

## David House Learning and Development Centre

### History

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Our centre has been operational since 2004, when we started with just 5 children, [REDACTED]. My mission has been to work with children who fall through the cracks of conventional schooling and who fail to thrive academically or emotionally, in that setting. I have usually been the 'ambulance at the bottom of the hill', and would love the opportunity to provide early intervention and prevent some of the heartache that pupils and their parents have to endure.

We have had referrals from schools, RTLB teachers, school councillors and SPELD, desperate for solutions. Originally, I helped and supported home schooled children, (from 9am - 3pm,) who had current certificates of exemption. Our centre has helped over 50 local children, some of whom were previously truant. Our children were reviewed favourably by the ERO.

Now, I run the centre 'part-time' and do one-on-one tuition for 'schooled' children in the afternoons and evenings. I presently have over 20 children under my tutelage.

At the end of 2011, we were asked by the MOE to consider our future 'status'. Our centre had grown to accommodate 15 pupils and we were told that we needed to either close, cut back or register as a 'school'. We did not fit into any of their existing boxes. Our centre couldn't continue as it was. Some parents were devastated and forced to choose between home schooling their children themselves and putting their children back into mainstream school.

Since then our centre has only offered tuition for a few hours per week and parents have to home school their own children. I have had several calls recently, asking for my help, including one from an RTLB teacher, but my hands are tied. Now, with the Partnership School model, I can see that in the future, my hard work, dedication, success, and the need for this kind of help, will be recognised and supported by the MOE, as they make it possible for centres such as mine, to both exist and grow.

### Funding

Parents have had to fund their children's education. We have a 'trust' in operation, which has helped us to equip the centre with learning aids, books and materials. A private organisation donated 6 lap tops to the centre. We are well resourced.

The trust can be used in the future to further equip this special needs unit with extra equipment.

### What can David House offer?

- \*A safe, nurturing, Christian environment
- \*Holistic education
- \*Committed, innovative tutors
- \*Personalised tuition
- \*Individualised curriculum
- \* ACE curriculum
- \*Multi-ability level learning
- \*A learning-rich environment, projects, trips models, and plenty of hands-on learning

\*A small friendly, caring group with children of different ages and abilities, working and learning together with a sense of belonging.

\*Pupil-directed learning

\* Pupil engagement and participation

\*Tolerance for slower learners, children can work at their own speed.

\* Acceleration for gifted pupils

\*Discipline and boundary setting

\* Goal setting and responsibility

\* Regular communication with parents/family and welcomed involvement.

### **Why have parents sought out David House?**

The 'parent feedback' letters explain this fully.

Their stories are as varied as the problems that their children presented with.

At David House we have had children diagnosed with the following problems:-

Dyslexia/dyspraxia, dyscalculia

Anxiety/depression/hopelessness

Anger/behavioural issues

ASD spectrum disorders

Hearing impediments

ADD, ADHD

ODD

Bi-polar disorder

Giftedness

Children aged between 4 and 18 years have attended David House.

### **How is our centre different from state school?**

The group/class numbers are small with a high tutor to pupil ratio.

The tutoring takes place in a 'home' environment.

The focus is on the individual, their needs as well as their strengths. Each one feels valued.

The focus is on nurture and encouragement, involvement and engagement.

The emphasis is on wholeness, improvement and personal goal setting.

The boundaries are clear, expectations are clear.

There is a zero tolerance for bullying and unkindness. Immediate action is taken and close monitoring is possible.

All of the above creates a safe place, for children to heal, develop and excel in.

### **Goals of David House**

\*To provide an excellent level of education; which takes into consideration different learning styles and preferences.

\*To be adaptable and innovative to meet the pupils' needs.

\* To provide a wide range of subjects and learning materials and opportunities.

\* To allow and encourage creativity and freedom of expression.

\* To help pupils in the healing/recovery process and to regain their confidence.

\* To encourage children to return to mainstream schooling, as soon as they are ready to do so.

### **Values at David House.**

Christian-based values are upheld.

\* Christian counselling/pastoring

\*Open and honest communication with pupils and their families.

\*Co-operation; working together to solve problems, ensuring support and involvement from home, where possible.

\* Respect for persons and property.

\* Availability of information, inclusion.

\*Conscientiousness and accountability.

\* Tolerance and conflict resolution.

### **Delivery and curriculum**

All subject are taught with a Christian world view. During the course of the day, a wide variety of activities and subjects is offered. 'Group time' includes tutoring, exploration, and discussion of topics/ideas. Each child then works on their own materials, with a roaming tutor, helping where needed.

Each pupil has their own tailor-made curriculum. A pupil may work at different difficulty levels within their materials, and work at their own pace. Books are chosen, from a wide range of available materials, to appeal to the child's individual interests, learning styles and abilities. This allows a child to excel in their high-ability areas, thus increasing their confidence. Help is then offered with problem learning areas.

All work is carefully monitored and marked, all corrections are completed. If a child does not master a concept, he will need to re-visit the section of work, at a later date, this ensures mastery of all concepts.

### **Subjects offered**

Parents, members of the community, special classes outside of the classroom, trips and community events, all add to the rich tapestry of our children's education.

Subjects can vary from student to student, but may include,

English: - spelling, comprehension, creative writing, reading and grammar.

Mathematics

Social studies

Christian studies

Sciences

Other languages

Art

Music

Cooking

Gardening

Computer studies

\*The ACE curriculum is also available.

### **Assessment**

The pupils are constantly assessed, with weekly, and end-of-unit tests, as well as tested orally.

The ACE curriculum has its own assessment process, in the form of regular tests and exams.

### **Record Keeping**

Each child keeps a portfolio which records their successes, tests and special events during the year.

Progress reports are currently written twice yearly.

## BRIDGE ACADEMY-HISTORY

In 2004, The Bridge Academy was granted full registration as an independent school. It has undergone two successful ERO reviews, and enhanced the learning experience and achievement of more than 40 children.

We have also provided subject-specific support to homeschooled students who have not been enrolled in our school and therefore excluded from the school's MOE operational grant.

The main aims at the school were to:

- Provide an individualised approach to learning through small classes and self-paced language and numeracy texts
- Build on, or restore, a love of learning through a rich, diverse curriculum and the opportunity to pursue topics of interest
- Assist each child to grow in confidence in his/her skills and abilities through encouragement and opportunities to demonstrate these

Most of our enrolments have been children of parents of various ethnicities and religious beliefs who have experienced social and/or educational difficulties in the state system, prompting their withdrawal and request for help with their learning.

Most of these children have come from middle to low income families. In addition, more than half have come from single parent or divorced family situations.

We have many encouraging testimonies of children who have been greatly helped during their time in the school (see below). Many have moved on to large state or independent schools, and found themselves well-placed to succeed in their learning.

Students have belonged to a wide range of ethnicities: Maori, Samoan, Tongan, NZ European, South African, Russian, American, Asian and Indian.

The Boards' intent was to operate a not-for-profit institution, aiming to serve students whose needs were not being adequately met by their local state school, but who were unable to afford the fees of the available private institutions.

This goal was hampered by current New Zealand legislation which precludes having non-registered teachers teach, however well-qualified they might be in their specific field. Thus we were unable to use some of our most suitable people, such as highly-educated and/or experienced parents, willing to teach for little or on pay.

In addition, council zoning restrictions limited access to affordable venues such as private homes, scout halls or church facilities. Whilst application for a change to resource consent was possible, this process is time-consuming and was beyond the budget of the school.

One of our most successful partnerships was the rental of an unused classroom in a state primary school whose roll was dropping. This, however, was terminated by the Ministry of Education as being illegal use of Crown land.

Thanks to the dedication and sacrifice of committed staff and volunteers, and the donations of generous philanthropists, the school continued to offer a useful service until 2011. However, mostly as a result of the economic downturn, several of our families moved their children to state-funded schools and our roll dropped too low to continue to pay a teacher's salary.

The Board made the decision to suspend operations and re-structure.

This is the current status of the Bridge Academy at time of making this application to become a PSKH school.

Should the legislation be passed, and our school granted partnership status, we would be able to continue to offer a very useful service to a group of students much in need of individualised assistance to acquire/regain essential knowledge and skills.

Should we be unsuccessful in being granted Partnership/Kura Hourua status, our only viable alternative is to remain an independent institution, raise our fees considerably, and cater to the higher socio-economic classes. This is not our preferred target group, as we feel they are already well provided-for in our neighbourhood and city.

A similar situation exists for the proprietors of David House, a learning and tutoring centre for homeschooled students in Howick. The owner and operator, [REDACTED] tells her story in a separate account, complete with testimonials from highly satisfied parents.

Because [REDACTED] is not a registered teacher, nor running a school, she has had to turn away many students in need of her specialised assistance. She approached us at The Bridge Academy with a request to merge services, but we were unable to make use of her considerable experience and evident success due to her not being a registered teacher.

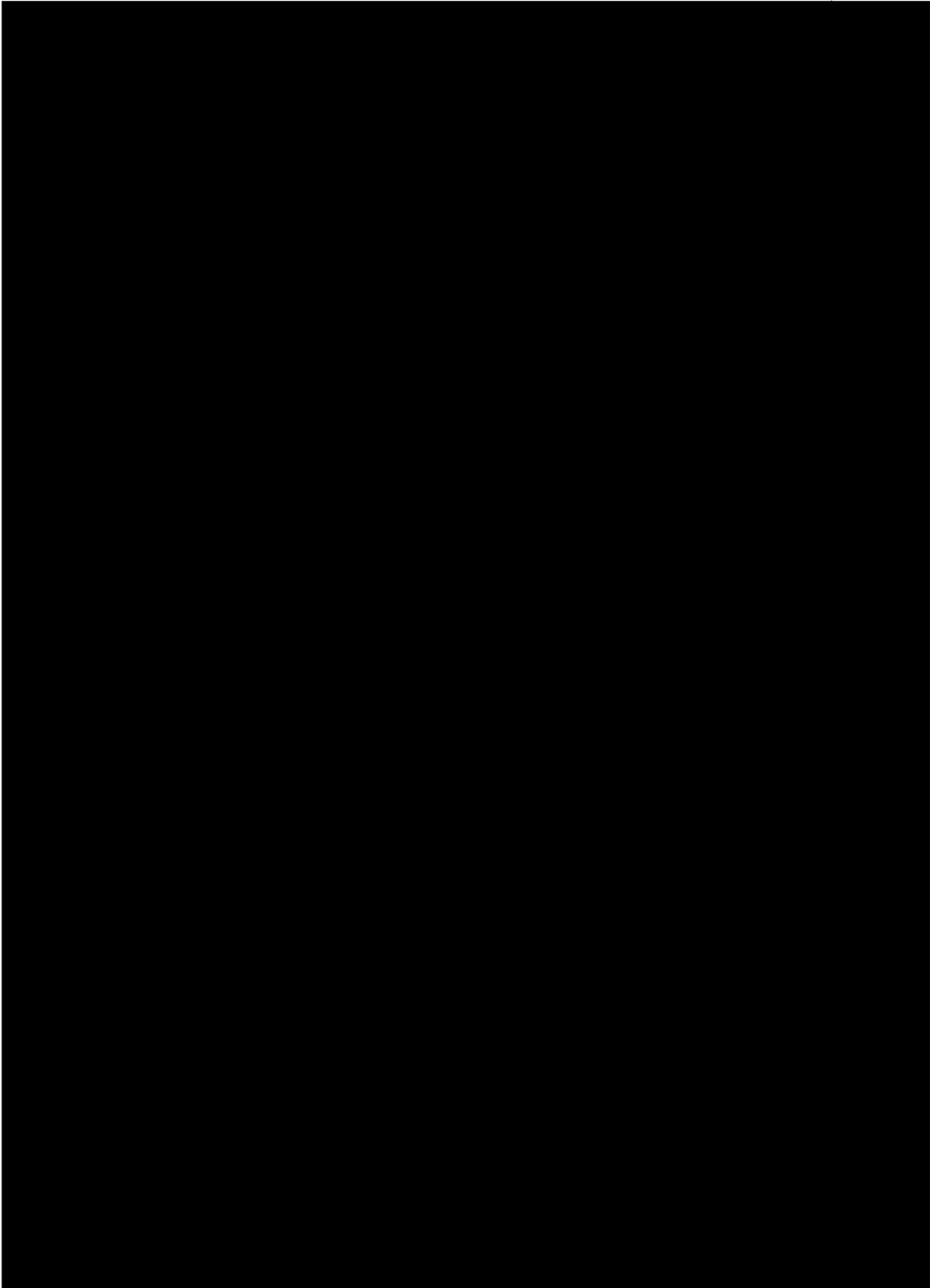
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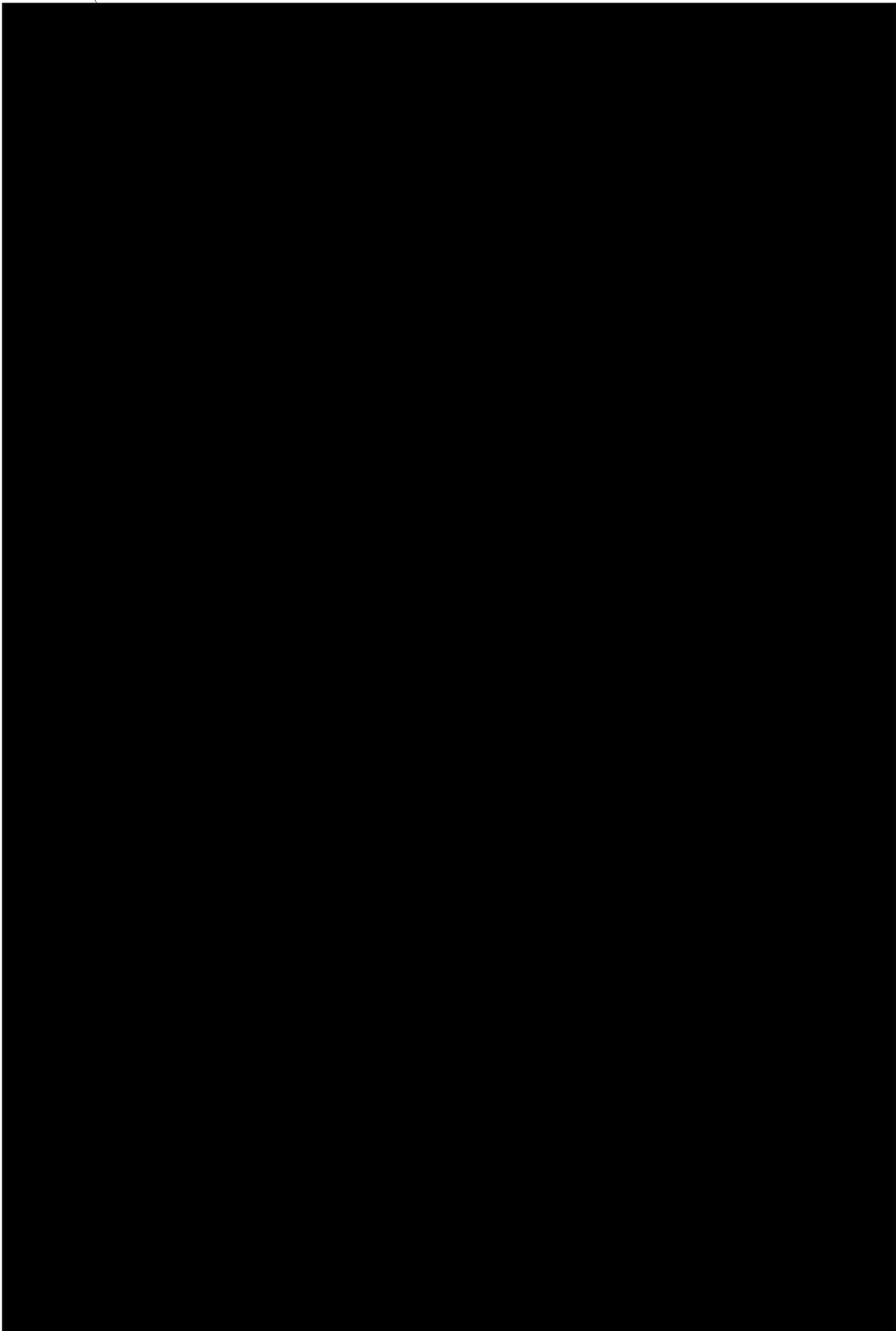
Under the PKSH legislation, we would be able to accommodate David House as a special learning and support centre which [REDACTED] could continue to operate, thus serving some very needy children.

**The Bridge Academy student stories** (names have been changed to protect identities)

These stories have been selected as examples of the types of students who have sought education at The Bridge Academy and who resemble the target population for PSKH schools. The financial cost to parents, often borne at least in part by the school, is highlighted to show how a school such as ours is unable to continue to meet the needs of medium/low socioeconomic groups who might otherwise benefit from our help.

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Several students with varying degrees of literacy and numeracy difficulties were greatly assisted during their time at The Bridge Academy, through our structured, targeted learning programmes and high levels of individual attention.

It is our boast that all students who came to our school for a period of 1 year or more, left having made significant progress in their learning and being able successfully to re-integrate into mainstream education. Many have gone on to achieve well at university and some in the workplace.

## **THE BRIDGE ACADEMY**

### **TEACHERS'S HANDBOOK**

#### **1. TERMS OF EMPLOYMENT**

##### **The Teacher as the Servant of Christ**

The teacher is a servant. He comes to the school as the servant of Christ, a service that takes precedence over all other things.

The teacher is to love and serve the pupils so that in following his example, responding to his service and learning from his instruction they will enjoy becoming more and more like Christ.

The teacher is to serve the parents of the pupils who under God have entrusted him with the care and nurture of their most precious treasure and greatest responsibility.

The teacher is to serve the Directors and senior staff members to whom he is responsible, who in turn have accepted a shared responsibility for the attitudes, words and actions of all staff in the school.

In doing this, staff will be serving God who has called them to this ministry.

Before reading further in this Handbook, please read the following and answer the question, "How should these passages shape your service as a teacher?" Matthew 22:27-29; John 13:1-17; Romans 12:1-21; 1 Corinthians 13:4-7; Ephesians 5:15-21; Colossians 3:12-4:2; 1 Peter 4:10; Revelation 5:9-10.

##### **The Teacher as the Student of Christ**

As teachers in a Christian school we are called to minister the Christian faith. This is a calling, not just a job. It is a ministry: it is presenting Christ and his world to our students. It follows that we must imitate Christ. Here are five characteristics of Christ in his ministry: relate these to your teaching. 1. Dedication - Hebrews 12:1-3; 2. Servitude - Philippians 2:5-11; 3. Leadership - Matthew 4:18-22; 4. Example - 1 Corinthians 11:1 & 4:16; 5. Submission to the Bible - Matthew 4:1-11.

##### **The Teacher as a Leader**

The teacher is a leader: a leader of children, but also a leader of his peers. No matter how detailed and complete the syllabus and handbook he is given, he must also

1. Make decisions. You have been chosen as a staff member for this school because we have confidence in your ability to make decisions about your work and the children in your care. No amount of detail in your training or the guidance provided can or should circumvent this: you are dealing with real people in a dynamic classroom;
2. Innovate. No-one knows the perfect solution to many of the situations you will face. You have been chosen to be a staff member because we are convinced you have the ability to find new, creative and successful solutions to problems we have not even defined yet;
3. Motivate. The task we face is immense: to bring up a generation of youngsters to know and serve Christ with wisdom and skill. You have been chosen for our school because we believe you can not only motivate the children but can stimulate your fellow teachers;
4. Communicate. We believe you have skills in communicating with children - we also look to you to communicate with others on the staff. For the school to function effectively we need to work together, and your contribution to this is sought.

##### **The Teacher as Co-Worker**

In his letters Paul makes six references to what he calls his "fellow-workers". Although he does not tell us a lot about these men and women, we get some clues. They stood beside him at times of contention, they comforted him,

they risked their lives, and they worked together even as they took up different tasks.

Teachers who join a school staff enter into a relationship as fellow or co-workers. We are thankful that we cannot imagine a situation where lives will be at stake in a school, but the sense of fellowship involved with Paul and his co-workers is of the same sort needed among the staff of a school. Teachers in a school must work together: they are dependent on each other and each other's work. They can contribute and glean insights, guidance and wisdom to their own work as part of the work of the whole school. They are never truly alone, even when the only staff member in a classroom: they have the support of others - and in their turn should give support to others. In the same way as Paul clearly had the authority of an Apostle in his relationship with his fellow workers, the Principal and Manager have a necessary authority - yet the school will only function successfully when the authority structure and the co-working structure are held in balance.

Working together requires a commitment to and trust in those you work with. You will learn things about others that may not be widely known - just as they will learn about you. You will be in a position to make judgements about those you are not responsible for, and to criticise them. Resist those sins.

### **The Teacher as a Responsible Independent Worker**

Yet no matter how much fellowship and support is available, the teacher does most of his work in isolation from other staff. He must carry the responsibility of the care and nurture of his class, make judgements and decisions about a multitude of small and significant issues, modelling Christ and the children's parents even as they deal with the detail of tying up a shoe lace or solving a multiplication exercise. Teachers are in a place of trust and influence probably unequalled by any other occupational group. For this they need the knowledge and wisdom that alone come from the fear of the Lord (Proverbs 1:7; 9:10).

### **The Teacher's Character**

In appointing you to our staff we have considered the following attributes of a Christian Teacher (this is a list we have adapted from Jay Adams):

1. He has parental characteristics.
2. He is an enthusiastic discipler whose Christian life and ministry can be imitated with profit.
3. He is a serious Bible student.
4. He is flexible, creative and brings freshness to teaching.
5. He knows and enjoys his subject.
6. He can show how his knowledge has helped himself and others.
7. He displays obvious teaching skills.

Teachers are encouraged to ponder these attributes regularly, and consider ways of enhancing them.

### **Areas of Responsibility**

..... (name) is the principal of the school and as such is in charge of day to day operations. Any other part time teachers or teaching assistants are responsible to *him/her* for all their work within the school, and must support all directives *she* gives.

Teachers' duties are explained in detail in this Handbook and in policy documents issued from time to time.

Teachers are required to support the policies of the school and to follow directives of the Directors. This support includes the manner in which policies are carried out. Staff must also take particular care to support the policies of the school when in discussion with pupils, parents or members of the public: staff should not publicly criticise the policies or practices of the school. Teachers are encouraged to approach the Directors regarding any policies they do not understand or believe would benefit from review, but they should continue to support these policies until any

change is agreed. It is a principle of our management that we will engage staff in the development of policy wherever possible, but staff must appreciate that the management is responsible for the school and will make decisions.

### **Employment Agreement and Contracts**

Staff are employed on the basis of employment Agreements or employment Contracts.

### **Resignation**

We respect the right of staff to resign for any reason, and a term's notice of resignation is required. However, we have made a commitment to staff in their appointment to the school and encourage staff to discuss with us situations that might lead to a resignation, and would appreciate the earliest possible notice to enable us to find replacement staff.

### **Privacy of Information**

The Privacy Act 1993 places specific responsibilities on the school and its staff to protect the privacy of personal information. In general these provisions concur fully with biblical principle. Our Privacy Protocol is attached as Appendix 1 of the handbook, and staff must be fully aware of its provisions. In summary, staff may not, without proper cause, collect or divulge information on pupils or their families. It is also a responsibility of staff to facilitate access to information by anyone who has a proper right to it - in particular that which relates to pupils and their parents.

The Bible is unequivocal in its warnings against speaking or listening to gossip: accordingly teachers must ensure that the information they collect, deliberately or incidentally, is only what they should know, is protected from unintentional disclosure, and is not deliberately divulged to anyone who does not have a proper cause to know. Care needs to be taken not to discuss personal issues in front of other children, parents or staff: as a general rule staff should only pass on what is edifying or necessary.

### **Inquiries from Individuals, Agencies and Visitors**

Staff may receive requests for information, in person or by phone, from a range of people. These requests may be legitimate, but no information apart from what is published information about the school may be given in response to such inquiries. This includes the release of details as to who may or may not be enrolled in the school or in attendance at the school. In response to every such request staff must advise the inquirer that such information cannot be released and refer the call to the Directors.

### **Working Conditions**

The school provides safe and appropriate working conditions for staff and will take all reasonable steps to maintain them. A record of possible hazards and the management of these is kept. Staff also have a responsibility to maintain the safe and suitable working conditions for themselves and others.

1. All degeneration, changes affecting safety, or unsafe conditions in the school are to be reported immediately to the Directors.
2. All legal requirements and prudent practices are to be adhered to by staff (eg the use of safety spectacles when eye damage is a possibility, anchoring of extension cords, securing doors against the wind slamming them shut, wearing appropriate clothing in special-risk lessons).
3. Staff are required to adhere to and support the school's health and safety policies recorded in this Handbook. This includes the requirement to report any unsafe condition or practice.
4. **Sun Protection Policy:** Staff are required to wear a hat that adequately shades the face, neck and ears if outside for more than 5 minutes in the months from October to March.
5. **Fire Safety & Evacuation:** Staff must be fully aware of the Fire Safety and Evacuation procedures detailed in the Handbook.

### **Gifts and Gratuities to Staff**

Staff members are employed by the school and remunerated for their services. Consequently they have no right to additional payments or gratuities from parents who are already paying for the services we provide. Teaching is a profession particularly open to the expression of thanks and attempts to influence. The specific relationship of trust established at all levels including employer to employee, parents to teachers, and pupils with teachers, means that

some of the liberties enjoyed by the community at large are circumscribed by our special responsibilities. It is inevitable that friendships will be established between staff and the families we serve: at the same time, those friendships cannot be uninhibited so long as we are simultaneously in a professional relationship. In common with other professions in which impartiality can be corrupted - wittingly or unwittingly - by gratuities and gifts made to staff, accepting employment as a staff member in this school makes it necessary that social relationships be circumspectly managed.

Christian practice accepts and recognises the giving of gifts in certain circumstances - for example as tokens of appreciation, in support of Christian labours, or in support of the poor. There is also a tradition of giving tokens of appreciation to teachers at the end of the year, or to friends and mentors at significant occasions such as marriage or a special birthday. While it may often be possible to accept such gifts with gratitude and in the spirit in which they are given, that possibility is conditional on the over-riding need to protect staff and the school from the reality or appearance of corrupt practices.

It is also a fact that certain ethnic and cultural communities have a tradition of establishing obligations through "gifting". This practice is entrenched and a failure to make "pay-back" can be a cause of very significant offence. This may not be seen as a corrupt practice by those raised in such a tradition, but there can be no doubt that it is corrupting in that the giver expects the receiver to provide some benefit in return. A parent making gifts to a teacher expects that teacher to treat his pupil favourably, for example by giving extra tuition or adjusting marks. In the absence of clear evidence to the contrary, all gifts or gratuities offered to a teacher by a parent associated with any such tradition must therefore be regarded as potentially corrupting.

1. Gifts and gratuities of any sort, offered by parents or guardians of pupils to staff members, whether given at school or outside of school, are covered by this policy.
2. Staff members may only accept gifts or gratuities from parents or pupils with the prior permission of the school. When a gift is unexpectedly offered, the giver must be advised that consultation with the school is required.
3. Where a staff member has a continuing relationship with a school family, involving receipt of gifts or gratuities, that must be discussed with the school and clear guidelines established.
4. No staff member will accept gifts on behalf of others or the school, or act as "go-between" for a parent or guardian of pupils.
5. In forming a judgement that a gift or gratuity could be accepted, the following will be considered by the school:
  - 5.1 The cultural or ethnic tradition or community with which the giver is associated
  - 5.2 Prior knowledge or discussion of the giver's understanding of a Christian perspective
  - 5.3 Independent corroborating evidence that the gift is safe
  - 5.4 The value of the gift - a token gift is just that!
  - 5.5 The timing of the gift - gifts offered where there is no opportunity to influence are more likely to be genuine tokens of thanks
  - 5.6 The counsel of senior staff

Clearly staff members must exercise a degree of judgement and a great deal of grace, and may ask for the assistance of senior staff, in managing this policy.

### **Computer Work Station Use: Prevention of RSI**

All staff are required to use appropriate measures to prevent injury or strain through use of computers.

Staff required to work on computers for more than 30 minutes will be required to:

1. Demonstrate knowledge of and compliance with safe practices
2. Affirm they have completed an annual review of preventative measures including study of at least one of the following: an approved web resource, course material supplied by the New Zealand Accident Compensation Commission, or study guides available from the school.

### **Ethical Constraints**

Staff are in a privileged position with regard to pupils in the school. They are entrusted with access to children, gain personal information about pupils, and exercise significant influence over pupils. It is of the essence of teaching that staff provide children and parents with a secure context of trust. For a staff member to attempt to influence children beyond the purposes of enrolment in the school, or to secure some personal benefit through association with the school, is an abuse of that trust. This places very definite limits on conduct towards past and present pupils and their families and obligates staff to exercise great prudence. The use of information gained about pupils, including their names and addresses, for any purpose other than school activities is expressly prohibited by the school and by the requirements of the Privacy of Information Act. This obligation continues after a pupil has left the school and after

a staff member's employment has ceased.

It is basic to teaching that warm relationships are established between teachers and pupils. It is likely that many pupils and teachers will meet outside of the school context through family friendships, church activities and ordinary community life. The obligations arising from a staff member's privileged relationship with pupils continues in such situations, and may render certain conduct unethical for the staff member that would be quite acceptable for others who are not in such a privileged position.

It must be recognised that the relationship between teacher and pupils, and between the school and parents, is such that a teacher who uses that relationship to promote a belief, practice, product or service places children and parents under a degree of obligation. The extent to which that obligation is felt will vary greatly according to circumstances, some of which will not be obvious to staff at the time.

### **Sexual or Racial Harassment in Employment**

The attention of staff is drawn to the requirements and provisions of the *Human Rights Act 1993* which prohibits sexual and racial harassment and provides for complaints and remedies for such harassment.

In summary, sexual harassment relates to

Requesting any form of sexual activity with implied preferential or detrimental treatment in employment issues.

Subjecting a person to behaviour (by use of language, pictures or physical behaviour of a sexual nature) that is offensive to that person or unwelcome, and repeated or detrimental to the person

and racial harassment relates to

use of offensive language, visual material or physical behaviour that expresses hostility, or brings another person into contempt or ridicule on the grounds of colour, race, ethnicity or national origins and is offensive to the person, and repeated or detrimental to the person.

Victimisation arising from anyone's reporting or complaining about harassment is also prohibited.

Note should be taken that these provisions relate to the actions of parents and pupils towards staff, as well as the actions of staff or the management of the school towards other staff.

These provisions in the Act are in our view consistent with the demands of the Gospel on our general conduct, and we wish to confirm that staff are expected to meet the requirements of the Act and will have our full support in any instance in which they are subject to unlawful harassment. Staff should be careful to adopt biblical patterns of personal relationships within the school, respecting and caring for others and following Christ's example of truthfulness, gentleness, reconciliation and forgiveness.

Note should also be taken that the Act provides for specific employment and enrolment policies for a school such as ours maintained principally for students of one religious belief. Staff are required to be committed in principle and practice to biblical moral standards and pupils are required to conduct themselves by the same standards. Among those biblical principles are

Respect for each person as an individual in the image of God

Recognition of distinction God has established between men and women as to physique and role

Preservation of the heterosexual marriage bond as the only place for sexual activity

Staff are free to approach the Board or the senior staff member to discuss harassment.

Written complaints received from staff will be inquired into by the Board, or a senior staff member not directly involved, or an independent person appointed by the management of the school. If the school is satisfied that harassment has taken place, staff will be required to support any practical steps implemented to prevent any repetition.

## **2. CARE OF PUPILS**

The primary responsibility of all staff is the care and safety of pupils. This requires orderly management, routines and safe practices. Teachers are to provide a programme of suitable instruction. Particular care is needed when pupils are injured or ill, providing emergency care until parents can assume responsibility. At no stage should pupils be left unsupervised.

Teachers are responsible for supervising the conduct of pupils both in their classrooms and in common areas of the

school. This supervision includes protection and care, the enforcement of school rules, the maintenance of good order and discipline, and compliance with common courtesies, manners and customs. It also involves ensuring all children act with regard to their own and one another's safety at all times. Movement of pupils around the school is to be closely supervised and is to be quiet and orderly.

Teachers should intervene at any time pupils' conduct or safety is not adequate. Where a change in school policy may be indicated, or where uncertainty arises as to what is school policy, teachers must raise the matter with the Director or Principal promptly. Teachers must avoid the imposition of arbitrary rules, and should therefore consult with senior staff as to the guidance they give children, but in any situation where safety is of immediate concern, the teacher must act promptly and prudently to protect children.

Teachers who are in sole charge at any particular time must arrange their time so that children are always under proper supervision. Children must never be left on their own without a suitable staff member on the school site.

Visitors to the school, including parents and others known to us, are required to report to staff on arrival at school. Apart from regular visitors, legitimate visitors will be accompanied by a staff member. Any unaccompanied visitor should be politely challenged, and where any doubt exists as to the propriety of a visitor's presence, the matter should be immediately drawn to the attention of senior staff. Visitors whose credentials are not established must not be left unescorted at any time.

### **The Spiritual Nurture of Children**

The over-riding ethos of the school is one which acknowledges the lordship of Jesus Christ in all things. Thus personnel will seek to represent well His Kingdom, whilst not regarding the school as primarily an evangelistic agency. This can best be understood when seen in the context of the school's relationship to the home and the Church. The school is part of the providential care God provides for children, and as it is engaged by the parents to secure a sound academic and practical education for children in a Christian context, that is what must be the focus of teachers. The teaching we give is part of a total "package" of nurture and instruction: our function is to equip children with knowledge and skill, all the time seeking to demonstrate the love of God towards them, but not exerting pressure on children to make faith-based decisions which are not their own.

Prayer and discussion of things studied in the light of God's word will be characteristic of teaching in this school. At times children may seek special advice from teachers as to their spiritual condition, coming to faith in Christ, and maintaining a right relationship with their Lord. Teachers should take up those opportunities with alacrity whilst remaining cognizant of the fact that God has ordained the home as the prime teaching and nurturing agency. Accordingly, teachers must work in fellowship with a pupil's home and church in providing spiritual nurture of children. This will normally mean:

Teachers will act in consultation with parents, and in support of them;

Teachers will respect the confidence parents have placed in the school, and biblical patterns of nurture and pastoral care, by not usurping the roles of parents or pastors;

Teachers will consult the Principal or Board openly over matters arising in this area to ensure not only the avoidance of misunderstandings and errors, but also the mutual prayer and fellowship that is essential.

Children in our school should be encouraged to come to faith, and to walk by faith, in Christ. Teachers must, however, recognise the great power to influence they have over children: we want no profession of faith that arises from a little child's loyalty to a teacher yet lacks the converting work of the Holy Spirit. When the Holy Spirit is truly working in the hearts of children, they will not need pressure or manipulative techniques to bring them into the kingdom of Christ who can be relied upon to do his own work effectively. Pray, proclaim, but do not pressure!

Teachers who have a proper spiritual motivation to children will display it by

Showing a personal concern for students as people who bear God's image;

Praying with the class over spiritual needs as well as the practical needs of the school and its people;

Diligently teaching the courses children have been enrolled for;

Willingness to open up spiritual issues in discussion;

Living a consistent Christian testimony at all times;

Plain proclamation of the Gospel;

The school has no formal links with any one church.

## Personal Recognition of Children

It is impossible to formalise the recognition of children, yet teachers need to be conscious that they are dealing with people, not with objects and much less with impersonal classes. They need to give time to children to listening to them and demonstrating Christ-like affection. It is of interest that recent secular research indicates this personal, caring aspect of a teacher is the one most significant factor pupils value, and may be the most significant factor in helping students succeed at school.

Teachers need to note things of personal significance to children, and where appropriate give recognition to these. Do not overlook the class prayer times.

## Safe Teaching Practices

Teachers are to adopt safe teaching practices at all times. No teacher is to undertake any activity or omit to do anything that results in children being exposed to risk of injury or harm that is greater than reasonably expected at school. Teachers must have an established competency in subjects that expose children to additional risks, such as physical care or science lessons: teachers may not accept responsibility for such lessons if they do not have the competency required.

The safe practice required in terms of the Health and Safety Policy requirements given elsewhere in this handbook should be carried over into the care of pupils.

**Physical Care** Teachers are to ensure the activities are suitable to the children (note Appendix 2.3 which lists prohibited exercises), equipment is suitable, in good condition and safe (including consideration of the size and capabilities of pupils), that children are properly instructed, that safety equipment (such as landing mats) is used where appropriate, and that competent catchers are used in activities on gymnastic equipment.

**Science Practicals** Teachers are to use *Safety & Science* (Ministry of Education, 1997) as a basic guide. In particular, chemicals and experiments prohibited in *Safety & Science* are expressly prohibited in the school. Pupils are not to be left alone in a room in which they have access to substances or equipment that may injure; safety goggles are to be used when any possibility of eye injury exists; and a quiet orderly room is to be maintained.

**Field Trips** A detailed statement on field trips is included in the next section of the Handbook. Teachers should note that excursions and field trips require advanced planning and permission, as well as a significantly greater degree of supervision of children.

## Touching Children

Except where the situation requires it, staff must not touch children. Exceptions would include formal instances where a teacher might shake hands with a pupil being presented an award, first aid situations and where a child needs help in cleaning up his person or clothes. Staff must act within the context of the abandoned society in which we live and work: children, teachers and the school need to be protected from every appearance of evil, and the havoc that can be caused by even false accusations.

In any situation where contact with a pupil is necessary staff must ensure responsible witnesses (adult or older pupil) are present. That does not mean attention must be drawn to the witnesses' protective function; but it does mean that another responsible person is sufficiently aware of what is happening as to be able to give an account.

In every case in which a child's genital area is examined or touched (such as for first aid or to clean a soiled child), details are to be recorded in the teacher's school records and reported immediately to a senior staff member. Teachers must also exercise considerable caution in delegating such care of children to other children. It may be appropriate to secure the help of a child of the same gender as the pupil in difficulties, but such assistance must be secured in such a manner as to protect the assisting child from temptation or accusation.

## Teachers Not to be Alone with a Child

There is no occasion when a teacher should be alone with a child. In situations where a child is to be spoken to privately, the teacher must so arrange to have another adult or other children in close proximity. "Close proximity" means that they are in a position to be able to give such independent testimony as might be needed to ensure the teacher and child are adequately protected. Clearly this is a difficult area: children will seek out teachers they trust

for advice; teachers will need to discuss issues with children that are not public; admonition and correction should, wherever possible be away from the unseemly observation of other children - discretion needs to be exercised. Older children in particular are likely to seek and expect a degree of privacy when discussing personal issues, but it is just with such children that teachers and children are at greatest risk. A typical prudent provision would be to ensure another adult is in the room next door, with the adjoining door pushed-to but not closed, so that the other adult is aware of the tone and general events even if not fully aware of every point of discussion. Teachers should ensure they are on the opposite side of a desk to the pupil.

### **Manners**

Teachers are to closely monitor children's manners. Children are to use polite forms of address and response at all times. Boys are to wait for girls to "go first" and children are to wait for adults without constant reminders. "Thank you", "Please", "Excuse me" and politely waiting for others are to be standard. Children are to greet adults and respond to greetings openly and promptly. Good manners when eating are to be required.

Because we encourage parents to look-in on our programmes, and because we have something different that interests people, there will be frequent visitors in classrooms. When a visitor enters the classroom children should continue with their work. If the visitor is unknown to the teacher, or his reason for visiting is unknown, the teacher should promptly approach the visitor and ascertain how he can be helped; apart from which the normal teaching programme should continue.

### **First Aid**

When children are injured the school has a duty to administer First Aid, but only First Aid may be administered. Children are not to be treated by teachers (for example, teachers may not re-dress sores, remove splinters, etc.)

Gloves are to be used in all cases involving bleeding or body fluids.

The Senior Teacher is presently qualified to administer First Aid. No other teacher should administer First Aid unless they have been specifically delegated with First Aid responsibility.

All instances of administering First Aid are to be recorded in the Accident Register, and parents are to be advised directly unless for a minor injury (in which case an entry should also be made in the pupil's term record).

For serious accidents, parents are to be notified immediately. If parents cannot be contacted, the Family Doctor may be contacted, but treatment of an emergency should not be delayed. For any injury or illness for which urgent action is needed beyond the competent care of those in the school, an ambulance should be called: dial 111. Wherever possible a staff member should accompany a child taken by ambulance to hospital, but in any case a form should be sent with the child giving details of child's name, date of birth, address and phone number, parents, how the injury occurred, what first aid has been administered and what food or fluids have been taken recently.

Aspirin is not to be administered to any children under any circumstances.

Children who become ill at school should be rested as appropriate while parents are contacted and asked to collect the ill child. Teachers should however consult the Principal who will normally make this arrangement with parents.

### **Medications at School**

As a normal rule children may not bring medications to school. Teachers who become aware of children with medications should take the medications from the children and discuss the matter with the Principal. Teachers should not administer or supervise the administration of medications to children unless arranged beforehand as indicated below.

Medications will only be permitted at school for chronic illness or conditions. Children recovering from infections or illnesses may not bring medications to school to complete treatment: as a general rule parents may be advised that children should not return to school until they have either completed any course of treatment or can take required medications at times children are not at school. Parents can be reluctant to accept this policy, but the management is happy to explain to parents that teachers do not have the legal or medical competency to administer medications.

Children with chronic illnesses however, must have medications at school and have access to them. Children with chronic illnesses or conditions such as asthma or acute allergies, or who have long-term illnesses, may have

appropriate medications kept at school. In such cases:

Medications must be labelled with the child's name and dosage required.

Parents must sign our standard indemnity form and provide written advice detailing the conditions and dosages to be administered.

Medications are to be taken in the sight of a staff member. Medications that are under the management of the pupil (this will normally be the case, for example, with asthma inhalers) need no further supervision.

It should be noted that teachers are not to cajole children into modifying their treatment regime: a pupil requesting permission to leave the room to take, for example, an asthma inhaler, must be given both immediate permission and quiet support. It is not the teacher's task to make a judgement about the appropriateness of the request; however, where teachers have a concern about the frequency or nature of a pupil's management of a chronic condition, they should certainly discuss this with the school's management.

### **Asthma**

Asthma is not a nervous or pressure illness. A number of "triggers" can precipitate asthma, and a combination of these usually affect an individual. It is an illness where the sufferer has difficulty expelling air (and consequently breathing in fresh supplies) because of constriction of the airways, increased mucus and inflammation of parts of the lungs.

In most cases it is easily controlled with inhalers. Most children will know when they need their inhalers - sometimes on a regular basis, or when symptoms increase or before strenuous activity. Children must be permitted to take inhalers immediately they request it.

### **Hepatitis B and Aids**

Hepatitis is a disease to which teachers easily fall prey; although we might presume that exposure to Aids is less likely, such a presumption will expose both the teacher and other people in the school to unnecessary risk.

Classroom equipment: No resuscitation mannequins are to be used without prior consultation and prior preparation of hygiene procedures. Recorders, and other "mouthed" instruments must be cleaned (as below) and issued to individual pupils. Names must be written on tape attached to the instruments. The full cleaning procedure must be followed before any use of this instrument by another pupil or adult. This specifically excludes teachers from briefly taking a pupil's recorder to demonstrate on.

Teachers: Teachers with cuts or broken skin on their hands may not be involved in toilet training, toilet care, cleaning faces or treating cuts or grazes. Teachers must wash their hands before eating.

First Aid: Use gloves at all times when treating children. Resuscitation masks are included in the First Aid kits. Wash your hands with soap and water immediately after treating a child. Bowls and equipment used must be cleaned correctly (see below). Areas contaminated by blood must be cleaned (see below).

Cleaning: The item is to be thoroughly washed with water (using soap then rinsing if appropriate). A disinfectant solution is to be made up of 1 part Janola to 10 parts water (this solution will only last 1 day - throw out after 24 hours). Surfaces are to be wet with this solution (do not rub dry) or the item is to be immersed in the solution for at least 10 minutes.

### **Infectious Diseases**

Children with skin infections such as infected cuts or bites, impetigo, head lice and scabies do not normally need to stay away from school providing they are receiving adequate treatment.

The following list of infectious diseases requiring some length of absence from school has been supplied by the Health Department.

Chicken pox, Hepatitis A, Hepatitis B, Measles, Mumps, Rubella, Streptococcal sore throat (Scarlet fever), Whooping cough and Glandular Fever. In the case of Whooping cough, other children in the family may also need to be kept at home.

Where teachers are aware that children have or might have one of these diseases not under correct management, they should not discuss the issue with pupils or parents but with the management of the school. (The school may consult

the Health Department for guidance, and has legal authority to exclude children if necessary, but most situations can be resolved quietly based on the experience of senior staff and consultation with parents).

### **Immunisation Register**

Parents of pupils enrolling are to be invited to supply a copy of an immunisation certificate. If presented, details are to be recorded. If no certificate is presented, that is to be noted. This school will not decline an enrolment on the basis of a lack of an immunisation certificate. However, there may be situations under which children without immunisation may be excluded from the school for a period. Parents are to be advised of this at the time of enrolment.

### **Head Injuries**

All bumps, blows or injuries to the head are to be taken seriously. In particular, children under the age of eight years of age can develop intra-cranial bleeding without a fracture, or bruise, that can be seen. Parents or guardians of children of this age must always be informed of any head injury that happens to their child at school, no matter how minor.

### **Emergency Evacuation**

The Bridge Academy will respond to any alarms and follow instructions issued by the appropriate building staff.

Emergency drills are to be arranged by the management and conducted without prior advice at least once per term. See appendix for details of policies.

When an evacuation is required, teachers are to ensure children proceed to the Emergency Assembly Area in an orderly manner without talking and without carrying anything. All electrical equipment is to be turned off, windows closed and doors closed. Teachers must conduct a visual inspection of their classrooms and any adjoining spaces for which they have been made responsible. Assist any person who is having difficulty but can be evacuated. If any person cannot be evacuated, the teacher must evacuate to the Assembly Area. Teachers are to take with them any Class Attendance, Assistance, and Chemical or Dangerous Goods registers located in their room. Report to Fire Rescue personnel as to the status of rooms evacuated and any remaining persons.

Under no circumstances are teachers to re-enter an evacuated building. In the event a person is left inside or a child is discovered to be missing, this fact is to be immediately reported to the Senior Warden, Principal, Civil Defence Manager or Emergency Service Officer, and the teacher is to remain with and caring for the children he is responsible for. Situations may arise where teachers will be asked to assist with other duties once proper care of children has been arranged, but teachers may only respond to such a request once they have ascertained that proper arrangements have in fact been made for the care of children they are responsible for.

### **Civil Emergencies**

Under law the school may be designated a Disaster Centre in a civil emergency. Staff must be aware of the Disaster Management Policy (Appendix 5) the key points of which are:

All staff are legally classified Disaster Service Workers and may be required to remain on duty under civil defence control for up to 72 hours or longer.

The Principal is designated Civil Defence Manager for the centre.

All personnel entering or leaving the site must be recorded in the Disaster Register: no-one may leave the site without the specific permission of the Civil Defence Manager or his delegate. It must be remembered that in an emergency there may be considerable disorder: the recording of the names of people entering and leaving the site, especially of injured or distressed people, is an important feature in the rendering of assistance.

Parents may not take children from the school without complying with the above procedures.

The primary responsibility of staff in such an emergency will remain the care and protection of pupils of the school; a secondary responsibility will be the rendering of assistance and accommodation to other people and the support of

the Civil Defence Personnel.

### **Release Policy**

Pupils are released from school at the close of school without special permission: it is the express responsibility of parents to supervise their children from that point. Nevertheless, staff will intervene when an unknown adult or child is seen to be supervising a pupil leaving the school. At other times, pupils will be released from school on the following basis:

Children will be released into the care of parents or known car pool operators.

Parents wishing to use a substitute (eg relation or friend) must make prior arrangements with the school. Such a substitute must make himself known to staff on arrival at the school.

Children will not be released into the care of an unknown person, even if known to the child.

Where difficulties arise, the school will make every endeavour to locate the parents and make suitable arrangements; in the event that this cannot be done, children will be kept at school in the care of staff until closing for that day. Children still in the care of staff may be taken home by the most senior staff member present providing the teacher is not alone with the child at any stage, and a notice left attached to the door asking the parents to contact the teacher at the appropriate phone number (do not leave the address on the notice). If it is not possible for a staff member to care for the pupil at his home, it is appropriate to notify the Police at that stage. The Principal must be notified as soon as possible, and following a reasonable period, the Police should be notified.

Children who normally walk, ride a bike, drive their own car or catch a bus after school will be released without further supervision.

Primary children may not leave the school grounds at other times without proper cause, and in particular parents should note that prior arrangements need to be made for pupils to leave school at any other time.

Secondary pupils may leave the school grounds (for purchasing a lunch or similar legitimate reason) on request but on their return must report to the staff member who gave permission.

In a Civil Emergency in which the school has been designated an Emergency Centre or Community Shelter, children may only be released into the care of parents when all applicable Civil Defence requirements have been met.

### **Visitors to the School**

Please take careful note of Appendix 2.14 *Visitors to the School* which explains the controls on visitors. Staff should challenge any person who does not have a legitimate reason for being in the school. Pupils must be taught to report such visitors when seen.

Some school activities take place in a public place - such as the facilities at Lloyd Elsmore Park. Children are to be instructed to withdraw from activities when members of the public attempt to join in activities, and to report all such instances promptly to the duty teacher, even when the member of the public is known to them.

### **Police, Social Welfare or other Official Interviews**

In the extraordinary situation where some officer with legal status seeks to interview a child, teachers are to exercise extreme caution. Teachers should be familiar with the requirements of the Bill of Rights, and particularly the responsibility they have for safe-guarding the legal rights of children in their care. At the same time teachers are to be aware that there can be proper and urgent reasons for an interview to take place, and should take all reasonable steps to assist the Authorities in their duties. The following procedures must be followed:

The request for an interview must be passed to the most senior staff member available.

The staff member responsible must firstly ascertain the nature of the inquiry to determine its urgency. Every endeavour must be made to contact the parents, and unless extreme emergency conditions prevail, no interview should be permitted without the parents' presence or specific consent.

If an interview is conducted without parents present, the staff member must be present at all times. Any Police Officer present should not be in uniform. The staff member is to record the names and authority of each person present, the reasons for the interview taking place, and the main points of the interview. This record is to be filed in the school records and is to be made available to parents.

No school records are to be released to such officials unless there is a specific legal requirement or at the request of parents.

No child is to be released into the custody of such officers without contacting their agency directly and ascertaining both the correct identity of the officers and the legal right to take the child into their custody.

### **Playground Supervision**

Teachers may be rostered to supervise children and maintain order in the scheduled intervals and after school. It is essential that teachers give diligent and punctual attendance to this task - it not only contributes significantly to the tone of the school but is our first line of providing for the safety of the children.

Teachers must know and enforce the school rules (see Appendix 2.8). But there is more to playground supervision than this! A teacher's presence needs to be seen and expected. During times of supervision teachers should interact with children, but must not engage in games or activities that prevent them circulating around the open areas of the school. Teachers on duty are to watch children and should not therefore be marking books or attending to anything apart from supervision of children. Ensure the grounds are free from litter.

Two forms of supervision are undertaken:

Lunch supervision in which teachers oversee children in the first 10-15 minutes of lunch time while they eat lunch;

Playground supervision in which teachers supervise children in the playground and classrooms. [On days when it is decided that children should not be in the playground (because of inclement weather or such) "playground" supervision covers alternative indoors areas.]

### **Sun Protection Policy**

Appendix 2.7 states the school's Sunsafe (Sun Protection) policy: staff to ensure pupils adhere to this policy.

From October to March all pupils and staff who are outside in school hours for more than 5 minutes must wear a hat that shades the face, neck and ears. (This is based on the Cancer Society standards). Children may also use suitable sun-screens as appropriate - for this purpose each child may have a tube or plastic dispenser of sun-screen at school if it is clearly labelled with his name. (No child may use another child's sun-screen and staff will not be able to assist in applying it!)

### **Early Dismissal**

Students are not to be released from classes before the scheduled time. Early release may leave children unsupervised and easily disturb other classes. There may be occasions where teachers wish to give children a reward for some aspect of behaviour or work: they should find something within the classroom, preferably related to course work, for this rather than letting children out early.

### **Release for Tuition**

As a general practice the school will endeavour to accommodate a request from parents for a pupils to be released for tuition (such as for music lessons) for reasonable periods of time. Consideration of such a request will be made in terms of the particular pupil, the reason for the release and the school programme. The school reserves the right to refuse such a request, or to stipulate certain conditions. In particular, parents must be made aware that the school will not make-up lessons or instruction given during such absences.

**End of School Day**

Pupils are to be dismissed promptly at the end of each school day. Because of the need for parents to provide safe conveyance of pupils from school, pupils are not to be detained after school unless by prior notice. This means that teachers must ensure housekeeping and other activities in preparation for dismissal are completed tiemously.

The school is required to keep up-to-date attendance registers. The legal requirement is for 2 hours attendance before lunch and 2 hours after lunch. The school register is filled out at 9:00 am and 1.00 pm

**APPENDIX 1****THE BRIDGE ACADEMY****CODE OF PRACTICE:  
PRIVACY OF INFORMATION**

The Bridge Academy is committed, as a matter of Christian integrity, to ensure that information gathered on or about its staff, pupils and clients is properly gathered and recorded, and remains confidential to those entitled to see and use it. It is also our commitment to ensure that information is correctly and efficiently disseminated to those entitled to it.

Our Code of Practice is written in the light of the Privacy Act 1993, and is binding on all staff.

**PRIVACY OFFICER**

Unless another person is specifically appointed to the position of Privacy Officer for a specific institution operated by The Bridge Academy, the Principal or Head Teacher is the Privacy Officer. It is his responsibility to ensure this Code of Practice is distributed and put into practice.

**COLLECTION OF INFORMATION**

The only information to be collected will be information that assists with the work for which we have been engaged. No information will be collected by unlawful means, nor will information be collected from third parties without the express permission of the client, except that information on children may most certainly be collected from parents and staff.

All clients are to be advised, by notice in the School Prospectus, and notices with all enrolment or application forms, that information is being collected and the conditions that pertain.

Thus:

***“PRIVACY ACT:***

*The information in the application form is being collected for the purpose of assessing this application for admission to the Bridge Academy, and if the application is successful, administration of the school and maintenance of its records. Applicants and school families have the right to view and request correction of any of that information.”*

Information collected will be made available to staff who have responsibility for a client or a client’s children, but not to other people.

In general we will collect information in writing over the client’s signature. Teachers will, of course, collect information and maintain adequate records of students’ work and grades as part of their service to clients.

The only forms for collecting information and records containing it used by staff will be those officially produced or authorised by us. For example, teachers will keep reasonable records of pupils’ work and results, but will not record data that is not relevant to their teaching responsibilities. Staff are expressly prohibited from collecting Health Records, except where these relate directly to the care and teaching of children (for example, staff need to know of chronic illnesses and allergies, but will not collect or keep the sorts of information normally collected by schools on the state school Primary Health Record Cards).

Information about anybody divulged to us by others will not be collected or recorded.

Staff also need to be aware that it is a matter of Christian integrity as well as of law that information collected and recorded must be accurate and will be made available to the client. Staff will only record what they are willing to show to the client in proper circumstances.

## **STORAGE AND SECURITY**

All personal information, including any notes or assessments relating to particular children, is to be stored in some form of closed file as is appropriate. No-one has access to any closed file unless specifically authorised. Those responsible for files are to ensure they are used and stored in such a manner as to prevent easy access by any unauthorised person. In particular there is a duty on teachers to ensure records are not left where children or other parents may have easy access (deliberate or accidental) to them. Particular care is to be taken with records removed from files to protect against loss or improper access. No information may be released to any other agency, or to any person not a staff member of The Bridge Academy, without the express permission of the Privacy Officer. In general, such requests will be declined unless there is express permission from the client. In all cases when information is sought by another school or similar agency, the school will be referred directly to the client who as a matter of policy normally has all relevant information. Whenever information is passed to another person or agency we will take reasonable steps to ensure that they will not make unauthorised use or disclosure of the information.

Staff will not remove records from our premises without proper cause (eg to make adequate preparation for lessons). When information is taken from our premises, staff have a duty to protect that information from loss, or disclosure to anyone else. Particular care must be taken with information held at a teacher's home or being transported between the home and school.

Computer records are to be kept from general access by either keeping them on isolated computers, not storing to a hard drive, or by use of password protected files or drives on a network.

## **DISCLOSURE OF INFORMATION TO ANOTHER SCHOOL**

Normally when information is sought by another school or similar agency, that school will be referred directly to the client who as a matter of policy normally has all relevant information. When a pupil is enrolling or has enrolled in another school, we may disclose to that school information relating to any course or results of the pupil while at this school and information about any suspension or expulsion (*see Appendix 5 Suspension & Expulsion*). Permission for us to do that is expressly given by parents when they sign each child's enrolment form. However The Bridge Academy may request written authorisation for the release of information if in its judgement that permission should be expressly sought.

## **DISCLOSURE OF INFORMATION TO PARENTS AND PUPILS**

All and any information held by the school on a pupil may be disclosed to the parents of that child, on the initiative of the school or the parents. Authority for this is derived from the Education Act, the contract made with parents at enrolment and the agreement of children aged 12 and over given on the enrolment form at enrolment or upon reaching the age of 12 years.

School Reports, and any similar information, will be issued to parents and not to pupils.

The only information that will be disclosed to pupils however is that which has been specifically gathered from them. For example marks and assessments will normally be made available to children. However, the Privacy Officer may withhold information from children when it is evident, having due regard to the age of the child, it may be so misunderstood, applied for or used as to be to the detriment of the child. In general, only the most basic data should be given to children under 12 years of age, while discretion should be exercised with regard to children between 12 and 16 years of age.

Information gathered from parents, and any other properly authorised party, will not be disclosed to children.

Assessment and analytical data gathered in the course of the school's work may legitimately be withheld from children on the grounds that its disclosure could hinder the implementation of suitable or effective teaching programmes. For example, it is not always appropriate to disclose to a pupil a measured academic or intellectual disability or deficiency, as a heightened awareness could obstruct effective teaching.

## **ACCESS TO INFORMATION & ITS CORRECTION**

We pass to clients and parents as much of the information we collect as is reasonably possible. School work, test results and other data are to be reported to parents as a matter of course. It is also a matter of policy to welcome parents into the school and to talk openly to them about their children's schooling.

Ordinary record of marks, progress and course data are to be made available to parents or clients on request. A request for information made to any staff member must be considered a proper request under the Act; the staff member concerned may release the information if authorised to do so but must otherwise as soon as is practicable refer the request to an appropriate senior member of staff or the Privacy Officer. However, when the employee believes that it might be improper to release particular information, or where the information is not readily available for release, that matter is to be referred to the Privacy Officer within five working days. He will determine the matter and advise the person within a further 10 working days. Requests for information will be declined if it is likely to be prejudicial or if the information cannot be obtained, and only information relating to the person requesting it or his children will be released. Normally a request for information will be responded to by offering the person the opportunity to read it. Where copies or transcripts are requested the cost of obtaining these may be charged to the person. It should be noted that records of class marks cannot be shown to parents as on any opening the marks for many pupils can be viewed. Accordingly, should such information be requested parents should be advised that a transcript would need to be prepared (in all cases such information should already have been reported to parents, and they may only be seeking confirmation of the information held).

It must be noted that in the case of legally separated parents, unless there is some court ordered restriction placed on a separated parent, all natural parents have the right to information about their children's school courses and progress. A separated parent enrolling children will be advised of this at enrolment, and where there is some constraint must produce legal documentation of that. However, because of the sensitivity of such situations, all such requests must be referred to the privacy officer.

No information passed to any client or parent may include information about any other client or pupil. Teachers have a duty to protect the privacy of parents and children when talking to other parents.

Having read the information, clients may request a correction. All such requests are to be referred to the Privacy Officer who may agree to a correction or refuse. It is in the school's interests to have the most accurate and appropriate information available, and the Privacy Officer is therefore bound to give any request for correction of information due consideration; however a correction will only be made where the Privacy Officer is of the opinion that the correction is correct and appropriate. In the event of a request for a correction being declined, the client has the right to ask that a notice be attached to the information recording his dissent. Such a notice is to be attached in such a manner as to ensure any person properly accessing that information will be made aware of the correction. Normally the notice can be entered directly into the record (paper or computer) so that it can be seen by anyone viewing the information. Where this is not practical, a "flag" of some form must be attached to the information indicating that a notice of dissent has been filed and where it is located: any such notice must be filed as close to the information concerned as is practicable.

## **REVIEWING AND UP-DATING RECORDS**

At the conclusion of each school year, all staff must review records in their keeping, removing material that no longer has relevancy, and ensuring the records are accurate and correctly organised. Normally absence notes and general letters relating to the normal communication between parents and the school should not be retained beyond the school year-end. (Clearly some judgement is required here: where a child has a poor attendance record, it would be prudent to remain for a longer period documentation that may be required in a resolution of the problem or in legal action).

A written statement is to be made to the Privacy Officer by each employee holding records that the end-of-year review of records in his care, including privately owned computers, has been completed. Records of pupils who leave the school will be retained in their normal form for a period of one year. In the course of the following year, such records are to be purged of all but the following: enrolment forms, indemnity forms, any financial records of defaulting payments, information we are legally bound to retain, the academic record of the pupil (including the most recent school report or reports) and details of the period and grades of enrolment. In addition, examination papers and assessment statements for students in their last two years at school, records relating to issues between the school and the clients, or matters that may be raised contentiously at some future date, should also be retained.

Purged records may be stored in an archive. Requests for information are made on occasions by pupils many years after they have left a school. No termination date is therefore set on archives; once all legal obligations for retention

of records has been fulfilled, the school will exercise its discretion on retention of appropriate records. Indemnity forms, and academic records relating to qualifications for further education or training or employment will be retained permanently. It should be noted however that all the provisions for protection of privacy prevail so long as records are retained.

Records being disposed of must be either burnt or shredded under direct supervision of a staff member, or returned to the client. No records can be dumped or recycled without shredding.

## **UNIQUE IDENTIFIERS AND NUMBERS**

People are to be referred to by name. There can however be appropriate circumstances for the use of codes or unique identifiers. The Act prohibits such use unless there is a specific purpose. In other words, the only reference to be used in our records is a person's name unless there is a proper reason for the use of some other identifier. Examples of such uses are: a. Organising records or accounts where a limited number of letters/numerals can be used (eg in naming computer files); b. Simplifying cross-references efficiently (eg in a data base).

## **DATA-BASE FOR THE DISTRIBUTION OF INFORMATION**

To enable us to keep interested people advised of our work, needs, services and products, we may use a data-base. This may contain details normally found in the public domain (such as names and addresses), a record of past inquiries and sales, and any other information collected in the normal course of business with clients, or collected directly from them, that will help identify the sorts of information most appropriately to be sent to them. Our *Notice: Collection and Use of Information* includes an option for clients to request that they do not receive such information. When such a request is made, the existing data-base needs to be checked to ensure the client's record is either removed (which might not always be appropriate, particularly when the data-base is also used for internal market-research or is integrated into other necessary records) or tagged so as to prevent further information being sent to the client on the basis of their listing in that data-base. It should be noted however that it is not possible to preclude a further entry of that client into the data base that would be initiated by a new inquiry or business.

Neither the data-base nor lists or personal information from it may be sold, loaned or given to any other person or organisation.

## **CREDIT ACCOUNTS**

Anyone opening a Credit Account with The Bridge Academy, including parents of The Bridge Academy pupils choosing to pay school fees by monthly direct credit, are to complete and sign a Credit Account Application which will include the following statements: *I/we authorise any person or company to provide you with such information as you may require in response to this application: I/we authorise you to furnish to any third party details of this application and any subsequent dealings that I/we may have with you as a result of this application being actioned by you.* This authorisation may be used by The Bridge Academy to verify the credit status of the applicant, and, should it become necessary, to recover debts by us or our agents.

**APPENDIX 2****THE BRIDGE ACADEMY****HEALTH AND SAFETY IN THE WORK PLACE**

This policy gives effect to the requirements of the Health and Safety in Employment Amendment Act 2002.

Staff should note that the Act places significant responsibilities on them for ensuring health and safety in the school. As well as the school's responsibilities, the Act holds each staff member personally responsible for health and in the school, and imposes very heavy penalties for failure to meet its requirements. The specific duties of staff under the Act are to:

- Take all practicable steps to ensure their own safety and the safety of others;
- Use the safety equipment provided;
- Not knowingly expose themselves or others to harm.

Our policy is to involve staff in reviewing and managing health and safety in the school: staff are encouraged to approach the Principal with any issues of health and safety, particularly any deterioration of facilities, they are aware of.

All staff, contractors, and sub-contractors are required to conduct themselves with due regard to safe working practices and legal requirements, the safety of themselves and other people on the site in conformity to standard procedures and codes of practice, according to the principles and requirements of the Health and Safety in Employment Amendment Act 2002, and subject to notices and published policies of The Bridge Academy. Note in particular the following sections in the Teachers' Handbook

- Working Conditions
  - Safe Teaching Practices
  - First Aid
- Medications at School
  - Hepatitis B and Aids
  - Infectious Diseases
  - Emergency Evacuation
  - 1 Emergency Covi
- Practical Science
  - Field Trips

Staff are required to report any unsafe condition, incident or practice to the Principal.

**MAINTENANCE OF WORK PLACES**

Staff are responsible for the general orderliness and condition of their work-places. Staff are responsible for:

- Maintaining adequate ventilation and heating according to the facilities provided
  - Using appropriate lights as provided
- Ensuring cords and leads are not placed across walk-ways unless encased in a conduit
  - All equipment including electrical equipment is used safely
  - That general tidiness is maintained, with clean floors, rubbish placed in bins and equipment stored correctly.

**CLEAN DRINKING WATER**

Staff and pupils are provided with access to kitchen facilities and drinking fountains connected to the mains' supply.

**TOILETS**

We supply male and female toilets at least to the local body code requirements. These have hand-washing facilities, including soap, provided. Hand-towels are supplied, and are to be changed as required

**EATING FACILITIES**

Pupils are provided with suitable out-side areas as an alternative to classrooms for eating lunch. Staff are provided

with a space at intervals and lunch times that has a supply of boiling water for beverages and a sink for washing dishes. This area includes clean tables and chairs.

## **FIRST AID**

First Aid kits are provided. Use of a First Aid kit should be under the direction of an approved and qualified staff member if available, but all staff have a responsibility to provide care for themselves and others to the best of their ability and judgement. It should be noted that the kits are not provided to sustain medical treatment.

All use of First Aid kits is to be recorded in the Accident Register and reported to management.

Note that special conditions apply to providing First Aid for pupils (see the School Handbook).

## **FIRE FIGHTING**

Staff are not to engage in extinguishing fire unless it is necessary to prevent further injury to someone (eg if his clothing is on fire). On the discovery of any fire, staff are to initiate the safe evacuation of children in their immediate care, sound the alarm, and await instruction from Riverhills Staff.

## **CIVIL EMERGENCIES**

Refer to Appendix on Disaster Management.

## **EMERGENCY DRILLS**

Separate “Drop & Cover” and “Evacuation” drills are to be conducted each term, and logged in the school diary.

## **PROTECTIVE CLOTHING & EQUIPMENT**

We will provide appropriate equipment as required. Staff should note however that they need to advise the management of items that may be needed for particular activities or situations before there is a need. Eye goggles are provided and must be used by all pupils and teachers conducting activities or experiments with chemicals, or where glass or metal fragments could enter eyes - this includes all situations where glass or metal is being cut or ground, or when glass is likely to shatter.

## **IDENTIFICATION OF POTENTIAL OR ACTUAL HAZARDS**

Staff have responsibility to report to the management, and to take reasonable steps to minimise any hazard they discover.

At the beginning of each year a staff meeting will be held at which all staff are to review the school environment and teaching programmes, with a view to identifying potential and actual hazards. The minutes of this meeting are to record such items, and the means by which they should be administered. If necessary, follow-up meetings may be scheduled.

## **STANDARDS**

NZS 5828: Part 1: 1986 New Zealand Standard Specification for Playgrounds and Playground Equipment Guidelines for New and Existing Playgrounds - Equipment and Surfacing is to be used as a basic guide to playground equipment and surfacing.

Safety & Science (Ministry of Education 1997) and Science Toolbox (Ministry of Education booklet for primary school science) is to be used as a basic guide for safe practices in science rooms and practical lessons. In particular, practices and experiments prohibited in this manual are expressly prohibited in the school.

Safety and Technology Education (Ministry of Education-new update due July, 2013) is to be used as a basic guide for safe practices in workshops and technical lessons.

## **INSPECTION AND MONITORING OF THE SCHOOL**

The Principal or his delegate, will inspect the school at least once per term (and more frequently where particular hazards have been identified as requiring more regular inspection). Findings are recorded on the appropriate

template “*Safety Inspection Visit*”. Personnel conducting the inspection are responsible for ensuring appropriate follow-up to any maintenance requirements recorded. While a general inspection of the whole school is required, specific note will be taken of each of the following:

- Doors and emergency exits
- Paths and steps
- Hand and safety railings
- Fences and gates
- Drinking water
- Eating facilities
- First Aid
- Eye protection and other protective equipment
- Storage of science chemicals

## **MONITORING HEALTH AND SAFETY OF EMPLOYEES**

The Act requires us to monitor staff’s exposure to hazards, and to seek employees’ consent to the monitoring of their health in relation to those hazards.

Monitoring of employees’ exposure and health will be based on two sorts of hazard: *ordinary hazards* which are those associated with normal operation of a school, and *unusual hazards* which are identified by staff as temporary or irregular. It will be assumed that staff exposure to ordinary hazards coincides with attendance, and the Staff Attendance Record will constitute a record of staff exposure to ordinary hazards. Any staff member exposed to unusual hazards must supply the Principal with a written report on the nature of the hazard and the extent of the exposure no later than the last day of the term in which the exposure occurred.

When taking up an appointment, new staff will be invited to take part in the voluntary monitoring programme. Under the Health and Safety in Employment Act we may undertake appropriate monitoring and reporting. Staff who consent to this monitoring are required to submit a report each term on any condition that could be related to a hazard in the work place, supported by medical certificates. From this we will prepare regular reports. It should be noted however that if insufficient staff volunteer for the programme it cannot be undertaken as it would be impossible to prepare reports that preserve staff confidentiality.

## **ACCIDENTS AND INCIDENTS THAT LEAD TO OR COULD LEAD TO INJURY**

Staff are to be fully aware of the requirements of the Act with regard to the use of the school’s Accident Registers, how and when they are to be filled out, and the requirement to report accidents and incidents to senior staff. Every incident of injury or accident, and every incident that could lead to serious injury, is to be recorded in the appropriate Accident Register and reported promptly to senior staff.

Staff should be aware that in the event of a serious injury accident, they must ensure that the accident scene is not disturbed (which precludes removal of anything) until the school has received permission to do this from the Labour Department. (The only exceptions are to save life or prevent suffering; to maintain access for emergency services; or to prevent serious damage or loss of property.

## **HAZARDOUS SUBSTANCES & CHEMICALS**

No substance is to be stored in the school in such quantities as to require such special storage facilities as a *Dangerous Goods Store*.

All chemicals, and all hazardous substances are to be clearly labelled, and incompatible substances stored separately.

Science Teachers, and others using chemicals, are to consult with the Principal on the safe disposal of chemicals.

## **REDUCTION OF FIRE HAZARDS**

- Any smoke-stop doors must be closed, and no device may be used to hold them open. All exits, including emergency exits, must offer unimpeded egress at all times: furniture and displays must not be so arranged as to prevent egress, and must be capable of being opened from the inside at all times (for example, it is not acceptable to have a door locked in such a way that a key has to be inserted). Classroom displays must be arranged so as to minimise fire risk, with specific reference to
  - overhead material that could fall, spreading fire or inhibiting movement

- location of heaters and exits
- materials that by nature or quantity offer an unusual risk of combustion or spread of **fire**
- discharging of any fire-extinguisher must be reported

Disposal of inflammable materials, such as chemicals, rags or fluids, must be in accord with the appropriate manual: if procedures are unknown, staff must obtain specific direction.

Heaters must be fixed to the walls, and not be capable of being knocked over in ordinary circumstances.

**FIRE WARDEN**

..... is the currently nominated fire warden for The Bridge Academy.

## Bridge Academy – Health and Safety Policy

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

### **This is achieved by**

1. All staff having individual responsibility for health and safety
2. All staff
  - Being informed of
  - Understanding, and
  - Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area
3. Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management
4. Ensuring there is an effective method for identifying hazards. Significant hazards will then be controlled by:
  - Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people
  - Minimising the effects of hazards, if they cannot be practicably eliminated or isolated
5. Creating and maintaining a safe working environment. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace.
6. Providing appropriate orientation, training and supervision for all new and existing staff
7. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of visitors and volunteers
8. Accurate recording, reporting and investigating injuries
9. Board of Directors commitment to continuous improvement in health and safety
10. Supporting the safe and early return to work of injured employees
11. Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy

### Bridge Academy Health And Safety Objectives

<i>Health and Safety Objective</i>	<i>Responsibility</i>	<i>Completion Date</i>
Complete hazards assessment for all areas of school by term .... Year...	Principal Board	Each term
Hazards assessment	Board All staff	Each term
Review staff induction process to ensure it includes health and safety and hazard management briefings by .....	Board	
Review the Injury Register and ensure that any hazards causing injuries have been identified	Principal Head teacher	6 monthly
Review Health and Safety Policies to ensure continued relevance	Board	Annual
Review Hazard Management Plans to ensure action plans are implemented	Principal Head teacher	Each term
Ensure emergency evacuation drills are conducted, and the results reviewed  (Revise emergency response plans with students e.g. getthru.govt.nz resources)	All staff	Each term

**APPENDIX 3****THE BRIDGE ACADEMY****EMERGENCY EVACUATION**

When the siren is sounded or when an instruction to evacuate is given, the teachers must ensure the following procedures are adhered to:

1. All talking stops. Children stand, put chairs under tables. Teachers are to ensure windows and internal doors are closed; they may direct children as appropriate to assist with this.
2. Children walk (no running) in line through the designated door. They take nothing with them. The last person out closes the door (if the teacher is present, the teacher will leave last, making the checks as in #3 & #4 below).
3. The teacher in charge of the room must thoroughly check the room to ensure no-one is left inside and take the Attendance and Evacuation Register.
4. The following additional checks must take place: toilets

Line up at the assembly point which is the front lawn.

Staff are to immediately advise the Principal the status of each room they are responsible for: either that the room is properly vacated or that a person is missing or that a person is known to have been left in the building (including disabled persons).

5. Wait there until you are told to do something else. Do not re-enter the building: if a child is missing report that to the Principal. Do not attempt any fire-fighting or similar action until all children have been accounted for and you have the Principal's permission. Do not leave your class without direct supervision at any time.

**PRINCIPAL**

1. Check that the Fire Service has been called; if not, DIAL 111.
2. Receive and collate reports from teachers on the status of each room and any un-evacuated or missing people (including disabled persons).
3. Report to the Fire Service on their arrival.

# **F I R E**

**IF YOU DISCOVER A FIRE**

**Sound the Alarm**

**WHEN THE ALARM SOUNDS**

**Leave the building immediately by the  
front fire exit**

**Your alternative exit is  
the front door**

**ASSEMBLE ON THE FRONT LAWN**

**Do not linger in rooms**

**Do not return to your room until told to by**

**Senior Staff**

**Do not run**

**STAFF ONLY**

**If you discover a fire**

**DIAL 111 And sound the Alarm**

**Then remain with the children you are supervising**

## APPENDIX 4

### THE BRIDGE ACADEMY DISASTER MANAGEMENT POLICY

This policy relates to the control of the school, staff, pupils and any other people at the school in the event of a fire, earthquake or other civil emergency.

The prime concern in all emergencies is the safety of pupils and no action is to be taken at any time that unreasonably increases the risk of diminished care for the children.

#### 1. BUILDING DISASTER PLAN

In an emergency the notified evacuation procedure is to be followed.

#### 2. ASSEMBLY POINT

The Assembly Point is on the front lawn.

#### 3. CIVIL DEFENCE POST

Follow instructions from qualified staff.

#### 4. COMMUNICATIONS

The principal must ensure that a school radio is available and kept on for updated information.

#### 5. BUILDINGS

The Owners are responsible to ensure the buildings and facilities are maintained so as to create no unreasonable hazards.

#### 6. FIRST AID

First Aid shall be rendered at the Assembly Point. No-one is to re-enter the building for First Aid Supplies unless directed by the Principal or Civil Defence Manager.

#### 7. SHELTER

- Following a disaster the school may become a community shelter or it may be necessary to retain children at the school. So far as possible staff should endeavour to establish normal school programmes.
- As soon as possible (but not until released from the Assembly point) staff should ensure water is conserved. This will involve checking that water tanks are holding and that stopcocks are secured. Taps on toilet cisterns should be closed. Report to the Principal or Civil Defence Manager as soon as this is complete.
- Toilets must not be flushed (water in cisterns may be the only available water). As soon as possible latrines should be dug (report to the Principal or Civil Defence Manager as soon as this is complete), supplied with a basin of disinfected water for hand washing, and children instructed on how they are to be used.
- Staff are legally Disaster Service Workers and may be required to remain on duty under Civil Defence regulations for up to 72 hours or longer.
- All people from outside the school, whether visiting or seeking shelter, must be directed to report to the Principal or Civil Defence Manager. On reporting they must be advised that they may not leave without clearance from the Civil Defence Manager. The Civil Defence Manager shall keep a register of people on or released from the site but can leave the Fire Service, Military and Civil Defence responsible for their own personnel unless otherwise directed.

#### 8. KEY LOCATIONS

- Electricity main switch is the responsibility of Riverhills staff.
- Water stop-cock

- Fire extinguishers

#### RELEASE POLICY

Following an emergency no adult or child may leave the school site (or any alternative shelter) without a specific release from the Principal or Civil Defence Manager.

Children will only be released to

- parents
- family or friends known to the school (this could include other school parents)
- officials such as Police, Civil Defence Workers etc.

The time of release and to whom is to be recorded in the register.

#### DRILLS

One earthquake drill [drop and cover] and one fire drill [evacuation] will be held each school term. The drills will be noted in the school diary.

#### FIRE EXTINGUISHERS

Fire extinguishers are to be placed at designated sites as required. Building owners are responsible for ensuring regular maintenance checks are made and that staff are properly trained in their use.

#### 12. FIRST AID KIT

The First Aid Kit is in the Principal's office/classroom. The contents are to be checked regularly.

## APPENDIX 5

### SUSPENSION AND EXPULSION OF PUPILS

The Principal, or any person appointed to deputise for the Principal, may at his discretion suspend or expel any pupil.

#### CONDITIONS FOR SUSPENSION OR EXPULSION

Except for the requirement to notify the Secretary of Education, the provisions of the Education Act do not control suspension or expulsion of pupils in this school. The basis of the relationship between the students, parents and school is described in the School Prospectus of The Bridge Academy in the section headed Enrolment: Applications and Conditions where it states:

where serious disciplinary problems arise the School will do its best to guide pupils and discuss the issues with parents to seek a resolution.

The School may suspend or expel a pupil when in its judgement the misbehaviour of the pupil is sufficiently serious. Parents or the pupil may ask that any suspension or expulsion be reviewed.

The subsequent decision of the School is final.

On enrolling, parents sign a statement that they agree to these conditions.

On enrolment, each high school pupil has signed an agreement to conduct themselves according to stated standards with regard to submission to authority, relationships, attitude to work, service and humility. Repeated failure to adhere to these standards may result in suspension or expulsion.

In developing this policy on suspension and expulsion, the school has adopted some principles and practices similar to those of the Education Act as applied to state schools. This in no way implies that the school is bound by those sections of the Act or by the general principles they give effect to.

#### REASONS OR GROUNDS FOR SUSPENSION OR EXPULSION

This power will be exercised in the following circumstances:

1. Serious or repeated failure to conduct behaviour according to the student agreement.
2. A single incident or an ongoing pattern of behaviour that is of such a nature as to be in wilful defiance of the school's standards; incorrigible or wrong behaviour; or defiance or disobedience of staff.
3. Conduct that is likely to have a seriously detrimental effect upon the safety, attitudes or conduct of other pupils, or is a harmful or dangerous example to other students, or seriously undermines the conduct of classes or the standards of the school;
4. It is likely that a student, or other students, will be seriously harmed if the student remains at school.

It should be noted that illegal activity within or outside of the school including possession of illegal drugs, bringing of addictive materials including tobacco and alcohol to school, grossly immoral conduct such as inappropriate sexual contact, assaulting staff or other pupils and conduct at school or outside of the school that is likely to associate the school with people or standards of ill repute may be expected to lead to expulsion.

5. Behaviour of the parents is disruptive to the normal running of the school.
6. Failure to pay school fees at the specified times (if the school remains an independent, fee-paying institution).

#### EFFECTING A SUSPENSION OR EXPULSION

##### Suspensions:

Suspensions will be made where there is evidence that a pupil may be expected to remedy the behaviour to a degree that no repetition would be expected and the impact on other pupils is not such that a return to school would undermine the standards of the school.

A suspension may be for a specified period of not more than five school days (not including the day on which the

suspension was made), or for an indefinite period. Any suspension may have conditions relating to a return to school attached to it.

For a specified period suspension, the pupil may return to school at the end of the stipulated period, provided any attached conditions are met. For an indefinite period suspension, the pupil may only return to school upon notice from the school and upon all attached conditions being met.

At the time of the suspension, notice shall be given to the pupils and parents of any conditions for a return to school including the satisfactory completion of a conference with the parents, Principal and pupil. Suspensions for a specified period may be extended for an indefinite period where there is a failure to meet the initial conditions or where there is no satisfactory agreement reached at the conference.

The suspension may be made with a view to expulsion: this serves the purpose of allowing consultation over an issue that might be expected to lead to expulsion.

#### Expulsions:

Expulsions shall be immediate from the giving of notice. No application for re-instatement of an expelled pupil will be considered within the same school year, except that following any review provided for below, the expulsion may be rescinded at the discretion of the school.

#### PROPER INVESTIGATION BEFORE SUSPENSION OR EXPULSION

In every case of suspension or expulsion, the Principal or his delegate shall properly investigate the event or **events** and all relevant circumstances surrounding it including (if practicable) interviewing the pupil and inviting an explanation and comment from him. A decision will be made on the basis of the information available to the Principal at the time, taking due consideration of the principles above and of the previous conduct and situation of the pupil concerned.

When a suspension or expulsion is made, the pupil will be told of the fact, of the reasons for it and the procedures that may follow. Parents will be notified by phone if possible, and in every case by letter.

#### REVIEW OF EXPULSION OR SUSPENSION AT REQUEST OF THE PUPIL OR PARENTS

Within a week following suspension or expulsion the pupil and/or his parents may request an interview with the Principal, quite apart from any condition of interview accompanying a suspension. At such an interview the pupil and/or parents may seek further explanation, and may make submissions as to any factor that should be considered. At his discretion the Principal may include in the conference any other staff member, or any parent of a pupil directly involved in the events leading up to and consequential to the suspension or expulsion. The Principal will give due consideration to all submissions made, and will within a week of the conference advise that the original action is either confirmed or amended. No reason need be given for that decision.

#### REVIEW OF SUSPENSION OR EXPULSION BY SCHOOL

Within a reasonable period of a suspension or expulsion being made, the Principal and senior staff will review the expulsion, procedures used, the events leading up to it and any subsequent issues. This review should consider any practices or conditions within the school that should be changed in the light of the events. Staff directly involved in these events may be invited to participate in this review. The grounds for the action taken and the way in which it was taken may be reviewed and may as a result be rescinded, amended or confirmed.

#### NOTIFICATION OF SECRETARY FOR EDUCATION

In conformity with the Education Act, every suspension or expulsion of children under 16 years of age must be notified to the Secretary for Education. The Principal shall give this notice to the nearest Ministry of Education Management Centre as soon as it is practicable after effecting a suspension or expulsion. Notice will give the name and address of the pupil, the date and nature of the suspension or expulsion, and a brief statement as to the reasons for the suspension or expulsion.

#### REHABILITATION OF SUSPENDED OR EXPELLED PUPILS

The Principal has a duty to ensure a suspended pupil is effectively rehabilitated into the school on his return. That may require the provision of incidental or continuing guidance to the pupil and/or the supervision of staff and other

pupils. Special reports or records may be adopted to facilitate provision of that guidance, the monitoring of the pupil's rehabilitation and/or the reporting of progress to parents.

The Ministry of Education has a legal duty to arrange for the enrolment in another school of any pupil suspended or expelled and not reinstated after a reasonable time. The fact of the suspension or expulsion does not preclude the Principal from facilitating such an enrolment in another school where he judges that action to be appropriate, and the parents and pupils are willing to receive his help.

#### PRIVACY OF INFORMATION ACT

All information relating to an expulsion or suspension should be regarded as subject to the provisions of the Privacy of Information Act and the school's Privacy of Information Code. In particular:

- except as provided below, all information, including the fact of the suspension or expulsion, is to remain confidential to staff, the pupil and parents;
- other pupils or parents may only be given information, including advice of the fact of the suspension or expulsion, when the Principal is able to determine that such disclosure of information is necessary to fulfil a specific duty or obligation, such as a duty to advise pupils and parents of the prevailing discipline within the school or of the resolution of problems affecting them; and the information disclosed will be only such as is necessary to fulfil that duty or obligation;
- at the discretion of the Principal any school that has enrolled or considering enrolling a pupil who has previously been suspended or expelled from this school, may be given information relating to any suspension or expulsion of that pupil.

It should be noted that disclosure of information about their child to parents is specifically authorised at enrolment. Within this context, the school's biblical commitment to the responsibility of parents for the education of children establishes a duty to initiate disclosure of information to parents who have contracted with the school to provide part of their children's education.

It should also be noted that the disclosure of information to a school in which the pupil has enrolled or applied to enrol is specifically stated on the indemnity form.

#### ADMISSION AND REMOVAL TO THE BRIDGE ACADEMY

Right of admission is reserved, pending a satisfactory application form and interview (as an independent, fee-paying institution).

Ongoing provision of education services is dependant on timely payment of school fees.

A good working partnership between parents, teachers and the board is required. Where such cooperation is not being achieved this may be grounds for requesting removal of the pupil.

Parents have a responsibility to ensure care of pupils during those days where school work is carried out at home. In addition, rosters must be filled out and set work accomplished in a satisfactory manner. Failure in these areas could be grounds for requesting removal from the school.

-

## APPENDIX 6

### THE BRIDGE ACADEMY

#### SAFE TRANSPORT OF CHILDREN : CAR-POOLING FOR SCHOOL TRIPS

The school will commonly call for the help of parents and others for transporting children on school trips. There are a number of advantages in such an arrangement, not least being the involvement of parents with their children.

The school has moral and legal responsibilities for the supervision of children in its care, and the fact that parents are helping does not relieve the school of its duty.

[It should be noted however that the school is not responsible for and does not seek to regulate parents' transporting of their children to and from school. Clearly in the light of Romans 13 we would encourage parents to comply with the law, but this policy only relates to the transport of children on school trips.]

In this policy statement we summarise the primary legal responsibilities, then state how those responsibilities will be fulfilled.

#### 1. General Legal Requirements

- 1.1 The school and its staff must exercise the same level of care as would a prudent parent.
- 1.2 The school may not expose children to any greater risk than normally would be expected at school or in travelling from home to school, without the informed consent of parents.
- 1.3 The school must comply with relevant legislation.
- 1.4 The school must adopt practices consistent with what is known in the community to be safe practice.

#### 2. Transport Act

The Transport Act requires, among other things, that:

- 2.1 Cars be safe, registered and displaying a current warrant of fitness.
  - 2.2 Drivers be licensed and comply with the law as they drive.
  - 2.3 Children be correctly seated.
- Safe seating has two aspects:
- 2.4 Children must be in a properly fitted seat. When sold new all the seats are approved. Any additional seating installed in a car, van or station wagon must have specific approval from the Land Transport Safety Authority.
  - 2.5 Restraints must be used according to the following table:

#### Legal Requirements for Restraining Children Travelling in Cars, Vans or Station Wagons

Under six months: Rear facing infant seat\* correctly fitted. No seat, no travel under any circumstances, except in a taxi or truck over 2 tonnes.

Up to 4 years (to 18kg): Correctly fitted child seat\*. No seat, no travel under any circumstances, except in a taxi or truck over 2 tonnes.

Up to 5 years: Correctly fitted booster seat or child seat\*. No seat, no travel under any circumstances, except in a taxi or truck over 2 tonnes.

Between 5 and 8 years: If an approved child harness\* is available it must be used. If no harness is available, a seat belt\* should be used if available (if adults and children are to be seated, children have priority use of available seat belts.) If no seat belts are available, children of this age may not travel in the front seat under any circumstances.

Over 8: Use a seat belt\* if available.

\* Seats and seat belts must be approved by the Standards Association (they will have Standards Mark) and must be fitted properly (such as having the belts and straps securely fastened).

#### 3. Other Legal Requirements

3.1 Other legislation, such as the Health and Safety in Employment Act places a burden on the school and all employed staff to adopt practices that are known to be reasonable safe practices, even if the law does not specifically require this.

3.2 For example, safety authorities strongly recommend the use of booster seats with smaller children under eight years of age when they are using an adult seat belt. Much depends on the particular child. We must be guided by the fact that the Act, in not mandating restraints apart from those listed, reflects a significant judgement on safe practices. The practices of prudent parents is an important criterion that will guide decision making in this case.

#### 4. Car Pool Register

4.1 A register of parents and of children is to be kept.

4.2 The register of parents will list parents willing to assist with car-pooling for school trips. When volunteering for the register parents will complete a simple form indicating their knowledge of this policy and willingness to comply with it. Driver's Licences will also have to be sighted and the fact recorded.

4.3 The register of pupils will record their current age, and in the case of children aged 5 - 8 years the decision made in consultation with parents as to the use of a booster seat, harness or seat belt sash.

#### 5. Conduct of a School Trip

5.1 The teacher responsible for a school trip shall determine before the day of the trip that there is sufficient transport available within the requirements of this policy. On the day of the trip he shall determine that:

5.2 All vehicles are displaying current registration and warrant of fitness certificates, and are not obviously in an unsafe condition.

5.3 That the driver is licensed (normally that will be determined from the register).

5.4 That all children are correctly seated in a legal seat and with appropriate restraints at the start of each journey.

#### 6. Duty of Drivers

Parents and staff driving for school trips are responsible for the safety of the children in their vehicles. They must have the appropriate current Driver's Licence and drive in full compliance with the road laws.

**APPENDIX 7****Bridge Academy – Board Report**

For the period \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

	<b>Staff</b>	<b>Students</b>	<b>Other</b>	<b>Total</b>
Number of minor injuries/incidents requiring on site treatment only				
Number of injuries/incidents resulting in GP or other medical visits				
Number of serious harm injuries (reported to OSH)				

Comments on serious harm injuries:

Signed \_\_\_\_\_

Dated \_\_\_\_/\_\_\_\_/\_\_\_\_

## APPENDIX 8

### BRIDGE ACADEMY

#### Teacher Appraisal

The directors have delegated the responsibility for teacher appraisal to the principal, where this is possible. The principal negotiates the time frame with the teacher (this should be within 6 months of commencement of employment and annually thereafter). In circumstances where the principal cannot carry out the appraisal, the board may undertake the process with the help of a senior educationalist co-opted to assist The Bridge Academy with the process.

- The teacher and principal may agree on an experienced teacher to carry out the appraisal of the teaching process OR  
As the principal and teacher already work together for some of their teaching time, a formal classroom observation may not be necessary, because the informal observations will provide sufficient information to meet the requirements. Appraisal interviews will then be scheduled when the teacher and principal are able to have uninterrupted time for discussion and reflection.
- The teacher and principal review the job description and establish the performance expectations. They also identify a development objective and the required professional development support. These are recorded.
- The principal reports to the board on progress in the appraisal process and confirms the board support for the development objective.
- Information collected during the appraisal is confidential. Information and reports will be stored in the same manner for other confidential material as outlined in the Teachers ' Handbook. The directors, principal and teacher concerned will be allowed access to the material. The material will be destroyed within a year of a teacher leaving the school.
- The outside teacher (if this process is chosen) carries out a classroom observation with the school's teacher followed by a formal interview involving all parties. The teacher receives a copy of the summary report.
- The principal reports to the board.

## APPENDIX 9

### BRIDGE ACADEMY

#### VISITORS TO THE SCHOOL

The school is not a public place. Nevertheless there are numerous people who need to have access to the school for a variety of legitimate purposes. These include parents and guardians of children, people servicing the school, those with statutory duties and those considering enrolling children. In addition part of the school's purpose is to encourage Christian education, and in pursuit of that goal we welcome visitors.

Yet the place of visitors in the school needs to be balanced against the needs to provide a safe place for our pupils and staff, privacy, and security of resources including school records.

Staff should be vigilant in identifying and controlling visitors.

#### **Who Are Visitors?**

Enrolled pupils, their parents or known guardians, and employees and directors of Carey College Limited are not visitors. All other people coming onto the school site are visitors.

#### **Regular Visitors**

Some people are engaged by the school to regularly service the school. This includes cleaning contractors, mowing contractors, and such like. Any contracted worker known to us and who comes into the school at least once a fortnight can be regarded as if an employee for the purposes of this policy. No special controls need be placed on them. Nevertheless staff should not hesitate to check on any person unknown to them, even if it appears they fit this category.

#### **Visitors Must Report to the Office**

Visitors, except regular visitors, must report to the office and may not go anywhere else in the school until their visit is approved. Visits must be approved by a member of staff who has appropriate authority, and who is satisfied that the visit is legitimate and does not pose a threat to the safety of pupils or staff, to privacy, or to the security of resources including school records.

Visitors must advise the office of their departure from the school (this advice can be conveyed by an accompanying staff member or senior pupil delegated by the school to escort a visitor).

#### **Visitors Must be Accompanied or Carry Authorization**

Visitors, such as tradesmen, who have a legitimate reason for un-accompanied access to the school must carry a "Visitor" badge indicating they have authority to be in the school.

All other visitors must be accompanied by a staff member or delegated senior pupil.

Pupils are to be instructed to report any visitor who is neither accompanied nor carrying a Visitor badge. They are also to be instructed not to engage such visitors in conversation or to assist them in any activity they may be undertaking.

Staff must promptly intercept any visitor who is neither accompanied nor carrying a Visitor badge, and ensure they report to the office.

#### **Details of Visitors Addressing or Interviewing Pupils or Staff Must be Recorded**

Any visitor intending to address or interview staff or pupils is to complete an entry into the Visitors' Log Book. In this Log Book the person's name, address (business or domestic as appropriate), institution or agency, and reason for the visit is to be recorded. Staff supervising have to be reasonably satisfied the entries are legitimate, and to ascertain that, may request appropriate identification.

#### **Union Representatives**

Under the Employment Relations Amendment Act 2010 union representatives may have the lawful right of access

into the school. Before entering a workplace however, a representative of a union must request and obtain the consent of the employer or a representative of the employer.

The school will welcome those exercising a lawful visit to the school and will assist them in the legitimate exercise of their rights. Nevertheless those rights are constrained by the need to ensure the safety of pupils and staff, to privacy, and to the security of resources including school records.

Any person claiming entry to the school as a Union representative will be asked to wait in the waiting area until the Principal or his delegate is available. The Employment Relation Act stipulates that any representative must

- • Enter at reasonable times while the employee to whom he wants access is working;
- • Act in a reasonable way having regard to our normal business operations;
- • Comply with existing reasonable procedures and requirements regarding safety, health and security.

This school is a small school without full-time administrative staff. Staff employed to give instruction or to supervise children cannot readily suspend such work to attend to a visitor. Accordingly,

1. 1. we will make reasonable efforts for the Principal or delegate to meet any representative as soon as possible to discuss appropriate access to staff;
2. 2. if an unreasonable wait is likely (for example, if the Principal is teaching) the union representative should be invited to leave details and call back at a time when the Principal is likely to be available or to phone for an appointment;
3. 3. we will assist representatives in meeting their members or any employees covered by the union's rules after instructional or supervision duties have ended for the day.
4. 4. Before meeting with any employee however, a representative must satisfy the Principal or his delegate
  - 4.1. 4.1. as to of his identity and authority to represent the union (evidence of these items must be produced);
  - 4.2. 4.2. that he has reasonable grounds for believing that a union member or potential member is working within this workplace;
  - 4.3. 4.3. that he has a lawful purpose for entry into the school;
5. 5. And record in the Visitors' Log Book his name, the union he represents, the date and time of entry, and the purpose of the entry;

A union representative must be accompanied by a staff member at all times. However, that does not mean that he cannot engage staff in private conversation: the staff member being interviewed by the representative would be an "accompanying staff member". In such circumstances the staff member should ensure the representative is accompanied either to the next person he is to interview or back to the office so as to leave the school.

### **School Activities in Public Places**

Some school activities take place in public places. Children are to be instructed to withdraw from activities when members of the public attempt to join in activities, and to report all such instances promptly to the duty teacher, even when the member of the public is known to them.

**APPENDIX 10**

**BRIDGE ACADEMY**

***Smoke Free Environment***

**Policy**

Smoking is prohibited in the school buildings and grounds.

**APPENDIX 11****THE BRIDGE ACADEMY****Safety Inspection Visit**  
**(To be carried out each term)**

<b><u>Date</u></b> <b><u>Future Plan</u></b>	<b><u>Personnel</u></b>	<b><u>Item/Risk</u></b>	<b><u>Action</u></b>	<b><u>Time Frame</u></b>	<b><u>Review</u></b> <b><u>Date/Sign</u></b>
<hr/>					

Note: Thanks to Michael Drake of Carey College for his assistance in developing this handbook.