



Meraki Montessori Primary School

Policy Documents



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Management and Administration

Policy Review

Rationale

Policies need to be adjusted in a cyclical process to ensure that they are meeting the needs of the Meraki Montessori Primary School community and fit with our evolving teaching practice and philosophy.

Purpose

- To ensure that our policies are current and updated with relevant standards of best practice.

Guidelines

- All policies outlined in the Meraki Montessori Policy Documents folder will be reviewed in November and any changes will be instated at the start of the next academic year.
- If a situation arises and amendments are necessary to a policy in this document or a new policy should be included, the change will be effective at that time.
- All staff will be required to read the policies, offering modifications or asking questions to clarify uncertainties.
- Policies may be reviewed throughout the year as situations arise or practices become outdated.
- All staff must be made aware of potential policy changes through email or at a staff meeting and a majority agreement must be reached for the policy to become finalised.

Conclusion

Policies guide our practices at Meraki and need to evolve to stay current with best practice guidelines. Reviewing the policies regularly ensures that we are meeting our legal requirements, the needs of the community and the Meraki Montessori philosophy and vision statements.

Enrolments

Rationale

Whanau (families) who believe in the Meraki Montessori philosophy for the education of their tamariki (children) will support their learning and development in collaboration with the kaiako (teachers).

Purpose

- To ensure that Meraki Montessori is the right fit and meets the holistic needs of the tamariki and their whanau.

Guidelines

- All interested whanau who contact the school will be required to complete a classroom observation followed by a meeting with a member of the Meraki teaching team. This discussion will outline our school philosophy and give whanau a chance to ask questions or tell us about their child.
- If whanau express interest in enrolling their child then an enrolment interview will be arranged. At this interview the teaching team will find out more about the tamariki and their whanau and provide opportunities to ask questions about the school. At the end of this interview a start date will be confirmed, unless further information or discussion is required.
- Children and their families may not be accepted into Meraki Montessori Primary School if there is a mismatch in the beliefs or philosophy of the family or the child's needs cannot be catered for at that time.

Conclusion

Strong relationships between tamariki (children), whanau (families) and kaiako (teachers) occur when all are in agreement about the philosophy for educating the child in a holistic way. Ensuring that families are supportive of Meraki Montessori's philosophy when they enroll will limit discontent, complaints and negative attitudes.

Leaving

Rationale

Meraki Montessori Primary School may not be the best fit for every child and every family depending on a range of circumstances.

Purpose

- To ensure a smooth transition out of Meraki Montessori to another school for tamariki (children) and whanau (families) leaving the school. Clear communication is essential for both parties to ensure that the needs and interests of the tamariki (child) is at the forefront of the decision.

Guidelines

- Parents are required to give written statement of their intention to withdraw their child from Meraki Montessori. The written statement needs to outline an explanation or reason for withdrawal.
- A term's notice of withdrawal is required so that Meraki Montessori may look to fill the space from the waiting list. If a term's notice cannot be provided then parents will be required to contribute a term's fee in lieu of notice. If a child is withdrawn mid-term and the term's fees have already been paid, no refunds will be given. Any costs involved in recovering amounts owing will be added to the final total.
- In extenuating circumstances a discussion may be held and an agreement reached about the amount of money owing.
- If asked by the parents, Meraki Montessori will provide any information that will be beneficial to the child's new school or to aid the transition process.

Conclusion

If whanau (families) decide that Meraki Montessori Primary School is not the ideal environment for their tamariki (children) then clear communication with reasons and providing notice is required to ensure a smooth transition to the child's new school.

Fees

Rationale

Fees need to be paid in order for Meraki Montessori to cover the costs of running the school and paying for learning programs and materials. Accurate records regarding fees and payments need to be maintained.

Purpose

- To state what fees will be charged, who is liable for paying accounts and when or how fees are going to be paid. To record, file and maintain all information related to fees.

Guidelines

- A schedule of fees is in the information pack given to whanau (families) at the time of enrolment. Whānau (families) will be invoiced for the year, payable in instalments in advance. Whānau are expected to pay this debt.
- Initial costs and fees are to be paid before the child attends their first day at Meraki Montessori.
- Each November the Board of Trustees will review the school fees for the upcoming academic year and a 4% yearly increase will be applied.
- Fees will be due every term in advance. Meraki Montessori will monitor fee deposits and email statements of payments and money owing to the parents.
- Meraki Montessori will contact any family that is in arrears after 60 days and organize a payment system to clear any fees outstanding. The families have until the end of term to clear outstanding fees. If the fees are not paid then the tamariki (children) will be unable to attend Meraki Montessori.
- A signed copy of the fee structure will be kept on file.

Conclusion

Fees are important to maintain the running and upkeep of Meraki Montessori Primary School. Clear communication between Meraki Montessori and parents will assist in maintaining accurate records. If payments are not made then action will be taken to rectify the situation.

Attendance and Late Pick Up of Pupils

Rationale

The Education Act, 1989, requires that all children six years old and over must attend school. The Principal is accountable to the Ministry of Education for the daily attendance of all students listed on the school admission register and their safety to leave the school grounds at the end of the school day.

Purpose

- To maintain an accurate record of student attendance and ensure they have adequate care to leave the school grounds.

Guidelines

- Ākonga (students) are expected to arrive at Meraki Montessori between 8:20-8:45am. Ākonga will be greeted at the gate by one of the teachers (unless there are exceptional circumstances) and proceed down to the classroom where their attendance will be marked by the Roll Monitor and entered into the Workspace system by a teacher at the end of day.
- If arriving after 8:45, in the case there is no teacher present at the gate, the parent or guardian must sign their child into the 'Little Bit Late Book' that is attached to the Parent Library shelf inside the front door.
- The roll will be logged once in the morning and once in the afternoon to record student absences and attendance. Parents or guardians of Ākonga are responsible for notifying the Principal by text, phone call or email of any absence. Reasons for absences will be recorded on Workspace.
- Attempts will be made to contact whanau (families) who have not communicated with one of the teachers to advise of a student's absence after 3 days. Messages will be left to request a reason for the absence and an expected return date.
- The Principal will be notified if excessive unexplained absences occur or if a pattern of absence develops. A meeting with whanau (families) will be arranged to discuss possible problems and devise solutions to change the patterns. If the absences do not change then a letter outlining the requirements for a child to attend school regularly will be written and more serious actions may be taken.
- A medical certificate will be requested if a child has been absent for medical reasons for more than five consecutive school days
- Any remaining children who are not collected by 3:15pm (even if their parents are on the way) will be required to transition to the Meraki Montessori After School Care program. They will be added to the After School Care roll and parents will be charged accordingly.
- Parents are required to keep the school updated with their phone numbers and the names of people who are allowed to pick up their children after school.



Conclusion

An accurate attendance register will be maintained and communication with caregivers will ensure that children are attending school when they are able and cared for after school if they remain on school grounds after the end of the school day.

After School Care of Pupils

Rationale

The Principal is accountable to the Ministry of Education the safety of children leaving the school grounds at the end of the school day. Teachers require time after school for meetings and administration.

Purpose

- To allow teachers opportunity to hold meetings and complete planning without supervising ākonga (students).
- To provide a safe, supervised environment for Ākonga (students) who remain on school grounds after 3:15pm on days when school is open.

Guidelines

- Ākonga (students) are expected to be picked up by appropriate caregivers at Meraki Montessori between 3:00-3:15pm. Ākonga will be met in the Cloakroom by their caregiver (unless there are exceptional circumstances) and leave the school grounds with their caregiver.
- Any remaining children who are not collected by 3:15pm (even if their parents are on the way) will be required to transition to the Meraki Montessori After School Care program. They will be added to the afterschool care roll and parents will be charged accordingly.
- The Principal will ensure appropriate staff is employed to run the After School Care program in accordance with the 'Personnel: Appointments and Selections' Policy
- Attempts will be made to contact whanau (families) who have not communicated with one of the teachers to advise of a late pick up, if the child has still not been collected by 4:00pm.
- If no contact can be made with the child's parents/ or caregiver then the child's emergency contact may be called to pick up the child.
- Parents are required to keep the school updated with their phone numbers and the names of people who are allowed to pick up their children after school.

Conclusion

The After School Care program is in place to ensure that children are cared for after school if they remain on school grounds after the end of the school day. Clear communication with parents will ensure children leave the school grounds safely.

Privacy

Rationale

Families that join Meraki Montessori have a right to choose which information they disclose to others about their child and family. At the core of the Privacy Act are 12 core principles. These are outlined by the Privacy Commission online at <http://www.privacy.org.nz/information-privacy-principles>. These principles underpin this policy.

Purpose

- The purpose of this operational policy is to ensure that all information collected, whether from a child or adult is lawful and used for the appropriate and intended purpose.

Guidelines

1. To satisfy the requirements of the Privacy Act 1993, we will display the following on the school's wall:

The Privacy Officer of this service is Rebecca Nicholson.

It is their responsibility to:

- Use information collected for the purpose it was collected for;
- Ensure personal information is securely stored;
- Ensure information collected is accurate; and
- Make available to a person information held about them.

2. In relation to collection of information from adults, we will:
 - Collect any information directly from the person concerned.
 - We will always explain what the information will be used for and who else may be given the information.
 - We will only use such information for lawful purposes and with the person's permission.
 - We will only collect information for specific, relevant purposes.
 - We will ensure confidential information is on password protected computer files or in locked drawers. Those who are entitled to see this information will sign a declaration undertaking to only use it for the purposes for which it was collected.
 - We have security systems on the premises and on the computers.
3. In relation to collection of information from or about children, we will:
 - Only use the information for the purpose for which it was obtained.
 - We inform parents by way of the Parent Handbook, why we collect information, how it is used and how it is stored.
 - Parents have a right to access all information held about themselves or their children.
 - We gain parental consent before sharing information.
 - Relevant staff are informed of situations where parental consent is not given.
 - Extra care will be taken where there are custodial issues, especially in relation to who may pick up a child.



- If the child's parents are not living together, the separate permission of each parent will be sought, unless a specific agreement with the parents or a court order is made to vary this.
- 4. The Privacy Officer is responsible for ensuring that the children's parents and caregivers have a clear understanding of our information collection and management processes.
- 5. If a researcher, agency or other person wants to observe or gather data on a child/ren, parents will be consulted and consent sought. The 'other person' and parent will be required to sign a form that states the conditions of use of such information.

Conclusion

Information will be collected in accordance with the Privacy Act 1993. Families and whanau will have a clear understanding of the reasons for collecting such information and will give consent where necessary.

Parents' Grievance

Rationale

An atmosphere of harmony is important for an effective learning environment.

Purpose

- To ensure a fair and systematic approach to conflict resolution.

Guidelines

- Parents with a grievance about a parent, a teacher, or a BOT member should, in the first instance, attempt to resolve it with the adult concerned.
- Parents with a grievance about a child should attempt, in the first instance, to resolve it with that child's teachers.
- If the matter is still unresolved and any of the parties involved wish to take it further, then the issue will be taken to the BOT.
- The parties involved shall attend that part of the meeting dealing with their grievance. The decision of the BOT will be presented to the parties in writing.
- If one or more of the parties in conflict still feel the matter to be unresolved, the BOT will appoint an independent arbitrator. The arbitrator's decision will be final and binding on all parties.

Conclusion

The school faculty, management and BOT must be open, supportive and fair to all members of the Meraki school community as to ensure a harmonious, high-quality learning environment.

Personnel

Selection and Appointments

Rationale

To ensure that Meraki Montessori School is staffed by experienced and qualified people, both academically and in terms of personal character.

Purpose

- To ensure that the core teaching faculty possess appropriate teaching qualifications
- Understand and be able to work within the unique Montessori ethos, which underpins Meraki Montessori School
- Minimise the risk of a staffing failure and consequent disruption

Guidelines

- All permanent teaching faculty working more than five hours per week will hold a current New Zealand teacher registration or a Limited Authority to Teach and ideally will hold Montessori qualifications
- When a teaching vacancy arises the Head of School will develop a draft job description to fill the position.
- At the discretion of the Head of School, vacancies will be advertised nationally in the MANZ newsletter and other media as deemed appropriate. A contact phone number, the closing date, and email to request an Application Pack will be included in any advertisement.
- Prospective applicants will be sent an Application Pack, which includes the following details:
 - Full job description, the precise details are open to negotiation
 - Outline of selection process
 - Request for a complete CV with two current references.
- After the closing date, a member of the Board of Trustees, and the Head of School, in consultation with appropriate faculty will compile a short list of applicants and arrange suitable interview times.
- Short-listed applicants will be invited to visit the school during school hours and be interviewed by the Heads of School, members of the Board of Trustees and appropriate Faculty
- Meraki is not able to finance travel costs for interviewees
- Police vetting checks will be carried out. The applicant will be required to fill out their portion of <http://www.police.govt.nz/advice/businesses-and-organisations/vetting/forms#anchor1>
- The most suitable applicant's qualifications and experience will be verified and references contacted before a formal offer of an Individual Employment

Agreement, which will be both in line with the Employment Relationships Act (2000), and negotiated by mutual agreement between the Board and the prospective employee.

- The successful applicant must confirm acceptance of the appointment by returning the signed contract before a specified date not more than two weeks later. If the offer is declined then the next most acceptable applicant should be made an offer of employment after the conditions mentioned above have been met.
- The unsuccessful applicants should be advised that an appointment has been made only after reception of a signed employment contract.
- Meraki Montessori is an equal opportunity employer

Conclusion

An integrated framework for selection and appointment of suitable staff will help to ensure Meraki's children will continue to have a consistent and high quality learning environment.



Faculty Induction

Rationale

It is important that Meraki Montessori School takes steps to formalise the induction process of new teaching staff of the school, after receiving a signed copy of their Individual Employment Agreement

Purpose

- Induction is designed to assist new teachers to feel at ease in their surroundings and with their new colleagues, and to provide positive knowledge and understanding of the school. This will offer a firm base from which the new teacher can teach effectively.

Guidelines

- Induction is a necessary and an important part of introducing teaching staff to Meraki Montessori School.
- Induction is a process that will occur over a period of time.

Conclusion

Induction will familiarise teachers with the school ethos and organisation as well as introducing them to the school community

Relief Teaching Staff

Rationale

To ensure that the children's education continues with as little disruption as possible caused by the absence of their usual teacher.

Purpose

- To provide a mechanism for the rapid appointment of a relief teacher if one of the core teaching staff becomes unavailable

Guidelines

- There is a list of suitable relief teachers pinned to the wall near the contact list in the back office. The Head of School and Proprietor also have a copy offsite.
- It is important that this list, together with its copies, is kept up to date
- A relief teacher will usually be called in cases of planned absence or where the duration of the incapacity of the regular teacher is going to be for as minimum of three days or an extended duration
- It is not necessary to provide short-term relief cover for part time specialist staff.
- Relief teaching, staff, undergo the same selection process as core teachers to ensure continuity of a quality education (See Personnel: Selection and Appointments Policy)

Conclusion

The appointment of relief teaching staff to cover the core teachers will help to ensure that Meraki's children to receive the consistent and high quality teaching to which they are accustomed.

Staff Performance and Appraisal

Rationale

To effectively supervise the performance of faculty, in order to improve and develop teaching and learning outcomes in a Montessori environment.

Purpose

- To provide meaningful feedback on teaching performance
- To establish effective faculty development planning
- To promote continuous development in teaching.

Guidelines

- The Board of Trustees manages the performance appraisal process.
- All faculty will identify an appropriate appraiser.
- A job description is developed for each member of the faculty which will be used as the basis of performance expectations.
- Self-Appraisal is an important component of the process and is carried out during each appraisal period.
- All appraisals are confidential to the appraised, and the appraiser, the Board of Trustees and to ERO if requested.
- The Board of Trustees will monitor the appraisal process.
- All appraisal documentation will be available to the Board of Trustees and stored in a cabinet in the Admin Office for three years or until the teacher leaves the school.
- If one party disagrees with the results of the appraisal an independent person will be brought in to mediate the appraisal. This person must be a trained Montessorian at the teaching level that is being appraised. The negotiations will be documented and signed by each party to the appraisal.

Conclusion

The appraisal process is designed to promote a safe, supportive environment for teachers to develop their practice through fair and informed feedback by peers to ensure a suitable quality of teaching is maintained at Meraki.

Protected Disclosure Declaration

Rationale

A disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred, if misconduct is established, this will usually lead to summary dismissal.

Purpose

- To provide information and guidance to employees of the school who wish to report serious wrongdoing within the school.

Guidelines

- Any member of staff who believes, on reasonable grounds, that serious wrongdoing is being or has been committed in or by the school should bring it to the attention of the BOT who will arrange for any such allegations to be investigated.
- The person designated by the BOT to investigate will consider the information made available and decide on the form of investigation to be undertaken. This may involve one of the following options:
 - Setting up an internal investigation (where financial misuse is involved this is likely to involve an internal audit)
 - Setting up an independent enquiry
 - Referring the matter to the Police

Conclusion

Serious misconduct, if established will usually lead to summary dismissal.

The person in the School to whom a protected disclosure is made will, in the course of the investigation, use his or her best endeavours not to disclose information that might identify the person who made the disclosure unless:

- That person consents in writing to the disclosure of that information; or
- The person who acquired the knowledge of the protected disclosure reasonably believes that the disclosure of identifying information is:
 - essential to the effective investigation of the allegations in the protected disclosure;
 - essential to prevent serious risk to public health or public safety or the environment;
 - essential having regard to the principles of natural justice.

The School may refuse to disclose information requested under the Official Information Act 1982, if it might identify the person who supplied information, in order to give effect to the purposes of this policy and the new Act.



The person in the School to whom a protected disclosure is made will report to Meraki Montessori BOTs the fact that a protected disclosure has been made and, at the appropriate time, the outcome.

The School will do what it can to protect the person disclosing the information about serious wrongdoing from internal and/or external reprisals.

If no action is taken within 20 days, or there is urgency, or the employee believes that the Head of the School and the BOT Members may be involved in the serious wrongdoing, then the employee may inform the appropriate authority. These include the Commissioner of Police, Director of the Serious Fraud Office, the Auditor-General, the Solicitor-General, the Parliamentary Commissioner for the Environment, the Health and Disability Commissioner, and the State Services Commissioner.

If the employee continues to believe that the information relating to the wrongdoing is true, and no proper investigation or action has been taken, the employee may disclose the information to a Minister of the Crown, or an Ombudsman.

Employees Grievances

Rationale

An atmosphere of harmony is important for an effective learning environment

Purpose

- To ensure a fair and systematic approach to conflict resolution between Employees and the BOT
- To ensure that the BOT's obligations as set down in the Individual Employment Contracts are met
- To ensure a fair and equitable resolution of the dispute with the staff member concerned

Applicability

This policy does not apply to staff working less than 5 hours per week, or to ancillary staff employed on Government subsidised scheme.

Guidelines

- In the first instance, private consultation between employer and employee. The employee is entitled to have a support person present.
- If unresolved, the provisions of the Employment Contracts Act 1991, and especially the procedures set out in the first and second schedules of the Act, shall apply.
- In the matter of staff making a disclosure the Protected Disclosure Declaration Policy will be carried out.

Conclusion

The BOT must be supportive and fair to Meraki's employees to ensure a harmonious, high-quality learning environment for Meraki's students.

Employees Leaving

Rationale

When employees leave the school it is appropriate that their contribution to the well being of the school and its occupants be tangibly recognised

Purpose

- To ensure that each individual staff member's contribution to the life of the school is duly recognised on leaving
- To ensure that any recognition is seen by all to be fair to each members who leaves
- To provide tangible recognition of the BOT's appreciation of the efforts of staff who leave.

Guidelines

- The length of service of any leaving member should be taken into consideration
- The contributions a staff member has made to the improvement of any aspect of the school environment, its pupils' learning overall curriculum advancement, and their contribution to the overall sustainability of the school should be taken into account
- Tangible recognition could range in form from an appropriate letter to a presentation at a formal function.
- While the final decision as to the appropriate recognition will be the BOT's, recommendation should come from the Staff.

Conclusion

A Staff Leaving Policy ensures that everyone is clear about what should be presented to whom, who takes responsibility and that all staff contributions are duly recognised.

Stress Management

Rationale

Stress is an identifiable but non-specific hazard, which shall be dealt with in accordance with the Health and Safety policies for other identified hazards.

Purpose

- The purpose of the Stress Management policy is to make sure all practicable safety precautions are taken in order to maximise personal safety in relation to Stress.

Guidelines

- Where an employee has any concern in respect to their safety and well being or the safety and well-being of others, it shall be reported to the Head of School as soon as practicable, either directly or via trusted third party.
- All the facts shall be collated and assessed calmly and the causes of stress identified. The Head of School may require an employee to undergo a medical examination to provide a determination of the nature and causes of that employee's condition.
- The Head of School, in consultation with an employee and other professionals if necessary, will implement appropriate strategies and subsequently monitor the effectiveness of these strategies and reassess if necessary. The training needs of that employee will also be assessed if necessary.
- Employees must take all practicable safety precautions to maximise their own personal safety and that of others by adhering to best practise in their work place and by also notifying the Board of Trustees of any potential hazards as soon as practicable.

Conclusion

A stress management policy ensures that everyone is clear that Stress should be treated as a non-specific hazard and dealt with as soon as practicable.

Health and Safety

School Excursions/Going Out

Rationale

Experiences gained outside the normal home-school environment aid social, physical, emotional and intellectual development.

Purpose

- To enable the development needs of the children in a Montessori school to be met by experiences outside the classroom, through cultural and physical activities, and also experiences in the natural world, thus helping to provide a context for their learning.
- To enhance children's learning through provision of first-hand experience.
- To increase, knowledge, understanding and appreciation of the local area and other areas that are different in nature and environment to our own.
- To develop confidence, independence, a sense of adventure and a sense of responsibility, particularly towards their own safety and the safety of others.
- To assist in the social development of students through the opportunity to relate and co-operate with others in a situation different from the home and the school environments.

Guidelines

- Excursions/Going Out should be varied and challenging, and appropriate to the developmental ages and stages of the participants. Also it is intended that over the school life of a pupil a wide variety of experiences and areas will be covered.
- All excursions must be thoroughly planned – in consultation with teachers, parents and pupils, where appropriate.
- As a part of the planning of excursions, it will be ensured that any drivers are suitably licensed and vehicles have current WOF and registration.
- Written permission from parents for participation in extra-curricular activities will be obtained at the time of a student's enrolment. Prior written notification of particular trips will be issued, and will include the purpose of the visit, the date, the length of time involved and all arrangements.
- All costs involved in the visit will be met by either school fees, parents or fundraising.
- Prior to the trip some form of Health Education will cover what to do in case of accidents. Adequate first aid equipment must either accompany the group or be available on site.
- Contingency plans for emergencies will always be drawn up and actioned by adult participants beforehand.



- Adequate adult supervision in at least the ratio of 1:16 is aimed for. A lower rate is desirable.
- There may be times during the school day where the supervision is carried out by trusted responsible adults in some cases they may not be registered teachers. In all cases the relationship with the children and their safety is paramount. The principal assumes responsibility in all cases for the health and safety of the children.
- Discretion may be used when selecting supervisors to ensure suitable role models are provided.

Conclusion

Regular and varied school excursions/going out, play an important part in developing and challenging children to reach their physical, social and personal potential.

Discipline

Rationale

A happy and undisturbed environment within which behaviours are clearly defined is necessary for effective learning.

Purpose

- The Montessori school community is a miniature society in which the aim is that children live and work co-operatively. The school is structured to facilitate this aim.
- To set up procedures and guidelines which encourage self-discipline and respect for the rights of all individuals. The children help to establish the ground rules for behaviour.
- Mixed age-groups enable children to learn through observation of each other.
- The Montessori prepared environment is conducive to socially acceptable behaviour.
- Staff and children work together to develop awareness of, and to define behaviour that is acceptable to the learning community. The school community also strives to be open to and aware of the cultural and learning differences that exist, and encourage tolerance and acceptance of the diversity within the community.

Guidelines

- A response to unacceptable behaviours is a procedural process.
- Emphasis is on the natural consequences of such behaviour.
- Mediation (either by another child or an adult).
- Individualised behaviour modification programmed devised by teacher and child, together with parents if considered appropriate. This will help prepare children for a full and responsible participation in society.

Conclusion

Self-discipline learnt during childhood remains a lifelong habit.

“Freedom begins with self-discipline” Dr Montessori

Outdoor Learning Environment

Rationale

The Trust aims to provide and maintain a safe prepared outdoor learning environment for the students of Meraki Montessori School.

Purpose

- The teachers aim to provide and maintain a range of outdoor areas, which encourages children to safely explore and test their capabilities.
- To identify and make safe all outdoor environments, which presents hazard to children through fortnightly safety checks, to ensure the grounds are a safe learning environment.

Guidelines

- Children are introduced to the outside learning environment and informed of the boundaries and areas of play.
- Suitable supervision of children in outdoor learning environments is provided during school hours.
- Regular safety checks are performed around the outdoor learning environment with the checklist to ensure potential hazards are mitigated.
- Procedures are reviewed after any incident or accident to ensure anything that could have been conducted better will be done so in future.

Conclusion

A well designed outside learning environment will recognise all aspects of minimum safety standards for children within our environment. Safety checklist and proper supervision will provide effective safety management of that environment.

Kitchen and Food Safety

Rationale

The Trust aims to provide and maintain a safe prepared indoor food preparation environment for the students of Meraki Montessori School.

Purpose

- The teachers aim to provide and maintain a range of food preparation experiences, which encourages children to safely explore nutrition and offer them skills on how to prepare healthy meals for themselves and their families.
- To provide a safe and hygienic indoor food preparation environment and ensure that children with allergies are identified and catered for.

Guidelines

- Children are introduced to the indoor food preparation environment and informed of rules and hygiene requirements that will help them to work safely within the environment.
- Suitable supervision of children in indoor food preparation environments is provided during school hours.
- Kitchen equipment is properly maintained and replaced or repaired if broken.
- Procedures are reviewed after any incident or accident to ensure anything that could have been conducted better will be done so in future.
- Children with allergies are identified by a photo and details of what to do in case of reaction on the wall beside the refrigerator.
- All food preparation will include options for those with differing dietary requirements to ensure they feel included and can take part.

Conclusion

Providing children with an indoor food preparation environment plays an important part in developing positive attitudes towards nutrition. Ensuring that children with allergies are safe and suitable supervision is provided is the responsibility of all staff at Meraki Montessori.

Sexual or Physical Abuse

Rationale

All children have the right to be treated with dignity and respect and to have their needs met in a safe environment.

Purpose

- To ensure the safety of the child is paramount.
- To provide guidelines for all staff so that they can identify signs of abuse or neglect in the children in their care.
- To provide procedures and guidelines for dealing with case of sexual or physical abuse, in or out of school.

Guidelines

- In the case of a report from a third party to the school, the first course of action will be to direct the third party to a helping agency without becoming involved at that time. The school will use the most appropriate agency for sexual abuse and the most appropriate agency for physical abuse or neglect. This helping agency may be: Doctor, CYFS, Social Welfare or Police.
- Parents will be informed except where a pupil's welfare is likely to be threatened. Whichever agency is involved in the cases will be responsible for informing parents as they have the skills to handle the situation in the way most supportive to the child.

Reporting of ill-treatment or neglect of child or young person

- Any person who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected, or deprived may report the matter to a Social Worker or member of the Police.

Protection of person reporting ill-treatment or neglect of child or young person

- No civil, criminal or disciplinary proceedings shall lie against any person in respect of the disclosure or supply, or the manner of the disclosure or supply, by that person concerning a child, young person (whether or not that information also concerns any other person), unless the information was disclosed or supplied in bad faith.
- Teachers will be encouraged to keep records on any concerning behaviour or injuries to the child, which may help in identifying an abuse case. Parents will be consulted about the changes in student behaviour to try and identify a reason.
- School staff will take seriously any disclosure from a child sought from an outside agency such as the Public Health Nurse, CYPS or Police.
- It is important to believe and affirm a child's disclosure when it is made.
- If an agency requires an interview with a child in school time, an adult on the staff whom the child has confidence in may be present. The welfare of the child must be first priority.
- No formal interview will be undertaken by staff with the child in question.



- Support for staff and the child concerned will be sought from the agency involved.
- Records of discussions and observations relating to suspected abuse will be stored separately from other school records. Appropriate confidentiality will be maintained at all times.

Conclusion

Parents and staff will be aware of procedures the school will follow to protect children from any kind of abuse. Staff will have clear guidelines for any cases of suspected abuse.

Bullying

Rationale

All children have the right to be treated with dignity and respect and to have their needs met in a safe environment. Bullying is defined as one or more people deliberately causing, by any means, psychological or physical suffering in another..

Purpose

- To ensure that the safety of every child is paramount.
- To provide guidelines for all staff so that they can identify signs of physical and./or psychological bullying in the children in their care.

Guidelines

- Parents/caregivers/guardians and teachers all need to be receptive and sensitive to the children so that the children feel their voices are heard and validated. Teachers will make every effort to remain aware of any incident, and will record all significant inappropriate behaviours in the Incidences Book (Disputes). There will be one book for each classroom which will be kept with the daily roll.
- It is essential that the teachers and parents/caregivers/guardians inform each other of any concern regarding physical or psychological bullying as soon as it becomes apparent. This is paramount. For this policy to be effective, clear and transparent lines of communication are vital between school and home.
- Children are aware of the guidelines for appropriate and acceptable modes of relating.
- The Montessori environment is the child's practice society. The aim is to guide children as they develop social skills, including their abilities to relate to one another and to explore and accept difference. The children will also be guided in attaining skills to assertively handle uncomfortable situations, and to help raise the teachers' consciousness of any unknown issues.
- The Board of Trustee will be advised on any ongoing mediation with a child. At the discretion of the teachers, parents/caregivers and Board of Trustees, external agencies may be involved.
- It should be appreciated that the time may come when a child may be asked to leave the school due to his or her physical or psychological bullying behaviour. The Board of Trustees has the authority to stand down a pupil, as outlined in the Ministry of Education "Guidelines for Principals Boards of Trustees on Stand-Downs, Suspensions, Exclusions and Expulsions".
- This moment will be decided by the BOT after the procedures outlined in this Policy Document have failed to affect change.
- The Teachers will remain in close communications with the BOT and the child's parents/ caregivers/guardians while decisions are being made.



Conclusion

It is the responsibility of all Staff to be aware of the policy and procedures to deal with disputes and bullying in order to protect children. The staff has firm guidelines to follow for any cases of physical or psychological bullying and will aid in the implementation of this policy.

Internet Safety

Rationale

The Trust aims to provide and maintain a safe online environment for the students of Meraki Montessori School.

Purpose

This policy is designed to aid in maintaining a safe physical and emotional environment. The overall goal is to develop and maintain rigorous and effective cybersafety practices which aim to maximise the educational benefits of the Internet and Information and Communication Technologies (ICT) while minimising and managing the risks

Guidelines

- Students will be supervised while using school ICT resources; the degree and type of that supervision may vary, dependent on the type of technology concerned, where the equipment is physically situated and whether or not the activity is occurring in the classroom.
- Use of the internet facilities at this school is strictly for educational purposes. This includes personal use and use for professional development of staff
- Training for staff to use these facilities is made available.
- The school will provide an effective electronic security system, which is financially practicable. The school will continue to refine methods to improve Cybersafety.
- Educational material on Cybersafety will be provided by management to staff and students, and to parents/caregivers. As well, additional safety education will be delivered, where relevant, through teaching programmes.
- The safety of children is of paramount concern. Any apparent breach of cybersafety will be taken seriously. In serious incidents, advice will be sought from an appropriate source, such as NetSafe, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.

Conclusion

Safety of children whilst using the internet and ICT devices at school is paramount. It is the responsibility of all staff to ensure educational material regarding Cybersafety is delivered to all new staff and children and that adequate supervision is provided.

Injuries and Incidents

Rationale

Meraki Montessori requires a system to record, report, notify and investigate when an injury/incident occurs in order to ensure the safety of every child and member of staff. This system enables schools to identify injury/incident trends and develop injury prevention strategies. An injury can be defined as a situation where harm has occurred. An incident can be defined as a situation where harm might have occurred (a near miss).

Purpose

- To provide a physically and emotionally safe environment to both staff and students and to also have a management process in place in the event of an injury or incident.
- To ensure that the safety of every child is paramount.
- To provide guidelines for all staff so that they can respond to any injury or incident which may occur.

Guidelines

- Teachers/Guides are required to know basic first aid response.
- First aid kits and supplies are located under the sink in the kitchen
- A first aid kit to take on out of school excursions is located upstairs in the back office.
- Each staff member is responsible to record any injuries or incidents which occur during school hours on school grounds need to be recorded in the Incident/ Injury Reporting Book located under the kitchen sink. Information to be recorded on the register must include:
 - Date and time of injury/incident
 - Name of individual
 - Type of injury
 - Part of body affected
 - Treatment provided
- Injury/incident may be investigated to identify the causes and prevent recurrence. Investigation of an injury/incident is the responsibility of the school Health and Safety Coordinator.
- Incidents that occur in a school where an injury or serious harm does not occur ("near miss") but there is a potential to cause harm, will be reviewed by staff in order to understand what took place and to ensure that it does not recur and cause more harm in the future.
- Injuries or incidents which occur on an out of school excursion need to be recorded upon return to school grounds.



- If an injury occurs staff are to give first response measures to the injured child/ adult as well as mitigate any further risk to other children and staff.
- Parents and caregivers will be immediately notified if the injury is of a significant nature or if the child has been taken for further medical attention.
- If a teacher/guide or staff member requires further medical attention a BOT member will be notified and a reliever called in if necessary.

Conclusion

Safety of all staff and children is paramount. It is the responsibility of all staff to be responsible for the record keeping to ensure the safety of all children and staff .

Animal Welfare

Rationale

The School recognises that under the Animal Protection Act (1987), it is required to have a code of ethical conduct relating to the Welfare and treatment of any animals under its care.

Purpose

- To encourage through example the proper care of living things within the school situation.
- To enhance children's learning through provision of first-hand experience.
- To assist in the social development of students through the opportunity to relate and co-operate with others in a situation different from the home and the school environments.
- To provide experiences for children to observe, handle and care for a range of animals in a humane and caring way.

Guidelines

- Animals should be brought onto the school premises with the permission of the Head of School. It is illegal for some animals (including native animals) to be kept in captivity. In the event of a child taking an animal directly to the classroom, the teacher must inform the Head of School.
- An animal is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles. It is generally accepted that other living creatures, such as snails, worms and insects must also be treated with care and kindness.
- Creatures kept in classrooms for observation must be housed and fed properly and returned to natural habitat upon completion of the study. If the appropriate care cannot be provided, the animals should not be kept in school.
- Creatures captured on field trips must be returned to their habitat prior to leaving the area
- Children are adequately instructed on how to handle creatures in the classroom to mitigate any potential harm to the children.

Conclusion

Responsibility for the welfare of animals rests with the teacher involved, but ultimately with the Head of the School and Board of Trustees.



Fire and Earthquake

Rationale

To enhance the personal safety of the people in the building.

Purpose

- To ensure that the building is evacuated safely, and to provide guidelines for use in the event of a severe earthquake or fire.

Guidelines

- The procedures for fire and earthquake are outlined in the school's Guidelines and Procedures Folder

Conclusion

The policy and procedures ensure that the students and staff are safe in the event of a fire or earthquake