***NAG 6:* LEGISLATION/ADMINISTRATION**

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**6.3:** Privacy Act

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**NATIONAL ADMINISTRATION GUIDELINE 6**

**LEGISLATION**

***Each Board of Trustees is expected to:***

Comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year

**6.1 Treaty of Waitangi**

*To foster a value in New Zealand’s dual cultural heritage through the* *acknowledgement of the Treaty of Waitangi.*

1. To provide a coherent and consistent framework for the teaching of Maori language:
	* The teaching of Maori language will be integrated across the curriculum.
	* Waiata and Te Reo Kori will be used as a foundation for the learning of Te reo and Tikanga Maori.
2. To provide a basis for the inclusion of appropriate Maori language (te reo
	* Maori) and culture (Tikanga Maori) in studies and activities across the curriculum.
	* He Reo Tupu He Reo Ora will be used to plan class programmes.
	* Unit planning will show the Maori component where appropriate.
	* Term Overviews will show Maori links with major topics of study.
3. To develop respect for other people, provide for equity for all and acknowledge and understand individual differences:
	* Classroom programmes will endeavour to provide for equitable opportunities for all children by recognising and planning for individual needs and differences.
	* Classroom environments will endeavour to foster personal and group identity and respect for others by teachers modelling appropriate behaviour.
	* Children will be positively acknowledged when showing respect, awareness and sensitivity towards others.
4. To acknowledge the unique nature of Te Reo Maori and Tikanga Maori.
	* Acknowledgement of the contribution made to New Zealand life through Maori language and culture, by integration into the curriculum through theme settings and suggested topics
	* Provision for the use of Maori language across the curriculum.
	* Maintain the open door policy between the school and the community.
	* Linking with the local Marae.
	* Communications with other schools to widen understanding of the Maori dimension.
5. To enable students from different cultures to share and understand New Zealand’s heritage to promote a sense of belonging to and identifying with, te whenua.
	* Use of local Marae
	* School/class/group visits and exchanges.
	* Active involvement in learning unique Maori skills through a cross curricular approach.
	* Comparison studies highlighting the uniqueness of all cultures.

**6.2 Copyright**

* The Principal will ensure all staff members are aware of their responsibilities under Copyright Law. A breach of copyright law is a serious disciplinary offence.
* Board will maintain a Copyright licence that enables teachers to make use of appropriate resource material up to Copyright limits.

**6.3 Privacy Act 1993**

The Board will ensure that the privacy principles are upheld and will appoint for this purpose a “Privacy Officer”. The “Guidelines to BOTs – Privacy Act 1993” are noted.

* When information is requested, the Principal or the Deputy Principal, as appropriate, will determine whether in their view it is appropriate to supply or refuse to supply such information. Where the decision is made not to supply information requested, the person requesting such information will be advised of the relevant provisions of the Act under which the decision was made not to disclose.
* Complaints received by the school with respect to alleged non-compliance with the Act shall be immediately passed to the Privacy Officer who shall investigate and take appropriate action.
* All staff shall be advised annually whom the Privacy Officer is, that complaints should be treated seriously and immediately passed to the Privacy Officer, and of their obligations under the Act.

**6.4 Attendance**

Student attendance is to be monitored carefully. All teachers must fill in the online attendance register morning and afternoon. Up to date contact between home and school must be established to ensure there is an explanation for the absence.

* Absentee Notes - Every child must bring a parental note of explanation on returning after absence. Alternatively a telephone call or text from the parent will suffice. The office staff are to be advised of all absences (who will in turn advise staff of absence messages received at the office)
* Parents are to be advised frequently by newsletter that a note, text or phone call is needed to explain absences, and that in case of absence likely to exceed a day or two the school should be advised at the time of absence.
* If a child returns without notification of absence within a day or two (may be verbal or written), the Principal is to be advised so that further action may be taken.
* Teachers are to inform the Principal should a child arrive late regularly who will inform the parents or if necessary inform the Rock On team.
* In the case of unexplained absences of more than 3 days, please notify the Principal (possibly for referral to the Rock On Team if appropriate).
* When a pattern of unexplained absence is apparent from perusal of the weekly summary sheets the Principal will decide what action is required.
* If persistent ill health is causing frequent absence the Public Health Nurse will be advised. Where social or emotional problems are involved the Resource Teacher of Learning Behaviour (RTLB) or a Psychological Service may be consulted.
* If attendance problems cannot be resolved through the above measures the B.O.T. is to be advised so that the Rock On Team may deal with the situation.
* During school time holidays and days off for non-school activities are not encouraged.
* Extra work will not be sent home if requested for the above non-school activities. Classroom programmes are designed is such away that the child needs to be at school to get the full understanding and benefit from the learning. If parents are removing their children from normal class days to participate in non-school activities, then it is their responsibility for their child’s/children’s learning. Reading books maybe sent home.

**6.5 School hours / School year**

* The Board shall ensure that the requirements of the legislation in respect of the school hours and the school year are met.
* The Principal shall, as appropriate, report to the Board with respect to details of compliance.

**6.6 Stand Downs and Suspensions**

The MOE 2003 handbook “Guidelines for Principals and Boards of Trustees on Stand- downs, suspensions, exclusions and expulsions‟ is to be used in all matters pertaining to the stand-down or suspension of a student at Te Poi Primary School.