



Newsletter

16 March 2022 Newsletter No 4

Kia ora Parents/Caregivers,

Thank you to those families who have contacted us about their positive COVID results, this helps us monitor the impact it is having on our school. You are in our thoughts and we look forward to students returning to school when they are well, as per the guidelines below. COVID is definitely having an impact on our school. This update gives the latest expectations to identify COVID symptoms and also when it is safe to return to school.

What you need to do

- You and your whānau should be very vigilant about monitoring for symptoms.
- If any symptoms develop, get tested immediately.
- Wear a face mask when out and about.
- Wash hands often with soap for 20 seconds and dry your hands completely.
- Wash your hands if you have been in a public place or after blowing your nose, coughing or sneezing.
- Avoid touching your face, cough or sneeze into your elbow or cover your mouth with tissues.

Symptoms of COVID-19

- A new or worsening cough.
- Sneezing and runny nose.
- A fever.
- Temporary loss of smell or altered sense of taste.
- Sore throat.
- Shortness of breath.

Less common symptoms include diarrhoea, headache, muscle aches, nausea, vomiting, malaise, chest pain, abdominal pain, joint pain, or confusion/irritability.

For more information, go to [the Unite Against COVID-19 website](#).

If you or someone in your whānau tests positive for Covid 19

- If you or your child receive a positive test result the household must isolate for seven days.
- Household contacts must test on Day 3 and Day 7.

Returning to school after COVID-19

- Students who test positive for COVID-19 are not required to self-isolate past seven days, but they shouldn't return to school if they are still feeling unwell.
- Many children will have long-lasting runny nose and cough after viral infections. If it is over 10 days since the onset of the COVID infection and they are no longer feeling unwell, they are unlikely to be transmitting any active COVID infection and can return to school. However, if they are continuing to feel unwell or their symptoms are worsening after 10 days then a GP review is recommended.

What we're doing

- We are staying open.
- We are using public health measures to reduce the risk in our settings, including masks, physical distancing and ventilation.
- We have appropriate cleaning procedures in place.

How to work out your 7 days of self-isolation



start over if you test positive

Find out what you need to do if:	you are positive for COVID-19	you are a Household Contact (living with a positive case)*
Day 0	The day you test positive or start experiencing symptoms, whichever is earliest.	Your Day 0 is the same Day 0 as the first positive case in your household.
Day 3	-	Take a Day 3 test today, or sooner if symptoms develop. If it's positive, start a new 7 days of self-isolation.
Day 7	-	Take a Day 7 test today, or sooner if symptoms develop. If it's positive, start a new 7 days of self-isolation.
After	After 7 days, as long as you are free of COVID-19 symptoms, you will be free to leave self-isolation.	After 7 days, as long as you have a negative Day 7 test result and no COVID-19 symptoms, you will be free to leave self-isolation.

* Some people who are Household Contacts and critical workers may be able to still go to work through the Close Contact Exemption Scheme. See our website for more information.

Te Kāwanatanga o Aotearoa
New Zealand Government

Unite against COVID-19

Updated 12 March 2022

Household Contacts what you need to do



Do you live with someone who has tested positive for COVID-19? Visit [Covid19.govt.nz/household](https://www.covid19.govt.nz/household) and follow these steps:

- Stay home* and isolate for 7 days from the day the person with COVID-19 tests positive (Day 0). Try to avoid contact with them if you can.
- Take a test on Day 3 and Day 7 (or sooner if you develop symptoms).
- Tested negative? You still need to finish your 7 days of self-isolation.
- Tested positive? You will need to start a new 7 days. Please follow the guidance on our website.
- Did someone else in your house test positive? You don't need to restart your 7 days (unless you test positive).
- Go to [Covid19.govt.nz/positive](https://www.covid19.govt.nz/positive)
- You can complete your self-isolation at the same time as the first person in your house who had COVID-19 if your Day 7 test is negative, and you have no new or worsening symptoms. Tino pai!

* Some people who are Household Contacts and critical workers may be able to still go to work through the Close Contact Exemption Scheme. See our website for more information.

Te Kāwanatanga o Aotearoa
New Zealand Government

Unite against COVID-19

Updated 12 March 2022

NEW STUDENTS

We welcome the following students and their families to Grantlea Downs this week: Declan Flintoft and Kobe Ng.

Assembly Awards

Principals Awards

Jayda Houia-Tairaki, Monique Legge, Lenny Richards, Charlie Palmer, Oscar Bennett, Seven Felizardo, Hunter Hopkinson

Term 1 - Week 5

Ksenia Streltsova, Louis Boakes, Anabelle O'Connor, Luka Pratley, Brodie Fox, Bailey Young, Khan Wills, Jorja Flannery, Ali Anderson

BOT News

On behalf of the Board, I would like to thank the community for your continued support and understanding during these uncertain covid times. We hope those that have been affected are doing all right and we wish you a speedy recovery and we look forward to your return.

Recently you will have received an email or letter advising that we are currently holding a by-election for one position on our Board of Trustees. At our last meeting on 22 February 2022, Wayne Dyche resigned due to his connection with the school ceasing as his children have now moved on to high school. We would like to thank Wayne for his contribution to the Board and in particular his work in project managing the development and design of the MeWheels track at Grantlea Downs School. Due to his resignation the Board now has a position available as per the NZSTA guidelines. This position will initially be until the end of 2023.

If you are interested in joining the Board and would like to know more about the Board of Trustees and their role, please don't hesitate to contact me via email.

Errol Johns, Presiding Member (Chairperson) Board of Trustees
doozer318@gmail.com

Term 1 - Week 6

Jayda Gibson, Nina Richards, Mikayla Rose, Brooklyn Thomson, Teo Reha-Moki, Abby Thornton, Hazel McGlinchy, Pyper McGiffert, Charlie Palmer, Kalare Win

Values Champions – Week 5

Arlo Thornton, Bianca Valentine, Henry Morris, Lawson Kavanugh, Izabella Simms, Savannah Annear-Mason, Carter Brown

Values Champions – Week 6

Ayune Greenfield, Harla Brinsdon, Bailee Armstrong, Manvi Maneesh, Sahara Kleinow, Lavanya Renjith, Neaka Morris, Chase Thomas, Kyson Taylor, Gabby Milne

For more from the Board of Trustees see pages 5 - 11



**GRANTLEA
DOWNS**

The country school in the town

Growing a healthy
body grows a healthy
mind

SCHOOL LUNCHES

We are excited with the change in our school lunches and the hard work our awesome chefs are putting in to make it a success. To support this amazing work, we encourage you to consider healthy snack options in their lunchboxes. Check out these nutritious snack options and ways to encourage your children who may be fussy eaters.

GO

Kai that gives us energy to move and have fun
The foods that help us GO are our wholegrain carbohydrate foods – breads, rice, pasta, cereal.



GROW

Kai that fuels our bodies and brains for growth and development
The foods that help us GROW are the ones high in protein – dairy, meats, beans and legumes.



GLOW

Kai that helps develop skin, hair, nails and body organs
The foods that help us GLOW are colourful fruits and vegetables.



CHILDHOOD IS A TIME OF RAPID GROWTH AND DEVELOPMENT, AND A TIME WHEN MANY HABITS AND BEHAVIOURS ARE SET. A HEALTHY LIFESTYLE, INCLUDING HEALTHY EATING, WILL HELP TO ENSURE A HEALTHY FUTURE.

NUTRITIONFOUNDATION.
ORG.NZ

PIKELETS

TIP...
SUBSTITUTE SUGAR FOR 1 MASHED BANANA TO MAKE YUMMY BANANA PIKELETS!

Method

1. Sift the flours and baking powder into a bowl and make a well in the centre. Whisk together the eggs, milk and sugar
2. Pour the wet mixture into the well and mix slowly. Add the fruit
3. Heat a large non stick frying pan over medium heat and brush with oil. Drop heaped teaspoons of batter into the pan and cook until bubbles appear on the surface, then turn and brown the other side
4. Transfer onto a wire rack to cool

Ingredients

½ cup plain flour
½ cup wholemeal flour
1 tsp baking powder
¼ cup sugar
2 eggs
½ cup low fat milk
Tin of peaches or apples

INSTEAD OF...

TRY...

INSTEAD OF...

TRY...



Fruit leathers or strings



Fresh fruit



Processed cheese and crackers



Cheese and crackers



Muesli bar



Seeds



Pie



Pasta



Chocolate biscuits



Fruit bun



Chips



Popcorn



Chocolate bar



Plain yoghurt



Nutella or jam sandwich



Marmite and cheese sandwich



Chocolate muffin



Bran muffin



Fruit sticks



Vege sticks and hummus

Date: Term 1 2018. For more info visit: cph.co.nz

Ways to encourage reluctant eaters

It is common for children to go through phases where they refuse to try new foods. Don't be discouraged - here are some tips to help you through!

- Involve children in shopping and food preparation to increase their interest in eating
- Be an enthusiastic role model, try out new and different foods together
- Create relaxed + happy meal times
- Avoid linking treats with reward
- Smaller portions can be easier for children to manage

It can take up to ten times for a new food to be accepted, so don't worry if a food is rejected several times.

GRANTLEA DOWNS SCHOOL BOARD OF TRUSTEES BY-ELECTION

Nominations are open for the election of one parent representative to the board of trustees.

All eligible voters will receive a nomination form and a notice calling for nominations – you can use this form to nominate yourself or someone in your community.

If you need more nomination forms, contact the school office.

Nominations close at noon on **Thursday 31st March 2022**. You may provide a signed candidate statement and photograph with your nomination.

The electoral roll is held at the school and can be viewed during normal school hours.

As nominations are received, there will be a list of candidates' names kept at the school up until election day, which you can view.

Voting closes at 4pm on Tuesday 3rd May 2022.

Shelley Willocks
Returning Officer

BOT - POLICY REVIEW

This year the **Health and Safety policies** are being reviewed by SchoolDocs. If you wish to view any policy or make comments on those being reviewed, please follow the instructions below.

1. Visit the website <https://grantleadowns.schooldocs.co.nz>
2. Enter the username (grantleadowns) and password (grantsroad).
3. Follow the link to the relevant policy as listed or click on the **Quick Links for Parents and Whanau** heading on the left-hand side under the search area.
4. Read the policy.
5. Click the Policy Review button at the top right-hand corner of the page.
6. Select the reviewer type "Parent".
7. Enter your name (optional).
8. Submit your ratings and comments.
9. If you don't have internet access, school office staff can provide you with printed copies of the policy and a review form.

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Grantlea Downs School

Community Social Media Guidelines

This policy applies to anyone using school-related social media.

Expectations

Administrators and users of all Grantlea Downs School social media accounts must use their best judgement when using school social media.

Posts and comments must be:

- polite and represent the school in a good light
- relevant to the school community
- consistent with relevant school policies

(e.g. [Privacy, Digital Technology and Cybersafety, Harassment, Bullying and Online Bullying](#)).

Posts and comments must not contain or link to:

- abusive content, bad language, personal attacks, spam
- advertising (unless this is thanking a business for their support)
- identifiable images of a student's face (unless with relevant permission).

If users breach the conditions above, the post/comment may be deleted and the user may be blocked.

Also see [Sharing Images of Students](#) ✓ and [Publishing Student Information](#) ✓.

Administrators

Administrators of social media accounts must be currently associated with the school. If an administrator's association with the school ends, they must be removed as an administrator. A senior staff member will always be an administrator on the account.

Anyone setting up a social media page that is associated with the school must seek permission from the principal/board.

Administrators are responsible for:

- monitoring posts/comments regularly
- removing inappropriate posts/comments (and blocking users if necessary)
- documenting harmful content with a screenshot and removing it as soon as possible
- reporting inappropriate content to senior staff.

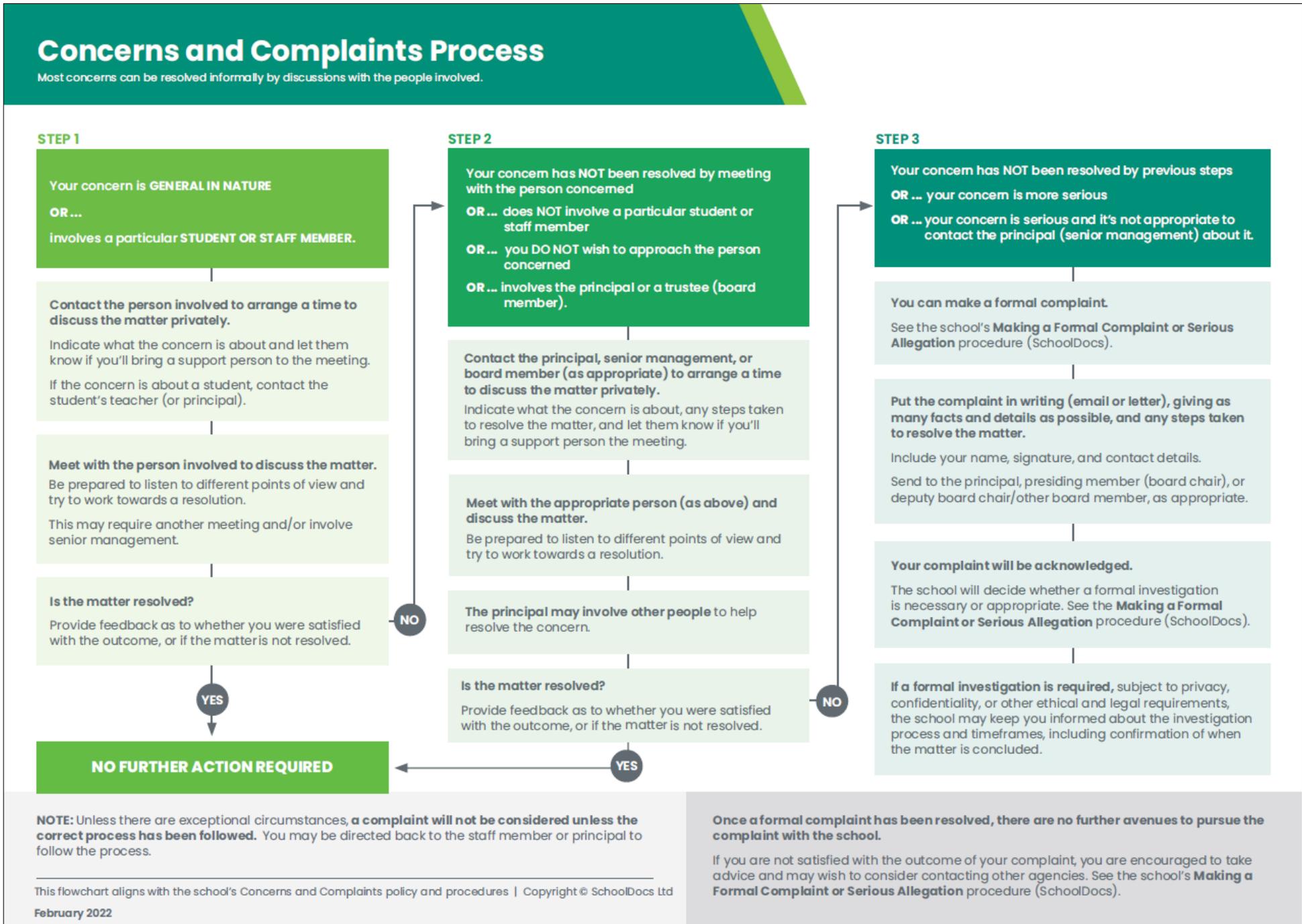
Concerns

We encourage parents to contact the school when issues arise. If you have a concern, please let us know before sharing negative personal views online. Also refer to our [Concerns and Complaints Policy](#) ✓.

Resources

- Ministry of Education: [Managing Negative Social Media](#)  (PDF guide)

Please find below the school policies regarding Concerns and Complaints, these have recently been updated on the SchoolDocs website.





Grantlea Downs School

Concerns and Complaints

This policy provides staff members, parents/caregivers/whānau and the wider school community with clear procedures for raising concerns and making complaints. Complaints may also come from members of the public.

Our concerns and complaints procedures enable us to:

- maintain a safe environment for our students and staff
- treat all people fairly and with dignity and respect
- resolve matters of concern early and at the lowest level, if possible
- respond to feedback and concerns constructively
- deal with complaints fairly, effectively, and in a timely manner
- take into account individual circumstances
- maintain privacy and confidentiality
- preserve and enhance school and community relationships
- check that solutions have been implemented and are working, including feeding back to the person who raised the issue where appropriate
- monitor and record concerns and complaints about student safety and wellbeing
- meet our legal and ethical obligations.

We encourage open communication and ask that you contact the school promptly when issues arise. If you have a concern, please let us know before sharing negative personal views online. In all instances, you may have a support person to help you raise a concern or make a complaint.

Most concerns can be resolved informally through discussions with the people involved – see [Raising Concerns](#). If informal discussion doesn't resolve the issue, see [Making a Formal Complaint or Serious Allegation](#).

For an overview of the process, see our [Concerns and Complaints Process](#) flowchart

Sometimes parents contact the Ministry of Education about an incident involving their child at school. The Ministry upholds the school's ability to self-govern and follow their own policies and processes for managing complaints and will usually direct complaints back to the school in the first instance.

Parents or students with concerns may seek advice from a lawyer, [Youth Law](#) (0800 884 529), [Community Law](#) (phone local centre), [Student Rights Service](#) (0800 499 488), or the [Ombudsman](#) (0800 802 602).

Complaints register

Grantlea Downs School keeps a complaints register to record formal complaints and to audit our policies and procedures. This includes recording employment-related matters. Information will be held in accordance with our [privacy policy and guidelines](#) and the board reviews the register regularly. Generally, only formal complaints or complaints that come to the attention of the principal or board will be recorded in the register. Concerns resolved informally may not be recorded.

Unreasonable complaints

Grantlea Downs School will receive and consider all reasonable and legitimate concerns and complaints in good faith. However, the school may refuse to take any action on receiving a complaint or concerns that are considered unreasonable or vexatious.

A complaint may be considered unreasonable if the complainant:

- continues to pursue an issue after it has been considered and deemed resolved by the school
- makes unreasonable demands in relation to the complaint

- is uncooperative (e.g. refusing to define the issue), fails to provide evidence, or provides excessive/irrelevant information
- displays aggressive, threatening, or manipulative behaviour
- fails to follow the school's policies and procedures.

In some situations where unreasonable complaints are made, the school may need to take legal advice or involve an external agency or mediator to help resolve the matter.

Note that unwelcome, intimidating, and intrusive behaviour is dealt with as [harassment](#).

Related topics

- [Student Safety and Welfare](#) ✓
- [Community Conduct Expectations](#) ✓
- [Harassment](#) ✓
- [Privacy](#) ✓
- [Prevention of Bribery, Corruption, Fraud, and Theft](#) ✓
- [Protected Disclosure](#) ✓
- [Official Information Requests](#) ✓

Legislation

- Employment Relations Act 2000
- Protected Disclosures Act 2000
- Education and Training Act 2020
- Privacy Act 2020
- Public Service Act 2020

Resources

- Ministry of Education: [Dealing with complaints](#)
- NZSTA: [Dealing with complaints effectively](#)
- State Services Commission: [Acting in the spirit of service: Speaking up](#)
- Ombudsman: [Good complaints handling by school boards of trustees](#)
- Education Review Office: [The School Self Audit and Assurance Statement: A New Approach](#) (see [Management of Complaints in the Health, safety and welfare checklist](#))
- Ombudsman: [Managing unreasonable complainant conduct](#)

SchoolDocs appreciates the guidance of James Cowan and Fiona McMillan from Anderson Lloyd who have reviewed the changes we made to the Concerns and Complaints section as a result of our three-yearly review.

We recommend boards seek legal advice at the earliest stages of any serious complaint to ensure the correct process is followed.

Release history: Term 1 2022, Term 1 2019

IN THIS SECTION

[Raising Concerns](#)
[Making a Formal Complaint or Serious Allegation](#)
[Investigating a Formal Complaint or Serious Allegation](#)

<i>Last scheduled review</i>	Term 3 2021
<i>Last internal review</i>	Term 3 2021
<i>Topic type</i>	Core Generic



Grantlea Downs School

Raising Concerns

Where appropriate, we try to deal with concerns and complaints informally in the first instance. If you would like to raise a concern with us, please follow the steps below. If you believe your concern cannot be resolved informally, it may be appropriate to make a formal complaint – see [Making a Formal Complaint or Serious Allegation](#).

1. Raise the concern with the right person

In all instances, you may have a support person to help you raise a concern or make a complaint.

If you approach a board member with your concerns, you will be asked to follow the actions below and the board member will inform the principal and presiding member.

If several people share a concern, the process is the same. You could nominate a group representative to approach the school, and it may be appropriate for the group and the school to use a mediator.

- If you have a **general concern about the school or its programmes**, discuss it with the person involved or with a member of the management team or the principal.
- If you have a **particular concern about a staff member or a school activity**, contact the person involved to discuss the matter privately. We ask that you make this direct approach as soon as possible.

If you do not wish to approach the person involved, contact a member of the management team or the principal to discuss your concern. The principal or management team member may communicate with the person involved.

- If you have a **concern about your own child or one of our other students**, contact the student's class teacher or the principal to discuss the matter. The school monitors, records, and responds appropriately to any concerns about a student's safety and welfare.

If your concern relates to another student, you must not approach that student or their parents/caregivers/whānau directly. Speak to their teacher or the principal.

If you want to raise concerns (especially serious concerns) about a student's wellbeing and/or safety, see [Supporting Student Wellbeing](#).

- If you have a concern about another **parent, caregiver, or member of the school community** on a school-related matter, raise this with the principal.
- If the matter concerns the **principal** and you have not first resolved it by discussion, or you feel uncomfortable directly approaching the principal, contact the presiding member.
- If the matter concerns a **board member**, contact the presiding member, or deputy chair if it [concerns](#) the presiding member.

2. Work towards a resolution

In most cases, concerns can be resolved informally with constructive discussions.

- Be prepared to make a time to discuss your concern if the person involved is unable to talk with you straight away.
- Be open to listening to the other side of the story to avoid communication breakdowns.
- Follow-up actions or later check-ins may be able to be agreed where appropriate.
- Involving a third party to facilitate discussion or participate in a meeting may be appropriate.

If you are unhappy with the outcome of your initial meeting, contact the principal, a member of the management team, or the presiding member to discuss further resolution.

If this process does not resolve your concern, you can make a **formal complaint**.

3. Follow-up and feedback

Resolution of the concern or complaint may include checking that the solutions have been implemented and are working. The effectiveness of the solutions may be fed back to the person who raised the issue where appropriate. This follow-up may be recorded in the concerns and complaints register.

In some circumstances it will not be possible or appropriate for the school to advise you of a final outcome.

For an overview of the process, see our [Concerns and Complaints Process](#) flowchart .

Release history: Term 1 2022, Term 1 2019

Last scheduled review

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Topic type Generic



Grantlea Downs School

Making a Formal Complaint or Serious Allegation

In the first instance, follow the steps in [Raising Concerns](#). If your concerns have not been resolved, or for more serious matters, you can make a formal complaint. Formal complaints may be about an employee of the school, a parent or caregiver, a student, or any matter within the school's responsibility. If you have a complaint about the conduct or competence of a teacher, the complaint must be made directly to the employer (board). In [some cases](#), a complaint may be made directly to the Teaching Council.

Formal complaints should be made in writing (i.e. email or letter) to ensure the school is able to meet its legal and ethical obligations, including complying with the requirements of natural justice.

All parties should respect privacy and confidentiality, including avoiding the use of social media to promote a point of view.

How to make a complaint

Put your specific complaint(s) in writing and include your preferred contact details. Give as many facts and details as possible, including the names of people involved and dates of events, as well as any steps you have taken to resolve the matter. It will not usually be possible to effectively investigate complaints that are made [anonymously](#). If you have any specific concerns about your identity being disclosed then please include these with your formal complaint so they can be discussed with you directly.

The email or letter should be marked "confidential" and sent to:

- the principal, if the complaint is about a staff member, student, parent or caregiver, or other member of the school community
- the presiding member, if it is about the principal, or is about the conduct or competence of a teacher and is serious in nature
- the deputy chair, if it is about the presiding member.

Contact details for the principal, presiding member, and deputy chair are available at the school office or online.

What happens with your complaint

The principal, presiding member, or deputy chair will check that your complaint has come to the correct person and then send you an acknowledgement of receipt, within 5 working days.

First steps

Depending on the nature of the complaint, the first steps may include:

- asking you for more details about your complaint so that your concerns can be investigated effectively
- suggesting possible alternative options for informal or low-level resolution
- referring the matter to the board for consideration at an in-committee meeting, so that the board can determine the next steps
- conducting preliminary investigative steps or enquiring into the facts

- consulting external advisors (e.g. legal advice, NZSTA).

Decision to investigate

After receiving a formal complaint, the school will need to decide whether an investigation is necessary or otherwise appropriate. It is likely that your written complaint will be disclosed to the person complained of at an early stage. This is to ensure fairness and meet the requirements of natural justice. Where a complaint is being investigated the person complained of will usually be informed of the intended investigation process. If the person complained of is an employee of the school they must be advised of the complaint and be given an opportunity to provide explanations and comments before the school makes any decision that is likely to affect the employee's continued employment.

- If your formal complaint **does not** justify a formal investigation, the principal or board will consider the issues raised and all of the relevant information, and provide you with a written response.
- If your formal complaint **does** justify a formal investigation, see **Formal investigation process** below.

Before starting an investigation, the New Zealand School Trustees Association (NZSTA) or legal advisors should be contacted for advice. The school's insurer may need to be notified. It may also be necessary to liaise with other external agencies, such as Oranga Tamariki – Ministry for Children and/or the New Zealand Police, before starting an investigation.

Formal investigation process

If a formal investigation is required, subject to privacy, confidentiality, or other ethical and legal requirements, we may keep you informed about the investigation process and the expected timeframes, including confirmation of when the matter is concluded.

- Relevant collective employment agreement provisions for dealing with complaints about staff members must be observed, including protecting the staff member's dignity and mana, advising them of their right to seek support and representation before responding to complaints, and giving them a reasonable opportunity to take that advice.
- A full documentary record of any formal complaint is completed and stored confidentially in a secure location.

See [Investigating a Formal Complaint or Serious Allegation](#)

Outcome of the investigation

Once a formal complaint has been resolved, there are no further avenues to pursue the complaint at your school. If you are not satisfied with the outcome of your complaint, you are encouraged to take advice and may wish to consider contacting the Human Rights Commission, Ombudsman, Ministry of Education, ERO, or the Office of the Privacy Commissioner. If your complaint was about the conduct or competence of a teacher, you may also be able to make a complaint to the [Teaching Council](#).

If the complaint relates to an international learner, and it cannot be resolved by following this process, see [NZQA and Complaints](#).

Release history: [Term 1 2022](#), [Term 1 2019](#), [Term 1 2017](#),

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Last internal review Term 3 2021

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Grantlea Downs School

Investigating a Formal Complaint or Serious Allegation

The following general guidelines will help investigate a formal complaint or serious allegation. They are directed at complaints made against staff members, but can be adapted as appropriate to apply to any complaints (about students, parents, the principal, board member, or any other person), and to reflect the nature of the matters under investigation.

Guidelines for investigating a formal complaint or serious allegation

Principal, and/or the presiding member, and/or nominated board member

1. Preparing for investigation and decision-making

- a. **Acknowledge receipt** – Acknowledge receipt of the complaint within five working days.
- b. **Preliminary assessment** – Conduct a preliminary assessment of the complaint to determine the scope of the investigation and level of board involvement (if any). This may include seeking further information from the complainant and the subject of the complaint. If a formal investigation is deemed to be unnecessary (e.g. for more general complaints or those that are unlikely to lead to disciplinary action against a staff member), consider returning to the **Raising Concerns** process to resolve the issue informally, or deem the issue resolved.
- c. **Refer to board** – Potentially sensitive matters and/or more serious complaints that could lead to disciplinary action against a staff member may be referred to the board for consideration in-committee, with a view to determining the required level of board involvement.
- d. **Legal consultation** – If the complaint is serious and relates to matters that could justify a staff member's suspension or subsequent dismissal, consult NZSTA and/or the school's lawyer. Relevant collective agreement provisions for dealing with complaints about staff members must be observed, including protecting the staff member's dignity and mana, advising them of their right to seek support and representation before responding to complaints, and giving them a reasonable opportunity to take that advice.
- e. **External agencies** – Consult with external agencies as appropriate (e.g. Oranga Tamariki – Ministry for Children, and/or police) to ensure any actions do not undermine other investigations.
- f. **Appoint investigator** – Consider who will be appointed to investigate the complaint. This may be the principal, a board member, board committee, or an independent or specialist investigator, depending on the seriousness of the issue or any potential conflicts of interest or potential for bias.
- g. **Awareness** – Be aware of school policy and legislative requirements. If the complaint involves a child, you must get permission to interview the child. Also consider appointing an investigator with expertise in interviewing young people.
- h. **Conflict of interest** – Consider if any investigator or other person involved in the investigation or decision-making (including any staff member or student representative) has a potential conflict of interest or potential for bias. Decide how to manage or mitigate that potential, including removal from the investigation or decision-making process.

Terms of reference – The board may resolve to delegate a decision about the outcome of the complaint to a board member or board committee. However, the board cannot delegate decision-making responsibility to non-board members. Provide an appointed investigator with clear **terms of reference**, including the boundaries and expectations of their **role**. You may choose to specify that you only want fact-finding, including the investigator's conclusions on the balance of probabilities regarding disputed facts.

2. Insurance requirements

- a. Inform the school's insurer of the complaint and keep them informed of progress and resolution. This is an insurance policy requirement to maintain cover when a matter might result in an insurance claim. Insurers usually require boards to follow advice from NZSTA and/or the school's lawyer in dealing with any matters that could lead to disciplinary action against a staff member.

3. Contact with respondent (person complained about)

- a. Inform the respondent that an investigation is required, and the scope of the investigation. Include, if relevant, the identity of any independent investigator, and confirm (in writing) that they are entitled to seek union or legal advice and representation. Remind them that they may also bring a support person or whānau member to any meeting. Consider the vulnerability of a person subject to a complaint and offer them ongoing support during and after the investigation (e.g. if a staff member, NZEI, EAP).
- b. In most cases you should provide the respondent with a letter explaining the specific concerns, attaching all relevant information, and outlining any potential disciplinary outcome. Set a time frame that allows the respondent a reasonable opportunity to consider the complaint and seek independent advice before providing their written and/or oral response.
- c. Seek NZSTA and/or legal advice regarding your correspondence and meetings with the respondent.

4. Contact with complainant

- a. Where necessary and appropriate, keep the complainant informed of the expected time frame for resolution. Offer the complainant ongoing support during and after the investigation.

Investigator/Investigating committee

5. Seeking information

- a. In accordance with the terms of reference, complete relevant inquiries and interviews.

6. Note-taking

- a. Note-taking and interview recording should be addressed in the **terms of reference**. (Recording meetings is allowed if you tell the participants and make a copy available to them.) Make detailed notes of all discussions, interviews, questions, and answers. The notes should record the facts related to the investigation rather than opinions or comments that could be taken to suggest the outcome is predetermined.
- b. Be aware that employees are entitled to access their personal information, which will generally include interview notes about their own conduct. Seek legal advice if unsure about the disclosure of information, or contact the Office of the Privacy Commissioner or the Ombudsman.
- c. Disclose notes from a person's own interview to them for confirmation.

7. Summarise and conclude

- a. Consider all relevant information, reach a **conclusion regarding disputed facts**, and conclude whether the complaint has been substantiated.
- b. Prepare a draft investigation report. If required by the terms of reference, share the report with the subject of the complaint, seeking their comments.
- c. Finalise the report.

Investigator

8. Present investigation findings to board

- a. Brief the board in-committee on the scope and outcome of the investigation and its findings.

Decision-maker (board investigator or committee, the full board, or the principal)

9. Present investigation findings and next steps to subject of complaint

- a. Determine any next steps, including whether disciplinary action is appropriate.
- b. Provide the subject of the complaint with a copy of the final investigation report and a letter that explains any next steps. Any next steps should identify specific concerns and proposed disciplinary actions, and why these may be appropriate.
- c. Before any decision is made, invite the subject of the complaint (through their representative, if applicable) to respond at a meeting and/or in writing to the report's findings and to the specific concerns, and to comment on any disciplinary options being considered.
- d. If a meeting is held, ensure notes are taken and confine discussion to issues already identified. This is not an opportunity for either party to raise new matters.

10. Resolve the complaint and inform the subject of the complaint

- a. Following the meeting, or on receipt of the written response, consider whether any further investigation may be required.
- b. Before making a decision, ensure you have carefully considered any feedback, comments, and explanations from the subject of the complaint. Any mitigating circumstances should be also explicitly be considered.

- c. Make your decision, recording how you arrived at the decision, and the reasons for any disciplinary consequences.
- d. Depending upon the seriousness of the situation, you may need to take a day or two to consider all relevant information before making a final decision.
- e. Inform the subject of the complaint of the decision. If this is done at a meeting rather than by letter it must be confirmed in writing.

Principal and/or the presiding member

12. Contact the complainant

- a. Where appropriate, report on the resolution of the complaint to the complainant while maintaining confidentiality and any collective agreement requirements. Outline the steps taken to resolve their complaint, and discuss any further steps that may be required for closure.
- b. If the complainant is not satisfied, advise them of further courses of action, e.g. contacting the Human Rights Commission, Ombudsman, Ministry of Education, ERO, Office of the Privacy Commissioner.

13. File documentation

- a. Store all documentation confidentially and securely, in keeping with the requirements of the school's privacy policy and the Privacy Act.

14. Make any further necessary reports

- a. Determine whether a report needs to be made to the **Teaching Council**, in compliance with the mandatory reporting requirements.
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Release history: [Term 1 2022](#), [Term 1 2019](#), [Term 1 2017](#), [Term 1 2016](#)

Last scheduled review

Last internal review *Term 3 2021*

Topic type *Core Generic*

Home Sweet Home Isolation

(An Article by Jenny Hale from The Parenting Place)

Well, here we all are, either just out of isolation, currently in isolation or awaiting what feels inevitable - our turn to have a household member test positive or receive the honour ourselves.

A sense of dread is understandable when it comes to self-isolation. We remember lockdowns and picture ourselves getting reacquainted with the four walls of our houses, trying to muster up some sort of activity plan to fill the days.

For some parents, there may be some relief in finding out it's their turn to self-isolate. At least it will bring a moment or two of certainty in these unpredictable times. But for others it will also be a huge disruption and truth be told, lots of us don't have much bandwidth left to navigate this.

I'm regularly seeing families in my coaching sessions who are struggling to balance their workloads and personal anxieties with their desire for a calm and happy home. Understandably parents are asking questions like how do we make our homes a safe and fun place for our kids, despite the challenges around us? How can we show up for our kids when we're going through our own struggles? Is it possible or even realistic to turn another disappointment into something palatable - and if so, how?

Here are a few ideas to help enhance the atmosphere at home while you juggle family life from the confines of self-isolation.

For the full article go to <https://parentingplace.nz/resources/home-sweet-home-isolation>

COMMUNITY NOTICES



southfuels
Keeping Primary Industries Moving

FUEL FOR SCHOOLS

Southfuels School Sponsorship Programme

Fuel Up and Reward the School

You purchase 100 litres we get 50c

Every \$1000 earned means technology or sports gear for the kids

CALL 0800 99 99 89 TO GET INVOLVED



Environment Canterbury Regional Council
Kaunihera Takao ki Waikaha

Act now for the environment

Have your say on our draft Annual Plan

- Changes to the bus fare structure
- Proposals to fund flood recovery and protection
- How we might fund our climate change response

ecan.govt.nz/annualplan22



Junior Football



Registration for 2022

For all new and returning junior players (6th-12th Grade), if your child/children are keen on playing football this season please register your interest to Rebecca Shepherd (Junior Coordinator) via...

timaruthistleafc@hotmail.com

RETURNING PLAYERS

All we need is your child/children's names

NEW PLAYERS

Please include the following information for registration

- Child's full name
- Date of Birth
- Address
- Phone Number
- Email address
- Parent's names

Also 'Like' the Timaru Thistle AFC Facebook page to stay up to date with all of the club information.

SUBS

- 6th Grade = \$50
- 7th-12th Grade = \$80
- More than one child = \$10 discount per extra child

Subs can be paid into - Thistle Football account: ANZ 06-0996-0727014-00
Please use your child's name as a reference.

SOCKS

Available to purchase from the club for \$20 per pair.

IMPORTANT DATES

First Practise: When: Wednesday 6th April, 2022
Time: 3:45-4:30pm
Where: Anzac Square

Registrations Close: Saturday 2nd April, 2022

First Game: Saturday 30th April, 2022



OLD BOYS

TIMARU

Old Boys Timaru JAB Registration Dates 2022

Registration Dates

Sunday 13th of March 10am - 2pm

Saturday 19th of March 11am- 1pm

Wednesday 23rd of March 4-6pm

At Timaru Old Boys Clubrooms, Timaru.

New players **please** bring your birth certificate.

No eftpos available.

Teams in all grades and Girls Tackle

Subs are **\$65per player.**

Upon payment of Subs for **new players** will get:
A training top, mouth guard, beanie and end of year photo.

Returning players will receive:
A training top (if needed), mouthguard and end of year photo.

Team Jersey will be supplied for the season.

Shorts will be able to be purchased from the club.

Prices range from \$10 - \$20

(Otherwise white shorts can be purchased elsewhere)

Socks are \$15 and available at the club.

First practice:
Wednesday 30th of March, 4:30pm at Old Boys clubrooms, Quarry Road, Timaru

Any enquiries contact:
Dixie Willis
JAB President: dixiewillis@hotmail.co.nz
Shay Willis
Vice President: 02040785389
Malcolm Coles: 0273407948
Or Facebook Timaru Old Boys Sports Club
Timaruoldboysjab@outlook.co.nz

 **Northern Hearts Football 2022**

Registrations

If your child is keen to play football for Northern Hearts this season you can find all the details on our Facebook page - Northern Hearts AFC Juniors - or contact us on nheartsjuniors@hotmail.com. Ages 5/6yrs (this includes 5year olds turning 6yrs this year) to 13yrs.

Registrations need to be completed by the Wednesday 23rd of March.