



Longburn
Adventist™ College

Staff Handbook

INTRODUCTION

This Staff Handbook is designed to assist you to know what procedures are followed at LAC. While it gives you a broad outline, it is not comprehensive and needs to be read in conjunction with the Secondary Teacher Collective Agreement (for teaching staff), Support Staff in Schools Collective Agreement (for non-teaching staff), the LAC Student Handbook, the [Critical Incident Plan Document](#) and the LAC Student Academic Handbook. We are also bound by the ethics of registered teachers as outlined by the Education Council in the Code of Professional Responsibility as well as the Special Character requirements as outlined below.

Mission Statement

“In Christ, we educate, encourage and empower”

Longburn Adventist College is a co-educational day/boarding school with a comprehensive programme from Year 7 to Year 13. The property is owned by the New Zealand Pacific Union Conference of Seventh-day Adventists to provide education with a special character in harmony with the Christian beliefs, values and lifestyle of the Seventh-day Adventist Church. This means that the school is committed to:

- A belief that God loves us and desires the best for us - spiritually, physically, intellectually, emotionally and socially
- A belief that God is Creator and Ruler of the universe
- A belief in the Bible as the revealed Word of God
- A belief that all truth finds its centre and unity in Christ
- A belief that Jesus Christ is our only means of salvation
- A belief that the Holy Spirit leads us to truth and empowers the believer

ACADEMIC POLICIES

Please ensure you are conversant with the school's academic policies as outlined in the 'Academic Policies' Handbook available through the Assistant Principal (Curriculum).

APPRAISAL AND ATTESTATION

Attestation and appraisal are treated separately at LAC.

Appraisal: where individual teachers set appropriate goals and reflect on their teaching practice using 4-minute walk-throughs.

Teachers use 'My Diary' to document their thoughts, discussions and ideas. This document is signed by the members of that teacher's group to show that they have meaningfully participated in professional development.

Attestation: where individual classroom teachers have their performance reviewed by a more senior teacher, the HOD.

The performance criteria are included in the necessary documentation for a beginning teacher, classroom teacher and an experienced teacher.

The senior teacher will have two meetings over the year; one at the beginning of term two and the other towards the end of term four. The first meeting is to ensure that the teacher being attested is aware of the performance criteria, that they will be required to have evidence of achieving the criteria and an opportunity to raise any matters of interest relating to their teaching position. The second meeting is where the attestation document is worked through and evidence is provided with regard to the performance criteria.

Each classroom teacher must provide a class set of student feedback on their teaching performance from the current year. If there are concerns over competency the senior teacher is required to inform the Principal of their concerns and what they are based on. Each circumstance will be treated on its merits but the principles of natural justice and supporting staff to make any of the changes required will exist.

The LL (Learning Leader) will be attested by a member of the Senior Leadership Team. This will include both their performance as a classroom teacher and as a management unit holder.

It is important to note that:

- The staff who are being attested may use what they are doing in appraisal as evidence in the attestation process but it cannot be required of them by the attester.
- Each classroom teacher will be required to provide a class set of student feedback that the teacher received on their teaching performance.

ASPIRE – PB4L AT LAC

Positive Behaviour For Learning (PB4L) is a school-wide supportive approach that develops a school culture where positive behaviour and learning thrive.

At LAC we focus on the following behaviours:

Leading with Integrity

Acting with Respect

Cultivating Resilience

These behaviours are taught through the year and when teachers observe students demonstrating the desired behaviours they reward students by adding a stamp to their diaries. At the end of each term these stamps are traded in for goods at the ASPIRE Celebration day.

Expected Behaviour Matrix

Google Drive Link: <https://drive.google.com/open?id=0B2RGPHQv7YkmQVpCZ0EmQXNKelk>

ATTENDANCE & ABSENCE CHECKING

The importance of good continuous attendance cannot be over-emphasised to the students if they are to gain the most from their schooling. LAC operates their attendance register(s) electronically on KAMAR.

Procedures for Roll Mark Teachers

- Collect blue (roll of the form class) and yellow (rolls of their subject classes for the day) sheets from their pigeon hole daily.
- Record absences of their form class at the beginning of the day on their blue sheet and deliver it to reception by 9.00am.
- Use their yellow sheet to collect notes explaining absences. If no note is offered after the student has had three opportunities the form teacher will place the student on school detention for truancy; an incident report is required, with a note to the attendance officer
- Put absence notes in the attendance officer's drawer

Procedures for Subject Teachers

- Take your class roll on the yellow sheet. Black or blue tick for present, a red 'a' for absent and an L for late
- At the end of the school day put your completed yellow sheet in the attendance officer's box or input the data yourself on KAMAR

Procedures for Receptionist

- The receptionist takes the blue sheets, listens to any parental messages and then rings parents/caregivers to ascertain legitimate absences
- Inputs the blue sheet data on KAMAR

Procedures for Attendance Officer

- Input the subject teacher data (yellow sheets)
- Collect notes, file them and update KAMAR
- Inform any staff that they have not handed in their yellow sheet, by e-mail and staff whiteboard

Procedures for Year Level Deans

- Ensure all attendance has been accounted for at that year level.

Procedures for Deputy Principal

- The Deputy Principal will oversee the attendance system and provide support and guidance where required.
- Work with the auditing authorities and ensure that any issues or concerns are appropriately addressed.

ATTENDANCE TIMES

Students should be at school for Form Class at 8.45am, and school finishes at 3.15pm (or at 2pm on Thursdays). Students are expected to be on time for all classes.

If a student is late to your class it is important to ask for an explanation. It is up to the discretion of the teacher if they wish to mark the student 'absent' on their class roll. (If the student arrives after the half-way mark during a lesson they are classified as absent - write a note in kamar to note this). It is an expectation that teachers attend their classes on time.

Teachers should not leave their classes unattended throughout the lesson unless there are exceptional circumstances.

Monday to Friday except Thursday

Roll Mark 8.45am – 9.00am

Period 1 9.00am - 10.00am

Period 2 10.00am – 11.00am

1st Break 11.00am - 11.30am
 Period 3 11.30am - 12.30pm
 Period 4 12.30pm - 1.30pm
 2nd Break 1.30pm - 2.15pm
 Period 5 2.15pm - 3.15pm

Thursday

Roll Mark 8.45am - 9.00am
 Period 1 9.00am - 10.00am
 Period 2 10.00am - 11.00am
 Break 11.00am - 12.00pm
 Period 3 12.00pm - 1.00pm
 Period 4 1.00pm - 2.00pm
 Professional Development: 2.15 - 3.30pm Staff Only

AUDIO VISUAL EQUIPMENT

- It is not good practice to overuse DVDs/videos in classes
- Please notify the Deputy Principal immediately if any AV or OHP equipment is damaged or faulty
- When AV equipment on trolleys is used, care should be taken when moving from one block to the other as the jolting causes unnecessary wear and tear on the equipment
- The booking sheets for Audio Visual equipment (including cameras, data projectors) are available in the library
- Do not remove equipment unless it is booked
- The librarian will issue teachers with the equipment that they book
- It is the teacher's responsibility to book, collect and return all equipment to the library

BUSINESS OFFICE

The Business Office consists of the following personnel:

Business Manager: Andrew Chen

Overall Responsibilities

- Manage finances
- School administration (non-teaching activities)
- Board of Trustees invitee
- In charge of ancillary staff
- All school purchase orders
- Manage Property

Accounts Clerk: Allison Flood

Overall Responsibilities:

- Salary - enquiries concerning salary should be made in the first instance directly to Allison, who will address with Novopay if appropriate
- Data entry of financial information
- Payment for school trips etc.

Finance Issues

Procedure for Purchasing Goods

- An order form is required for all purchases – cash or credit.
- Teachers are to make their item requests to the Learning Area Leader.
- The Learning Area Coordinator is to obtain an order form from the Business Manager.
- Then either the Learning Area Leader makes the order or passes the order form to the teacher to make the order.
- The triplicate order form is to be distributed as follows:
 - White copy to supplier.
 - Yellow copy to Financial Assistant as soon as purchase is made.
 - Pink copy to remain in order book.
- Departmental accounts are collated monthly with a copy provided to Department Coordinators.
- Reimbursement through the petty cash facility may be made via the Financial Assistant.

Reimbursement of travel costs

Claims should be made on the appropriate Travel Schedule (available from the Financial Assistant). The Principal or Business Manager, prior to submission at the end of each term to the Financial Assistant, should authorise claims.

CAFETERIA

- The operation of the College Cafeteria is managed through the catering contractor.

- The cafeteria building is a part of boarding (Board of Governors). The non-dining room side of the building is not to be used during school break times unless permission given by the Boarding Director.
- Duty teachers open the cafeteria during both breaks each day of the week and are responsible for managing student use of the facility.
- If teachers wish to use the facility during class-time, or outside class-time, they should consult directly with the Boarding Director.

CHAPEL

- The Chapel is used for Chapels, Assemblies, meetings and Graduation or Prize Giving programmes.
- Please check with the Chaplain before hosting events in the chapel.
- The chapel is not the place for small groups to practise unsupervised, or for meetings that could easily be held in a classroom.
- For student assemblies and chapels:
 - o Students sit in roll mark groups as per diagram.
 - o Subject teachers identify absent students and enter into KAMAR. In KAMAR attendance, 'finish' roll. Glenda will put a global entry for attendance.

STAGE				
Deans & Roll-mark/Period 1 teachers monitor students	7&8 RPa	Aisle	7&8 SNg	Deans & Roll-mark/Period 1 teachers monitor students
	9GCo		10SBa	
	10SVa		11CLe	
	11SRa		12CMat	
	13TGr		12MCA	

Lighting & Sound Equipment

Access to the projection box is only by arrangement with the Teacher in Charge (Chaplain).

Instruction in lighting/sound equipment can be arranged.

CODE OF ETHICS FOR REGISTERED TEACHERS

Teachers registered to practise in New Zealand are committed to the attainment of the highest standards of professional service in the promotion of learning by those they teach, mindful of the learner's ability, cultural background, gender, age or stage of development.

This complex professional task is undertaken in collaboration with colleagues, learners, parents/guardians and family/whānau, as well as with members of the wider community.

The professional interactions of teachers are governed by four fundamental principles:

- Autonomy to treat people with rights that are to be honoured and defended;
- Justice to share power and prevent the abuse of power;
- Responsible care to do good and minimise harm to others;
- Truth to be honest with others and self.

Application of the Code of Ethics shall take account of the requirements of the law as well as the obligation of teachers to honour the Treaty of Waitangi by paying particular attention to the rights and aspirations of Māori as *tangata whenua*.

1. Commitment to learners

The primary professional obligation of registered teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence, and strive to encourage an informed appreciation of the fundamental values of a democratic society.

Teachers will strive to:

- Develop and maintain professional relationships with learners, based upon the best interests of those learners;
- Base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach;
- Present subject matter from an informed and balanced viewpoint;
- Encourage learners to think critically about significant social issues;

- e) Cater for the varied learning needs of diverse learners;
- f) Promote the physical, emotional, social, intellectual and spiritual well-being of learners;
- g) Protect the confidentiality of information about learners obtained in the course of professional service, consistent with legal requirements.
- h) When dealing with students, in all cases, staff need to consider the cultural background of the individuals that they are working with. It is to be expected that there will be occasions where it is advisable to seek guidance from other professionals around the cultural context of the issues they are working with. It is expected that all teachers continue to grow in their cultural awareness. Refer to the Code of Professional Responsibility. LAC supports the values of Whakamana, Manaakitanga, Pono and Whanaungatanga. [Education Council: Our Code Our Standards](#)

2. Commitment to parents/guardians and family/whānau

Teachers recognise that they work in collaboration with the parents/guardians and family/whānau of learners, encouraging their active involvement in the education of their children. They acknowledge the rights of caregivers to consultation on the welfare and progress of their children and respect lawful parental authority, although professional decisions must always be weighted towards what is judged to be in the best interests of learners.

In relation to parents/guardians, and the family/whānau of learners, teachers will strive to:

- a) Involve them in decision-making about the care and education of their children;
- b) Establish open, honest and respectful relationships;
- c) Respect their privacy;
- d) Respect their rights to information about their children, unless that is judged to be not in the best interests of the children.

3. Commitment to society

Teachers are vested by the public with trust and responsibility, together with an expectation that they will help prepare students for life in society in the broadest sense.

In fulfilment of their obligations to society, teachers will strive to:

- a) Actively support policies and programmes which promote equality of opportunity for all;
- b) Work collegially to develop schools and centres which model democratic ideals;
- c) Teach and model those positive values which are widely accepted in society, encourage learners to apply them and critically appreciate their significance.

4. Commitment to the profession

In the belief that the quality of the services of the teaching profession influences the nation and its citizens, teachers shall exert every effort to maintain and raise professional standards, to promote a climate that encourages the exercise of professional judgement, and to achieve conditions which attract persons worthy of trust to careers in education.

In fulfilment of their obligations to the teaching profession, teachers will strive to:

- a) Advance the interests of the teaching profession through responsible ethical practice;
- b) Regard themselves as learners and engage in continuing professional development;
- c) Be truthful when making statements about their qualifications and competencies;
- d) Contribute to the development and promotion of sound educational policy;
- e) Contribute to the development of an open and reflective professional culture;
- f) Treat colleagues and associates with respect, working with them co-operatively and collegially to promote students' learning;
- g) Assist newcomers to the profession;
- h) Respect confidential information on colleagues unless disclosure is required by the law or serves a compelling professional purpose;
- i) Speak out if the behaviour of a colleague is seriously in breach of this Code.

COMPLAINTS PROCEDURE

Initially Matthew 18:15 applies:

"If another believer sins against you, go privately and point out the offense. If the other person listens and confesses it, you have won that person back.

If you do not feel comfortable you need to write a written complaint to the Principal.

COMPUTER USAGE

We encourage all teachers to use the available technology. A lease of a laptop is available to all full-time teachers. To be able to use the school network, you will be required to sign the college's Digital Integrity Agreement, which outlines your rights and responsibilities. This information is available through the Information Technology Manager.

CRITICAL INCIDENT PLAN

To be actioned in the case of a serious accident or sudden death of a person closely associated with the College. Copies of the plan are held by the Principal, Deputy Principal, Assistant Principal, School Counsellor, Dormitory Deans and Business Manager. Copies are also held in the office and staff room.

The Crisis Team consists of:

- Principal
- Deputy Principal
- Assistant Principal
- Board of Trustees Chairperson
- School Youth Worker
- Chaplain
- Teachers (where appropriate)

CLASSROOM MANAGEMENT

To be consistent, the following basic standards are to be adhered to:

- Insist on students lining up quietly. Check their uniform. Set an example by being prompt and well prepared. No students should enter the classroom unless they are in uniform or have a permit from the Deputy Principal
- Begin and end lessons on time
- Check student diaries every lesson and ensure they have written their homework in it
- Check that homework is completed every lesson.
- Insist on students' full attention (e.g. pens down) when giving instructions

Discipline Flow Chart:

Google Drive Link: <https://drive.google.com/open?id=0B2RGPHQv7YkmX1Y0SEdDQzVaU3M>

The Don'ts:

- Don't send students out to stand in the corridor. A withdrawal room exists; please use it when necessary.
- You are in no position to tell a student you will not teach them.
- Students who leave your class should have a note
- Don't use offensive language, or language that could be misinterpreted as sexual innuendo
- Take care not to be alone with a student; always leave the door open or ask another staff member to be present
- Don't touch or use physical force on a student in any form, unless there is an emergency, as this could be misread as having a sexual intent. This includes any form of corporal punishment.

The following are some of the student management measures which may be used at LAC:

'Time Out' in classroom

A student is removed from his/her regular seat, and placed away from other students in some convenient corner of the room, or placed in another class when pre-arrangements have been made.

'Time Out' in another classroom

The 'timeout' room is used to put a student(s), who is disrupting learning in the classroom, into another classroom. This allows the classroom teacher to focus on the learning and deal with the concern at a more appropriate time. If a student is to be sent out of class, the teacher sends the student with a reliable student to the withdrawal room. After the period ends it is the responsibility of the classroom teacher to appropriately work through the issues with the student concerned before they re-enter the class.

- [Timeout Room Timetable 2019](#)
- All teaching staff are expected to contribute to the *Timeout room roster*.
- 3 alternative class venues with different year levels and subjects for each period are to be offered.

Timeout Room Procedures:

Process:

- Student is sent to the 'timeout' room with the **orange** 'timeout room template', with the subject teacher part completed.
- The timeout room teacher notes the time the student arrives and 'parks' the student.
- **Five minutes** before the end of the period the student is sent back to the classroom teacher with the **orange** 'timeout room report'.
- The student returns the completed report to the subject teacher.
- The subject teacher puts the completed report in the appropriate dean's pigeon hole.
- The dean considers the information and acts on it on a case by case basis, then inputs the information into KAMAR Pastoral.

Subject Teacher:

- Students are sent to the timeout room with the **orange** 'timeout room report', with the subject teacher part completed.

- Put the completed report in the appropriate dean's pigeon hole.
- Where a student does not return to the classroom write an incident report and send to the Year level Dean.

Timeout Room Teacher:

- Note the time the student arrives on the **orange** 'timeout room report' and 'park' the student.
- **Five minutes** before the end of the period the student is sent back to the classroom teacher with the orange 'timeout room report' completed.

Year Level Dean:

The dean considers the information and acts on it on a case by case basis. The dean then inputs the incident into KAMAR and refers the matter to the Tier 2 meeting.

Where a student does not return to the classroom they are to be placed on a School detention with the Dean for refusal to follow instructions (note that the Subject teacher needs to ensure that the Dean gets the referral).

Deputy Principal

- Manage referrals from Deans.

Individual Class Detentions

- Classroom detentions will be supervised by the classroom teacher responsible for setting them.
- School detentions, which can only be issued by Year Level Deans, are not to be used unless the student refuses to respond and is defiant.

Daily Report

Where offences are repeated, or perhaps a pattern of poor behaviour is being established, a staff member may place the student on Daily Report, as a control and as a means of obtaining period-by-period information. By this means, parents are kept informed of their child's progress.

Outside Agencies

Police or Youth Aid Officers are consulted whenever students are involved in activities that might lead to police action. Special Education Service and CYF are consulted when appropriate. Outside agencies are to be contacted by the Youth Worker, Deputy Principal, or Principal.

Bullying

We must 'Provide a safe physical and emotional environment'. All staff members must be aware of the strategies the school will use in cases of bullying.

- Everyone must intervene when they see bullying
- All reports of bullying will be treated seriously; we must aim to stop the behaviour. The Year Level Dean or the Deputy Principal should be contacted, depending on the level of seriousness
- It is essential to establish the facts and not make assumptions
- Need to support and reassure the victim and contact their parents
- 'No Blame' approach while interviewing the victim
- Consult other staff
- Meeting of the above group and explain problem

NOTE – Where bullying has been identified:

- Support and recognise the wishes of the victim
- Congratulate for coming forward
- Behaviour of others is wrong
- Explain what you are going to do
- Could get them to write down their feelings
- Assemble an appropriately balanced group, i.e. main bully and main supporters, friends of the victim, two dominant, assertive, class members to work through the concerns

The Victim

- Why victim is unhappy
- No blame
- Discuss idea of group responsibility
- Get the group to suggest how victim's problems may be solved.
- See the group a week later to discuss progress
- Support victim at informal daily meeting
- No punishment
- Victim does nothing different
- Do not ask why
- Do not label
- Each situation must be dealt with on its own merits.

SCHOOL DETENTION SYSTEM

Rationale

The main rationale of operating a school detention system is for students to be found accountable for their actions, and help to maintain order in the classroom and in the school as a whole.

Procedure

- Staff will write an incident report, in the boxes of the corresponding Year Level Dean, when there is an issue of concern. The Year Level Dean will assess the appropriate action, which may include a school detention.
- School detentions will be held at the discretion of the Year Level Dean.
- The Year Level Dean must ring the parent/caregiver and communicate the reason for the school detention.
- Any students who continually fail to complete a school detention in the required period will be stood down for continual disobedience.

Consequences of accumulated detentions

- The Deputy Principal is to meet with the student, his or her parents/caregivers and the Year Level Dean if a student has three detentions in a term.
- Each situation will be dealt with on its own merits.

More serious offences

Referred to Deputy Principal or the Principal, who may apply the above controls or adopt more serious measures that include:

Exclusion from class

- Sending student home, with parent/caregiver approval. Arrange an interview with parents/caregivers before student returns to class
- Stand-down or Suspension - this can be only be imposed by the Principal

CLASS GROUP EMAILS

Class group emails are encouraged as a way for teachers to communicate with all the parents/caregivers of a particular class. They are a useful way of letting parents /caregivers know when assignments are due.

DAILY NOTICES

- Daily notices for students can be accessed via Kamar.
- Notices should be read during roll mark time.
- Staff announcements given verbally in the morning are recorded in a shared google doc and updated daily.

These are distributed to roll-mark teachers at staff briefing each morning. Teachers can access and list notices for the Daily Notices on KAMAR. Staff announcements given verbally in the morning briefing are emailed during period one.

DIARY

The diary is the first written communication the school has with parents/caregivers. It has a section for frequently asked questions that you may find useful.

- The diary is to be kept by students to a standard that is acceptable
- No graffiti, no added photos etc.
- The diary is used for positive comments as well as a record of lateness, detentions, sent out of class, absences
- The diary also contains information on the ASPIRE programme
- Homework requirements are to be written in diary
- Form teachers are to look through the diary once a week (Wednesday) and sign
- Parents are expected to sign the diary once a week
- Students who do not have a parental signature by Friday, in the appropriate week, will be issued with a school detention

DRESS CODE

The Staff are expected to be professionally dressed. Clothes should be modest, in keeping with our special character.

- Male teaching staff are encouraged to wear a tie and closed shoes whenever practical. Sandals are not part of regular foot wear expectations
- Female staff may wear open toe shoes and dress sandals
- Female staff are to dress modestly, avoiding tops with plunging necklines as well as skirts with high hemlines
- Any staff wearing shorts must wear tailored 'dress' shorts, not casual sport/beach shorts
- Jeans are not part of the regular dress code for teachers.
- Beach wear, sport, casual resort wear are not accepted as part of the dress code.
- In as much as the application of these expectations resides with staff to self-manage, the Principal, along with support from the Deputy Principal, is empowered to advise and direct staff regarding their professional appearance.

DUTIES

A duty roster is organised and published at the beginning of each year. It is essential that teachers complete all assigned duties as per the roster. If you are unable to complete your duties, it is imperative that a replacement is found to ensure the safety of our students. Please be on time and vigilant during your duty.

A document outlining duty expectations of part-time and full-time teaching staff is available from the Deputy Principal. This is displayed in the staffroom and shared with staff via a google doc.

Guidelines for Cafeteria Duty

The expectations of the duty teacher are as follows:

1. Arrive on time to open the cafeteria. The students will be waiting for you.
2. Unlock the main doors and let students in, in an orderly fashion.
3. This is an ACTIVE duty. Be seen to be moving around.
4. Students are required to sit on one half of the Cafe only - where the tables are.
5. Once students have purchased food and acquired water for their noodles they must sit down at the tables to eat and not on the floor where food can be dropped and ground into the carpet.
6. Once students have eaten they are welcome to sit and talk, however 'restless energy' needs to be taken out doors.
7. Ten minutes before the end of recess or lunch, choose two or three students to help with wiping down tables and tucking in chairs. The floor may need vacuuming towards the end of 2nd break. (There is a vacuum cleaner in the cupboard near the servery).
8. The prefect on duty for 2nd break checks all windows and doors are locked and the lights are turned off.
9. At the end of the break lock the Cafe leaving all safe and secure.

If we all follow the guidelines then we should be able to preserve order and maintain the use of the Cafe as a privileged facility.

Other Duties

Duty	Time	Explanation
Morning Bus Duty	8.15 - 8.40am	<ul style="list-style-type: none"> • Arrive at or before 8.15am • As each bus arrives, encourage students away from the bus area • Welcome with cheery grins all students as they leave the bus • Check for tidy and correct uniform on each student
Morning Hallway Patrol	8.15 - 8.40am	<ul style="list-style-type: none"> • Arrive at or before 8.15am • Welcome with cheery grins all corners of the school • Maintain orderly behaviour throughout the hallways • Keep wary eyes on lockers and places of likely people accumulation • Monitor hallways until staff have finished morning worship • Do not allow students upstairs until the bell goes at 8.40am
First Break (Recess) Cafeteria	11.00 - 11.30am	<ul style="list-style-type: none"> • Move wherever students are, maintaining control with good humour and all appropriate strategies • Be vigilant - ensure students clean up after themselves • At 11.25pm begin shifting students outside, making sure that they clean up after themselves
First Break (Recess) Inside	11.00 - 11.30am	<ul style="list-style-type: none"> • Move wherever students are, maintaining control with good humour and all appropriate strategies • Cover lockers, toilets and classrooms. Encourage students to move outside unless they are going to the toilet • They are not to eat inside during first break • No students are allowed upstairs or in classrooms • Encourage promptness to class
First Break (Recess) Outside	11.00 - 11.30am	<ul style="list-style-type: none"> • Move wherever students are, maintaining control with good humour and all appropriate strategies • Keep an eagle eye on quadrangle area • Take note of out-of-bounds areas shifting students away from these areas • Encourage promptness to class
Second Break (Lunch) Campus	1.35 - 2.15pm	Encourage students to move outside unless they are going to the toilet <ul style="list-style-type: none"> • Make sure that students are out of the classrooms and the classrooms are locked (unless a teacher is present) • Move wherever students are, maintaining control with good humour and all appropriate strategies • Take note of out-of-bounds areas shifting students away from these areas • Patrol all areas outside • Accost with vigour any noisy, potentially naughty loiterers
	End of 2nd Break	<ul style="list-style-type: none"> • Accost with vigour any noisy, potentially naughty loiterers • Inject urgency into getting students to class on time • Get to your class on time!
Gym	1.40 - 2.10pm	<ul style="list-style-type: none"> • Supervise gym activities closely • Do not leave gym during the supervision period • Make sure no food or drink comes into the gym

		<ul style="list-style-type: none"> • Ensure all students remove black school shoes before entering the gym. The only shoes to be worn in the gym are sports shoes. • Students will use their own balls.
Lunch Cafeteria	1.30 - 2.10pm	<ul style="list-style-type: none"> • Make sure students are acting appropriately as they wait to be served at the tuckshop. Ensure they are lined up quietly. • Ensure that the serving line is moving smoothly. • Move wherever students are, maintaining control with good humour and all appropriate strategies. • Be vigilant - ensure students clean up after themselves.
	At 2.00pm	<ul style="list-style-type: none"> • At 2.00pm begin shifting students outside, making sure that they clean up after themselves. • Lock the building when all students have exited.
Afternoon Bus Duty	3.20 - 3.45pm	<ul style="list-style-type: none"> • Make sure of orderly conduct, no pushing, etc when students are getting onto the buses. • Check uniform. Ensure they are neat and tidy and in correct uniform. • Wait for the late country bus to arrive and depart. • You may need to assist a late student so that they can ring their parents to pick them up if they miss the bus.

LAC House Tea and Recreation Supervision 5.25pm - 7.00pm (Monday to Friday)

Time	Procedure
5.25pm	Start making your way over to the cafeteria
5.30pm	<ul style="list-style-type: none"> • Begin dinner with prayer. • Instruct boarders to the food servery. • Ensure that caps, hats and hoodies are removed. • Ensure diners are using table manners and polite talk. • Encourage diners to put chairs in, as they take food trays to washer area by 6pm for kitchen clean-up.
6pm - 6.40pm	<ul style="list-style-type: none"> • Recreation time: Unlock gym at your discretion. • Outdoor supervision while checking on other buildings security. • Gym can be open until 6.55pm. • Visitors to campus, check with boarding staff if they are aware of 'extras' presence. • Also, check with Boarding staff if you wish to pay a visit to the dorms.
6.50pm	Boarding staff intercom for boarders to prep for evening.
6.55pm	<ul style="list-style-type: none"> • Check cafeteria and gym are locked. • Move students to their dorms.
7.00pm	All boarders to their respective areas for the evening.

EMERGENCIES

Each staff member is issued with a booklet on Emergency Procedures. It is important that you familiarise yourself with the College procedures and your responsibilities in the case of an emergency.

The booklet covers topics such as:

- Fire
- Bomb threat and explosives
- Earthquake
- Civil Defence situations (e.g. volcanic eruptions, armed and dangerous persons, etc.)

The following is information concerning fire evacuation procedures, as this is the most probable situation to occur at LAC

Fire: Action to be taken if you discover a fire

1. Sound the alarm by activating any of the alarm call points which are located in the building (this will activate the alarms throughout the building).
2. The alarm situation must be further confirmed by telephone to the NZ Fire Service by dialling 111 and asking for the 'Fire Service'. Then confirm the address - Longburn Adventist College, 100 Walkers Road, Palmerston North - and the nature of the emergency. If you can give any further information about the type of fire and its precise location within the building, then do so.

3. Fire hoses and fire extinguishers should only be used if no personal risks are taken. Fire hose reels are not to be used on electrical equipment.

Trial Evacuations

Trial evacuations will be held quarterly as required by the Fire Safety & Evacuation of Buildings Regulations 1992. In general, Trial Evacuations will be held at unexpected times and under varying conditions.

Classroom Teachers

- On hearing the warning signal:
- Direct students to leave school bags and belongings in the classroom
- Direct students to close windows
- Escort all students to the Tennis Courts via the nearest exit route
- The teacher is the last to leave the room and is responsible for closing the door
- Ensure that students at the tennis court assembly area(s) are orderly and not left unattended
- Await clearance signal

For any additional information, please refer to the EMERGENCY PROCEDURES booklet issued to all staff, or discuss the concern with the Deputy Principal.

LOCKDOWN

A lockdown of the school will be implemented any time students and/or staff need to be contained and protected inside school buildings, for example:

- A chemical spill, which could put students and staff at risk of toxic inhalation if allowed outside.
- A person on or in close proximity to the school site who could reasonably pose a physical risk to students and/or staff.
- An intruder inside school buildings.

In all these cases the police would request a lock-down of the school to prevent putting students and staff in danger, separating them from the risk. The lock-down may also help to prevent confusion, and to make it easier for staff to account for all students.

When the 'lock down' signal is given, staff will go to their classroom doors, listening, and then looking for a sign of imminent danger. If it's safe to do so, they will take in any students not already in a classroom, then close and lock the door and turn off the lights.

General Emergency Lockdown Procedures

In the event of an incident requiring a 'Lockdown', the person witnessing the incident or receiving the information from an outside source (e.g. Police) must notify the school office so that the alarm can be raised. The office staff member receiving the incident call will notify the Principal, Deputy Principal or Assistant Principal.

- The person-in-charge at the time of the incident will determine the need for a 'Lockdown' and initiate the appropriate alarm.
- An Emergency Lockdown will be announced by intercom or other voice communication. The announcement will state the following:
- "This is a LOCK DOWN"
- *"Everyone is to stay in the room, keep calm and remain quiet."*
- The person in charge or delegated person shall immediately contact the Police and provide as much information as possible.
- Fire evacuation alarms are not to be sounded.

Lockdown Procedure

If the 'Lockdown Alarm' is sounded before school, during morning tea or lunch time students are to move directly to an available classroom, as long as it is safe to do so.

- a) Teaching staff are to stay in, or move to, the closest available room as long as it is safe to do so
- b) The person in charge should stay in, or move to, the office area to facilitate the communication process, as long as it is safe to do so
 - Staff need to be mindful that students from other classrooms may seek sanctuary in their classroom
 - As soon as possible lock the classroom doors
 - Close and lock windows
 - Close curtains
 - Turn off lights and computer monitors
 - Staff and students should stay away from windows and doors, and remain low to the ground
 - Everyone is to remain quiet
 - Staff should not allow students to use the classroom phone if there is one available or any personal cell phones. This is to allow authorities to manage the 'situation' without distractions
 - Staff with mobile phones should ensure they are turned on, and should check them frequently for messages
 - No one is to answer the door under any circumstances. Senior management or Police will communicate when the threat has been addressed
 - Staff should take a head count and obtain the name of each individual in the room. When practical, email the list of all students, staff and anyone else in the room to (principal@lac.school.nz or dp@lac.school.nz). The list should include the names of any missing students if a student was in a class and is unaccounted for e.g. gone to the toilet

Should the fire alarm or siren sound, do not evacuate the building unless:

- a) You have first hand knowledge that there is a fire in the building
- b) You have been advised by Police or the person in charge to evacuate the building

- Students and staff should stay where they are until official notification is provided by the person in charge or an identified police officer that the lockdown is over
- Where the lockdown lasts an extended period of time or extends beyond normal school hours, the person in charge or designated serious incident coordinator should make every reasonable attempt to notify parents via local media and with the assistance of local police
- In conjunction with local police, the person in charge or designated serious incident Coordinator should arrange for parents to pick students up from school at a designated safe area

Serious Incident Coordinator

The Principal is the Serious Incident Coordinator. If unable to undertake this role the Deputy Principal will be the Serious Incident Coordinator. Members of the Senior Management and support team will attempt to gather in a safe area to support the Serious Incident coordinator.

END OF DAY PROCEDURES

So that the cleaners' time can be used most effectively, all teachers are asked to ensure that students use the following procedure at the end of the last period in the day in which a room is used:

- Arrange desks in the normal pattern - this should also be done at the end of each period so that the next teacher has a clean, orderly room
- Put chairs on desks
- Major rubbish put into bin
- Turn off lights and heaters
- Close windows & lock doors

FIVE WEEKLY REVIEWS

Approximately every 5 weeks, except when written reports are sent home, teachers will be asked to fill in a sheet to summarise the progress and behaviour concerns of some students. Where there are no concerns with a student, nothing needs to be recorded on the sheet. A code is listed on the sheet for teachers to identify the type of concern they have. These sheets are collated by the year level deans who will contact students and home where significant concerns are identified by teachers.

FORM TEACHER'S ROLE

The form teacher is the first point of reference for all the students in their group. They are closely involved with the administration and are the first important link in the Guidance Network. The specific duties are to establish regular routines with their groups and to establish a rapport with the students.

- Daily attendance at form time is taken (blue sheet). Must be done by the teacher
 - All absences must be cleared. This includes single period absences. Students who have been absent must show their form teacher a written note explaining their absence
 - Read out the daily notices
 - Check uniform as they enter the classroom
 - Conduct and/or organise class devotional time
-

Health and Safety

Surrender And Retention Of Property And Searches

- Where there is a belief or evidence that a student has items or devices that contain content that is likely to endanger the safety of others or likely to negatively affect the learning environment or pose harm to the physical or emotional safety of any person: a staff member may require students to produce, reveal and surrender items or devices in their possession.
- If there is a belief or evidence that the student has something that is harmful the staff member may conduct a search.
- Refusal to cooperate in these instances will result in the school's discipline process being applied.

Hazards

If students identify something around the school that could be a potential hazard notify reception and/or the Deputy Principal immediately so that reasonable steps can be taken to eliminate or minimise the risk. We want to be able to provide a safe environment for all. Students are encouraged to ensure that their acts are not a risk to the health and safety of others.

CHILD PROTECTION PROCEDURES

Procedures to support the Child Protection Policy

Guidelines:

1. Personnel include all those working with students or near students in this school.

These include non-teaching staff - including employees such as administration, teacher aides, cleaners, grounds staff, itinerant music teachers and those involved in coaching sport at school, teacher trainees.

2. Screening and vetting of personnel:

- a. Police vetting is conducted prior to working on-site.
- b. In the interview process ensure that 2 to 3 current references or referees are supplied, qualifications are checked (where applicable) and photo ID supplied from a valid source such as driver's license or passport;

3. Provide professional development for teaching staff to ensure that they are able to identify the signs and symptoms of potential abuse and neglect.

Refer to the appendix.

4. Dealing with disclosures by children and allegations against staff members and take appropriate action in response:

- a. Disclosures:
 - i. Abuse may be disclosed verbally, by their behaviour or through artwork, stories and poems or relationships with others or even where your knowledge of a child tells you that something is not right and the child is not thriving.
 - ii. If a child talks about abuse:
 1. Keep the child safe
 2. Remain calm yet confident
 3. Don't question extensively
 4. Keep voice low and gentle
 5. Don't be too quick to fill silences
 6. Thank the child for telling you and say you are there to help them
 7. Don't promise confidentiality – let the child know that you need to talk to someone to make sure he/she is safe
 8. Write down what the child says, in their words
 - iii. Consider the fine line between confidentiality and information sharing:
 1. .."the welfare of the child is paramount" (Children, Young Persons and their Families Act 1989)
 2. .."disclosures of the information is necessary to prevent or lessen a serious threat". Privacy Act 1993
 - iv. If the abuse has occurred outside school:
 1. Refer to the Principal or Deputy Principal.
 2. An outside agency should be contacted first to obtain advice before consulting the parents (such as CHF).
 - v. If the abuse has occurred in the school:
 1. Refer to the Principal or Deputy Principal
 2. In the event of the Principal or Deputy Principal not acting on the information or makes attempts to block it, make a report of concern.

5. Process for sharing personal information of families and vulnerable children (Privacy Commissioner).

Use the Escalation Ladder to make decisions about the sharing of information:

<https://www.privacy.org.nz/assets/InteractiveEscalationLadder/PRCM1000-Escalation-Ladder-Infographic.pdf>

- Step 1: Can we get by without naming names?
- Step 2: Have they agreed to information being shared?
- Step 3: Have we told them?
- Step 4: Is there a serious threat here?
- Step 5: Is there another legal provision we can use?

6. Contact for disclosures and reporting from school:

- a. NZSTA Phone: +64 4 473 4955 - 0800 782 435
- b. 0508 ED ASSIST (0508 332 77478); email: edassist@cyf.govt.nz

7. Contact for disclosures and reporting out of school:

- a. 0508 FAMILY (0508 326 459)
- b. 111 Police child Protection Team
- c. Email: cyfcallcentre@cyf.govt.nz

Appendix:

1. Definition of vulnerability:

- a. Vulnerable children are children who are at significant risk of harm to their well-being now and into the future as a consequence of the environment in which they are being raised and, in some cases, due to their own complex needs. Environmental factors that influence child vulnerability include not having their base emotional, physical, social, developmental and/or cultural needs met at home or in their wider community. The White Pages for Vulnerable Children Volume 1 October 2012

2. Things that increase vulnerability:

- a. The young person:
 - i. Emotional and/or behavioural difficulties
 - ii. Disabilities
 - iii. Child with special educational needs
 - iv. Child living with an unrelated adult (e.g., step-parents)
 - v. Young person showing signs of anti-social behaviour or early offending
 - vi. Showing early signs of abuse or neglect
- b. Parent/Caregiver:
 - i. Parent on their own or without support including more male solo parents
 - ii. A history of violence or abuse for the parents
 - iii. Relationship problems
 - iv. Parental substance misuse (including gambling, drugs)
 - v. Attachment issues to parent
- c. Environmental/Social/Cultural:
 - i. Social or financial stress – e.g., work, housing problems
 - ii. Families who are isolated from people who care about them
 - iii. Lack of accessible services and resources
 - iv. Cultural isolation

3. Child abuse is...

"the harming (whether physically, emotionally, sexually), ill treatment, abuse, neglect or deprivation of any child or young person."
Section 2 Children, Young Persons and Their Families Act 1989

We need to increase our understanding and ability to recognise child abuse – particularly in its early stages.

Indicators are clues to be looked at in the context of the whole picture of the child.

- a. Physical abuse indicators: physical abuse is a non-accidental act which results in physical harm to a child.
 - i. Bruises and welts
 - ii. Cuts and abrasions
 - iii. Scald and burns
 - iv. Fractures or sprains
 - v. Abdominal or head injuries
 - vi. Unexplained injuries or explanations that don't fit
 - vii. Injuries in unusual places – not consistent with developmental ages and stages
 - viii. Aggression, destructive nature
 - ix. Mistrust of adults
 - x. Anxious and jittery

- xi. Relationship difficulties
- b. Emotional abuse indicators: a pattern of behaviour where the child is rejected and put down. The child may be isolated, constantly degraded and criticised or negatively compared to others.
 - i. Sleep problems - nightmares
 - ii. Frequent physical complaints
 - iii. Signs of anxiety
 - iv. Lack of self-esteem
 - v. Extreme attention seeking behaviours
 - vi. Overly compliant
 - vii. Obsessive behaviour
 - viii. Suicide threats or attempts
 - ix. Types of play demonstrate behaviours seen at home
 - x. Very 'sad'
- c. Neglect indicators: neglect is the most common form of abuse, and although the effects may not be as obvious as physical abuse, they are just as serious, leading to damaged self-esteem and a lost opportunity to thrive in the world. Neglect can take the face of physical neglect, Neglectful supervision, Emotional neglect, Medical neglect, Educational neglect, Abandonment, Refusal to accept parental responsibility.
 - i. Chronic, ongoing persistent neglect
 - ii. Malnourished – pale and lethargic
 - iii. Failure to thrive
 - iv. Dressed inappropriately (particularly for younger children)
 - v. Left unattended frequently or for longer periods of time than is normally acceptable
 - vi. Skin disorders or rashes resulting from improper or lack of hygiene
 - vii. Out and about unsupervised
 - viii. Dirty or no understanding of basic hygiene
 - ix. Not receiving adequate medical or dental care
 - x. Unattended health problems
 - xi. Falling behind in school work/attendance
 - xii. Delay in milestones
- d. Neglect – Children's behaviour:
 - i. Developmental delays
 - ii. Attachment deficit including attachment to others
 - iii. Absences
 - iv. Poor social skills
 - v. Stealing
 - vi. Disclosure
- e. Sexual abuse indicators: is any act where an adult or a more powerful person uses a child or young person for a sexual purpose. This may be consensual or not, and can happen within or outside the family. Most sexual abuse is done by someone the child knows and trusts.
 - i. Unusual or excessive itching, bruising, lacerations, redness, swelling or bleeding in the genital area.
 - ii. Age inappropriate sexual play or interest
 - iii. Secret play exerting power over a younger child
 - iv. Inappropriate knowledge and or language
 - v. Sexually explicit drawings, descriptions and talk about sex
 - vi. Exposure to or involvement in pornography or prostitution
 - vii. Fear or reluctance to spend time with a certain person or place
 - viii. Torn, stained or bloody underclothing
 - ix. Sexually transmitted infection
 - x. Pain experience or blood in urine or stools
 - xi. Fear of people or places

4. Factors contributing to vulnerability:

- a. Child:
 - i. Unwanted
 - ii. High needs
 - iii. Young parents
 - iv. Psychiatric history of mental illness
 - v. Living with unrelated adult
 - vi. Family history of abuse
 - vii. Relationship problems
 - viii. Social isolation
 - ix. Abuse of drugs and alcohol
 - x. Unrealistic expectations of child's behaviour
 - xi. Disability
 - xii. Multiple stressors

- b. Key resilience factors that lessen the impact of abuse:
 - i. Secure attachments to adult family member
 - ii. Warm relationship with a non-offending parent
 - iii. High levels of paternal care during childhood
 - iv. Lack of abuse-related stress
- c. Parent/Caregiver:
 - i. Maltreated as a child
 - ii. Unrealistic expectations of child's behaviour or needs
 - iii. Excessive or violent punishment
 - iv. Abuses alcohol or drugs
 - v. Lack of self-control when upset or angry
 - vi. Mental or physical problems that have an impact on parenting skills
 - vii. Low self-esteem, feeling inadequate
 - viii. Socially isolated
 - ix. Involved in crime
 - x. In financial difficulties
- d. Family relationship:
 - i. Violence
 - ii. Not connected
 - iii. Isolated from extended family
 - iv. Lack of support network
- e. Community:
 - i. Poverty
 - ii. Unemployment
 - iii. Poor housing
 - iv. Lack of services to support family
 - v. Transient neighbourhoods

5. Risk Factors to look out for:

- a. Adult to adult violence
- b. Drugs (taking, manufacture, dealing)
- c. Excessive use of alcohol
- d. Neglected animals (SPCA note that are higher chance of abusing family members)
- e. Focus on keeping family isolated

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
 - Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children:
<http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>
- Resource: Ministry of Education

INJURY AND INCIDENT

Injury and Incident Management and Reporting Guidelines and Procedures

1. Incidents are managed through:

- a. Identification:
 - i. All workers act immediately to make sure those who are involved are safe that the area of accident poses no further risks. If applicable apply first aid or locate a first aider.
- b. Notification:
 - i. All incidents and notifiable events including near misses must be reported. Notify the deputy principal when an incident or near miss occurs. Ensure the incident notification form is used to document the incident. The deputy principal is required to investigate incidents lodged to ensure local action is taken.
- c. Assessment:
 - i. The deputy principal or appropriate person needs to assess the level of an incident that has occurred. When a 'notifiable injury or illness' and/or 'notifiable incident' happens, WorkSafe NZ must be contacted. This is called a 'Notifiable Event'. In this case, the site must be kept preserved to allow WorkSafe NZ to inspect it. Examples of a notifiable incident include harm that causes hospitalisation for 48 hours or more, amputation of a body part, etc.
- d. Investigation:
 - i. Document interviews, corrective actions where appropriate as soon as possible after the event.
- e. Action:
 - i. Identify actions required as a result of recommendations from the investigation.
 - ii. These could include:
 1. Referral to risk/hazard register for action
 2. Consultation with appropriate personnel
 3. Referral to maintenance register
 4. Report to Health and Safety Committee through Rep
- f. Review:
 - i. Have checkpoints to monitor actions taken

2. Notifiable Incidents:

- a. Notify WorkSafe as soon as possible, and to submit a written report to WorkSafe NZ within 7 days of the injury. (Use Tool 20)
Notifiable injury and illness are defined under section 23 of HSWA as:
- b. Injury or illness that requires immediate treatment (other than first aid):
 - i. Amputation of any part of body
 - ii. A serious head injury
 - iii. A serious eye injury
 - iv. A serious burn
 - v. Serious separation of skin from underlying tissue (e.g., scalping)
 - vi. A spinal injury
 - vii. Loss of a bodily function
 - viii. Serious lacerations
- c. Injury or illness that requires hospitalisation for immediate treatment
- d. An injury or illness that requires medical treatment within 48 hours as a result of exposure to a substance
- e. Any serious infection to which the carrying out of work is a significant contributing factor, including any infection that is attributable to carrying out work:
 - i. With micro-organisms
 - ii. Involves providing treatment or care to a person
 - iii. That involves contact with human blood or bodily substances
 - iv. That involves handling or contact with animals, animal hides, animal skins, animal wool or hair, animal carcasses or animal waste products.
 - v. That involves handling or contact with fish or marine animals.

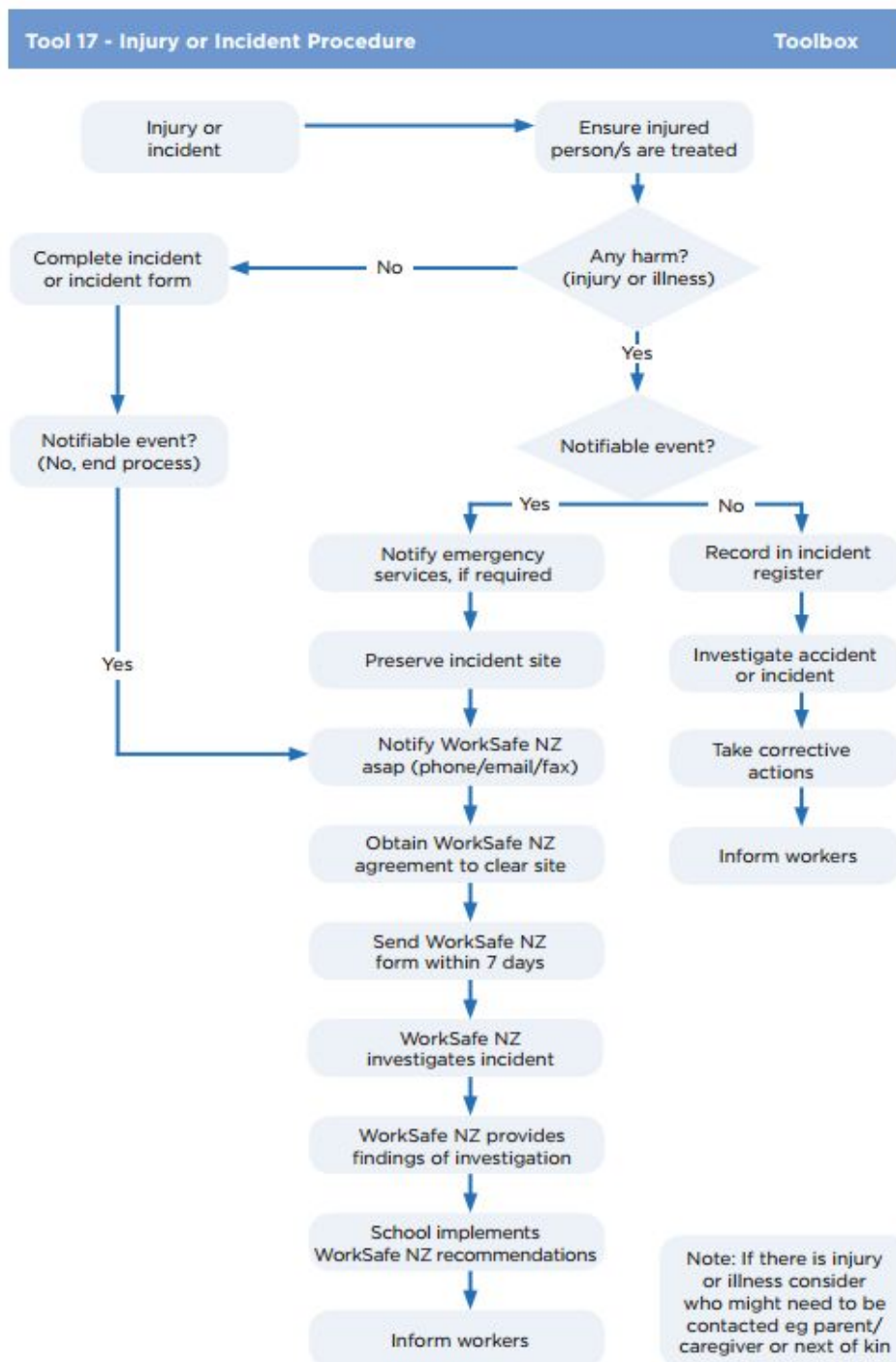
3. Actions to take if there is an Incident:

- a. Initial response: ensure the injured person receives appropriate treatment.
 - i. (Section 55 HSWA) duty to preserve site where the event occurred so that it is not disturbed until authorised by an inspector (WorkSafe).
 - ii. The following actions can take place without disturbing a site where an event has occurred:
 1. To assist an injured person
 2. To remove a deceased body
 3. Make the site safer or minimise risk of a future notifiable event
 4. That is done by, or under the direction of, a constable acting in the execution of his or her duties or where an inspector has given permission.

4. In case of illness and sickness and in case of being infectious refer to:

https://www.health.govt.nz/system/files/resource-files/HE1214_Infectious%20Diseases%20poster.pdf

5. Injury or Incident Procedure to be used in case of an injury or incident:



Reference: A practical guide for Boards of Trustees and School Leaders page 68

6. Fill out the Incident Form for either employee or student:

Record of Accident/Injury/Serious Harm/Near Miss

7. Report summary of injuries and incidents to the Board of Trustees each month

template provided

	Employees	Students	Others (e.g., visitors)	Total
Number of minor injuries or incidents needing on-site treatment only				
Number of injuries or incidents resulting in doctor or other medical visits				

Number of notifiable events (reported to WorkSafe NZ)				
Causes				
Comments on notifiable events/analysis/corrective actions				
Trends				

Injury and Incident Report to the Board of Trustees

Month: _____ Reviewed by: _____ Date: _____

Next review date: ____/____/____

8. Items to review for injury and incident reporting:

- a. The reporting procedure
- b. The injury and incident register
- c. The procedure for investigating injuries and incidents:
 - i. Assess the level of incident:
 1. For notifiable injury (eg harm causes hospitalisation for 48 hours or more)
 - ii. Identify possible causes
- d. Follow up any corrective action
- e. Someone identifies deficiencies from an incident and that corrective action is undertaken.
- f. All teachers and other employees understand notifiable injuries and illnesses.
- g. The process is provided for educating employees, students and visitors on injury and incident reporting.
- h. A process for collating all injury and incident data into a central database or spreadsheet for analysis. (Glenda)
- i. Review causes of injuries and incidents and remedy them.
- j. A process to ensure everyone knows who has been trained in First Aid.

9. Others in the Workplace Procedures

(Policy: Others in the Workplace)

1. Health & Safety checklist for visitors and students:
 - a. Induction process that covers risks and emergency procedures for all visitors – available at reception.
 - b. Health and safety rules available for regular visitors?
 - c. Health and safety signs and posters are displayed in areas where visitors enter our school facilities.
 - d. Do we need non-English versions of signs and posters?
 - e. We have a process to introduce students to basic health and safety concepts.
 - f. We have a process to encourage students to recognise and report hazards.
 - g. A process to enable students to remove themselves from areas of risk.
 - h. A process for introductions to be made to health and safety representatives/first aiders.
 - i. A location identified for Civil Defence information.
2. The property manager/caretaker will ensure that evidence is provided to the contractor's health and safety processes before they commence employment at Longburn Adventist College. **Contractor's checklist for Health and Safety Processes.**
3. The property manager will ensure that each contractor reads and signs the **'Contractor's Health and Safety Contract'.**

10. Supporting Resources and Information:

1. Contact numbers:
 - a. Emergency services: 111
 - b. WorkSafe: 0800 030 040 – choose option 1
 - c. NZ Fire Service (for hazardous substances emergency): 111 and then the ASWA MOE Response Team 0800 848 326
2. Risk & Hazard Register
3. Injury/Incident or Near Miss Form
4. Notice of record of injury & notifiable event

MOE: Health and Safety at Work Act 2015: A practical guide for Boards of Trustees and School Leaders

HOMEWORK

Homework is to be set for classes, and students are to record the set work in their diaries. Homework is not necessarily written work. Revision of class work is essential. It is subject teachers' responsibility to see that students are trained in good homework/study habits in their subjects.

Teachers are encouraged to make use of 'class group emails' to keep parents/caregivers informed before assignments are due. This is appreciated by parents/caregivers and provides additional help in ensuring assignments are completed.

HOUSE SYSTEM

Students will be allocated to a House by the Sports Coordinator or his/her nominated assistant at the beginning of the year, with family members placed in the same house as siblings.

Tyndale	<i>Kikorangi</i> (Blue).	Meet in cafe
Luther	<i>Kowhai</i> (Yellow)	Meet in room 4
Wesley	<i>Whero</i> (Red)	Meet in Chapel

Staff in Charge of Houses

- Organise their House entries for major events - swimming, athletics day and cross country.
- Arrange the election of student House Leaders (one male, one female). Other students who help and show enthusiasm may be considered assistant house leaders.
- Nominate their House Leaders for special awards at the end of the year, IF they have carried out their duties.

Other Staff

- Give support to House Leaders at House assemblies
- Support their house at competitions
- Help with the running of one inter-house competition

Teachers in Charge of a Sport

- Organise the umpires/referees and staff to control the inter-house competition for their sport
- Support the event or arrange someone else to do so
- The Sports Coordinator and the Physical Education Department will organise the competition format and the naming of the events

INDUCTION OF NEW STAFF

Induction – at a suitable time for those involved, with morning tea or lunch provided. (Possibly a short tour of Palmerston North where appropriate.)

Health and safety processes must be covered.

Some suggestions of what could be covered during the induction are:

- Seventh-day Adventist culture
- Introductions – e.g. principal, office staff, relief person
- Expectations of you as a teacher and your role in the school, professionalism, dress
- Extra-curricular activities, what we offer and what can they offer
- Daily programme
- Roll mark teacher, diaries
- Withdrawal room and how it operates
- Assembly – when, what happens, expectations of students and staff, and seating
- Week of prayer – what is it and what are we expected to do
- Canteen/café – when is it open, how do we order lunch, can we have meals there, the cost of meals & who do we pay
- Getting a computer and password
- Kamar 'Getting started user guide'
- Duties – how many during the week, weekend duties for the boarders; how often and what is required
- Staff worship – who does it, what is expected and how often
- PD (on Thursdays) – what time, what is expected and where
- Teacher Retreat in Taupo – what, when and why
- Orientation - Auckland trip
- Map of the school
- Board of Trustees (BOT) vs Board of Governors (BOG)
- Show around the school
- Possibly a buddy for the first week or so, could be HOD or peer
- Give previous year's Hari (school magazine)

Plan books

Make sure teacher planners/mark books are ready for staff on the first day, with their timetables.

Start dates

The programme for the first 1 or 2 weeks with the term dates for the year.

Seventh-day Adventist Culture

- Not all staff are Seventh-day Adventists, and we welcome other Christian denominations.
- Seventh-day Adventists treasure the Bible as their only creed.

Seventh-day Adventists believe:

- In God the Creator, Jesus Christ His Son and the presence of the Holy Spirit; Christ's death and resurrection; and salvation that is received solely through faith in God's grace in Jesus Christ.

- That Sabbath should be observed from Friday sunset to Saturday sunset. School is not used for 'work related' events during the Sabbath.
- That we should honour God with our minds, bodies and souls. The holistic approach recommends a healthy diet, with Seventh-day Adventists are encouraged to be vegetarian therefore no meat is sold or prepared on campus.
- Smoking, alcohol or drug use do not form part of the normal Adventist lifestyle.

INTERNATIONAL STUDENTS

Staff can access information about international students' contact details and relevant personal information from the school secretary. Further information can be acquired by speaking with the Principal, Director of International Students, Business Manager and Boarding Director.

Any pastoral or academic concerns regarding international students can be referred to the staff in the International Students' Centre.

International Code of Practice

LAC has a responsibility for international students' welfare. The government-regulated 'Code of Practice for the Pastoral Care of International Students' ('the Code') sets out the minimum standards of advice and care that LAC is expected to provide. Its focus is on pastoral care and provision of information only, not academic standards.

The Code sets standards for educational providers to ensure that:

- High professional standards are maintained;
- The recruitment of and contractual dealings with international students are undertaken in an ethical and responsible manner;
- Information supplied to international students is comprehensive, accurate and up-to-date and received prior to entering into any commitments;
- The particular needs of international students are recognised;
- International students under the age of 18 are in safe accommodation;
- All providers have fair and equitable internal procedures for the resolution of international student grievances.

A student grievance procedure flowchart is posted in the staff room for staff perusal. If a staff member is approached by a student with a grievance, that procedure is to be followed. Any staff member can refer the grievance to either the Principal, Director of International Students or Residential Manager to deal with.

Student grievances that cannot be resolved internally can be referred to the International Education Appeal Authority, which enforces the standards in the Code.

The code can be located at www.minedu.govt.nz/goto/international

LIBRARY

The Longburn Adventist College library is here to help teachers maximise students' learning and reading needs.

- The Teacher in Charge of the Library is Jude Little.
- The Head Librarian is Rebecca (Bex) King.
- The library is to be recognised as an Information Centre.
- Up to one class only is to be booked in each period. The library can be booked on KAMAR.
- Teachers conducting classes in the library are asked to ensure that the following is observed by all classes.

Books

- There are approximately 10,000 titles available in the library with 2,500 in the fiction collection. Books are available on a two-week renewable loan.
- Reference books are available for staff to borrow overnight.
- Books can be held on reserve so that classes can work with them either in the library or in the classrooms.
- You can supplement LAC's collection with books from the National Library.
- Books ordered from the National Library take about a week to deliver.
- You can visit the National Library on Tremaine Avenue and select the books yourself.
- If issuing National Library books to students, see the Librarian first to use the library's issuing system.
- Please encourage students to utilise the City Library as a complement to our collection.
- Textbooks are issued to students via the library system.

Interlibrary Loan

We are able to get books from other libraries for you but you must have full details in order for this to work. Allow 2 weeks for the book/s to arrive.

Book Purchases

You are most welcome to suggest any titles, topics and authors.

Periodicals and non-book resources

We maintain a number of magazine subscriptions that are generally very popular with the students. However, they tend to have a very short shelf life. We also purchase magazines on an issue-by-issue basis. Any suggestions are welcome. If there are particular articles you want saved from a current magazine please let us know as soon as possible so we are able to retain a copy on file. We also accept donations of pre-owned magazines, so if you are having a spring-clean, keep us in mind.

Newspapers

We receive copies of the Dominion and Manawatu Standard each day, and these are available to the students. After a few weeks the newspapers are then searched for articles for the vertical file.

Special Reserve

See the librarian if there are any materials (tapes, DVDs, book articles etc.) to which you wish students to have daily access.

Lesson Plans

The library can provide some resources for you to develop the students' skills in using the library.

Entry to the Library

- Line up outside library foyer - no entry until arrival of teacher
- No food, no drink (except water)
- All jackets and bags to be left at the door, just inside the room

Library Rules

- Noise no more than at a quiet conversational level
- Only Year 12/13 students are permitted upstairs
- Issues will not be renewed unless the book is produced
- Expect to pay for any books lost
- Reference books are to be returned to the shelves
- Desks to be left tidy, non-borrowed books returned, chairs in

Departure from the Library

Five minutes before the bell, the librarian will ask for issues to begin. Teachers should supervise students as follows:

Issue any books that are wanted.

Write title of book on the right hand page of diary for the week the book is due. Books back to shelves.

Tidy tables, chairs etc.

Issuing will be by library staff and student librarians only

Notes for Staff

Students entering the library unsupervised must present a note to the librarian which specifies:

1. Task to be completed
2. Expected time required
3. Teacher's signature
4. Name of student

No more than two students are to be sent at the same time from any one class.

LOST OR CONFISCATED PROPERTY

- All confiscated items are to have the owner's name and class attached, plus the name of the staff member confiscating the item, and the date.
- All confiscated property goes to the vault in reception, via the receptionist who will keep a record. The student will receive it back at the end of the term or if a parent comes to collect it.
- All lost property is kept in the reception area by the receptionist.

MARKING OF ASSIGNMENTS

It is best if assignments can be marked within a week of submission. The maximum period for marking of student assignments is two weeks. See academic handbook for further information.

MEETINGS

The schedules for all meetings are provided to you each term on a range of calendars, including the wall calendars in the staff room, the staff google calendar and a google doc.

LAC Staff/Department Meeting Schedule Cycle for 2019:

- Week 1: Staff Meeting on Tuesday at 3.30pm (All staff, including boarding staff or identified group of staff).
- Week 2: Leaders of Learning Meeting on Tuesday at 3.30pm.
- Week 3: Learning Area 1 Meeting: Arts & Technology; English; PE/Invictus;
- Week 4: Learning Area 2 Meeting: Bible; Social Science; Maths & Science.

(Departments to organise their slot: Intermediate & Learning Support)

- Worship and morning brief: Monday to Friday at 8:15am - 8.30am. All staff to attend unless on duty. Punctual attendance helps facilitate the efficient running of staff worship and shows respect to the staff member rostered to take staff worship
- Learning Area Meetings: All teachers from that particular department to attend

Senior Leadership Team

The Senior Leadership Team meets daily from 8.00 to 8.15 am for relevant discussion(s) and on Wednesday afternoons at 3.30pm.

Chair: Principal

Attendees: Deputy Principal, Assistant Principal and Chaplain.

Optional Attendees: Business Manager, Boarding Director

ASPIRE (PB4L- Tier 1) Committee

Team Leader: Faith Hignett

Team: Brendan van Oostveen, Rosalind Burnett, Kevin Gredig, Maria Henry, Student Representative (Emilia Sessa)

Meetings occur every 4 weeks.

Boarding Committee (LAC House)

This meets Thursday lunchtimes to look at all Boarding issues and finalise weekend boarding programme.

Chair: Boarding Director

Attendees: Principal, Business Manager, HOD International Department, Boarding Deans & Student Boarding Deans.

IT Committee

Team: Olivia Korte, Stephanie Ngarepa and Ryan Gounder

Year Level Deans' Committee

This meets every week to look at student management issues.

Chair: Deputy Principal

Attendees: Year Deans from Years 7-13.

PERSONAL PROPERTY

All staff are reminded of the need to keep personal property (resources, equipment, handbags, money etc.) secure at all times. Do not leave valuables (including keys) in classrooms and make sure they are secure in resource rooms. School insurance does not cover loss or theft of personal effects.

College keys, including keys issued to staff, are never to be given/lent to students.

PHOTOCOPYING

The College has photocopying machines located in the staff room and in the Library. The Library photocopy machine is only used by the staff if the staff room machine is being serviced or in need of repair. Obtain a PIN for using the photocopier, from the financial assistant.

PREFECT SYSTEM

In term four the staff and students (Year 10 and above) have input regarding deciding the prefects for the following year. The Principal, Deputy Principal, Year 13 Dean and Year 12 Dean make the final decision. The selections are announced before Graduation, and the Head Boy and Girl are announced at Graduation. All prefects will take on roles, and each of these roles will have a Teacher in Charge and a job description.

PROFESSIONAL DEVELOPMENT

Professional Development for teaching staff takes place on Thursday afternoons from 2.15 to 3.30pm. Teachers are required to attend all PD sessions. Contact the Deputy Principal for further details.

RECEPTION

It is important to communicate with office staff regarding day and time of arrival back at school after trips away, as the office staff will field inquiries from parents

If you are going off campus, it is important that you let one of the office staff know of your intended return, and note the staff sign-out book in reception. Also ensure you sign back in when you return

Receptionist: Glenda Higgins

Office Hours: Monday to Thursday: 8.00am to 5.00pm

Friday: 8.00am to 4.00pm

Phone. No. 06 354 1059 Fax. No. 06 355 1350

STUDENT REPORTS

A set of procedures and expectations has been put together so that there is consistency in writing reports. Staff is reminded that the school report is an official document. Care and a professional approach are expected from all staff when writing reports. Staff must be prepared to justify to parents what they put on reports.

Subject Reports

When the time comes to write reports, you will be issued with instructions from Stan Walsh regarding the writing of reports and the time line.

Parents' Evenings

Dates are in the term calendar and will be reported in the school newsletter. The purpose of these evenings is to meet parents to further discuss their child's progress, with emphasis on effort, attitude, achievement and behaviour.

Students should be encouraged to attend the interview with their parents.

Staff are required to attend and are provided with a meal during the course of the evening.

Some points to note

1. Ask for their comments first - "What do you think of Johnny's report?" or "I hope you were able to sort out Mary's options without too much trouble", or "How is Billy finding his work in (your subject)?". This will give you some indication of their possible reaction when it comes to your turn to comment.
2. However, there may be some comments of your own you wish to amplify. If so, don't waste time talking about the weather - you've only got about four minutes, so start in straight away!
3. If parents start getting belligerent, aggressive or accusatory, say "I think you'd better speak to my HOD/Deputy Principal/Assistant Principal about that" and politely take them to that person.
4. Be honest, fair, straightforward and factual.
5. It becomes obvious that to be factual you must have the facts. It is important to be prepared for interviews.
6. At the end of the interview, stand up as the parents depart and do your best to smile warmly! Please keep interviews to the allocated time.

SCHOOL TRIPS - EOTC (Education Outside of The Classroom)

A trip planner must be filled out for day trips. This document is available on the Administration Drive on the school network: EOTC new Folder or a written version in the EOTC drawer under the pigeon holes.

- Applications must be made to the Deputy Principal, on the appropriate form, for trips leaving LAC grounds. Overnight trips require BOT approval. Please ensure in your planning that there is enough time to make application to the BOT committee. All of the 'education outside of classroom' forms must be filled out and handed to the Principal for approval for any trips occurring overnight.
- The Deputy Principal will be able to help you with any questions.

SCHOOL YEAR & HOURS OF WORK

Teachers' conditions of work are set out in the current Secondary Teachers' Collective Agreement. This applies to both teachers who belong to the PPTA (Post Primary Teachers Association) and those on Individual Employment Agreements. The STCA sets out the length of the school year and individual dates are posted on the planner in the staffroom.

Every school day begins with staff worship and briefing at 8.15am in the staffroom. While allowance is made for part-time staff, all full-time teachers are expected to attend staff worship except when on duty.

SPECIAL CHARACTER

The special character of a Seventh-day Adventist School is defined in the Integration Agreement as follows:

The Seventh-day Adventist School is established by the local community of the Seventh-day Adventist Church to serve the educational needs of its children and the mission of the Church. This mission includes the provision of educational opportunity to all who share its objectives. The School is a member of the system of schools operated by the Conferences of the Seventh-day Adventist Church in New Zealand.

The Special Character of the School is determined by the faith system made up of the Christian beliefs, values and lifestyle of the Seventh-day Adventist Church as determined from time to time by the General Conference of the Seventh-day Adventist Church through the New Zealand Seventh-day Adventist Schools Association Limited.

The purpose of the School is to support the home and the Church in the transmission of its faith system to the children and youth. The function of the School is to facilitate the development of a mature and understanding commitment to the beliefs and practices of the Church so that students will become responsible and caring Christians in the community. The achievement of these goals is through a comprehensive and unified programme involving every aspect of the curriculum and predicated upon the Church's:

- Perception of God as Creator and Sustainer of the Universe;
- Acceptance of Christ as our only means of salvation;
- Belief that the Holy Spirit draws men, women and children to a knowledge of God;
- Understanding that all truth finds its centre and unity in God;
- Reliance on Scripture as the revealed Word of God;
- Commitment to a holistic development of the child – Te Whare Tapa Wha - healthy families, physical, spiritual and mental.

A teacher applying for a position in a Seventh-day Adventist School needs to understand the commitment this involves.

- All, whether Seventh-day Adventists or not, are part of this particular school community. Each teacher is therefore expected to use his or her specific skills to achieve the purposes of the school.
- A Seventh-day Adventist school assists the Church in its mission. It does this by helping its pupils to become complete persons, that is to say persons with knowledge, faith and norms of living which are harmonised.
- All subjects are taught for their own value and with their own objectives. Seventh-day Adventists believe in the value of all human knowledge as it is part of God's truth.
- The school curriculum is based on the philosophy and objectives of the Education Department of the Seventh-day Adventist Church. The statements of philosophy and objectives are in turn consistent with the special character statements and the beliefs of the church.

No teachers will be required to act against their own conscience or personal philosophy of life. That would be un-Christian and contrary to the aims of the school. However, in accepting a position in a Seventh-day Adventist School, it is assumed the teacher realises that:

- a) Teachers work as a team. Therefore, all teachers are expected to contribute, according to their individual strengths and within their personal convictions, to the total purpose of the school. No school can operate successfully if any teacher undermines the efforts of others.
 - b) Teachers are role models. A school community rightly expects teachers to act so as to be appropriate models for its children. Conduct by a teacher which would give the school community grounds for thinking that the teacher's attitude is antagonistic to the special character of the school would not only be unprofessional, it could damage or even destroy that teacher's effectiveness.
6. New teachers will find senior staff willing to assist them in gaining a fuller understanding of the school and its special character, and in solving any difficulties that may arise in the course of their teaching duties.
 7. Teachers are expected to display a lifestyle consistent with the special character of the school.

SPECIALIST CLASSROOM TEACHER

The Specialist Classroom Teacher (SCT) Mrs Hignett, is available to offer advice and help to Provisionally Registered Teachers (PRTs) and to other teachers if required. Teachers can talk to the SCP confidentially. The SCT also organises/coordinates the professional development programme for teachers on a Thursday afternoon.

STATIONERY

A limited range of stationery is in the stationery cupboard and is available for staff to use. See the receptionist for a key. Record all stationery you take, by making a note in the folder kept in the cupboard.

For the bulk supply of your stationary needs please request a purchase order from the business manager.

STAFF ACCIDENTS

- Ring the ambulance if you feel one is needed. You will not be judged on this decision.
- Notify the Principal and/or Deputy Principal as soon as is practically possible.
- At an appropriate time fill out the necessary incident form. See Deputy Principal for the appropriate form.
- Complete an Accident Insurance Claim Form and lodge the form and any treatment certificate with either the Financial Assistant or Business Manager within 48 hours of the accident or injury.
- All medical treatment must be obtained from a registered health professional or hospital.
- Claims for lost time must have a treatment certificate completed by a registered medical practitioner.
- Prior to commencing non-urgent treatment, e.g. physiotherapy, chiropractic etc., you must obtain approval from ACC.
- If requested, authorise ACC to obtain medical and any other records.

- Provide information and co-operate with any requests that may be made from time to time.
- Co-operate in the development of an individual rehabilitation programme that identifies duties within your capacity for work, and participate fully to enhance recovery and return to work.

STAFF LEAVE

All teaching staff at Longburn Adventist College are employed under the conditions of the Secondary Teacher' Collective Employment Agreement. Therefore, leave provisions as outlined in the Agreement apply, and can be found in Part 6 of the Secondary Teachers' Collective Employment Agreement. A copy of the Secondary Teachers' Collective Employment Agreement is available on line at www.minedu.govt.nz.

- Discretionary Leave is leave granted with or without pay, usually for no more than one day in circumstances that fall outside the leave provisions of the Secondary Teachers' Collective Employment Contract
- Applications for 'Discretionary Leave' longer than 1 or 2 days are to be made to the Principal at least a month in advance (except of course in urgent circumstances). The Principal will in many cases refer the leave request to the BOT
- If you are unsure of your entitlement to leave, please consult with the Principal who can advise you or make inquiries to the Ministry of Education on your behalf
- Non-teaching staff leave is as per the Support Staff in Schools Collective Agreement, available online at www.minedu.govt.nz
- For safety reasons it is required that all staff leaving campus for any reason during the day sign out in the book at reception, and sign in upon return.

STUDENT ACCIDENTS

These are documented on Incident Forms available through the Deputy Principal for any 'In-School' or 'Out-of-School' based activities, e.g. Camps, Sports and Cultural trips etc.

STUDENT LEAVE

If students have to leave school during the day they must show a note from their parents/caregiver to their teacher and then present the note to their school office. Only parents/guardians can sign them out, and must use the book provided at reception for that purpose.

STUDENT SUPPORT NETWORK

The Student Support Network has been developed to give support and assistance to staff, students and their families.

Main areas of focus

- Learning Support
- Pastoral Care
- Preparing for the future through subject selection, work exploration and career planning
- Special Needs

If you have concerns about a particular student or group of students, speak to the appropriate staff.

Referrals

Learning Support

The Learning Support Team, chaired by Marie Carter (SENCO), is responsible for the placement and review of students within this system.

Guidance Counsellor

All staff can refer students to the Guidance Counsellor or Chaplain, or students can self-refer. It is important to note that students cannot be forced to go the Guidance Counsellor or Chaplain. Students visiting the Guidance Counsellor must use the booking system kept at the main office.

Resource Teacher Learning and Behaviour

Teachers can discuss individual students, groups of students or classes with the RTLB with the SENCO.

Reading

Requests for students to receive reading help can be made direct to the SENCO.

Overseas Students

The ESOL Department may be able to provide some materials that will help you tailor a programme for these students in your class, or point you to a resource centre that may be useful. See the Director of International Students.

Special Needs

Most Special Needs students are identified upon enrolment into the school and have specific allocated teacher and/or teacher aide resources. Speak to Marie Carter (SENCO) about any of these students or any related concerns.

Careers and Work Exploration

Students can make appointments to see the Careers Adviser, Troy Ferreira. Students who are at risk of dropping out of school should be referred for advice and possible work exploration. Students seeking advice on tertiary training should make an appointment to see the Careers Adviser or the Assistant Principal (Curriculum).

TEACHER ABSENCES

When a teaching staff member knows he/she is going to be away (e.g. in-service course) they must let the staff member responsible for day relief, Francis Aiono, know.

- Requests for staff absence is made to the principal, usually by email, and when granted, the principal will cc his reply to the teachers in charge of arranging relief teachers
- If sick, ring the staff member in charge of internal relief
- Teachers must set appropriate work for classes
- Relief forms are to be completed on KAMAR
- A class list must be attached to the relief work
- Make sure you notify the DP of any duties you may miss, including form class
- There is a drawer under the pigeon holes for relief work to go into

Setting Relief Work

- Set more work rather than less. The work should be keep students busy for the whole hour of class
- Set specific tasks for students to complete. Asking them to revise is insufficient
- Provide textbooks or other relevant resource material if they are required for the lesson
- Relievers should not have to teach a new topic. Rather, set specific revision tasks or assignments/tests
- Vary the activities given, e.g. 10 minutes reading, 20 minutes writing, 10 minutes' group discussion, etc
- If you have a seating plan for the class, include it with the relief details
- Include names of those who may need extra help or who may be disruptive, so that the reliever can keep a close eye on them
- Check with department coordinator to see if the department has any relevant emergency lessons that can be used

TRANSPORT

- Refer to Vehicle Use Policy and Appendix
- LAC vehicles available for use:
 - 30 seater bus
 - One 12 seater mini van (dorms)
- Please plan transport requirements for excursions in advance.
- **Considerations:**
 - LAC House (Boarding) have regular requirements for use of vehicles;
 - There will need to be communication between LAC School and Boarding for requirements.
 - Regular events such as sports have transport requirements;
 - Hiring a bus for a day is likely to incur higher costs even with the vehicle stationary.
 - there are a limited number of licensed drivers for the bus, so plan in advance.

USE OF COLLEGE FACILITIES

If you wish to use school facilities or equipment out of school time, you must seek permission from the Principal well beforehand.

VIDEO USE IN CLASS

Videos can be a useful lesson resource. Teachers are advised not to overuse them and to be careful in the selection of what videos they choose to use for class viewing.

If a video rated 'PG' is being used for Years 7-10 or an 'M' rated video is being used with a senior class, the teacher must:

- Inform the parents/guardians of what video will be viewed by the class
- Explain why it is being used as a teaching resource
- Allow parents/caregivers to 'opt out' their student if they decide they do not want their child to view the video

VEHICLE USE POLICY

1. Purpose

- 1.1. This policy has been established in an effort to provide consistency in the management of school vehicles.
- 1.2. To establish a fair process for the allocation of the school-owned vehicles.
- 1.3. To communicate acceptable practice and set boundaries around vehicle management and usage.

2. Audience

- 2.1. This policy applies to all school staff (BOT and BOG) and other individuals with access to or responsibility for a vehicle used for school business.

3. Definitions

School : Longburn Adventist College

Administrator: Mr Kelvin Rutherford (Phone: 027 2623470)

4. Approved drivers

- 4.1. School employees who have been pre-approved by the Business Manager (see Appendix 1).

5. Health and safety

- 5.1. Each vehicle must have a complete first aid kit. If not, please notify the vehicle administrator. Drivers must ensure the kits are replenished after use; please see the receptionist for the required first aid supplies.
- 5.2. No vehicle will be issued to any person where there are reasonable grounds to believe the person is under the influence of alcohol or drugs, or where the use of medication could impair the ability to drive safely and within the law.
- 5.3. All passengers must be seated and in their seat belts at all times while vehicle is moving.
- 5.4. Young children must ride in child safety seats as required by the traffic regulations.
- 5.5. There may not be more passengers in any vehicle than the number of seatbelts in the vehicle. For example, if there are eight seat belts, there should be only eight passengers (except for the big bus).
- 5.6. During long trips, the drivers need to be aware of their driving limits based around driver fatigue and they are recommended to take rest about every two hours or every 100 km.
- 5.7. The offering of rides to hitchhikers in school vehicles is prohibited, and no animals are allowed into the vehicle.
- 5.8. Any materials being transported in a vehicle or trailer must be secured against movement.

6. Vehicle Sourcing

- 6.1. Requests for vehicles should be written in the vehicle booking book and will be honoured on a first-come first-served basis, except in the case of an emergency.
- 6.2. When possible, vehicle request should be scheduled two weeks prior to the actual date of intended use and be recorded in the vehicle booking book with: vehicle name, user's name, purpose, and when the vehicle will be leaving and returning.
- 6.3. Hostel staff must check with the opposite dormitory for the use of the Deans' vehicles in case of overlap with student errands.
- 6.4. The Boarding Department has priority over the blue van (see Appendix 3) during after-school hours (3.30 p.m. to 8 a.m.). Any driver wanting to use the van during the period needs to have consent from the Boarding Director and approved by the Business Manager.
- 6.5. No group or individual is to monopolise the use of any vehicle. When scheduling conflicts arise, the Business Manager will mediate.

7. Maintenance

- 7.1. All approved drivers must ensure that the vehicle is in safe mechanical condition for driving. They are required to complete the applicable sections of the Vehicle usage/maintenance form before operating the vehicle (located in the car, on a clipboard).
- 7.2. If the driver of the vehicle notices before driving off, or during driving, anything abnormal, the vehicle administrator must be notified at the earliest possible convenience. The maintenance form for the vehicle must also be completed before leaving the vehicle. If it is not safe to drive, attach a sign to the steering wheel - "Do Not Use".
- 7.3. If while driving the vehicle, it is deemed unsafe, the driver must not continue using the vehicle and must notify the vehicle administrator immediately. Attach a sign to the steering wheel - "Do Not Use".
- 7.4. If a LAC vehicle is towing a trailer, then the trailer must have current registration/licence and WOF.
- 7.5. All approved drivers are responsible to return the vehicle with a full fuel tank after an out of town trip or when the tank is ½ full or below. Only a school fuel card can be used to purchase fuel. An exception to this is if there is no Caltex petrol station available (see Appendix 2 - the fuel card procedures).
- 7.6. School vehicles should be returned to the reserved parking area in a clean and tidy condition.
- 7.7. The keys and fuel cards to all vehicles are kept in the metal box in the staff room. All keys and fuel cards must be returned to the same place immediately upon return.

8. Fines and Infringements

- 8.1. Any infringement notices will be forwarded directly to the Business Manager, who has the responsibility to discuss with the employee. The driver will be responsible to pay such fines and infringements.

Infringement notices include, but are not limited to, the following:

- Traffic offences (speeding, tow away, and parking tickets)
- Not wearing seatbelts
- Using a mobile phone
- Insecure loading of motor vehicles
- Failure to display current Certificate of Registration of Warrant of Fitness labels
- Failure to present a current valid driver's licence.

9. Accidents

- 9.1. Responsibility for any conviction or loss arising from an accident or any other incidents resulting from an employee driving or attempting to drive under the influence of drugs or alcohol, belongs to the employee. The school may recover costs from the employee for any loss incurred by the school.
- 9.2. If an employee receives a number of speeding offences, has near-miss accidents or actual accidents, these need to be actioned appropriately. This action could include a driver training course or a driver assessment at the expense of the department or, where appropriate, at the expense of the employee. It may also include disciplinary action.

Signature _____

Date _____

Approved By Business Manager:

Signature _____

Date _____

Approved By Board of Trustees:

Signature _____

Date _____

Approved By Board of Governors.

POLICY REVIEW DATE: OCTOBER 2014

APPENDIX 1 – APPROVED DRIVERS (MUST FULFILL ALL CRITERIA)

1. Drivers who have agreed to accept, and have signed, the Vehicle policy
2. Drivers who have agreed to join The Transport Organisation Register Online (TORO), for NZ Driver Licence holders only
3. Drivers who have a current, unrestricted, New Zealand Driver's Licence for the appropriate vehicle class. Overseas licences will be accepted only in accordance with NZTA guidelines (check with the local Automobile Association office)
4. Drivers who are proficient in the driving of manual (column and floor gear) operated vehicles and not just an automatic vehicle. This will be demonstrated in a brief theory questionnaire and a short practical driving demonstration with the Vehicle Administrator.

APPENDIX 2 – LONGBURN ADVENTIST COLLEGE FUEL CARD USE PROCEDURE

1. Please use the right card for the right vehicle. The rego on the card should match the rego for the vehicle (for example, the fuel card with AKC908 can only be used for the blue van which has that rego).
2. Before you fill with fuel, please read the mileage and write on a piece of paper and punch in the mileage on the Eftpos machine before entering the card PIN.
3. Only use the LAC Fuel Card to put fuel in LAC Vehicles. Do not use cash or your own personal credit card to put fuel in LAC vehicles. We will not reimburse this (except in exceptional circumstances).
4. Reminder: All users of vehicles must refuel before returning, when tank is ½ full or less
5. The metal box code is confidential. The person booking the vehicle is responsible for the key. Please keep the code to yourselves, and you are not permitted to lend the vehicle key to other people.
6. The fuel cards for the buses can only be used for diesel and oil. The fuel cards for the other vehicles can only be used for 91(standard fuel) and oil.
7. Please return the key and fuel card to the metal box in the staff room immediately upon returning to the college. This does not include the bus key/fuel cards. The person who has booked the vehicle will be charged \$30.00 for any lost key and \$10.00 for any late return [i.e. the key is not available for the next user]. These fines can be waived if there is a valid and genuine reason. Any ongoing issues regarding non-compliance of the LAC Vehicle Policy may incur disciplinary action
8. Please give the fuel receipts to the Accounts Clerk in the office

APPENDIX 3 – LIST OF LAC VEHICLES

1. Board of Governor (BOG) Vehicles

No	Make	Registration	Availability	Number of seats
1	Toyota Estima van (grey van)	FQQ451	BOG only	7
2	Nissan Bluebird	GDW462	BOG only	5
3	Toyota Hiace van (blue van)	AKC908	BOG & BOT	11

2. Board of Trustees (BOT) Vehicle

No	Make	Registration	Availability	Number of seats
1	Isuzu Bus (small bus)	DFH828	BOT & BOG	30

LAC Vehicle policy Acceptance Form



- I hereby confirm that I have read and understand the LAC Vehicle Policy.
- I have joined TORO (for NZ driver licence holders only)
- I will abide by the policy conditions and procedures.

Name _____

Signature _____

Date _____