



# Alfriston College

## Hauora Procedures 2021

Version 1 Ratified: 29 March 2021

Signed: \_\_\_\_\_  
Board of Trustees

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HAUORA 1

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D2, D6, D7, D8**

## **Equity**

Principle:

All learners at Alfriston College shall have access to the National Curriculum regardless of race, religion, gender or disability. Every endeavor will be made to ensure learners are not subject to discrimination and that learners are treated with respect to their ethnic background.

Guidelines:

1. The school will endeavor to provide positive role models in terms of race, religion, gender and disability so that learners can understand the importance of equity in the behavior of themselves and others
2. Learning Leaders will endeavor to be aware of the cultural background of each learner
3. Senior staff will ensure that equity goals are being met when monitoring learning programmes
4. Resources will be unbiased, fair and accessible to all groups in the school
5. The school will endeavor to provide a balanced gender and ethnicity in its staff
6. Culturally appropriate methods of teaching and assessing will be practiced

References:

- Education Amendment Act 2000
- Privacy Act

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HAUORA 2

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D2, D6, D7**

### **Healthy Foods and Lifestyle**

Principle:

To ensure staff are role models by promoting and assisting learners to develop lifelong healthy diet and lifestyle choices.

Guidelines:

1. The school will have as part of its health programme a component on healthy eating, the dangers of obesity and poor diet and on the value of recreational activities.
2. The school cafeteria will ensure that healthy food choices are offered and actively promoted in accordance with the Heart Foundation guidelines.
3. The school discourages the consuming of any sugar content drinks and will not provide these through the cafeteria. Drinks supported by the Heart Foundation will be the only available options.
4. In the event of a school camp or trip fundraising the school will ensure that healthy food options only will be sold.
5. Literature on a healthy diet will be available from the Health Centre and in the school library.
6. The Hauora Committee will report to the Board of Trustees on recommendations for cafeteria sales and on all aspects of meal and drink provisions in the school.
7. As part of the staff recruitment process all prospective staff will be encouraged to fully participate in the full life of the school by promoting recreational and sporting activities and by taking sports teams.
8. All learners will be provided with opportunities to take part in summer and winter sports and recreational programmes.
9. The Heart Foundation Guidelines will be the basis of our school food. This will also be ratified by the delegated Committee of the BOT. Any requested changes to the menu will be brought to the Hauora Committee at each meeting

References:

- Education AMENDMENT ACT 2000
- <http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/health-and-wellbeing-programmes/why-promote-healthy-lifestyles/>

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HAUORA 3

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D2, D6, D7, D8**

### **Professional Learning and Development (PLD)**

Principle:

The Alfriston College staff professional development programme aims to develop in all staff a consciousness of the need for personal and professional development and ensures that the school makes a commitment to this.

Guidelines:

1. Staff are given opportunities to gain insight into, and to develop, their abilities and their own personal professional directions. They are given opportunities to increase their competencies through a variety of means (e.g. courses, conferences, professional development activities both within and beyond the school setting, professional reading, participation in professional organizations etc.)
2. The Senior Leader Learning Leadership has responsibility for school wide implementation of PLD.
3. Resourcing to implement the PLD programme will be made available where appropriate
4. A robust Growth and Development Coaching (GDC) programme is in place and is participated in by all staff members; this is the key means to which individual PLD is identified
5. In addition to the GDC programme, Provisionally Registered Teachers and Teachers Registered Subject to Confirmation participate in a structured advice and guidance programme led by the Senior Leader Learning Leadership to gain Practising Teacher Certificate registration.

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## HAUORA 4

### AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D2, D6, D7, D8**

## **Uniform**

### Principle:

The correct wearing of the Alfriston College uniform helps set the tone and atmosphere of the school, and gives learners a sense of identity and pride in themselves and our school community, maintains a standard reflective of Alfriston College and promotes equality amongst all learners.

### Guidelines:

1. Wearing the regulation uniform is a condition of attendance at Alfriston College.
2. The Board of Trustees in consultation with the school community will set the regulation uniform. Any changes to the regulation uniform will be advertised and phased in over an agreed suitable and appropriate period.
3. It is expected that the uniform will be worn with pride in an appropriate and presentable manner as determined by the School Leadership.
4. Learners not wearing the correct uniform require a note from home which the school will use to lend, if available, appropriate uniform items for the day or relevant period of time. The amokura or whanau leader will issue a pass where appropriate. Where there are financial or other difficulties, parents / caregivers should approach their Whanau Senior Leader who may grant individual dispensation in cases of genuine need.
5. Jandals and denim clothing are unacceptable at all times.
6. Parents / caregivers of children who regularly wear incorrect uniform will be advised in writing and given an opportunity to rectify this.
7. It is recommended that all items of uniform be clearly named.
8. Learners must wear the correct uniform to and from school. Correct uniform shall also be worn on all school outings except when EOTC or special school events require alternative clothing.
9. The Whānau tee-shirts in respective Whānau colours are compulsory for all years for PE and are to be worn for all Inter-Whānau competitions and activities but **MUST NOT** be worn under school shirts. These do not replace the regulation uniform at any time.
10. A copy of the uniform policy and regulation uniform requirements will be given to families at enrolment. The regulation uniform is published as an attachment to this policy and is available through the website.

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## HAUORA 5

### AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D6, D7, D8, D9**

## **Stand down and Suspensions**

### Principle

Alfriston College works to ensure that the school is a safe learning environment. When learner behaviour is such that it compromises the safety of others or seriously damages the learning culture of the school, formal disciplinary procedures need to be followed.

We want to ensure that the relevant sections of current legislation and MOE guidelines are complied with

### Guidelines:

1. All incidents must be thoroughly investigated and documented before the decision is made to stand down or suspend a learner.
2. The final decision to stand down or suspend is at all times, the School Leader's or delegated SLT member.
3. All staff involved in the stand down or suspension of learners must be familiar with the relevant sections of current legislation and MOE Guidance.
4. The stand-down and suspension procedures in the relevant procedures Manual(s) will be followed at all times.
5. Stand downs and suspensions cannot be predetermined as the school is obliged to take into account the circumstances of each case.
6. The School Leader has a duty to ensure that all reasonable steps are taken by the appropriate delegated staff to offer learner's counselling services and inform parents / caregivers.
7. All necessary documentation must be completed and kept on relevant files and is subject to the provisions of the Privacy Act.
8. The Disciplinary Committee of the Board of Trustees will consist of a minimum of two Trustees. If at all possible, the Disciplinary Committee will include a member whose ethnicity and/or gender reflects that of the learner (s) appearing before it.
9. Through the EFAP Committee stand downs and suspensions data will be reported each term to the Board of Trustees so that trends and issues are identified and addressed as appropriate.
10. Through the Hauora Committee, all learners who have been Stood Down or Suspended and reintegrated back into school with or without conditions will be tracked, monitored and reported on, for at least three Committee meetings so that successes and issues are identified and addressed as appropriate.
11. The stand-down and suspension policy and procedures should be implemented in line with the principles of Restorative Practice.
12. Section 27 of the Education Act 1989 may be used by the School Leader to withdraw a learner from school for up to five days if deemed appropriate in accordance with our Restorative Practice principles.

### REFERENCES

- Education Amendment Act 2000
- MOE Guidelines

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HAUORA 6

AC STRATEGIC PLAN, GOVERNANCE FRAMEWORK AND OPERATIONAL POLICIES 2019

REFERENCE: **D6, D7, D8**

## **AC Behaviour Code**

Principle

Alfriston College works to ensure that the school is a safe learning environment which is respectful of the rights, responsibilities, well-being and dignity of all.

Guidelines:

Alfriston College will be a learning community dedicated to developing and supporting life-long, independent learners by creating an environment that fosters a sense of belonging, values learning, and expects success.

Learners are expected to:

1. respect and be respectful of learning, self, others, cultures and environment, the Alfriston College lifelong value of Whakapapa – Connection
2. believe in themselves and their abilities, participate, encourage and work with others, the Alfriston College lifelong value of Tu Maia – Confidence
3. demonstrate and receive adaptability, care and compassion, honesty and integrity, perseverance, responsibility, and to be of service to others, the Alfriston College lifelong value of Ahuatanga – Character
4. relate to others, communicate and manage self appropriately and successfully, the Alfriston College lifelong value of Maatau – Competence

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