
STUDENT MANAGEMENT POLICY
Policy Statement
Procedures Manual

BIBLICAL BASIS

**He has shown you what is good. And what does the Lord require of you?
To act justly and to love mercy and to walk humbly with your God.**

Micah 6:8

Do unto others as you would have them do unto you.

Matthew 7:12

1. PHILOSOPHY

It is the responsibility of parents to "Train their children" Proverbs 22 v 6. The role of this college is to support and assist parents in their God-given task to bring up their children in the "training and guidance of the Lord." Ephesians 6 v 4.

Students who behave appropriately are better able to access learning.

There are two basic principles to the college's Student Management Policy:

- a. Students must be effectively motivated and rewarded for achieving academic and behavioural goals.
- b. Students must be deterred from and accept responsibility for, unacceptable and inappropriate behaviour.

The Student Management Policy is designed to encourage students to accept the responsibility of personal self-discipline and realise the benefits to themselves and others when they do so.

The college will expect a high standard from all students and will endeavour to keep students positively motivated towards the Godly and behavioural goals in the college's Code of Conduct. The college will also use a variety of restorative and correctional procedures wherever appropriate, including consultation with the parents. Parents will be expected to accept responsibility for their children's behaviour and be actively involved in resolving and supporting the college in these matters.

2. ROLES AND RESPONSIBILITIES

a. The Role of the Parent

The parents are the authority in the home and as such are responsible for the training and discipline of their children. In choosing to send their children to the college they are to:

- recognise and respect the authority of the College Board, Proprietors, the Principal, teachers and other staff in the implementation of the Student Management Policy

- encourage their children to meet their responsibilities to the Student Management Policy
- encourage their children to respect the College Code of Conduct and Dress Code at all times
- fulfil their responsibilities and support the staff, in carrying out any necessary discipline at college and at home

b. The Role of the College Board

The College Board is the acting authority of the college and is responsible to college parents. As such they are to:

- recognise the responsibility and rights of parents to be involved with and consulted about aspects of their children's behaviour when necessary
- provide assistance in helping parents fulfil their God given responsibility of training and disciplining their children
- support the Principal in implementing the Student Management Policy
- field/deal with any parent complaints and queries regarding the Principals performance in implementing the Student Management Policy
- consult with parents on any reviews and/or changes to the Student Management Policy
- expect the full co-operation and respect of parents in fulfilling their responsibilities

c. The Role of the Student Behaviour Manager (SBM)

The Principal is the overall authority in the college. However, the SBM is the direct contact for Student Management in the college. As such, is to:

- maintain the standards of behaviour and morale which provide a positive, caring and creative environment for teacher, staff and student.
- set an example in speech, conduct, attitude and dress
- support staff in the implementing of the Student Management Policy.
- field/deal with any parent complaint regarding the implementation of the Student Management Policy by staff.
- consult with parents on any significant discipline matters which may be of concern to the parent
- consult the college board and Principal on serious matters of discipline, to do with stand-down, suspension, exclusion or expulsion
- expect full co-operation and respect from the board, Principal, staff and parents in the fulfilment of their responsibilities
- expect to be treated with dignity and respect by the students

d. The Role of the Teacher

The teacher is the authority "in the Learning Centre". As such they are to:

- provide a Learning Centre environment which is positive, friendly and caring
- set an example in speech, conduct, attitude and dress

- be consistent and fair in maintaining standards and implementing the Student Management Policy
- inform parent of student progress and behaviours especially when a specific situation occurs.
- consult the Principal on any significant discipline matters in their learning centre
- expect full co-operation and support from the principal, parents and students
- expect to be treated with dignity and respect by the Principal, teachers, other staff and students

e. The Role of the Student

The student is the main beneficiary of the Student Management Policy. As such they are to:

- respect and obey the authority of the Principal, teachers and other staff
- respect and comply with the Student Management Policy
- apply themselves to all college work in a responsible and self-disciplined manner
- recognise that their behaviour, good or bad, effects the physical, social, academic and spiritual well-being of others
- expect to be treated with dignity and respect by the Principal, teachers, other staff and students.

f. The Role of Auxiliary Staff

The ancillary staff have a supporting role in the college and as such:

- have no direct authority over any students in the college
- may report students to the Principal or teacher
- can expect to be treated with dignity and respect by the Principal, teacher, students and parent

g. The Role of Outside Agencies

- If Oranga Tamariki (OT) officials need to see a student they must work with the knowledge of the Principal (or a person nominated by the Principal), who must be with OT officials at all times, when they are on the property.
Refer: CYFS Act 1989, revised in 2019. 4A (well-being and best interests of child or young person) Section 17 (Investigation of report of ill-treatment or neglect of child or young person) has not been amended since 2017, apart from the addition of s17(2A) on 1 July 2019.

3. CODE OF CONDUCT

The college Code of Conduct seeks to build Godly and Christ-like character into the lives of our students and covers the essential biblical principles relating to human behaviour and relationships.

Our goal is to create an environment where God's Kingdom of "righteousness, joy and peace" is the norm. Where students and staff can enjoy being together because of the peaceful and harmonious environment created by appropriate behaviour, attitudes and speech.

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.

1 Timothy 4:12

It is expected of all students to obey the College Code of Conduct in:

a. Speech

"Let your speech always be with grace, seasoned with salt, that you may know how to talk to one another" - Galatians 4:6

- Speak in an appropriate manner at all times showing courtesy and respect.
- Address people by their known and proper name
- Address people by their appropriate title
- Always show gratitude and thankfulness
- Compliment and acknowledge each other whenever possible
- Speak clearly and articulately
- Speak to others as you would have them speak to you

b. Conduct

"Live in a manner that is worthy of the Lord, pleasing Him in every respect, bearing fruit in every good work" - Colossians. 1:10

- Behave at all times in a considerate self-disciplined manner
- Follow and obey all school rules and procedures
- Be diligent and conscientious in all your work
- Be kind and considerate to one another
- Look after your own and others property
- Make friends and be a friend
- Treat others as you would like them to treat you

c. Attitude

"Let nothing be done from selfish ambition or conceit, but in humility let each consider the other more important than themselves. Do not merely look after your own interests but also the interests of others" - Philippians 2: 3,4

- Have a positive and caring attitude to yourself and others.
- Be reverent and respectful to God
- Honour your father and mother
- Be respectful and courteous to all staff
- Respect other students
- Respect and appreciate college and others property
- Be grateful

The college Code of Conduct is summed up in the Five Golden Rules:

1. Respect yourself and others
2. Follow instructions first time
3. Speak and listen kindly
4. Keep hands, feet and objects to yourself
5. Work quietly and sensibly

3.1 Student Relationships

The college as a co-educational institution provides a healthy environment in which boys and girls can learn how to respect each other, and form lasting and meaningful friendships. All students should feel free to relate to each other, and care for each other regardless of their gender.

It is important that students are protected from undue peer pressure and expectations regarding relationships with the opposite sex. The college teaches students the Biblical basis for establishing and building meaningful and worthwhile relationships. To this end the college encourages students to:

- refrain from conversation of a sexually explicit nature. This includes sexual innuendoes, gestures, jokes, and language
- refrain from showing physical affection to members of the opposite sex, unless members of the same family. Physical contact is limited to curriculum activities and then only under the supervision of a staff member
- refrain from forming "boyfriend" or "girlfriend" relationships and discussion of such matters
- refrain from spending time alone with members of the opposite sex
- show respect and care for younger students and be considerate to them when discussing matters of a more mature nature

3.2 Expectations Outside Hours

Students are expected to uphold the college's Code of Conduct at all times especially when wearing the college uniform.

While the college has no authority over its students outside of college hours, their behaviour, none the less, can have an adverse effect on other students and the reputation of the college. Should this be the case, serious consideration will be given to the student's continued enrolment in the college.

4. REWARDS AND INCENTIVES

"Students must be effectively motivated and rewarded for achieving academic and behavioural goals".

The primary goal of the Student Management Policy is to promote and effect the Code of Conduct through pro-active and positive student management strategies.

Praise and affirmation are the most powerful tools to achieving success in all aspects of life. Praise and affirmation, both given and received, create a positive and healthy environment in which students are motivated to excel and to behave in an appropriate manner.

To this end, teachers, and those responsible for students achievement will use the following system of rewards and incentives.

a. CERTIFICATES

Certificates are awarded to students for achievement and behaviour. A variety of certificates are used to recognise student achievement in their school work and to acknowledge and honour appropriate behaviour.

These are presented in each learning centre and also at college assemblies:

- **Congratulations Certificates**

This certificate is in recognition of Pace Test scores and also the successful completion of all Pace work and procedures. They record test scores and the number of completed paces for the year. These need to be given a high priority to encourage and reinforce the importance of completing pace work correctly and achieving excellence in Pace Tests.

- **Character Trait Certificates**

These are handed in by the teachers and presented weekly at assemblies. Then their names are recorded and each term a student is randomly selected from each class and rewarded.

- **Scripture Certificate**

Awarded to students who successfully complete their memorising of scripture.

- **Credit Certificates**

For each secondary student who completes a credit of work.

- **The Thousands Club**

These certificates recognise achievement in Pace Test Scores of 100%. There are various levels of certificate with corresponding awards. These are awarded at college assemblies.

b. SUBWAY SIGNATURES

If a student achieves the criteria they can receive a reward appropriate to their age. The Principal holds individual sheets for each child. They receive signatures according to the criteria for the reward.

To receive a \$10.50 Subway voucher Yr 9-13 students must have 16 signatures.

To receive a \$5.50 Subway voucher Yr 7- 8 students must have 12 signatures, and Yr 1- 6 students must have 8 signatures.

c. HOUSE POINTS

Each day the teachers give points to students for tidy offices, good behaviour, homework done and dress code. These are added up at the end of the week and are allocated to the Houses.

d. MERIT SYSTEMS

Merits are given at the teacher's discretion appropriate to the age and level of students. They are used in a variety of ways helping to motivate students. The Merit System involves tangible rewards.

e. PRIVILEGES

The primary purpose of the Privilege System is to give every student the opportunity to gain recognition and reward for their behaviour and achievements at college.

Privileges must be earned, encouraging student's to be responsible and recognising those who are.

The privilege criteria and the corresponding benefits are determined by the teacher and will be relevant to the level and age of the students in each learning centre.

Students may apply and qualify for weekly or daily privileges.

f. HONOUR ROLL TRIPS

At the end of each term students may qualify for the Honour Roll trip. These are fun days and meant to be a celebration for hard work and achievement.

To qualify each student must meet the following criteria:

- all scriptures memorised for the term.
- all required pace work and study units completed
- all required assignments and projects completed.
- appropriate behaviour demonstrated throughout the term.

g. ANNUAL AWARDS AND CERTIFICATES

Annual awards are presented at the college Prize Giving at the end of each year. These awards and certificates are given in recognition of student achievement in curriculum, character development, various achievement categories and scripture memorisation.

5. DISCIPLINE PROCEDURES AND RESTORATIVE JUSTICE

"Students must be deterred from and accept responsibility for, unacceptable and inappropriate behaviour, and accept the consequences." Section 1 (b) Philosophy

The Student Management Policy is designed to give teachers, parents and students a range of options to address the real issues effecting the student's behaviour. Every effort is made to resolve behavioural problems in a gracious, sincere and relevant manner.

Students are made aware of the boundaries and consequences of their behaviour and always provided with the opportunity to make right choices. Staff need to follow through on these consequences.

Restorative Justice practices may be used to bring justice, restoration and reconciliation between two parties. Both the wrongdoer and the victim are involved in the process, often with a mediator. The families of both parties may be invited to participate. The offender is held accountable for their actions and the victim has a say in the repair process. It is intended that these restorative approaches will result in both parties being able to reflect, repair and reconnect.

The college decided to use the term 'process' rather than justice. So the Restorative Process (RP) is used. The main objective is to bring the student to a place of genuine repentance where they acknowledge and regret the behaviour that has caused them to be involved in the restorative process. The college's RP procedures seek to establish in each student:

- self-control and self-discipline
- an awareness of the consequences of their actions
- consideration of others
- recognition and respect for authority
- a sense of security and self-assurance

Parents and student may be made aware of appropriate counselling and support agencies as part of the behaviour programme.

a. Playground Supervision

All playtimes and lunchtimes will be supervised in a roving manner, by staff and student leaders.

In cases of misbehaviour children will be removed from the situation to ensure the safety of others, and appropriate steps taken.

Playground incidents and reports of bullying will be recorded in an incident book kept in the photocopier room with the names of children involved and the date of the occurrence. A 'near-miss' incident must also be recorded.

The Incident Book will be sighted by the SBM on a weekly basis and appropriate action taken.

All children should be encouraged to participate in play activities.

b. Demerits and Detentions for Year 1 -8 students

A demerit/detention is given at the teacher's discretion and after the student has been warned.
3 demerits = detention

During this process the student is spoken to and encouraged to make the right choices concerning their behaviour. The teacher will be encouraged to use the quick restorative guide card in this process.

Lunch time or after school detentions involve a variety of consequences. They are designed to deter the student from further offending and encourage the student to make better choices next time. The class teacher will be informed and given the signed detention slip, and then hand it on to the duty detention teacher. Any student who gets 3 detentions in a term will not get Honour Roll (see Section 4; Rewards and Incentives). There will, however always be some teacher discretion allowed.

If the student has 3 detentions in one week, the teacher will **call** a parent conference. If the student continues in this wrong behaviour there will be a Principal conference.

c. Detentions for Year 9-13 students

The secondary students will be treated in a different way, in recognition that they are now becoming young adults. A higher standard of behaviour is expected from them. They will receive a warning but not demerits. After a warning a detention will be given. This may lead to the loss of privileges.

d. Detentions for all

When a student receives a school detention they are given a Detention Notice detailing the offence and length of punishment. This is to inform the parents of their child's behaviour and the subsequent disciplinary action and to give them an opportunity to contact the college should they wish to do so. The Detention Notice has to be signed by the parent and returned the next day. (If not returned, an additional detention is given as well.)

For afternoon detentions, if students use the bus, parents will have to arrange for their children to be collected from college.

All detentions are filed. This enables a teacher to identify any behaviour or learning patterns that may need to be addressed. (The Principal will have checks to see that these are carried out consistently.)

Note: – Appendix one

e. Parent Conference

Parents will be contacted by the college or student's teacher on gaining a third detention in the same week, to arrange a suitable time to meet. This must take place within 24 hours of the parent being contacted.

Appropriate discipline will be discussed with the parents at the Parent Conference. Minutes will be kept by the teacher. Daily and weekly reports may be instigated for a period of time to work through any issues contributing to the problems.

f. Principal Conference

A Principal's Conference is called when the teacher considers a student's behaviour to be sufficiently serious as to warrant the principal's involvement.

The Principal's Conference must take place within 24 hours of the parent being contacted. If this is not possible then the student may be stood-down until the conference can take place.

A Principal's Conference, which will be minuted, will determine what consequences there should be e.g. apologising, restoration of emotional or physical damage etc, and consider appropriate action that needs to be taken to ensure that the student does not re-offend. If this assurance cannot be gained and the student continues to disregard the advice and encouragement provided by the college, stand-down or suspension may be implemented. The SMB will be present at each conference.

g. Behaviour Contracts

A student may be put on a behaviour contract to monitor their progress and commitment to change. Behaviour contracts are run for short periods and are designed to involve the parents in changing their children's behaviour. A deadline will be set in which time the student is expected to modify their behaviour to conform to the College Code of Conduct.

Daily or Weekly Report sheets may be used to keep the parents informed on the progress of the student.

6. STAND-DOWN AND SUSPENSION, EXCLUSION AND EXPULSION

Taken from the procedures for Stand-downs, Suspensions, Exclusion and Expulsion. These are contained in the Ministry of Education publication "Guidance for Principals and Boards of Trustees on Stand-downs, Suspensions, Exclusions and Expulsions June 2003

A student may be stood-down or suspended from the college if the principal is satisfied on reasonable grounds that:

- "the student's gross misconduct or continued disobedience is a harmful or dangerous example to other students;"
or
- "because of the student's behaviour, it is likely that the student or other students will be seriously harmed if the student is not stood down or suspended for an unspecified period "

The degree of the harmful, defiant gross misconduct act will determine the degree of punishment.

To clarify what is meant by these statements the College Board has defined the following terms:

"gross misconduct"

Any behaviour that is a deliberate, wilful, premeditated and defiant act by the student and may include but not limited to:

- swearing, blasphemy and offensive language or gestures
- insolence and showing disrespect to teachers and staff
- wilful and deliberate disobedience to teachers and staff
- fighting, bullying, assault or verbal intimidation.
- stealing
- deliberate and wilful damage to college or other person's property
- dishonesty and lying
- refusal to complete work and goal responsibilities
- consistently infringing the college Dress Code and not wearing college uniform properly.
- health and safety factors.
- immoral conversation and behaviour.
- bringing to college or using at college, cigarettes, drugs, alcohol, pornographic materials, or any other items or literature inconsistent with the Special Character of the college

"Continued disobedience"

A student's wilful and deliberate, repeated offending, and refusal to respect and obey the College Code of Conduct.

"Harmful or dangerous example to other students"

When a student's behaviour starts to affect other students so as to encourage and produce similar behaviour.

"Seriously harmed"

When a student's behaviour jeopardises the physical, social, academic and/or spiritual well-being of any other student.

STAND-DOWN AND SUSPENSION, EXCLUSION AND EXPULSION PROCEDURES

Before a student is stood-down or suspended from the college all care and consideration is given to ensure that the reasons for the stand-down or suspension are justified.

Details of offences and a record of the student's behaviour must demonstrate significant cause for this action to take place. These must have been recorded, where appropriate, using the Student Behaviour Log and kept with copies of any Behaviour Contracts and Demerit and Detention records.

a) STAND DOWNS

Serious Misconduct occurs: -

The issue is looked into by the Principal. If it is deemed that serious misconduct has occurred:

- If necessary the student will be isolated under supervision.
- Principal to ring Proprietor, BoT Chair, and parents to let them know an issue has occurred and decision is pending. This is to happen within 24 hours (school days only). Parents are informed that they may meet with Principal, and options are discussed where help can be offered from other agencies if necessary.
- When student is formally interviewed, he/she will have an appropriate support adult with them and a witness to take notes. The Principal will give a written report and make recommendations. Both student and their parents will receive a copy.
- Discussion re the outcome, (could be by phone), with Proprietor, BoT Chair.
- If upheld as 'serious misconduct' leading to stand down, the Principal is to inform parents, and follow this up by a formal letter and Stand down and Suspension information sheet.
- ENROL is formally advised of Stand down and form and reports of incident filed
- The SMB will be kept informed

b) SUSPENSION

Gross Misconduct occurs: -

Parent contacted immediately. Student requested to go home.

- Proprietor, BoT Chair contacted by Principal and told there will be a meeting shortly.
- The whole issue is looked into by the Principal. When student is interviewed, he/she will have an appropriate support adult with them and a witness to take notes. The Principal will give a written report and make recommendations. Both student and their parents will receive a copy.

- Parents, student and possible support person, with 48 hrs notice, will be requested to attend a meeting with the Discipline Committee; (Proprietor, BoT Chair, and BoT member). The Principal may also attend. This is to occur within seven days from date of incident.
- Length of suspension time and any restitution will be decided upon at the meeting.
- Suspension notice will be formally issued along with Stand down and Suspension information sheet.
- ENROL is formally advised of Suspension and form and reports of incident filed.

*Refer: Appendix 1 Anti Bullying-Procedures Statement
Appendix 2 Anti Bullying survey
Appendix 3 Kindness poster
Appendix 4 Effective Student Management- a guide (draft)
Appendix 5 Cell Phone procedures
Appendix 6 Cyber Safety*

Chairperson/ _____ Date _____
Trustee

Principal _____ Date _____

Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz
- Ministry of Education website www.education.govt.nz
- Vulnerable Children Act 2014

Appendix 1

ANTI-BULLYING

Procedure Statement

1. RATIONALE

Totara College's mission statement: *Totara College provides Biblically-based, Christian education to assist parents in their God-given task to bring up their children in the "training and guidance of the Lord" so that they may, "serve and love the Lord their God with all their heart, soul, mind and strength."*

Totara College's Charter states that *'Totara College will establish a learning environment which reflects the characteristics of the Kingdom of God: righteousness, joy and peace.'*

NAGs 5 requires schools to *"provide a safe physical and emotional environment"*.

Accordingly the school is committed to uphold the right of every person at Totara College to enjoy all aspects of a school life, free from intimidation whilst at school or participating in school activities.

2. OBJECTIVES:

- a) To develop a school culture where bullying is not tolerated.
- b) To provide clear guidelines to deal with bullying behaviour and establish consequences for actions that lead to the intimidation of other children.

3. GUIDELINES:

- Totara College will not accept wilful, conscious bullying acts. All cases of bullying will be treated seriously.
- Our school community – students, parents and staff, will not accept unkind actions or remarks.
- Where a student has engaged in an act of bullying, the procedures will be followed.
- Relief Teachers, Contractors and others working within the school grounds are expected to comply with the school's anti-bullying procedures whilst on the property.
- It is an expectation of the school that successful teaching applicants will familiarize themselves with this anti-bullying procedure.
- Parents of new enrolments will be informed of the school's anti-bullying procedures.
- These procedures apply equally to everyone.

4. DEFINITION

Bullying is ongoing misuse of power through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.

Anyone has the potential to be a bully.

The term bullying refers to *repeated* inappropriate actions in:

language i.e. blaming, belittling, degrading, discrimination, verbal
physical i.e. ill-treatment and intimidation.

Examples of Bullying

Physical Actions – That hurt others: such as - Punching, kicking, slapping, intimidation, fighting, scrapping, tripping, pushing, spitting, or throwing things..

Verbal – Threatening, mocking, sending hurtful texts or emails or social networking comments, swearing or abusive words, writing notes, spreading rumours, calling someone something as a putdown, using discriminating words.

Extortion /Blackmail – holding a fellow student to ransom over something the victim has done, said or have posted on social media

Homophobic bullying - refers to bullying based on sexual orientation or gender identity – transgender bullying

Racist bullying - can range from ill-considered remarks, which are not intended to be hurtful, to deliberate verbal or physical attacks causing anguish or injury

Bullying of students with special needs – actions that belittle or hurt someone with special needs

Sexual harassment – actions or words that have sexual connotations that make a student feel vulnerable or unsafe

Gesturing - Any intimidating action.

Exclusion – Leaving people out, blocking a social networking page/or other web pages, alienation and/or discriminating.

Cyber Bullying through Social Networking – E mails, cell phones, Face book, instragram, snapchat etc that are of a threatening, belittling nature.

5. TOTARA COLLEGE'S APPROACH

- A shared understanding of bullying as a problem
- A shared understanding of different forms of bullying
- A shared resolve to eliminate bullying
- Identification of bullying problems in this school
- The creation of a “telling” environment and the use of a range of interventions to address incidents when they happen
- Recognition by teachers of their role in creating an anti-bullying ethos, including their own interactions with students, staff, parents and caregivers and the community
- Classroom anti-bullying curriculum programmes for primary and secondary students.
- The creation of classrooms that are safe and supportive
- Obtaining back-up specialist help and training as necessary

6. PROCEDURES AND ACTIONS

6.1 What to do if bullied:

- Use strategies learnt in school programmes
 - Kia Kaha
 - Rock and Water
 - ‘Conversations’
- Seek help from a parent, teacher or friend

6.2 What a teacher will do, when told:

- Listen
- Investigate as soon as possible
- Initiate restorative practice
- Keep an appropriate record by logging incident in Incident book
State: Date/What happened/Action taken.
- Treat every case on its own merits.
- Notify the Principal if necessary.
- Once an incident of bullying has been reported, the normal procedures according to the Student Management Policy will be followed.

6.3 What help and assistance will be given to someone who has been bullied:

- Listen to them so they feel supported and heard.
- Follow through and check that the student is all right, and see to any injuries.
- Advise how to protect themselves in future eg.try to avoid the place/people
- Report back to them about follow up actions.

6.4 Staff at Totara College will make students aware of bullying and the consequences in groups/restorative practice meetings/conversations/Kia Kaha/Rock and Water, during:

- Assemblies
- In the Learning Centres
- During Detention times
- When on duty

7. CONSEQUENCES

The class/duty teacher will deal with individual incidents. If the offence has been identified as a bullying incident then the following shall occur:

The offender will be referred to the Principal.

7.1.1 Parents of the offender are contacted and asked to come to the school for an interview at which the child is present, to discuss their behaviour and reinforce the concept that bullying is not tolerated. They will be advised that their child has been withdrawn

from the classroom and playground for the remainder of that school day. Parents will be advised in writing that a repeat offence could result in a stand down or suspension.

7.1.2 Repeated offence:

A maximum three-day stand down or suspension will be considered on the basis that repeated offending constitutes a safety issue for other children. (MOE suspension Guidelines)

Victims parents in each case will also receive a letter/phone call informing that an incident has occurred and the action which has been taken to attempt to ensure that it does not happen again.

The Principal will handle all referred cases to ensure that consequences will be carried out consistently.

It is imperative that all parents connected to each incident are kept fully informed, so that they can be confident that the school staff do treat this issue seriously and are doing something about it, and they can in turn do their part, to support us in our efforts to stamp out bullying in our school.

Appendix 2

Bullying questionnaire (student with parent)

Dear Parents and Caregivers, please complete this survey with your child/children. Information provided will be used to form procedures to make our school a place where we all feel a sense of well-being. Your individual response will be confidential.

Name of pupil.....

Do you feel safe going to school?

- Y
- N

Are you afraid of going to school for any reason?

- Y
- N

Have you been teased inside or outside of school?

- Y
- N

Have you been threatened in any way?

- Y
- N

Have you been physically hurt in any way? (punching, kicking, pinching etc)

- Y
- N

If you have been subjected to any of the following, please rate from 1 to 5 how it affected you.

Unaffected 1..... 2..... 3,..... 4..... 5 **very affected**

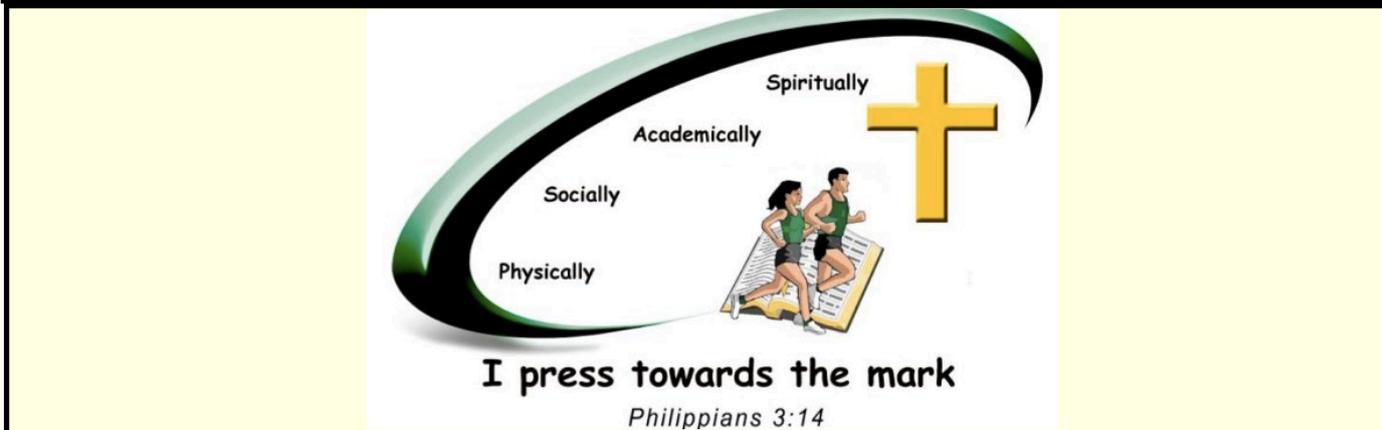
Verbal abuse	<input type="radio"/>				
Physical abuse	<input type="radio"/>				
Social abuse	<input type="radio"/>				
Internet bullying	<input type="radio"/>				
Racial bullying	<input type="radio"/>				

Thank you for taking part in this survey

Appendix 3 Kindness Poster

<p>When someone does or says something that hurts you and they didn't mean to</p> <hr/> <p>That's an <i>accident</i></p>	<p>When someone does or says something that hurts you and they meant to</p> <hr/> <p>That's <i>unkind</i></p>	<p>When someone keeps on doing or saying things that hurts you ON PURPOSE even when you've asked them to stop</p> <hr/> <p>That's <i>bullying</i></p>
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At Totara, we value
Kindness



Appendix 4

8. EFFECTIVE STEPS FOR STUDENT MANAGEMENT

8.1 Strategies and Guidelines for Dealing with Inappropriate Behaviour

The majority of minor incidents can be dealt with in an informal way without using a planned discipline system. Our aim is to change both the behaviour and the thinking of the child, being mindful not to aggravate the situation by our own actions. Consequences must show respect for the child and provide positive reinforcement.

8.2 Appropriate strategies to deal with minor incidents include:

- Praising student with acceptable behaviour in close proximity
- Restating classroom or playground rules to a student
- A reminder that “we don’t do that at Totara College”.
- Verbal reprimand
- Discussing a dispute with students and helping them resolve a problem
- Peer mediation
- A little ‘on the spot’ counselling
- Getting students to apologise
- Removing a child from one area and sending them to another for ‘time out’.

In general a positive but firm approach deals with minor incidents without fuss and without resorting to use of the formal school discipline plan.

Some students can be very defiant and abusive. Teachers are asked to avoid playground confrontation with these students wherever possible, but occasionally this cannot be avoided, e.g. a student out of control, or two students fighting and refusing to stop. If this is the situation teachers are advised to send for help immediately and ensure the safety of other students and themselves.

One of the following strategies to prevent major confrontation may be tried:

- The removal of the other students and the teacher so that the student has no audience.
- The student may be asked to discuss the problem. The teacher listens to the student and adopts a helpful approach.
- The behaviour may be temporarily ignored allowing the student to calm down, and be dealt with later.

It is very important that the following are kept in mind:

- Teachers should avoid backing themselves into a corner by making threats that they will be unable to carry out. *Keeping a path of retreat open for the teacher and the child is important.*
- Teachers should avoid physically restraining or attempting to remove a student.
- If a student’s behaviour becomes openly defiant and rebellious then they will be removed from the scene and placed in a supervised place until appropriate steps can be taken.

8.3 Guidelines for effective management

- Students should be treated with respect, even when under duress.
- Clear guidelines should be established as to how to enter and leave a room, how to address adults, how to move around a room etc. At the beginning of the school year these should be reinforced with all students.
- Students should know what behaviour is, and is not, acceptable.
- Desirable behaviour should be positively and regularly reinforced.
- Teachers should always be punctual when returning to the classroom or going on duty as this avoids time for difficulties to arise
- Teachers should give students regular feedback about their behaviour.
- Staff must always remain polite.
- All children shall be allowed to give their perspective in a respectable manner.

Appendix 5

CELL PHONES AND ELECTRONIC DEVICES
Policy Document

1. POLICY STATEMENT

While Totara College recognises the advantages of the use of devices such as cell phones, MP3 players, ipods and any other electronic device not listed above, it also recognises that restrictions are required to ensure electronic devices are not used in any way which is disruptive or detrimental to the welfare of the school, staff or students or in contradiction to the schools Special Character. This policy sets out guidelines and expectations regarding their use at school and outlines the consequences for misuse.

2. BIBLICAL BASIS

We want to train young people to be obedient, at the same time acknowledging that they are growing up in a technological world, and need to learn to use technology wisely and responsibly.

“Submitting to one another in the fear of the Lord” Ephesians 5:21
“And let us consider one another in order to stir up love and good works.”
Hebrews 10:24

3. GUIDELINES

Cell phones and electronic devices must be handed into the school office or class teacher for safekeeping. The school accepts no responsibility for loss or damage of these while at school.

During school hours

- 3.1 All cell phones must be kept by the teacher or handed into the office and collected at the end of the school day. They may only be used before and after school. An exception maybe made for senior secondary students at the teachers discretion.
- 3.2 Recording of sound or images, or uploading of sound or images to the internet, is not permitted without teacher permission.
- 3.3 Use of electronic devices and any content stored on them, must uphold the school’s Special Character.
- 3.4 Primary students – while the school does not encourage the use of cell phones by primary students, with parent permission, they may bring a cell phone to school.

Consequences for Misuse

- 3.5 If the cell phone or other electronic device is left on or used during class time, it will be confiscated. The student’s parent/caregiver will be required to collect it from the Principal or nominee.
- 3.6 A second offence will result in the phone being confiscated for five days. Only the student’s parent/caregiver will be permitted to collect it from the Principal or nominee.
- 3.7 A third offence will result in the student being barred from bringing a cell phone or the electronic device to school.

On School Based Trips

- 3.8 The cell phone may be used, at the discretion of the driver, when travelling during school trips. NB. Respect for the driver and group safety is paramount.
- 3.9 A designated student will use the staff and/or designated cell phone, if it rings during travelling, unless the driver has stopped the vehicle.
- 3.10 Cell phones must be switched off during instructional times.
- 3.11 If a pass is granted to go off in a group, without the teacher, a cell phone must be available

**CYBER SAFETY
Policy Document**

BIBLICAL BASIS

Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.

2 Timothy 2:15

1. RATIONALE

The Board of Totara College places a high priority on providing the school with Internet facilities and DT devices / equipment which will benefit student learning outcomes, and the effective operation of the school while maintaining its statutory obligation to retain a safe physical and emotional environment.

The Board recognises that the presence in the learning environment of these technologies can facilitate anti-social, inappropriate, and even illegal material and activities. The school has the dual responsibility to maximise the benefits of these technologies, while at the same time to minimise and manage the risks.

These cybersafety practices will aim to maintain a cybersafe school environment that will enable the school community to receive education about the safe and responsible use of present and developing information and communication technologies.

The Board thus acknowledges the need to have in place rigorous and effective school cybersafety practices which are directed and guided by this Cybersafety Policy.

2. GOALS

Totara College will develop and maintain rigorous and effective cybersafety practices which aim to maximise the benefits of the Internet and DT devices/equipment to student learning and to the effective operation of the school, while minimising and managing any risks.

3. GUIDELINES

1. Totara College Individual Use Agreements must be signed by all Board employees, all students (including adults and community), and any other individuals authorized to make use of the school internet facilities and DT devices/equipment.
2. Use of the Internet and the DT devices/equipment by staff, students and other approved users at Totara College is to be limited to educational, professional development, and personal usage appropriate to the school environment, as defined in Individual Use agreements.
3. Signed use agreements will be filed in a secure place, and an appropriate system devised which facilitates confirmation that particular individuals are authorised to make use of the Internet and DT devices/equipment.

4. To ensure personal security and to allow the school to track internet use, each person will receive a unique username and password which they must not disclose.
5. Appropriate and up-to-date antivirus protection software is installed on all teacher and student's computers and tablets at Totara College. Inappropriate content is filtered out by our network provider, N4L.
6. The school has the right to access and audit all DT use at Totara College and will be subject to the provisions of the Privacy Act 1993.
7. The safety of students is of paramount concern. Any apparent breach of cyber safety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the school's cyber safety practices. In serious incidents, advice will be sought from an appropriate source, the New Zealand School Trustees Association and / or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter will be reported to the relevant law enforcement agency, subject to the provisions of the Privacy Act 1993.
8. Users must not download any material which is either illegal for them to possess or would cause embarrassment to Totara College. Users must understand that they are responsible for any material they download.
9. No laptops to be brought from home by students unless permission is first obtained.
10. Students will only be able to access work brought from home using a USB stick from their teacher's laptop. (USB drives are disabled on all school computers except teachers.)
11. Each teacher will have access to their student files through the network.
12. Students must first gain permission before using any external input devices.
13. Students do research on the internet, and may view appropriate U-Tube material under supervision.

Glossary:

- (a) The abbreviation '**DT**' in this document refers to the term 'Digital Technologies'.
- (b) '**Cybersafety**' refers to the safe use of the Internet and DT equipment/devices, including mobile phones.
- (c) '**School DT**' refers to the school's computer network, Internet access facilities, computers, and other school DT equipment/devices as outlined in (d) below.
- (d) The term '**DT equipment/devices**' used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, video and audio players/receivers, and any other, similar, technologies as they come into use.
- (e) The abbreviation '**N4L**' stands for 'Network for Learning'.

Related Documents:

- DT Safety Code of Conduct – students
- DT Staff Usage
- DT Manager Usage

Appendix 7

BULLYING INCIDENT

Definition: For the purpose of this document the term bullying refers to *repeated* inappropriate language, blame, belittling, degrading, discrimination, verbal or physical ill-treatment and intimidation.

What happened? Brief description of incident.

When and where did it happen?

Names of witness and bystanders.

Outcome or resolution:

Signatures

Person doing the Bullying: _____

Person being Bullied: _____

Teacher: _____

Date: _____

Time: _____

Incident reported by teacher to the Principal and /or Deputy Principal on...../...../.....

Parents of person doing the bullying informed on...../...../.....

Parents of person being bullying informed on...../...../.....