by the school.
- if the parent is returning to their home country for a period longer than a week then the enrolment is terminated,
- the school is required to monitor that the child continues to live with the parent in accordance with section 30.4 of the code.

Fee Protection

All contractual and financial arrangements between Newmarket School and international students' parents must be conducted in a fair and reasonable manner. Student fee protection is aimed to protect both students and the integrity of Newmarket School. At Newmarket School:

- fees will be set annually in consultation with the Board,
- all fees received from international students will be specifically coded within the school accounts and funds will not be utilised until service delivery is complete at the end of each term,

- all applications are subject to an application fee which is non-refundable,
- fees are generally non-refundable unless extenuating circumstances warrant differently with the principal determining extenuating circumstances which may include returning home due to serious illness/injury or returning home due to the death of an immediate family member,
- applications for a refund of fees must be made in writing to the principal,
- if a fee refund is approved fees will be refunded less:
 - an initial administration charge of \$750
 - less Agents commission
 - any costs incurred by the school for service delivery such as tuition, resources, and staffing.

No refunds will be made for international students who have had their Contract terminated by the school or who become permanent residents after 1st March (in any year).

Management of International Student Agents

The management of agents Includes:

- the provision of policy and procedures for international students
- agents completing an Agent Agreement
- agents are required to have upskilled in the Code and Guidelines
- an annual review is undertaken of all agents

Violation of the Contract

Circumstances in which enrolment may be terminated include:

- continual misbehaviour and/or disregard and violation of school rules
- Criminal acts
- the school being unable to provide for the student's needs
- poor attendance and truancy
- the school not being advised if there is a change of any Contract details

The Immigration Service will be notified when an international student's enrolment is terminated.

2.5 Student discipline and guidance

Newmarket School is a Positive Behaviour for Learning School (PB4L). PB4L initiatives help parents, whānau, teachers, early childhood centres and schools address problem behaviour, improve children's wellbeing and increase educational achievement. Barriers to engagement and improved students' chances to achieve at school and beyond are supported by strengthening relationships. PB4L is a long-term, systemic approach.

Discipline and guidance need to be undertaken in a partnership between family and school, both working together to help the child grow socially, emotionally and intellectually in order to develop a sense of responsibility. There needs to be open communication between parents and school at all times.

Discipline should be aimed at the actions of the child, rather than the person of the child. Children are always treated as individuals and discipline and guidance used accordingly (see also Teacher Handbook).

For the purposes of these procedures 'serious behaviour' is defined as damage to people or property and/or putting other pupils, themselves or property at risk and/or consistently refusing to comply with reasonable instructions.

Discipline protocols

The class and/or the duty teacher will handle disciplinary situations as they arise using the PB4L Framework. In more serious situations the senior management team will be advised and at their discretion parents will be contacted and if necessary a meeting between classroom teacher, principal, parents and/or child will be convened. All incidents of a serious nature are included in our behaviour log.

At Newmarket School:

- there will be no corporal punishment,
- children are not to be detained after school and any consequences for poor behaviour used judiciously,
- appropriate procedures for dealing with inappropriate behaviour are outlined in the Teacher Handbook and in the behaviour protocols,
- if necessary, the school will ask for support from Resource Teachers of Learning and Behaviour and/or the MOE Learning Support,
- restraint training is available for staff who may need to use this to keep students safe,
- The Ministry of Education guidelines must be followed at all times.

The Education (Stand-down, Suspension, Exclusion and Expulsion) Rules will be followed:

- if severe injury to another child is caused by deliberate action;
- when injury to a teacher, teacher-aide or adult involved in the school is caused by deliberate and/or malicious action;
- when threatening behaviour, such that the person concerned fears for their safety;
- the Ministry of Education guidelines must be followed at all times.

3. Personnel Procedures

3.1 Appointment of Staff

Appointments for less than one year:

- are termed short-term appointments and are at the discretion of the principal,
- are at the discretion of the principal when an incumbent takes extended leave of one term, or less than a year, from a permanent position,
- are filled in consultation with one other appropriate staff or board member,
- are inclusive of part-time staff who are appointed at the discretion of the principal,
- are advertised if are more than one term,
- include Kahūi Ako appointments that will follow the Ministry of Education Guidelines.

For a caretaker, cleaner, clerical or support staff the Principal will make the appointment.

Appointment Panel

An appointment panel will be established for teaching appointments of more than one year. The panel may be made up of representatives of the board/other principals/experts and/or staff depending on the role. This panel is a sub-committee of the Board and is responsible to the Board as a whole for the appointment of all permanent employees.

For Scale A teachers, the principal, senior staff members will make up the appointment panel. For RTLB or RT LIT appointments the Cluster Manager and school principal and/or external principal, and/or a school/RTLB/RT LIT/MOE representative is involved.

For the appointment of the cluster manager, deputy principal or assistant principal, the appointments panel will include the principal, presiding member, and may include a member of staff, or in the case of the Cluster Manager an advisor or principal.

At Newmarket School the principal/panel will follow the following process:

- the position will be determined as being a fixed term (FTEA) or permanent position on the advice of NZSTA and the legislation,
- details of duties to be carried out and the criteria being adhered to in making appointments will be made available to all applicants on request,
- all individual applications for appointment will be assessed,
- notes will be taken of any outstanding strengths and limitations and by consensus the panel will determine the short-list of applicants,
- the short-listed applicants will be notified of the date and venue of the interviews,

- a schedule of questions will be drawn up,
- referees and reference statements that have been received will be examined,
- if no applicant is deemed suitable the position will be re-advertised,
- the successful applicant will be notified as soon as possible,
- the successful applicant will have five working days to accept the position,
- if the successful applicant does not accept the position, the applicant deemed by the panel to be next in terms of suitability may be offered the position, or the position will be re-advertised,
- after acceptance, a letter of confirmation (noting that the appointment is subject to possible review) will be sent to the successful applicant and letters of non-appointment sent to all other applicants,
- if a teacher, the appointee must have a current New Zealand Teachers Registration and Practicing Certificate,
- referee and references checks will be undertaken, as will a proof of identity check,
- the successful applicant will confirm in writing their acceptance and sign the Newmarket Code of Conduct.

Appointment of the Principal

For the appointment of the principal the whole board will decide on the appointment process. The board shall appoint an external provider/accredited consultant to manage any appointment and to the board in their choice of board representatives on an appointments panel. The Board will consult with the staff on criteria for appointment. The Appointment Panel will shortlist and interview the applicants as per the board's guidelines.

For a principal appointment the final decision is to be made by the board at either a regular or special board meeting at which there is a quorum of members (in-committee). If, in the opinion of the appointments committee, no suitable application is received, then the panel may choose not to recommend an appointment at that time and recommend that the position be re-advertised.

A report of the proceedings of the appointments panel should be prepared by the consultant and include:

- the criteria for appointment
- the recommended appointment
- reports on short listed applicants
- records of proceedings of the appointments committee.

3.2 Class release time

The intent of class release time is to address teacher workload while maximising benefits to student learning. This procedure contains a list of the uses for classroom release time in our school. The list may be amended from time to time through consultation with teachers. The principal and individual teachers may also agree to other uses from time to time. In our school classroom release time will be used for:

- Planning
- Evaluation
- Reporting
- Personal professional development
- Observing other teachers
- Reading/research
- Team meetings and assessment
- Assessment
- Any other use agreed to from time to time between teacher and principal that benefits student learning.

Each teacher will be allocated approximately 5 days per term or 1 hour per week, increasing to 3 days per term by the end of 2024. The roster will be generated by senior management considering where possible the preferences of individual teachers. Where school sessions or MOE funding prevent allocation of precisely 10 hours of classroom release time, the school shall endeavour to provide as

close as possible to the 10-hour entitlement including, where needed, advanced or delayed entitlement across the 4 terms of each school year.

Where for genuine reasons it is not possible to provide CRT to an individual or group of teachers the school will record the reason for non-delivery and endeavour to reallocate the CRT at a later date in that school year. Class release time may be used in conjunction with a specialist programme.

3.3 Complaints

At Newmarket School we promote a school culture where it is safe to raise concerns and complaints and these are assessed and responded to with due care. When managing any complaints about school staff, parents, students and the community these are to be processed in a manner just and fair to all concerned.

When responding to concerns and complaints, we meet legal obligations, including employment, health and safety, and privacy requirements, and follow the principles of natural justice. Support and guidance for those dealing with complaints will be sought from the New Zealand School Boards Association. If appropriate the NZSBA will be directly involved, and on their advice the school's insurers.

Newmarket School maintains a register of concerns and complaints. Generally, only those concerns or complaints that come to the attention of the senior leadership team or board are recorded, including action taken.

General Complaints

The principal has the main responsibility for deciding what course of action to take to resolve complaints. The following principles apply:

- all complaints should be acknowledged,
- the principal may receive personally presented verbal complaints,
- the principal may ask for the complaint to be put in writing and signed,
- if a problem remains unresolved after contact with the principal, complainants are invited to approach the board in writing,
- those making complaints will be informed of the board investigation/action.

Complaints against Staff

The principal/Cluster Manager has the main responsibility for deciding what course of action to take to resolve complaints. The following principles apply:

- all complaints should be acknowledged verbally or in writing by the principal or the appropriate member or the senior management team,
- matters are discussed with the staff member concerned, the principal and/or a member of the senior management, and if not resolved by senior management can be then referred to the principal if they are not already involved,
- the principal/cluster manager may receive personally presented verbal complaints,
- if appropriate the principal may ask for the complaint to be put in writing and signed,
- the principal and complainant discuss the issue with the staff member,
- if a problem remains unresolved after contact with the principal, complainants are invited to approach the board in writing,
- the staff member is told in writing of the unresolved issues, the date of the meeting, and right to representation,
- those making complaints and those having complaints made against them will be informed of the board, or personnel sub-committee's investigation/action,
- if further action is necessary the board could consider further investigation,
- the complainant and teacher will be advised in writing,
- all participants to the action of a complaint are to maintain confidentiality of information and documents.

When alleged conduct is deemed sufficiently serious the board may decide to suspend the staff member, the board makes the formal decision, on advice from the NZSTA.

Teacher Competency

Issues related to a staff member's competency might be initiated at any time by the principal/Cluster Manager and are generally addressed through the performance management system. NZSTA provides guidance to the principal/Cluster Manager. The Cluster Manager keeps the principal informed at all times. The following process will be followed:

- the principal/Cluster Manager will inform the staff member in writing of the evaluation carried out and progress on corrective action,
- the staff member will be encouraged to have a support person with them at any meetings,
- if performance is still not satisfactory the board are informed that a formal competency procedure is taking place,
- The written process and outcomes are signed and sighted by the staff member concerned.

If the principal advises the board that the staff member has been found to be incompetent on the advice of NZSTA a report is given to the board of the specific matters causing concern. The board on advice of NZSTA and insurers considers the staff member's future employment in the current position. The board or the principal report to the Teachers Council of NZ on the teacher's competence.

Complaints against the principal including discipline and competency

Many complaints will be able to be resolved by discussion between the board and the principal without the need to take the matter any further. The board should, wherever appropriate, seek to resolve complaints in this manner in the first instance.

The principal must be advised in writing by the board of the specific matters causing concern. The principal must be advised of the right to request representation at any stage. The board will then follow procedures as set out in the principal's employment contract either individual or collective.

Complaints to the Board

All complaints to the board must be in writing. The Presiding Member may refer the complaint directly to the principal.

If the complaint is a board matter, the letter of complaint is acknowledged by the chairperson/or delegate and the complainant advised of the next steps in the board process. The letter becomes part of the correspondence that will be dealt with at the next board meeting while the public is excluded.

The letter is tabled at the board meeting (with the public excluded) and may be referred to principal/relevant parties for reporting back to the board, or at a future board meeting. The board decides whether to deal with the matter as a whole or appoint a person/committee to investigate further and recommend actions to the board.

At the meeting of the board/committee the reports are received and the parties may be invited to speak about their complaint or answer questions. The board/committee considers the evidence and/or information and comes to a decision or recommendation. Depending on the delegated powers of the person/committee either they or the board as a whole come to a resolution as to how the board will respond and/or what action will be taken.

The board's response is communicated to the parties to the complaint. This may be either publicly or confidentially depending on the case. Any of the parties may request the board to reconsider their decision – however normally for such a reconsideration to take place new information that would have been relevant to the board's deliberation must be produced.

Complaints against Board Members

The board member must be advised in writing by the board or principal of the specific matters causing concern. The board member must be advised of the right to request representation at any stage. The board will then follow procedures as set out in the School Trustee's Handbook.

Complaints against RTLB

Many complaints will be able to be resolved by discussion between the principal, Cluster Manager and/or RTLB without the need to take the matter any further. The Cluster Manager/principal should, wherever appropriate, seek to resolve complaints in this manner in the first instance. The board must be advised in writing of the specific matters causing concern. The principal will then follow procedures as set out in the School Trustee's Handbook and/or the procedures described above.

Vexatious Complaints

Vexatious complaints will not be investigated except at the discretion of the principal or presiding member. Anonymous or unsigned complaints shall be disregarded. The board is not obliged to deal with anonymous or unsigned complaints.

3.4 Equal Employment Opportunities (EEO)

Newmarket school is committed to the goal of freedom from discrimination and supports the needs for an active approach to the achievement of equal opportunity in employment.

EEO will be monitored to ensure that all employees and applicants for employment are treated according to their skills, qualification, abilities and aptitudes, without regard to irrelevant factors. EEO training is provided for all employees to make them aware of EEO issues when these arise. If EEO matters arise a meeting is set up with employees to determine the best way for ongoing contact and discussion amongst the employees, the authorised EEO person and the board on EEO issues. The principal develops and reviews all personnel procedures to ensure that they are fair and free of any bias on the basis of gender, race or disability.

Personnel areas include:

- recruitment and selection
- promotion and career development
- training and staff development
- conditions of service

3.5 Professional Practice - Professional Growth Cycle

The development and implementation of procedures to ensure that the teachers and staff of Newmarket School provide education and services that fully meet the needs of their students enabling a systematic approach to goal setting and link school objectives to the performance of each individual staff, including RTLB and RTLit. This will effectively encompass:

- *the Professional Growth Cycle*,
- an integrated performance management system operating within the school/cluster;
- developed in a consultative manner with staff
- be open and transparent
- have a professional development orientation;
- be timely and helpful to the individual teacher; and
- give consideration to matters of confidentiality; including the provisions of the Privacy Act and the Official Information Act.

Appraisal

The Principal is responsible for the implementation of the performance management/appraisal process and any delegation. The Board will distinguish between the appraisal of the principal, Cluster Manager, of teachers, and other resource staff. Appraisal will include:

- All staff undergo a performance appraisal process annually by the person to whom they are responsible for their work or by a person nominated by the principal (such as their coach). The principal's appraisal will be conducted by an accredited delegated nominee, in consultation with the principal.
- Appraisal should be an open, honest and positive experience with all staff responsible for building trust and respecting confidentiality.
- An annual appraisal process will be outlined to all staff early in the year. The process will include all staff members having a job description which will form the basis of the appraisal. Staff will be appraised against the key performance areas specified in the job description and school/cluster annual goals.
- Observation of teaching/case work;

- Self-appraisal and review against the RTCs and the job description
- Appraisal discussion and a signed appraisal report;
- Participation of all teachers and resource teachers within a twelve-month timeframe and
- Regular review of the appraisal system
- If changes occur during a cycle, the process will be re-negotiated accordingly.
- documentation will be signed by both parties and copies will be given to the appraiser, appraisee and principal.

Outcomes of appraisal include:

- improved learning experiences for children,
- clear understanding of performance expectations,
- timely feedback about performance, achievement, strengths and development needs to achieve improved performance,
- attention paid to the professional development needs of the staff,
- evaluation of a teacher's performance in relation to the achievement of school and personal professional development goals,
- reports to the board for the purpose of monitoring and accountability of the process.

Confidentiality

The document will be confidential to the parties concerned. One copy will be stored in the schools' secure school database and the other copy will be provided digitally to the appraisee. Where the principal is the appraiser, only the principal and the staff member concerned will have copies. The presiding member will retain a copy of the principal's annual appraisal report and store in secure school files. Data kept electronically is subject to privacy protocols.

Complaints

The appraisal process may identify problems related to competence, discipline or dismissal. They will be addressed in accordance with separate procedures specified in collective or individual contracts and associated legislation. If there are issues associated with the outcomes of the process staff may lodge an appeal as outlined in the complaints procedures.

3.6 Protected Disclosures

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Serious wrongdoing includes any serious wrongdoing of any of the following type:

- an unlawful, corrupt or irregular use of funds or resources of a public sector organization; or
- an act or omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- an act, omission or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation and detection of offences and the right to fair trial; or
- an act, omission, of course of conduct that constitutes an offence; or
- an act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement; -
- whether the wrong doing occurs before or after the commencement of this act.

Before making a disclosure the employee should be sure the following conditions are met:

- the information is about serious wrongdoing in or by the school;
- the employee believes on reasonable grounds the information to be true or is likely to be true;
- the employee wished the wrongdoing to be investigated; and
- the employee wishes the disclosure to be protected.

Any employee of the school can make a disclosure including:

- current employees and principal;
- former employees and principals; and
- Contractors supplying services to the school.

Any employee who makes a disclosure and who has acted in accordance with these procedures:

- may bring a personal grievance in respect of retaliatory action from their employers;
- may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure; and
- will, subject to Clause 5 of the procedure, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

Any employee of Newmarket School who wishes to make a protected disclosure should do so using the following procedure:

- The employee should submit the disclosure in writing to the principal or if you believe that the principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then they can make the disclosure to a board member.
- The disclosure should contain detailed information including the nature of the serious wrongdoing; the name or names of the people involved; and surrounding facts including details relating to the time and/or place of the wrongdoing (if known or relevant) or;
- To the appropriate authority as disclosed in the act.

On receipt of a disclosure, the principal or board member must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the principal or board member or arranged by him/her as quickly as practically possible, through an appropriate authority.

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the principal or board member will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

- to ensure an effective investigation
- to prevent serious risk to public health or public safety or the environment
- to have regard to the principles of natural justice

At the conclusion of the investigation the principal or board member will prepare a report of the investigation with recommendations for action if appropriate, a copy of which will be sent to the person who has made the disclosure and, if necessary, other appropriate persons as defined by the principal or board member.

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- the chair of the board in the school responsible for handling the complaint is or may be involved in the wrongdoing; or
- immediate reference to another authority is justified by urgency or exceptional circumstances; or
- there has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate authority as defined in the act include:

- the Commission of Police
- the Controller and Auditor General
- the Director of the Serious Fraud Office
- the Inspector-General of Intelligence and Security
- Ombudsman
- the Parliamentary Commissioner for the Environment

- the Police Complaints Authority
- the Solicitor General
- the State Services Commissioner
- the Health and Disability Commissioner
- the head of every public sector organization

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this policy, reasonably believes that the person or authority to whom the disclosure was made:

- has decided not to investigate; or
- has decided to investigate but not made progress with the investigation within reasonable time; or
- has investigated but has not taken or recommended any action; and
- continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

3.7 Sexual harassment

The Board will not tolerate sexual harassment at Newmarket School and considers complaints sympathetically and seriously, ensuring that the person making the complaint is not subject to victimization.

Sexual harassment is verbal or physical behaviour of a sexual nature by one person or a group of persons towards another person or group. It includes the misuse of images, written material or by electronic means. The behaviour must be unwelcome or offensive to the employee and persistent enough, or sufficiently serious, to have a detrimental effect on the employee's employment, job performance or job satisfaction.

1. Self Help

The employee may:

- Tell the person, or persons, in private that their behaviour is offensive and request that it stop;
- Write to the person, or persons, about their behaviour, sealing and marking the letter 'personal and confidential'.
- Speak to the person, or persons, in private, in the presence of someone who is independent of the incident such as the staff representative, privacy officer, or the board member with responsibility for personnel.

Since some allegations of sexual harassment are extremely serious it is important to keep any information confidential to those directly involved.

2. Informal Intervention

The employee may approach someone who is independent of the incident such as the staff representative, senior teacher, privacy officer (principal), or the board member with responsibility for personnel. This person must act quickly, discreetly and fairly, and ensure that all discussions and any interventions are conducted in strictest confidence and according to school procedures. It is the role of the specified employee to explain the relevant procedures to the employee, and allow the employee to choose whether or not to proceed with this option.

3. Formal Complaint to the principal (in writing).

If self-help or informal intervention have not worked or if the allegation is, in the employee's view, serious enough to warrant formal disciplinary action, the employee should submit a detailed written complaint to the Principal. Appropriate disciplinary action will be taken if investigation shows the complaint to be justified.

Complaint to the board (in writing)

As sexual harassment may be grounds for a personal grievance, the complainant may wish to discuss the complaint with his or her representative. The alleged offender may also have representation.

Anyone may discuss any issue relating to sexual harassment, big or small, in confidence with the specified employee, senior teacher, privacy officer, or board representative and will not be victimized for doing so. Victimization of the complainant (should it occur) will be treated very seriously by the board.

3.8 Staff leave of absence

All staff members shall be entitled to apply for leave according to their individual or collective employment contract. The reference documents for this policy are the Collective Employment Contracts for; Primary Teachers, Deputy Principals, Assistant Principals, Principals, Support Staff and Caretakers and Grounds people.

At Newmarket School:

- the principal can approve paid or unpaid leave, for up to one school week,
- leave of absence, paid or unpaid, for more than one school week is at the discretion of the principal and the board,
- all requests for leave for more than one school week need to be in a written form,
- the relevant documents regarding the relevant award will be used to determine whether leave is paid or unpaid, and this decision will be recommended to the board by the principal,
- sick leave is included in the award, a medical certificate needs to be provided by the staff member if sick leave is more than 5 school days (see Code of Conduct),
- the principal will inform Novopay of the paid or unpaid status of leave,
- the principal will consult with the board concerning any long-term leave, special leave or extended sick leave,
- leave to attend courses is not considered leave, as specified in this document,
- documentation regarding leave will be filed in the personal folders of individual staff members with information confidential to that person, the principal and the chair and/or personnel trustee.

3.9 Staff Mental Health and Wellbeing

We take an holistic approach to mental health and wellbeing that focuses on the spiritual, physical and mental and social wellness of staff. By focusing on mental health and wellbeing we give our staff the strength and optimism to consider, challenge and change the way they work so that they are able to proactively prioritise their own and others mental health.

At Newmarket School:

- we ensure that staff wellbeing is at the forefront of everything we do by ensuring that our strategic plan, policies and practices and environment are designed with staff wellbeing in mind and are regularly reviewed to reflect the changing needs of staff.
- We consult with staff about what workplace wellbeing means to staff, and what initiatives around mental health and wellbeing could look like.
- Keeping our staff well-informed of the school's policies and procedures that demonstrate our commitment to mental health and wellbeing.
- Encourage a culture of openness – staff can speak up about staff concerns at any time and know they will be heard.
- Educating staff about stress and actively identifying stress factors in the workplace together with ensuring procedures are in place to identify with identified stress factors.
- Making sure staff feel supported to seek help for any issues or distress, including using a conflict resolution process (see Code of Conduct and Staff Handbook).
- Making sure that staff understand what is expected of them at work – in their work tasks, and what acceptable behaviour is.
- Consultation with staff and at agreed times to ensure their workload is manageable, and to discuss any issues.
- Offering flexible work practices wherever possible.
- Supporting opportunities for professional skills, development and growth.

We encourage everyone to:

- Treat everyone with respect and civility

- Speaking up if they need help and support, or if others do
- Speak up about any bullying, harassment, or discriminatory behaviour they may notice in the workplace
- Take their own steps to stay mentally healthy at work

3.10 Units and Allowances

Boards will be entitled, in any one school year, to a number of salary units for the purposes of management, responsibility, recruitment, retention and/or reward, generated by a formula in the Primary Staffing Order.

The principal will be responsible for:

- ensuring that the staff with designated positions have their unit entitlement allocated to them,
- identifying the management needs of the school/Cluster and deciding upon the specific roles and responsibilities to be attached to units and discussing this with staff,
- selecting the most suitable person for the position/role for which the unit is to be allocated,
- RTLB leadership allowances are allocated by the principal, Cluster Manager and at the discretion of the Newmarket Board.

A review process related to the allocation of units, will involve addressing a written statement to the board when necessary.

3.11 Professional Learning

Staff wishing to pursue professional learning outside of school funded professional learning and development, such as university studies, are to apply to the principal in writing outlining the request and any time requirements of their course. Some financial and study leave may be granted at the discretion of the principal. In general, a contribution towards costs is payable, up to a maximum of \$1000 per year, and \$1500 per staff member within a five-year period. Note, this amount is dependent on the number of staff applying in any one-or five-year period and is contingent on the relevance of the course to the school/cluster's strategic plan, and the course/paper being passed.

3.12 Consultation

Regular reviews and consultation with staff on shared understandings and priorities.

4. Stewardship of Resources Procedures

4.1 Finance, Fraud and Theft

Financial arrangements will be based on meeting the school's priorities as determined in the Charter/Plan. A financial management system will be based on Ministry of Education guidelines (see Funding, Staffing and Allowances Handbook, Circulars and Sensitive Expenditure). The use of the school's resources will be linked to Charter/Plan objectives and reflect the school's priorities. In preparing the budget, the board must identify its objectives for the year (placed in a list of priorities), and the total funds required to achieve the objectives.

The board has agreed that through the principal the school has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the school or who are recipients of the school. The principal will monitor expenditure regularly so that over-expenditure of the overall budget does not occur, at any time, without prior approval of the board.

The board through the principal will maintain an accounting structure and information system which will enable it to provide reports to the school community and to other agencies as required. The board may employ outside expertise to assist in implementing a financial management system. RTLB and RTLit funding is kept separate from that of the school.

The board or their delegate will produce and present audited financial statements in accordance with the standards set out in the New Zealand Society of Accountants Statement of Public Sector Accounting Standards and the Public Sector Accounting concepts. The board will present an Annual

Report consistent with the Government's Annual Report Guidelines at the end of each financial year. This should contain sufficient information to allow a comparison to be made between goals and objectives of the school for the year and what was actually achieved, together with the use made of resources allocated. Annual Reports should be brief, accurate and disclose sufficient information to allow informed judgments to be made on performance.

The board is responsible for all maintenance and upkeep of the school's property and must budget accordingly.

The board will accept responsibility for accountability to the Education Review Office, and must agree to let them have access to the school at all reasonable times subject to prior notice of at least fourteen (14) days.

4.2 Sensitive Expenditure

The Auditor General's 2007 Sensitive Expenditure and the 2018 FISH Guidelines form the basis for these procedures.

The board:

- agrees that it has responsibility to ensure that all expenditure of board funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students);
- acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha.
- gifts to and from staff and any other payments to individuals are to be in the moderate range, for example, under \$80 (gifts), \$100 for (flowers).
- any gifts to staff over the value over \$80 are recorded in the gift register.
- gifts of \$25 per year of service for leaving gift (max \$250), any leaver gift of greater value to be approved by the board;
- has determined that any expenditure which may be considered to be beneficial only to individuals or groups of individuals will be carefully scrutinized before approval and may be supported by appropriate fundraising specific to that expenditure.
- requires that all expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided by the board;
- requires that the entertainment or team building expenditure will be for building relationships and goodwill, representing the school in a social situation, hospitality provided in the course of school business, and for internal social functions and will be considerate and moderate in cost and appropriate for the occasion.

4.3 Financial Procedures Manual (Appendix A)

4.4 Hiring of school property

The following protocols establish guidelines for the hiring of the school property, to identify appropriate uses and users, and to provide terms and conditions for hiring the school property. Long term hirers need to be approved by the MoE and placed on their database. At Newmarket School:

- all booking and hiring school property will be the responsibility of and at the discretion of the board, or a representative they delegate,
- the board will determine the rates for hiring school property,
- alcohol must not be consumed on the premises by the hirers without the express consent of
- the board. If consent is given by the board, users must obtain a liquor license, and abide by all regulations regarding liquor licensing,
- hire of school property will be subject to a signed contract with the board, and users must adhere to all terms and conditions thereof,

- hirers and users of school property must abide by all fire and evacuation procedures as prescribed by the New Zealand Fire Service; health and safety procedures as determined by Health and Safety Regulations; relevant building regulations; and Auckland City Council by-laws pertaining to noise levels, parking, etc. This information is included in the Agreement.

4.5 Out of School Programme

To ensure children attending Newmarket School can be cared for in a responsible manner until collected by parents an out of school care programme is run by a programme provider and is held on-site at Newmarket School. The programme is run as a completely separate entity from the school on the site as per The Agreement between the programme provider and Newmarket Primary School board. The principal liaises with the programme provider. The programme is invoiced monthly for a percentage of revenue.

The programme provider will be responsible for all programme administration, contracts with parents, and staffing matters. The programme in terms of quality, staffing and procedures will be based upon OSCAR guidelines. Enrolments are limited to approximately forty students. Programmes are limited to students of Newmarket School during the school time unless the Newmarket School principal has provided express permission for other students to be enrolled. Holiday programmes may include a small number of primary age pupils from other schools.

The programme includes; after school care operating 5 days a week from 2.45 to 6 pm (from 12/2pm on end of term days), and a school holiday programme operating at school from 7.00am – 6.00pm.

4.6 School Property Maintenance

Newmarket School board contracted Programmed Property Services to maintain the school painting schedule. All other maintenance is carried out by school contractors or by our school caretaker. All work is completed to a high standard and must meet health and safety regulations.

5. Safe and Healthy School Procedures

5.1 Animals and Small Creatures

Newmarket School recognizes that animals and small pets kept on the premises must be treated in a safe and healthy way. At Newmarket School:

- students are to be encouraged and guided on the responsible keeping of small animals kept as classroom pets or for observation related to the study of living things,
- the ultimate responsibility for the creature's welfare is the class teacher,
- animals/creatures collected for observation while on field trips must be returned to their natural environment before leaving the area,
- animals kept at school so as to observe their physical features and growth must be cared for in a responsible manner that ensures their safety and comfort,
- animals must be attended to daily, ensuring adequate feeding and water,
- enclosures must be suitable for the animal i.e. as close as possible to their natural environment, not cramped, and must be kept in a hygienic condition, our bee hives are fenced,
- animals must be cared for in a way that does not cause stress from over-handling, extreme noise, sunlight or draught,
- provision is made for the care of classroom pets during the weekends and holidays,
- all dogs on site must be leashed.

5.2 Attendance Management Plan

The Attendance Management Plan sets out Newmarket School's approach to identifying and responding to student absences. The plan supports improved engagement, equity, and wellbeing for all students, and aligns with the Ministry of Education's Stepped Attendance Response (STAR).

Caregiver Responsibilities (5-9 days absent in one term)

- Notify the school asap if the student is late or absent via text, email, or website.

- All students who are late must sign in at the office before going to class, getting a slip to give to teachers.

School Responsibilities (5-9 days absent in one term)

- Teachers mark rolls at 8.45am and 1.40pm
- Text/email/phone when the student is absent at 8.45am.
- If the school does not hear from the caregiver, the student will be marked as Truant.

Caregiver Responsibilities (10-14 days absent in one term)

- Ensure the student regularly attends school
- Attend a meeting with the principal/Deputy Principal to agree to a joint support plan.
- Parents/caregivers are required to work with the school to manage attendance concerns.

School Responsibilities (10-14 days absent in one term)

- The Principal/Deputy Principal will contact the parent regarding attendance concerns
- Put a support plan in place
- Contact outside agencies for additional support (Attendance Services).

Caregiver Responsibilities (15+ days absent in one term)

- Ensure the student regularly attends school
- Engage in the Improvement Plan
- Participate in regular meetings with the school and outside agencies.

School Responsibilities (15+ days absent in one term)

- Implement and monitor improvement plans.
- Principal/DP and Agency are in regular contact/meetings.
- If a student has not returned to school after 20 days, the caregiver will be informed by email and the student removed from the school roll.

Holidays are considered 'unapproved leave' and actively discouraged. If this can not be avoided, a leave request must be submitted to the principal.

5.3 **Bullying Prevention and response (see also Newmarket Code of Conduct)**

Newmarket School has three key values, including respect, kindness and perseverance. These values provide the foundation for behaviour of students and employees and visitors to our school. All instances of bullying (alleged or observed) will be taken seriously and followed up in line with these procedures. Newmarket School is committed to ensuring that all staff and students are able to work and learn in an environment free from harassment so that they are able to meet their potential.

The definition of workplace bullying is repeated and unreasonable behaviour directed towards a worker or a group of workers that creates a risk to health and safety. Repeated behaviour is persistent and can involve a range of actions over time. Unreasonable behaviour means actions that a reasonable person in the same circumstances would see as unreasonable. It includes victimising, humiliating, intimidating or threatening a person. A single incident of unreasonable behaviour is not considered workplace bullying, but it could escalate and should not be ignored.

See also for definitions of bullying behaviours and flow-charts of actions, MOE Guidelines; *Wellbeing@School*

<http://www.business.govt.nz/worksafe/information-guidance/all-guidance-items/bullying-guidelines/01>

The definition utilised by Newmarket School includes:

- bullying covering a range of behaviour which is unwelcome, unsolicited and non-reciprocal,
- non-sexual harassment taking many forms including intimidation or bullying of individuals or groups verbally and/or,

- physically, including threats of harassment or discrimination against others on the basis of their race, colour, culture or religious/spiritual beliefs, discrimination against others on the basis of gender or sexual orientation, indirect harassment such as spreading rumours, harmful gossip, exclusion or deliberate rudeness that is intended to harm, ridicule, diminish or marginalise others,
- inappropriate use of emails, mobile phones or social media,
- creation of pages or websites that encourage or facilitate any form of harassment,
- sharing images of others (manipulated or not manipulated) without explicit consent.

Education, Publicity and Prevention

Responsibility for education and training will be borne by senior leaders and the student council/leadership/PB4L team if established, reporting to the principal and board as required. It will be included as part of staff initiation PLD, and yearly when discussing the staff handbook. Surveys will be carried out in relation to student and staff safety.

Response to bullying

All staff will be encouraged to treat any report of bullying, including cyberbullying, seriously and take appropriate action as outlined in this procedure. All personal assault / harassment / bullying complaints, including those involving digital technology, will be dealt with speedily, fairly and in confidence, as much as is appropriate.

It is imperative that every effort is made to ensure that confidentiality be maintained for all parties during and after the investigation. If the matter when first reported is 'low level' harassment the target and initiator are to be interviewed by the appropriate leader separately. Written notes are to be taken. The target is to be encouraged to report any further incidents and the initiator is to be warned that if it does not stop, it *will* be reported and more serious action will be taken. Restorative practice or mediation may be an option at this time.

Low-key solutions to suggest to staff being bullied (see NPS Code of Conduct)

- **Talk to someone you trust**
Talking to a friend, relative, colleague, health and safety representative or union delegate can give you an objective viewpoint about whether you're actually being bullied, or just experiencing annoying behaviour that occurs in any workplace.
- **Deal with the bullying behaviours informally**
If you talk directly to the person targeting you, focus on the specific incidents, keep your language neutral, and try to see their viewpoint without excusing the behaviour. Be mindful of possible reprisals and keep a record of the date, time, location and details of the conversation. Always use appropriate language and be respectful.

Encourage talking to a supervisor or manager about concerns – they can't address the problem if they don't know about it. If your manager is the person whose behaviour is concerning you, then speak to their manager. Encourage the use of expert advice such as Worksafe NZ.

Lay a complaint

Matters can be addressed at any stage. You don't have to wait until things are very bad before addressing an issue. You can request mediation as an early intervention before things get out of hand. If the matter isn't resolved at mediation, you may then raise a personal grievance and have the matter investigated by the Employment Relations Authority.

If the complaint is of a serious nature that threatens the health and safety of others:

On receiving the complaint senior leadership will determine the seriousness of the harassment. If it is of a violent nature or an immediate safety issue (including emotional/psychological harm) the principal is to be informed immediately and all key personnel who have been involved with the target and/or the student doing the harassing are to be called together. Where possible written evidence is to be produced.

At this meeting decisions are to be made in relation to:

- contact with the person doing the bullying,
- negotiating a pathway forward through restorative processes, meetings with those involved and/or discipline procedures,
- contact with initiator and target,
- stand down/suspension or other disciplinary procedures,
- board informed.

Students breaching this policy while under the jurisdiction of the School will be dealt with in accordance with the school's discipline procedures and may be liable to stand-down, suspension, exclusion and/or expulsion in accordance with the Education Act and the Education (Stand-Down, Suspension, Exclusion and Expulsion) Rules 1999.

5.4 Child Protection

These procedures contain provisions for identifying and reporting child abuse and neglect. The senior leadership team will work together with children's agencies (such as the Police and Oranga Tamariki) to improve the well-being of vulnerable children by:

- protecting them from abuse and neglect,
- improving their physical and mental health and their cultural and emotional well-being,
- improving their educational outcomes and their participation in cultural and extra-curricular activities,
- strengthening their connection to their families, whānau, hapu and iwi, or other culturally recognised family groups,
- increasing their participation in self-decision making and their contribution to society,
- improving their social and economic well-being,
- deliver child protection programmes such as Life Education Programme, and Mental Health anti-bullying programmes.
- Students' rights will be protected at school and the school will ensure their safety while on site.

Minimising Physical Restraint

Newmarket School ensures that the school is a physically and emotionally safe place for all students and staff as required by the Education and Training Act 2020. This includes all staff understanding, recognising and responding to student distress, and minimising the use of any physical restraint.

All staff participate in the mandatory Aranau He Tetekura training, several staff complete the Ministry of Education's physical restraint training. Non-teaching staff can apply restraint if they have been authorised, in writing, by the board. Physical restraint applied by an unauthorised staff member is not covered by the Education and Training Act, in this case, other legislation or common law may apply.

Steps to Manage Behaviour Escalations

- If there is immediate danger phone 111.
- Where possible protect the immediate safety of the student and others.
- It may be necessary to move people out of the area to de-escalate the situation and keep them safe.
- Call for support of other staff and use de-escalation techniques if a student's behaviour is becoming out of control and/or poses a danger to themselves or others.
- In an emergency situation, it may be necessary to use physical restraint. Physical restraint is a last resort and is only used when directly necessary to protect the health, safety, or wellbeing of the student or another person.
- After the event, record a factual account of the event.

Abuse of Students

All suspected incidents of abuse or neglect will be responded to in an environment which promotes dignity and respect for the students. It is everyone's responsibility to report any cases of suspected child abuse, the safety and wellbeing of students will be of prime concern to staff.

We can help pupils by providing a warm adult model, being willing to listen and being aware of signs that indicate abuse and by implementing the guidelines that follow:

- Staff must be receptive and sensitive to children so that children feel listened to and believed.
- The safety of the child is paramount and if the child is in danger or in an unsafe situation, action needs to be taken quickly to secure his/her safety.
- Oranga Tamariki (OT) and police should be advised quickly.
- No outside agency will be involved without the prior knowledge of the principal.
- Staff who have concerns about any children are to discuss these with the principal or designate.
- Accurate and full records shall be kept of disclosures for the duration of the child's stay at the school.
- All information and discussions, including the identity of the informant, will be confidential to the staff involved. Data will be stored securely.
- Where further investigation or action is necessary, the principal will contact the appropriate agency, give them the relevant information, and leave it in their hands. It is important to name the child as information may be already held by Oranga Tamariki.
- When a child is to be interviewed by a statutory agent, the principal or a designated staff member may be present.
- Decisions about informing parents/caregivers will be made by the principal except when it is believed that the child could be put at risk and then it would be after consultation with OT or the police.
- 'Keeping Ourselves Safe' and self-worth units such as 'Kia Kaha' will be taught as part of the Health Curriculum to increase children's self-efficacy in dealing with uncomfortable situations, and to help raise teachers' consciousness.

Process to follow in situations when a child discloses abuse:

- If the child is in danger or is unsafe, act to secure their immediate safety
- Listen to the child and reassure them but do not make promises or commitments you cannot keep.
- **Do not formally interview the child.** Obtain only necessary relevant facts if and when clarification is needed and write down exactly what the child says and what you say to the child ("Is there anything else you want me to know or tell me") - NO Opinions. Do not record on a google doc. (Email or recorded on paper is fine).
- Record the date, time, location, what the child says, sign it and inform the principal (or designated principal)
- The principal (or designated Principal) must be informed.
- The principal will ensure that the child has an appropriate person taking responsibility for supporting them.
- The principal will refer to the appropriate agency and advise (Oranga Tamariki or the Police.)
- Await further contact before taking any action.
- The principal is to keep informed staff members involved with the child so that they continue to support the child.
- We encourage staff to seek support for themselves in the event of abuse disclosure, either from EAP or a relevant support person.

Actions:

- If a staff member suspects a child has been abused he/she is to report it in confidence to the principal.
- If a child seeks to disclose information, staff reassure the child that what they have to say will be taken seriously, but that no promises can be made as to what may happen next or that the disclosure can be kept a secret.
- Appropriate factual written records on observations, or reported statements of abuse will be recorded by the staff member and given to the principal to be kept in a secure environment.

- If the principal considers there is sufficient evidence or reason for concern the principal will contact the OT, and inform the presiding member.
- Documentation is to be kept by the principal on action taken.
- The prime concern being the PROTECTION OF THE CHILD, the principal will work in conjunction with OT in deciding action to be taken involving:
 - interviewing of the child
 - informing parents/caregivers
 - the safety of the child

If a staff member is implicated in an allegation of abuse, as well as the above, the principal will ensure that:

- The board is informed
- The staff member is advised to seek professional and personal support (e.g. legal NZEI)
- The board will follow NZSBA guidance, and employment agreements
- The school insurers will be informed of the complaint. Any advice and guidance provided by the insurers must be followed by the Board.
- The school will inform the NZEI, along with the Ministry of Education.
- The staff member will be suspended on full pay once an investigation has begun.
- The Board will see legal advice over what to say to staff and the community.
- Until the completion of the investigation, the staff member is a member of the school and will be offered various forms of support.
- Notification of the abuse will be made to the New Zealand Teaching Council.

Role of the Board

All actions of the Board must be consistent and in line with the Collective Employment Agreement or Individual Employment Agreement. The Board should take care to ensure action taken by the school does not undermine or frustrate any investigation being conducted by an agent.

Teachers should be aware of the indicators of possible abuse:

- Regularly occurring injuries
- Unusual number or type of injuries
- No explanation of injury
- Varying explanations of injury
- Injury not likely to have happened as stated
- Unreasonable delay in seeking medical attention
- Behaviour changes
- Unusual aversion to particular person or groups
- Expresses a knowledge of sexual matters
- Injuries of differing ages
- Multiple bruises
- Failure to thrive
- Child with a fracture
- Genital injury
- A sexually transmitted disease
- Recurrent genital or urinary infections

All suspicions must be reported.

Safe Recruitment

The Leadership team is to ensure that safe recruitment practices in line with the Vulnerable Children Act of 2014 are in place. The Privacy Act 1993 and the Children, Young Persons, and Their Families Act 1989 allow for information to be shared to keep children safe when abuse or suspected abuse is reported or investigated.

At Newmarket School staff have a professional responsibility to report any concerns about student wellbeing and safety. The designated child protection person is the principal, who is the primary point of contact.

Contact Between staff and Students

Where possible we aim to promote physical and emotional safety for our staff and students both within and outside of school. When interacting with students staff should ensure:

- that wherever possible that any space of interaction is not closed off from others
- particular care with students with learning needs or those who seek close physical contact
- that if they are attacked by a child, they try to protect themselves without causing injury to the child, and notify the principal
- no out of school contact with students including through phone, social media and emails
- that during EOTC events such as camps, all interactions keep all involved safe.

Definitions

Physical abuse – any acts that may result in the physical harm of a child or young person. It can be, but is not limited to: bruising, cutting, hitting, beating, biting, burning, and causing abrasions, strangulation, suffocation, and drowning, poisoning and fabricated or induced illness.

Sexual abuse – any acts that involve forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. Sexual abuse could be direct contact or non-contact abuse such as exposure to inappropriate imagery.

Emotional abuse – any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development. This can include: Patterns of isolation, degradation, constant criticism or negative comparison to others. Isolating, corrupting, exploiting or terrorising a child can also be emotional abuse. Exposure to family/whānau or intimate partner violence.

Neglect – neglect is the most common form of abuse, and although the effects may not be as obvious as physical abuse, it is just as serious. Neglect can be:

- Physical (not providing the necessities of life, like a warm place, food and clothing).
- Emotional (not providing comfort, attention and love).
- Neglectful supervision (leaving children without someone safe looking after them).
- Medical neglect (not taking care of health needs).
- Educational neglect (allowing chronic truancy, failure to enrol in education or inattention to education needs).

5.5 Crisis Management (see also the Emergency Plan folder)

A crisis or traumatic incident may involve students, staff, members of the Board or school community, or a visitor to the school. An incident does not have to occur on site or during school hours and may occur during education outside the classroom or sporting events. These may include serious injury, illness, abuse, violence, death and natural disasters.

The impact of a sudden death, suicide or traumatic event or a pandemic may put other students/staff and the community at risk. Intense feelings of shock, guilt, anger, anxiety and denial may be present after such an event. By defusing these feelings through a thoughtful and comprehensive programme, future tragedies may be prevented. To facilitate the recovery process, students must have help with grief resolution and posttraumatic stress.

The crisis management procedures are to provide a detailed outline and step-by-step method of handling sudden death, suicide, and traumatic events and to prevent the contagion effect. This will support staff to recognize early warning signs and to act on them and to facilitate the recovery process.

All staff must understand the crisis support process and be aware of the composition and purpose of the crisis support team. The overriding need throughout is to create safety for staff and students of the school. In the event of a death, especially suicide, students and staff must be given the opportunity to express their grief. A comforting and reassuring environment, offering counselling and support, is necessary for this to happen. The grieving of all students and staff must be accepted as genuine. The significance of the relationship to the person(s) affected is irrelevant. Suicide/sudden death etc. may trigger grief for past events in people's lives. Members of the crisis team must have available to them opportunities for counselling and support.

An open honest approach to death and trauma is most helpful in avoiding an atmosphere of 'romantic tragedy' in the school. Suicide should be described as the irreversible choice of an individual who may well have been feeling depressed, stressed, and lonely or alienated. Suicide death must always be referred to as a desperate, sad event – a waste. The normal school programme must be maintained throughout as far as possible.

While the following provides the framework for crisis situations, every crisis is likely to be different.

Protocols

Whoever is first alerted to the situation must make contact with the principal/deputy and they will verify that the information is correct. This may be personally with the family or police or by asking a crisis team member to carry out this task. Once verified:

The Crisis Team meets as soon as possible. The principal (or DP if principal is not available) acts as team leader until the crisis is assessed and one of the team is identified as team leader. Ministry Response Checklists will be used by the Crisis Team if applicable.

A crisis team is not hierarchical as experience, skills and relationships to those involved are the most important factors. The basis of membership of the crisis team:

- The Principal
- Deputy Principal/s
- Cluster Manager
- IT specialist and/or senior leader
- Presiding member
- Office manager

Depending on the nature of the crisis, other people may be called into the crisis team:

- Health /MOE official
- Youth Aide Officer
- Local counselling agencies/OT
- And any key staff who may need to be released from scheduled classes

Crisis Team members are assigned **areas of responsibility:**

- Consultation and communication (possibly with the family/families)
- Communication with the MOE/media
- IT - contacts
- Information for parents
- Action plan for teachers
- Counselling for students in the school and in the community
- School routines
- Setting up a space for meeting/resources if required

Staff Communication

The presiding member or Principal/designate makes contact with each other. The presiding member contacts Board members. Principal/delegate contacts Deputy, Office Manager, and Cluster Manager and after the Crisis Meeting contacts all staff. The Deputy Principal contacts others at the direction of the Crisis team.

Action Plan for Staff

At the first possible staff briefing, staff will be provided with an e-update of the situation, and their response to the community. All communications will be guided by the Crisis team. If the crisis involves the death of a student or staff member the MOE Crisis Team will brief and support the staff and students. Staff will be informed regularly of all updates of the situation.

Grieving/counselling room

If the crisis involves the death of a student or staff member a room will be made available throughout the day for students, teachers and parents to come to whenever they are distressed or need counselling. Teachers and support agencies will be rostered to provide counselling, crisis resolution, understanding grief, stress management and suicide prevention.

In the event of a funeral/tangihanga

Depending on the wishes of the family, many students, parents and staff may wish to attend the funeral of a student or staff member. First, the principal/delegate will contact those who may wish to do so to ascertain numbers and transport arrangements. A memorial service may be held at school for the school, at a later date – but not for suicide. Ongoing grief counselling will be available for those who require it.

An Emergency Management Incident Report (see folder) is completed. A review of events and procedures will take place at an appropriate time to ensure that all outstanding issues are dealt with.

5.6 Emergency Procedures (See Newmarket School Emergency Plan)

The principal is the emergency procedures co-coordinator. If the principal is not on the premises then the most senior staff member, as designated school leader, takes this role. The presiding member will be the official spokesperson in the case of emergencies and if on site will deal with all official organizations such as the police as well as all media personnel and requests.

In some events Harrison Tew will be the designated spokesperson and/or provide guidelines. If the presiding member is not available the official spokesperson will be the principal, or next designated senior staff member, of the school.

If necessary a control centre will be set up in case of emergencies with a land and a mobile phone on hand. Contact will be maintained as necessary with police, parents/caregivers.

Staff are to be informed of the Emergency Plan, and location of emergency equipment, at the commencement of each school year or when they start their teaching duties. The Board will be informed annually.

The Cluster Manager follows the same procedures at the RTLB office if an emergency event occurred.

Equipment

An emergency procedure information sheet will be displayed prominently in each room of the school. There is:

- a list of emergency numbers next to the office telephones,
- a mobile phone in the office,
- school keys are accessible from the store room behind the office
- all systems are audited annually and staff informed of any changes
- the caretaker files safety reports monthly.

Civil Defence Emergency (see Emergency Folder)

During School hours the following procedure should be followed:

- On receiving the emergency warning or other indication of an emergency, all pupils will be kept under the strict control of school staff,
- Emergency warnings include; bell signals or lockdown notification,
- The principal should endeavour to contact the police to report the situation as soon as possible,
- Pupils will only be released to parents who collect them personally from school or personally authorize their removal,
- Pupils will NOT be released from the school unless a parent (or person designated by the parent) comes for their child. All uncollected pupils will remain in the care of staff until handed to Civil Defence or other suitable authorities,
- Pupils will NOT be released to leave school with another person or alone until the Police advise that the area is safe,
- To provide the necessary support to pupils and staff remaining after six hours, it may be necessary to close the school and take those remaining to the nearest designated Emergency Centre,

- Any children unclaimed by parents will be moved to the Civil Defence Emergency Centre where they will be accommodated by Civil Defence personnel until reunited with their parents or relatives.

5.7 Digital Technology, Online Safety, Camera Surveillance, and Artificial Intelligence

The ultimate goal of Newmarket School is to provide a digital and online environment that is physically and emotionally safe, and take all steps possible to minimise impact on staff and student wellbeing. To maintain safe and responsible use of digital technology, Newmarket School utilises strategies that:

- develop skills and knowledge for safe and responsible use of digital technology,
- set clear requirements and expectations about acceptable and unacceptable digital use
- draw attention to digital technology challenges and how to manage them effectively
- develop a pro-social culture of digital technology use, and cooperation of the whole community in preventing and responding to incidents,
- see <http://www.netsafe.org.nz/managin-digital-technology> See also NPS Code of Conduct, Cyber Safety agreements
- the board will monitor all use of school owned devices and use third parties, such as N4L and Linewise, to monitor school internet use. This may include browsing history.

Incident response:

- minimize student distress or harm,
- maintain student and staff safety, do not make things worse,
- focus on the behaviour not the technology,
- maintain the integrity of the device and the information stored on them,
- maintaining a safe educational environment for all staff and students includes a measure of authority over the off-premise and after-hours conduct that has an inverse impact on the educational function of the school,
- contact the police regarding criminally unlawful acts.

Online Publication of Student Images and Work

Newmarket School will in principle publish the material only on its own websites/apps. This may include examples of students' schoolwork and images of students and groups of students in activities at the school. Images of students may include scanned, digital, or video images of them taking part in school or class activities. Parents may give permission for their child's work to be published on other websites once they have an understanding of the internet safety conditions from these organizations.

Newmarket School publishes student material online for the following three main purposes:

- to educate the student in accordance with the national curriculum, including the role and use of technology in society;
- to encourage the student to be part of, and participate in, the school community;
- to promote the school in the wider community.

Newmarket School acknowledges that it cannot control who accesses the school website (on which students' images or material is published), or who copies images or material from the website.

- Newmarket School will not identify students by their name and year at school. Students' surnames, home addresses, and telephone numbers will not be available on the website.
- Newmarket School will not publish an individual student's image or work outside the school domain (e.g. NZ Herald) without written authorisation from the student's legal guardian(s).
- The school will immediately remove all material relating to a student from its websites if requested by a legal guardian of the student and, in any event, once the student leaves the school permanently unless permission to do so has been gained.
- Newmarket School will not publish material online that may defame anyone, be objectionable from a human rights point of view, be obscene, or infringe the copyright of third parties. All the student material published online will be subject to an editing process, which may include the correction of spelling and grammatical errors.

The school has designated privacy officers (principal/ICT Manager) who are available to answer any enquiries from parents or students about the operation of the school's policy for the online publication of student images and work.

Camera Surveillance

The school's camera surveillance system is installed to deter and identify crime (including wilful damage and vandalism to school property) and undesirable behaviours, and thus provide greater protection and safety for our students and staff. The system operates 24 hours a day, seven days a week, according to the school's evaluation of when it is needed.

The school complies with the Privacy Act 2020 in using and managing the system and every effort is made to prevent it impacting on the privacy of the school community in its daily life.

- The school's privacy officer is responsible for overseeing the CCTV system. Our privacy officer is the principal.
- The system is installed so that individuals committing a crime/vandalism on school grounds can be identified and potentially prosecuted, and to deal with serious incidents involving students. It is only used to identify persons illegally on the premises or engaged in criminal activity, or individuals disturbing school programmes or staff/students.
- Access is limited to the privacy officer and authorised system managers.
- Staff and students going about their normal business at school, and their recorded images, will not be reviewed unless investigating an incident, including wilful damage and vandalism, or undesirable behaviour.
- No recorded data is taken from the system unless approved by the privacy officer. Data is only stored for 14 days on the DMSS system then is automatically deleted/written over.
- Police may request access to CCTV records when investigating criminal activity in the area, but must comply with these guidelines.
- The system, its operation, and related policies and procedures are evaluated regularly as part of the annual health and safety audit.

Artificial Intelligence

Newmarket School recognises the benefits of Artificial Intelligence (AI) in supporting teaching and learning, with responsible, ethical, safe, and secure use of AI while protecting privacy and promoting inclusive practice.

AI use in Newmarket School will follow clear, ethical guidelines that uphold student privacy, comply with the Privacy Act 2020/2025, the Copyright Act 1994, Education and Training Act 2020/2025, and other Newmarket School policies, and align with our commitment to inclusive education. Newmarket teachers may use AI to support teaching practice, build inclusive capability, and improve outcomes for ākonga. All use will involve professional judgement, prioritise wellbeing, and ensure transparency. Any AI tool must support, not replace, professional judgement, and never be used as a substitute for critical thinking, analysis, or decision-making by staff.

Acceptable use of AI technologies	• Supporting planning, preparation, and resource development, • Adapting or simplifying non-sensitive materials to improve accessibility for diverse learners. • Translating non-sensitive content, checked for accuracy and cultural appropriateness. • Summarising professional reading or policy documents to support understanding and application into practice. • Brainstorming strategies or ideas without using identifiable student, whānau, or school data. Conditions • All outputs must be reviewed, adapted and acknowledged before use. • AI is to support, not replace, professional judgement.
Prohibited Use of AI technologies	Entering personal, sensitive, or confidential data into any AI system is strictly prohibited. This includes (but is not limited to): • Name (student, whānau, staff, school).

	• Date of birth. • National Student Number. • Whānau details (address, siblings, parent/caregiver names, contact information). • Medical or health records. • Behaviour, learning, or wellbeing notes linked to an identifiable person. • Assessment results linked to an identifiable person. • Photos, videos, voice recordings, or scanned work. • School-specific confidential information (internal reports, incident records, login credentials, financial data). • Copyright-protected material that does not have the rights to reproduce or adapt. Use with caution These activities may be appropriate if the AI tool meets all privacy and security requirements, and professional judgement is applied: • Translating school communications – ensure all identifiers have been removed. • Generating images or media for teaching purposes - check for bias, stereotypes, and cultural appropriateness. • Using AI to analyse anonymised data sets - ensure all identifiers have been removed. Conditions • Double-check for unintended inclusion of identifying details before uploading. • Critically review outputs for accuracy, bias, and suitability before use.
Staff responsibilities	• Keep up to date with AI developments, capabilities, and limitations relevant to education. • Ensure AI tools are vetted and approved by the IT Team before first use. We use ST4S to guide our use of various tools. • Apply critical thinking to all AI outputs, ensuring accuracy, cultural responsiveness, and inclusivity. • Recognise and mitigate AI “hallucinations” (plausible but false outputs). • Model ethical, respectful, and professional AI use when working with schools and whānau. • Report and respond promptly to any privacy breaches or suspected misuse of AI in line with school procedures. • Engage in ongoing professional learning around digital safety, privacy, and AI ethics. • Communicate transparently with kaiako, whānau, and students about AI use. • Ensure any available settings that prevent outputs from being stored or used for model training by the vendor are enabled. • Ensure secure storage, through school endorsed AI tools.
Ethical Considerations and Bias	• Acknowledge limitations - AI tools are trained on large data sets that may contain cultural, gender, disability, or socio-economic bias. Outputs must be reviewed for fairness, accuracy, and inclusivity. • Actively check for bias - identify and adapt any AI-generated content that reflects stereotypes, marginalises groups, or erases diverse voices. • Culturally sustaining practice - ensure AI-generated material reflects New Zealand’s bicultural foundations and is relevant to the

	local school and community context. ● Upholding Te Tiriti o Waitangi in practice and intent means: ○ Partnership - work collaboratively with Māori, including whānau, hapū, and iwi, when AI-generated materials relate to te ao Māori content or concepts. ○ Protection - safeguard taonga such as te reo Māori, mātauranga Māori, and tikanga from misrepresentation, misuse, appropriation, or commodification in AI outputs. ○ Participation - ensure Māori perspectives are included, valued, and visible in the content and processes shaped with AI. ● Transparency - clearly state when AI has been used to contribute to resources or documents. ● Ethical decision-making - choose not to use AI if the output compromises cultural safety, accuracy, or wellbeing. ● AI and the Environment - Use AI purposefully to minimise unnecessary use and reduce cumulative environmental impact.
Critical thinking and human oversight	● AI may support ideas and efficiency, but it must never replace the professional reasoning, reflective practice, and human expertise of the staff. ● Critically evaluate all AI-generated content before using it in resources, reports, or planning. ● Fact-check all key information for accuracy, context, and credibility. ● Check outputs for cultural safety, inclusivity, and alignment with local context. ● Cross-check AI-adapted material with the original source to ensure intended meaning is preserved. ● Apply professional judgement informed by assessment, experience, and collaborative consultation with kaiako, whānau, and others. ● Treat AI as a support tool - it cannot interpret nuance, relationships, or localised knowledge in the way a human can.
Professional Development Resources	The School will provide practical Professional Learning for staff so AI is used effectively and ethically to support teaching and learning. With a focus on: ● Ethics, privacy and data protection ● Using appropriate tools effectively ● Improving access for diverse learners. ● Maintaining human oversight and culturally safe practice.
AI Tool Assessment and Approval	The School ICT team will assess and approve any AI tools before use. Approval will be based on: ● Privacy and data protection – compliance with the Privacy Act 2020. Ensure any available settings that prevent outputs from being stored or used for model training are enabled. ● Safety and functionality – evidence the tool has safeguards to reduce biased, unsafe, or misleading content, and is appropriate for use in school settings. ● Ethical and cultural alignment – outputs must reflect New Zealand’s bicultural foundations, uphold Te Tiriti o Waitangi, and be culturally safe. ● Transparency – vendors must clearly state how the AI works, what data is collected, and any limitations. ● The AI tool must be professionally relevant.
Governance and Incident Management	● Maintain clear accountability for AI use, including: ○ Who approves new AI tools. ○ Who is responsible for oversight and compliance.

	Report and respond promptly to any suspected misuse, harm, or privacy breaches involving AI, following school and cluster procedures.
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5.8 Visitors on Site

The principal or most senior staff member will inform all contractors/visitors working on site of school health and safety guidelines and relevant policies as per the requirements of the Health and Safety Act. Local contractors sign in at the school office. Contractors are required to comply with all by-laws and OSH specifications and be mindful that the safety of children is paramount.

5.9 Risk Management and Hazard Register

Newmarket School is proactive in identifying and eliminating or minimising any risks to staff, students or visitors on site (Health and Safety at Work Act 2015, Health and Safety at Work Regulations 2016). Everyone at Newmarket School is encouraged to identify and report hazards. The principal is responsible for implementing risk management processes, including monitoring and auditing identified hazards, communication, and maintaining the Hazard Register, but may delegate as appropriate.

The Property Manager walks the site daily and considers any new hazards, new equipment, work processes and uses an overview sheet to ensure thoroughness when necessary. Hazards are reported to the principal directly who informs staff of these and their mitigation. Staff are proactive in reporting any hazards through the staff group text app. Visitors are kept aware of any hazards and risks. The principal reports any significant risks to the board as soon as possible. Monthly analysis of staff and student accidents recorded in the sickbay are included in the Principals Report to the Board.

The Worksafe Hierarchy of Control Measures are used and implemented and are proportional to the risk. We engage with staff to monitor and review hazards.

5.10 Food Handling and Nutrition

If food preparation and handling is to be part of a lesson/activity/camp all students/staff must follow safe food handling procedures before starting the lesson/activity.

- All food and all ingredients are to be stored correctly and covered.
- Children are actively discouraged from sharing drink bottles and personal food items.
- School lunch and snack information emphasizes good nutrition practices and MOE guidelines, such as only drinking water at school.
- Newmarket School is a water only school for students.

5.11 Health Consultation

Once every two years the board are required to consult with the community on the delivery of the Health Curriculum. This consultation may be part of the bi-annual surveys of parents/whānau. The following statement may be inserted in the newsletter to meet the legal requirements of the Act.

Statement on the Delivery of the Health Curriculum

Newmarket School will implement a programme of health education based on the NZ Curriculum. The focus of the programme will be to give our students the knowledge, skills, attitudes and values to enjoy a healthy life-style. We will encourage them to recognise the contribution they can make in helping to become purposeful citizens who will contribute to a caring community by identifying environmental factors and social influences, within the social context of people's lives.

Part of our consultation requirement is to inform parents on the way in which the school implements a health and sexuality education programme. Sexuality education at Newmarket School is provided by a specialist health provider and is from year 5. Parents are informed about the programme and individual parents of students enrolled in any state school and write to the principal to request that their child/children be excluded from specified parts of the health programme related to sexuality education.

Our health programme has a holistic approach that includes attitudes, values, a socio-ecological perspective and health promotion. These integrate with the following strands and key learning areas of learning: Personal Health and Physical Development, Movement Concepts and Motor skills, Relationships with Other Peoples, Healthy Communities and Environments. There are seven key areas of learning: mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies and outdoor education.

Please contact the Presiding member/ person if you have any comments regarding this Statement.

5.12 Medical Treatment

The school is responsible for all pupils from the time of arrival at school, to the time of departure (approximately 8.30am – 3.15pm). Adequate facilities for all children to be attended to following accidents or sickness at school are available.

- Staff consult with senior Leadership/SENCO concerning the wellbeing of pupils,
- Senior leadership/SENCO will manage any referrals to outside agencies
- First aid supplies are regularly checked and budgeted for, and safe storage practices for these supplies are implemented.
- The teachers on duty are to carry a safety bag, and are responsible for ensuring that all accidents/injuries in the playground are attended to, and information passed to the office when applicable. The office ensures written records of serious accidents/injury are kept and that when necessary they provide documentation to Workplace NZ.
- After the trained St Johns staff member has examined the child parents/whānau/staff will be consulted if the accident/injury requires further treatment. If deemed necessary the child will be taken to the local medical treatment centres if parents cannot be contacted on the approval of the principal or most senior staff member or an ambulance called.
- If it is deemed by a senior staff member or St Johns trained staff member that the child is too sick to stay at school the child's parent/caregiver will be informed and asked to collect said child. They will stay at school under supervision if they cannot be collected or the school cannot provide transportation to the child's home.
- No child is to be given any anti-pain medication without the permission of the parent.
- Children/staff with serious medical conditions will be identified to staff and information regarding treatment kept in the sickbay
- Gloves must be used at all times when dealing with injuries
- All medication will be kept in a high cupboard in the sickbay/staff room fridge.
- The school maintains several First Aid Kits. All visits away from the school need to make provision against illness or accident.
- A report will be completed as soon as possible in the case of serious illness or accidents.

Medicine at School

From time to time parents ask the school to administer medicine to their children during the school day. We are happy to do this for parents but need to manage this process appropriately. Our guidelines include medication being handed to the school office and administered by the office staff, or staff who are available at the time. We have several staff who hold a current first aid certificate. Written permission is also required for administering medication*. Any medication needing refrigeration is stored in the staffroom fridge. Adults can collect it from the staff room fridge if it is required after school hours. No medication is to be kept in school bags or in classrooms. ***The container of medication must be clearly marked with the child's name and dosage.**

See Medicine at school form

Biting, Spitting - Head lice, Bee Stings

There may be times when children bite or spit at other children. Should such an event happen then parents of both children will be informed. The principal/teachers will counsel the child and contact support agencies if necessary. All incidents are recorded in the medical log and treated as an injury.

Head lice notices will be sent home to the whole class when cases are apparent. Staff will be made aware of correct sting removal, as with Bees on site, it may be the case that we have more stings.

HIV and other blood borne viruses

When enrolling new student parents/whānau will be made aware of the school's procedures and will be asked to disclose information related to a child's infectious status so that the school can provide the best possible support.

The Board will ensure that staff who work in areas where there is special equipment or machinery or who have specific health and safety responsibilities will be knowledgeable about the risks and safety practices involved and will provide any necessary training.

First aid kits will be sited strategically around the school, particularly in areas where an injury is more likely to be sustained. They will contain general hygiene procedure details.

School health programmes will develop the knowledge, understandings, skills and attitudes necessary for students to deal confidently with matters surrounding HIV/AIDS and other blood borne viruses.

Nits and Scabies

Where children are found to have either nits or scabies then;

- The parents will be informed and asked to have the child treated
- Pamphlets regarding treatment will be distributed to parents.

5.13 Pandemic Response (See Emergency Management Folder)

The principal or most senior member on site is the pandemic manager in consultation with the board Chairperson. At Newmarket School:

- The Pandemic All MOE / MOH Guidelines to be followed
- Follow School Pandemic Action Plan and develop as necessary

5.14 Police on Site

The police may enter the school on lawful business at any time to discuss any incident involving children at Newmarket School provided that;

- The request is directed through the principal
- The parents of any such child are informed of the police visits as soon as possible.
- The principal is present during any interview with a child.

Should a child, children or a teacher be involved in any incident at the school, which is detrimental to their personal safety and requires police involvement:

- the principal/or delegate will contact the Police.
- The school will contact the parents of the child/ren as soon as possible
- The principal will inform the chairperson of the board, who will inform other board members at her/his discretion or the incident will be reported at the next board meeting.
- Parents of any other child involved as a witness to the incident and spoken to by the police, will be informed by the principal as soon as practicable.
- If the incident involves sensitive information, particularly of a sexual nature, the incident will remain confidential to the school, the children and their parents.
- Other parents will be informed of any incident at the discretion of the presiding member/person.
- Any parents who require additional information will direct inquiries to the principal or presiding member /person.

5.15 Road safety and parking on site

- The school will emphasize safe road crossing procedures and using footpaths safely.
- Children will be encouraged to walk or scoot to school with others.
- Children are not permitted to ride cycles to school.
- Safe practices on buses will be emphasized.
- Parents transporting children to extracurricular activities will provide a seat belt/car-seats for each passenger. Vehicles need to be roadworthy, and drivers licensed.
- Parents will be regularly informed about safe practices for dropping and collecting students.

5.16 Student supervision and leaving the grounds

During school hours (8.15am – 3.00pm) and in other supervisory capacities staff are responsible for the supervision of children. Before 8.15 am and after 3.00 pm parents/caregivers are responsible for children. At Newmarket School:

- Children not collected by 3.00 pm may be sent to After-School Care, and may be charged accordingly for the service.
- Out of school activities such as camps, sporting events, festivals and outings are the responsibilities of the teachers, and will be supervised as per directions in the Teachers Handbook. In all RAMS must be followed during any trips out of the school.
- Strong communication between home and school will ensure that children's safety and needs will be met.
- Parents sign a permission form if they allow their child to do short local walks supervised by the teacher, e.g. for traffic safety, or local learning events.

Children are to have the permission of the most senior teacher in the school before leaving the grounds for any reason, unless directly supervised by a teacher. All parents removing students from the school must sign the child out through Vistab, or as per arrangement.

5.17 Sun Safety

Newmarket School recognizes the need for children to wear sun hats and sun block protection on exposed skin areas in the playground. Parents will be strongly encouraged to provide sun hats for children, and teachers and children will be very strongly encouraged to wear them in the playground and at sports events.

- Term 1 & 4 all students must wear hats, sunscreen is provided in all classes and at events, and all children are strongly encouraged to apply this during the day.
- Children not wearing hats shall be required to stay in a designated shady area.
- Reminders will go in newsletters.
- Class programmes will incorporate prevention measures as part of the Health and Physical Education Curriculum.
- Positive reinforcement will be given to children who wear hats and sunscreen.
- Reduction of outside activities in full sun between 11.00 – 3.00 during summer will be considered where appropriate.

6 Governance, Review and Strategic Planning Procedures

6.1 Enrolment

In consultation with the Ministry of Education and local schools a home zone has been established. All students who live within the home zone as described in the list of streets shall be entitled to enrol at the school.

Out of zone enrolments

If the board considers out of zone enrolment, applications for any out of zone enrolment will be processed in the following order of priority:

First Priority	this priority category is not applicable at this school because the school does not run a special programme approved by the Secretary.
Second Priority	will be given to applicants who are siblings of current students.
Third Priority	will be given to applicants who are siblings of former students.
Fourth Priority	will be given to applicants who are children of board employees.

General Information

- There is no minimum time for living in-zone before enrolling. However, we do need evidence that a parent is living at the address i.e. the latest electricity and phone accounts. These may not be available until at least a month after moving into a new property.
- We cannot process an application in advance on the basis of a signed tenancy or settlement. The student must be resident at the enrollment address before making an application.

- It is the Board's expectation that the student will remain in the zone for the duration of their schooling at Newmarket School.
- Residing temporarily in a residence in the School's home zone can not be used for the purposes of enrolment. The student is expected to remain a permanent resident in-zone for the full school year, and the subsequent duration of their enrolment with the school.
- If a spouse is separated, enrolment depends on where the student spends the majority of their time while Newmarket School is open for instruction. In order to satisfy Newmarket School of this, you need to supply a copy of the custody agreement or other legal documentation.
- Students can only live with their parent(s) or legal guardians.
- If a student is to remain enrolled at the Newmarket School you need to seek permission **before** moving out of the zone. Newmarket School considers all such applications on a case by case basis and in certain circumstances will allow students to continue their schooling. Others will be advised that a move out of zone may jeopardise the student's enrolment.

6.2 Privacy of information

At Newmarket School we comply with the New Zealand Privacy Act (2020) when dealing with personal information. This applies to all personal information that we collect, process, or receive. This may be in person or via our websites (that we maintain), email, payroll, social media, apps, over the phone, or through other channels.

Personal information is information about an identifiable individual (a natural person), and includes personal data, personally identifiable information and equivalent information under applicable privacy and data protection laws.

These procedures do not limit or exclude any person's rights under the New Zealand Privacy Act 2020. For further information on the New Zealand Privacy Act 2020, see www.privacy.org.nz. This privacy procedure applies to personal information we collect from visitors to our website, our community and other persons with whom we deal directly.

Students

Where we collect personal information from or about children aged under 16 for the purposes of providing our services, we rely on representations from parents/whānau that they have appropriate individual or parental consent for any such children.

Personal information we collect

We will collect personal information that is provided to us, where parents/whānau/staff choose to provide it. The type of personal information collected depends on the nature of the relationship held. The school is guided by the Ministry of Education's Retention and Disposal of Documents policy and the Privacy in Schools document.

We do not collect any personal information on our website, except to the limited extent through the use of cookies. When a contact or enquiry is made from our websites, a call to us, meeting in person or otherwise, information collected might include name, email address, phone number and any other information that is provided to us. When parents/whānau/staff sign up to our School App, or Seesaw, or other electronic alerts, we collect a name, email address, phone number, user preferences and any other information provided to us. Parents/whānau/staff can unsubscribe from them at any time.

When products or services are purchased from us, we may collect a name, date of birth, email address, phone number, credit card information, and any other information submitted to us for billing and order fulfilment purposes. When our websites or related services are accessed we may automatically collect information about devices and usage of our website, products and services, including IP address, operating system, browser type, time spent on certain pages of the website, pages visited, links clicked and language preferences. Some of this data is collected through third

party tools and/or the use of cookies, web beacons and similar storage technologies. Note cookies can be disabled.

Where personal information is provided we try to only collect the personal information necessary to fulfil any legal or personal requests. Some of the personal information that is collected directly from parents/whānau/staff may be mandatory and some may be optional. All personal information will be stored securely.

We post newsletters to the school website, School Apps/Seesaw. School Apps/Seesaw provides analytics to us on how people interact with our newsletters (e.g., how many subscribers have opened emails or clicked on links). This means that we will be able to see names, email addresses and details about which links in our newsletters you have clicked on. We only use this information to assess newsletter effectiveness.

We may use personal information to:

- verify identity
- provide services
- provide documentation
- bill you and collect money that you owe us, including authorising and processing credit card transactions
- respond to communications from you, including enquiries and complaints
- conduct research and statistical analysis
- tailor content or advertisements on our website
- protect and/or enforce our legal rights and interests, including defending any claim
- respond to lawful requests by public authorities, including to comply with law enforcement requirements, or
- for any other purpose authorized by parents/whānau or applicable law
- transfer of information in the case of a transition between schools.

We disclose personal information to:

- any businesses that support, or deliver services to our school, including any person that hosts or maintains any underlying IT system or data centre that we use to provide our student database, website, products or services or that we use to process payments,
- professional advisers e.g. accountants, lawyers or auditors
- a person who can require us to supply personal information (e.g. a law enforcement agency or regulatory authority)
- any other person with parents/whānau consent
- any other person authorised by applicable law.

International transfers of personal information

A business that supports our website, products and services or delivers services that we sell as an agent may be located outside of New Zealand (the country where we are incorporated) and also outside of the country where parents/whānau/staff are located. This means that the personal information we collect may be transferred to, and stored in, a country outside of New Zealand. Therefore we cannot guarantee that the same standards apply in that country as apply in New Zealand. By proceeding to give us personal information, parents/whānau/staff acknowledge and consent to this arrangement.

Some of the personal information we collect is processed in New Zealand. New Zealand is recognised by the European Commission as a country that has an adequate level of data protection and we may rely on this decision in transferring personal information to New Zealand.

Protecting personal information

As required by applicable law, we will take steps to keep personal information safe from loss, unauthorised activity, or other misuse. Parents/whānau/staff play an important role in keeping personal information secure by maintaining the confidentiality of any password and accounts used in relation to our products and services. There should not be any disclosure of any school passwords to third parties. The school should be notified immediately if there are any unauthorised use accounts or any other breach of security.

Accessing and correcting personal information

Subject to certain grounds for refusal under applicable law, parents/whānau/staff have the right to access personal information that we hold and to request a correction to personal information. Before this right is exercised, we will need evidence to confirm that parents/whānau/staff are the individual to whom the personal information relates.

Where parents/whānau/staff request a correction, if we think the correction is reasonable and we are reasonably able to change personal information, we will make the correction. In all other cases, we will take reasonable steps to make a note of the personal information that was the subject of the correction request.

Internet Use

While we take reasonable steps to maintain secure internet connections, if parents/whānau/staff provide us with personal information over the internet, the provision of that information is at their own risk.

Data Retention

The personal information that we collect and use is not intended to be kept longer than necessary for the purposes for which it is collected. Generally, we will keep personal information we collect for no longer than 1 year unless the law requires that we keep it for longer.

Lawful basis for processing personal information

Our lawful basis for processing personal information that we collect, use and disclose depends on the personal information collected and the context in which we collect it.

Generally, we collect personal information where we have consent, where processing is necessary for the performance of a contract to which you are party or in order to take steps at parents/whānau/staff request prior to entering into a contract, or where processing is necessary for the purposes of our legitimate interests (except where such interests are overridden by interests or fundamental rights and freedoms).

Where we process personal information based on consent, consent may be withdrawn at any time. Despite the above, we may process personal information where such processing is necessary for compliance with applicable laws.

Rights

Parents/whānau/staff rights in relation to personal information include:

- right of access - if asked, we will confirm whether we are processing parents/whānau/staff personal information and provide you with a copy of that personal information,
- right to rectification - if the personal information we hold is inaccurate or incomplete, parents/whānau/staff have the right to have it rectified or completed. We will take reasonable steps to ensure inaccurate personal information is rectified. If we have shared personal information with any third party, we will tell them about the rectification where possible,
- right to erasure – when personal information is no longer needed for the purposes for which parents/whānau/staff provided it, we will delete it. Parents/whānau/staff may request that we delete personal information and we will do so if deletion does not contravene any applicable law. If we have shared personal data with any third party, we will take reasonable steps to inform those third parties that they must delete your personal information,
- right to withdraw consent - if the basis of our processing of your personal information is consent, you can withdraw that consent at any time,
- right to restrict processing - parents/whānau/staff may request that we restrict or block the processing of personal information in certain circumstances. If we have shared personal information with any third party, we will tell them about this request where possible,
- right to object to processing - parents/whānau/staff may request that we stop processing personal information at any time and we will do so to the extent required by applicable law.

- rights related to automated decision-making, including profiling - parents/whānau/staff have the right to not be subject to a decision based solely on automated processing, including profiling, which produces legal effects concerning parents/whānau/staff or similarly significantly affects parents/whānau/staff, except where such automated decision-making is necessary for entering into, or the performance of, a contract with parents/whānau/staff, is authorised by applicable laws or is based on explicit consent. We do not undertake automated individual decision-making,
- right to data portability - parents/whānau/staff may obtain personal information from us that they have consented to give us or that is necessary to perform a contract with them. We will provide this personal information in a commonly used, machine-readable and interoperable format to enable data portability to another data controller. Where technically feasible, and at their request, we will transmit personal information directly to another data controller,
- the right to complain to a supervisory authority - parents/whānau/staff can report any concern they have about our privacy practices to your local data protection authority.

Cookies

We use cookies on our website and as part of our related services, and receive information collected through cookies. This cookie information explains how we use cookies and how parents/whānau/staff can opt out of them. By continuing to use our websites and related services, parents/whānau/staff indicate agreement for us to use the cookies described below.

Cookies are text files containing small amounts of information which are downloaded to parents/whānau/staff browsing devices, e.g. a computer or smartphone, when they visit a website. Cookies can be recognised by the website that created them. This helps a website know if the browsing device has visited that website before.

Cookies can be used to collect information relating to the use of a website or device, let parents/whānau/staff navigate between pages effectively, help to remember preferences and generally improve browsing experience.

The cookies used on our Website may be first party cookies (i.e. set by us) or third party cookies (i.e. cookies set on our website by a person other than us). The third party companies that place cookies on our websites will have their own privacy policies.

Google Analytics are used to collect information about visitors to our websites. Google Analytics collects information related to parents/whānau/staff device, browser, IP address, network location, and website activities to measure and report statistics about their interactions on our website. We use this information to help us manage the performance and design of our website and to improve our website.

For further information on how Google uses personal information when parents/whānau/staff use our website and how to opt out of Google's use of cookies, see <https://policies.google.com/privacy>

Responsibility of the board

The board is required to promote and protect individual privacy of parents/whānau/staff and safeguard the school's ability to gather, store and use personal information. To comply with this requirement the Board's legal and contractual obligations are set out in the following points:

- A privacy officer will be appointed who will encourage compliance, access and correction requests and comply with the Privacy Act 2020.
- Information will be collected for lawful purposes only. The purpose must be connected with the function of Newmarket Primary School.
- Information about adults or students (through parents/caregivers) will be collected from the individual concerned unless it is otherwise publicly available.
- The board will ensure that each individual is aware that the information is being collected, why it is required, how it will be used and how it will be stored.

- Student records from a previously attended educational institute may also be collected, for a lawful purpose only. The same records may be passed on to another educational institution so long as a student is enrolled there.
- Staff are responsible for the confidentiality of information held on children, and will divulge such information only as applicable.

In general terms, the privacy principles suggest schools should:

- Only collect personal information they really need
- Get it directly from the person where possible
- Be open with people about what's going to be done with it
- Be fair about how you get it
- Keep it secure
- Let a person see it if they want to
- Fix it if the person thinks it's wrong
- Take care that it's accurate before using it
- Dispose of it when it's no longer needed
- Use it only for the purpose for which you got it
- Only disclose it if you have good reason to do so
- Only use 'unique identifiers' where this is clearly allowed

Information collected on staff is confidential to the principal, the appropriate board members, and the individual concerned. Appraisal information is confidential to the principal and senior management and the individual concerned.

6.3 Uniforms

The principal decides the style and standard of clothing (school uniform) considered suitable for school wear. The uniform enables students to show pride in themselves and their school, to present a purposeful image to the community and to ensure that clothing is comfortable and practical to wear for school.

Compliance with the uniform dress code will be a requirement of enrolment.

- A full regulation uniform is to be worn at all times.
- The principal and staff will monitor the wearing of correct clothing and comment to pupils and parents as necessary. A range of uniform items approved by the school are specified on the uniform list supplied by and available at the Uniform Shop.
- Brimmed hats will be worn outside in summer months.
- Students with long hair may choose red or green bows for the hair tie.
- Sensible black shoes are required, with black, green or white socks/tights.
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Procedures Reviewed 18.08.26

