



**KAURI  
FLATS**

*Unrelenting curiosity for learning*

# **School Policy Master**



This folder covers the policies of Kauri Flats School. Behind each policy are the more detailed procedures and administrative guidelines (School Handbooks; A-Z including Guidance and Support; Learning & Teaching and PCT/OTT) explaining the 'how, what and why'. All staff are expected to familiarise themselves with the policies, procedures and guidelines and know how to access them. They are also available on the staff Google site and shared drive.

In order for the school to function effectively and provide quality learning experiences and opportunities for our students we need to have well designed user-friendly policies that need to be supported by workable, easily understood procedures and administrative guidelines. The on-going review of school policy is a vital facet of school management and administration.

It is the responsibility of the Board of Trustees to review and/or ratify policy with the Principal and Leadership team responsible for the procedures and administrative guidelines that implement the policy. The Board ratifies policies annually in November, with the procedures and guidelines being reviewed as and when necessary.

The policies within this folder align with the School Charter, which is the overriding document. Our School Charter was developed towards the end of 2015 and completed at the end of 2016 and is amended every year in collaboration with the Board of Trustees.

Staff should be familiar with and understand the School Charter and Achievement Statements in conjunction with this Policy Folder.

The following pages are the current Kauri Flats School Policies. Where the word 'parent' is used, this refers to parent, caregiver or guardian.

The policies cover the five NELPs (National Education and Learning Priorities). These are also reflected in the School Charter. They are:

- NELP 1 - Learners at the Centre
- NELP 2 - Barrier Free Access
- NELP 3 - Quality Teaching and Leadership
- NELP 4 - Future of Learning and Work
- NELP 5 - World Class Public Education

Matt Williams  
Principal

January 2025

## Policies

<b>NELP 1 - Learners at the Centre</b>	<b>Philosophy</b>
<b>NELP 2 - Barrier Free Access</b>	
<b>NELP 3 - Quality Teaching and Leadership</b>	
<b>NELP 4 - Future of Learning and Work</b>	
<b>NELP 5 - World Class Inclusive Public Education</b>	

## Procedural & Administrative Guidelines

<b>NELP 1 - Learners at the Centre</b>	<b>NELP 2 - Barrier Free Access</b>	<b>Action</b>
<p>Achievement Targets (Charter)                      Animal Code of Ethics (A-Z)                      Anti-Bullying inc. Racism &amp; Discrimination(A-Z , G&amp;S)                      Behaviour Management A-Z,G&amp;S)                      Board of Trustees (Governance Framework)                      Children's Act (A-Z, G&amp;S handbook)                      Conflict of interest (Governance Framework, A-Z)                      COVID Response (A-Z, COVID Response MoE info)                      Curriculum delivery inc. one hour a day R, W, M (Charter, L&amp;T)                      Emergency Management (Emergency Evac Handbook)                      EEO (A-Z)                      ELL Learners (A-Z &amp; L&amp; T)                      Equity (A-Z)                      Exit Interviews (A-Z)                      Facility Hire (A-Z)                      Gifted &amp; Talented (L&amp;T, G&amp;S, A-Z)                      Guidance &amp; Support (G&amp;S, A-Z)                      Health and Safety (Workplace amended 2016, A-Z)                      Healthy Food, Nutrition and Canteen Foods (A-Z)                      Internet &amp; Cyber Safety (A-Z inc. separate agreement)                      Medical Issues (A-Z)                      Minimising Physical Restraint (G&amp;S)                      Mobile Phone Free (A-Z)                      Online Publication of Student Images and Work (A-Z)                      Parent Concerns/Complaints (Governance Framework, A-Z)                      Parent - School Communications &amp; Consultation (A-Z)                      Police Vet for Employees (A-Z)                      Privacy (A-Z.)                      Professional Conduct &amp; Teaching Practises (A-Z, PGC)                      Property Management (A-Z)                      Protected Disclosure (A-Z, G&amp;S)                      Smoke Free Environment (A-Z)                      Stand Down and Suspensions (A-Z)                      Surrender and Retention of Property and Searches – <i>confiscation of property</i> (A-Z)                      Reporting to Parents (A-Z, L&amp;T)                      Road Safety (A-Z)                      Sun Safe (A-Z)                      Traumatic Incident Response (A-Z, G&amp;S)                      Water Safe (A-Z)                      Values &amp; Social Education (Charter)</p>	<p>Achievement Targets (Charter)                      Animal Code of Ethics (A-Z)                      Attendance Support (A-Z, G&amp;S)                      Behaviour Management A-Z,G&amp;S)                      Board of Trustees (Governance Framework)                      Child Abuse (A-Z ,G&amp;S)                      Curriculum delivery inc. one hour R, W, M (Charter, L&amp;T)                      Curriculum Review (Charter &amp; Self Review)                      Distance Learning (A-Z, L&amp;T)                      Educational Trips, Camps &amp; EOTC (A-Z inc RAMS)                      EOTC Emergency Procedures (RAMS form)                      EEO (A-Z)                      Enrolment (A-Z)                      Finance (Governance Framework, A-Z)                      Gifted &amp; Talented (L&amp;T, G&amp;S, A-Z)                      Guidance &amp; Support (G&amp;S, A-Z)                      Health and Safety (Workplace amended 2016, A-Z)                      Home Learning (A-Z)                      International Students (A-Z)                      Leave (A-Z)                      Life Education (drugs, sexuality etc (A-Z)                      Minimising Physical Restraint (G&amp;S)                      Sport (A-Z)                      Te Tiriti o Waitangi (A-Z)</p>	
<b>NELP 3 - Quality Teaching and Leadership</b>	<b>NELP 4 - Future of Learning and Work</b>	
<p>Analysis of Variance                      Animal Code of Ethics (A-Z)                      Assessment &amp; Evaluation (L&amp;T, Charter, Self Review)                      At Risk Situations (A-Z)                      Behaviour Management A-Z,G&amp;S)                      Board of Trustees (Governance Framework)                      Child Abuse inc. Child Protection(A-Z ,G&amp;S)                      Curriculum delivery (Charter, L&amp;T)                      Curriculum Review (Charter &amp; Self Review)</p>	<p>Analysis of Variance                      Charter Update                      Conflict of interest (Governance Framework, A-Z)                      Curriculum delivery (Charter, L&amp;T)                      Curriculum Review (Charter)                      EEO (A-Z)                      Finance (Governance Framework, A-Z)                      Performance Management/PGC (PGC Handbook)                      Te Tiriti o Waitangi (A-Z)</p>	

## Policies

<p>Digital Tech (Charter, L&amp;T)          Documentation (A-Z, L&amp;T)          Exit Interviews (A-Z)          Fitness/Taha Tinana (A-Z)          Leave (A-Z)          Performance Management/PGC (PGC Handbook)          Planning &amp; Preparation (L&amp;T)          Professional Learning (A-Z)          Professional Release (A-Z)          Property Management (A-Z)          Schedule of Delegations (Governance Framework)          Sport (A-Z)          Staffing (A-Z)          Staff Competency (PGC)          Staff Induction (Induction doc)          Te Tiriti o Waitangi (A-Z)          Unit Management (A-Z)          Taha Maori (Charter, A-Z, L&amp;T)</p>	<p>Workplace Harassment (A-Z)</p>	
<p><b>NELP 5 - World Class Inclusive Public Education</b></p>		
<p>Analysis of Variance          Charter Update          Conflict of interest (Governance Framework, A-Z)          Digital Tech (Charter, L&amp;T)          Equity (A-Z)          Exit Interviews (A-Z)          Finance (Governance Framework, A-Z)          Performance Management/PGC (PGC Handbook)          Professional Release (A-Z)          Taha Maori (Charter, A-Z, L&amp;T)          Self Review (Charter)          Te Tiriti o Waitangi (A-Z)          Workplace Harassment (A-Z)</p>	<p>Chemical Spillage (Emergency Evac Handbook)          Copyright and Licenses (A-Z)</p>	

## NELP 1 - LEARNERS AT THE CENTRE

### **Rationale:**

Learners with their whānau are at the centre of Education

### **Purpose:**

- Ensure Kauri Flats is safe, inclusive and free from racism, discrimination and bullying.
- Ensure Kauri Flats has high aspirations for every learner/ākonga, and support them by partnering with their whānau and community to design and deliver education that responds to their needs, and sustains their identities, language and culture

### **Guidelines/Objectives:**

- Use information gathered from learners/ākonga, whānau and staff to reduce behaviours that could lead others to experience racism, discrimination and bullying
- Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying
- Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong
- Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations
- Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau
- Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations
- Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori
- Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning

**In order to fulfil the policy, the board and leadership have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with “ ”.**

- Animal Code of Ethics (A-Z)
- Anti-Bullying, including Racism and Discrimination (A-Z , G&S)
- Behaviour Management A-Z,G&S)
- Board of Trustees (Governance Framework)
- Children's Act (A-Z, G&S handbook)
- Conflict of interest (Governance Framework, A-Z)
- COVID Response (A-Z, COVID Response MoE info)

- Curriculum delivery, inc. one hour a day of literacy and numeracy (Charter, L&T)
- Emergency Management (Emergency Evac Handbook)
- EEO (A-Z)
- ELL (A-Z & L&T)
- Equity (A-Z)
- Exit Interviews (A-Z)
- Facility Hire (A-Z)
- Gifted & Talented (L&T, G&S, A-Z)
- Guidance & Support (G&S, A-Z)
- Health and Safety (Workplace amended 2016, A-Z)
- Healthy Food, Nutrition and Canteen Foods (A-Z)
- Internet & Cyber Safety (A-Z inc. separate agreement)
- Mobile phone free
- Medical Issues (A-Z)
- Minimising Physical Restraint (G&S)
- Online Publication of Student Images and Work (A-Z)
- Parent Concerns/Complaints (Governance Framework, A-Z)
- Parent - School Communications & Consultation (A-Z)
- Police Vet for Employees (A-Z)
- Privacy (A-Z.)
- Professional Conduct & Teaching Practises (A-Z, Appraisal)
- Property Management (A-Z)
- Protected Disclosure (A-Z, G&S)
- Smoke/Vape Free Environment (A-Z)
- Stand Down and Suspensions (A-Z)
- Surrender and Retention of Property and Searches – *confiscation of property* (A-Z)
- Reporting to Parents (A-Z, L&T)
- Road Safety (A-Z)
- Sun Safe (A-Z)
- Traumatic Incident Response (A-Z, G&S)
- Water Safe (A-Z)
- Values & Social Education (Charter)

**Ratified by the Board:**



(Chairperson – Signed for BoT)

**Revised:** 02/2024



(Chairperson – Signed for BoT)

**Revised:** 02/2025

(Chairperson – Signed for BoT)

## NELP 2 - BARRIER FREE ACCESS

### Rationale:

Great education opportunities and outcomes are within reach for every learner

### Purpose:

- Kauri Flats will reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

### Guidelines/Objectives:

- Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them
- Ensure disabled learners/ākonga, and neurodiverse learners/ākonga are safe and included in the school, their needs are supported, and that learning support programmes are robust and effective
- Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau
- Ensure all learners/ākonga have ongoing opportunities to develop key capabilities including communication, problem solving, critical thinking and interpersonal skills
- Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and support, including seeking additional support from specialists
- Value the heritage of languages spoken by Pacific learners/ākonga, and provide opportunities to use and build on them

**In order to fulfil the policy, the board and leadership have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with “ “.**

- Animal Code of Ethics (A-Z)
- Attendance Support (A-Z, G&S)
- Behaviour Management A-Z, G&S)
- Board of Trustees (Governance Framework)
- Child Abuse (A-Z, G&S)
- Curriculum delivery inc. one hour a day R, W & M (Charter, L&T)
- Curriculum Review (Charter, Self Review)
- Distance Learning (A-Z, L&T)
- Educational Trips, Camps & EOTC (A-Z inc RAMS)
- EOTC Emergency Procedures (RAMS form)
- EEO (A-Z)

- Enrolment (A-Z)
- Finance (Governance Framework, A-Z)
- Gifted & Talented (L&T, G&S, A-Z)
- Guidance & Support (G&S, A-Z)
- Health and Safety (Workplace amended 2016, A-Z)
- Home Learning (A-Z)
- International Students (A-Z)
- Leave (A-Z)
- Life Education (drugs, sexuality etc (A-Z)
- Minimising Physical Restraint (G&S)
- Sport (A-Z)
- Te Tiriti o Waitangi (A-Z)

**Ratified by the Board:**



(Chairperson – Signed for BoT)

**Revised:** 02 | 2024

(Chairperson – Signed for BoT)



**Revised:** 02 | 2025

(Chairperson – Signed for BoT)

## NELP 3 - QUALITY TEACHING & LEADERSHIP

### Rationale:

Quality Teaching and Leadership make the difference for learners and their whānau

### Purpose:

- Kauri Flats will meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Kauri Flats
- Develop staff to to strengthen teaching, leadership and learner support capability

### Guidelines/Objectives:

- Seek advice from Māori on how best to include tikanga Māori practises and organisational culture
- Use development opportunities for teachers/kaiako and leaders to build their capability, knowledge and skills in te reo Māori and tikanga Māori
- learners/ākonga and staff know why correct pronunciation is important, and provide opportunities to learn and practise without judgement
- Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and support
- Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches
- Expect and support teachers/kaiako to build their understanding of learners/ākonga in contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

**In order to fulfil the policy, the board and leadership have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with “ ”.**

- Analysis of Variance
- Animal Code of Ethics (A-Z)
- Assessment & Evaluation (L&T, Charter)
- At Risk Situations (A-Z)
- Behaviour Management A-Z,G&S)
- Board of Trustees (Governance Framework)
- Child Abuse inc. Child protection (A-Z ,G&S, inc. policy for staff)
- Curriculum delivery (Charter, L&T)
- Curriculum Review (Charter/self review)
- Digital Tech (Charter, L&T)
- Documentation (A-Z, L&T)
- Exit Interviews (A-Z)
- Fitness/Taha Tinana (A-Z)
- Hauora (Hauora Curriculum)
- Leave (A-Z)

- Performance Management/PGC (PGC Handbook)
- Planning & Preparation (L&T)
- Professional Learning (A-Z)
- Professional Release (A-Z)
- Property Management (A-Z)
- Schedule of Delegations (Governance Framework)
- Sport (A-Z)
- Staffing (A-Z)
- Staff Competency (PGC)
- Staff Induction (Induction doc)
- Te Tiriti o Waitangi (A-Z)
- Unit Management (A-Z)
- Taha Maori (Charter, A-Z, L&T)

**Ratified by the Board:**

(Chairperson – Signed for BoT)



**Revised:** 02/2024

(Chairperson – Signed for BoT)



**Revised:** 02/2025

(Chairperson – Signed for BoT)

## NELP 4 - FUTURE OF LEARNING AND WORK

### Rationale:

Learning that is relevant to the lives of New Zealanders today and throughout their lives

### Purpose:

- Kauri Flats will collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

### Guidelines/Objectives:

- Support learners/ākonga to see the connection between what they're learning and the world of work
- break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women
- Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

**In order to fulfil the policy, the board and leadership have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with " ".**

- Analysis of Variance
- Charter Update
- Conflict of interest (Governance Framework, A-Z)
- Curriculum delivery (Charter, L&T)
- Curriculum Review (Charter)
- EEO (A-Z)
- Finance (Governance Framework, A-Z)
- Professional Growth Cycle (PGC)
- Te Tiriti o Waitangi (A-Z)
- Workplace Harassment (A-Z)

### Ratified by the Board:



(Chairperson – Signed for BoT)

Revised: 02/2024



(Chairperson – Signed for BoT)

Revised: 02/2025

(Chairperson – Signed for BoT)

## NELP 5 - WORLD CLASS INCLUSIVE PUBLIC EDUCATION

### Rationale:

New Zealand education is trusted and sustainable

### Purpose:

- Enhance the contribution of research and mātauranga Māori in addressing the global challenges

### Guidelines/Objectives:

- Build a diverse, sustainable research workforce and broaden the pool of talent and knowledge
- Support excellent research and the contribution of innovative approaches to solving economic, social and environmental challenges
- Collaborate and connect across disciplines and institutions to help solve local and global challenges

**In order to fulfil the policy, the board and leadership have developed, and will regularly review, the following Procedural and Administrative Guidelines associated with “ ”.**

- Analysis of Variance
- Charter Update
- Conflict of interest (Governance Framework, A-Z)
- Digital Tech (Charter, L&T)
- Equity (A-Z)
- Exit Interviews (A-Z)
- Finance (Governance Framework, A-Z)
- PGC and Induction
- Taha Maori (Charter, A-Z, L&T)
- Self Review (Charter)
- Te Tiriti o Waitangi (A-Z)
- Workplace Harassment (A-Z)

### Ratified by the Board:



(Chairperson – Signed for BoT)



Revised: 02/2024

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Revised: 02/2025

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- Analysis of Variance
- Charter Update
- Conflict of interest (Governance Framework, A-Z)
- Digital Tech (Charter, L&T)
- Equity (A-Z)
- Exit Interviews (A-Z)
- Finance (Governance Framework, A-Z)
- PGC and Induction
- Staff Professional Learning (A-Z)
- Self Review (Charter)
- Taha Maori (Charter, A-Z, L&T)
- Te Tiriti o Waitangi (A-Z)
- Workplace Harassment (A-Z)

### Ratified by the Board:



(Chairperson – Signed for BoT)



Revised: 02 | 2024

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**Revised:** 02/2025

(Chairperson – Signed for BoT)