

# West Coast Tai Poutini RTL B

## Operations and procedures

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# NAG 1- Student Achievement Policy



West Coast Tai Poutini RTLB - Service Delivery Framework								
Timeframe	1 - 2 Weeks		3 - 6 Weeks		7 - 30 Weeks		May 2019	
Task	<ul style="list-style-type: none"> <li>• Contact with Liaison RTLB or other staff to make meeting allocated to RTLB</li> <li>• Contact teacher</li> <li>• Inform SENCO and Principal</li> <li>• Copy to Learning Support Path</li> </ul>	<ul style="list-style-type: none"> <li>• Initial meeting with teacher</li> <li>• Clarify concerns</li> <li>• Explain RTLB role</li> <li>• Develop intervention plan</li> <li>• Agree MUA</li> <li>• Schedule where suits</li> </ul>	<ul style="list-style-type: none"> <li>• Working with - Teacher/teacher agencies</li> <li>• Review student data</li> <li>• Consider student profile</li> <li>• Carry out observations and assessments</li> <li>• Collect evidence</li> <li>• Sample data summary</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse data &amp; determine focus of intervention</li> <li>• Discuss with colleagues</li> <li>• Practice leader</li> <li>• Develop materials for working with students</li> </ul>	<ul style="list-style-type: none"> <li>• Planning Meeting - meet with team to develop Action Plan (SMART Goals)</li> <li>• Define roles &amp; responsibilities</li> <li>• Agreeing outcomes for a</li> <li>• Define plan by Competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Support implementation of plan if first few weeks not achieved/adjust as needed</li> <li>• Review LSP where needed to ensure plan</li> </ul>	<ul style="list-style-type: none"> <li>• Review progress as appropriate</li> <li>• Develop success criteria</li> <li>• Identify barriers and adjust</li> <li>• Follow up date</li> </ul>	<ul style="list-style-type: none"> <li>• Review meeting</li> <li>• Evaluate progress data and success criteria</li> <li>• Determine outcomes</li> <li>• Agree to close &amp; terminate (30/60/90)</li> <li>• Update plan for a second 10 week cycle</li> </ul>
Documentation or Case File	<ul style="list-style-type: none"> <li>• Request form</li> <li>• RTLB form (if needed)</li> <li>• Liaison details</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Meeting notes</li> <li>• Supporting documentation</li> <li>• Agency reports</li> </ul>	<ul style="list-style-type: none"> <li>• Observation &amp; assessment notes</li> <li>• Time samples</li> <li>• Questionnaires</li> <li>• Focus for conversations with family and agencies</li> <li>• Work samples</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment summary</li> </ul>	<ul style="list-style-type: none"> <li>• Plan includes - targets/achievable goals</li> <li>• strategies &amp; interventions</li> <li>• resources needed</li> <li>• roles &amp; responsibilities</li> <li>• start/finish dates</li> <li>• sample case</li> </ul>	<ul style="list-style-type: none"> <li>• Brief notes or resource letter</li> <li>• Letters professional colleagues for support</li> <li>• Letters notes</li> <li>• Agency Report/Workload reports</li> <li>• Communication &amp; assessment notes</li> </ul>	<ul style="list-style-type: none"> <li>• New Plan On</li> <li>• Summary of service</li> </ul>	
Documents on data base	<ul style="list-style-type: none"> <li>• Enter student &amp; case details</li> </ul>			<ul style="list-style-type: none"> <li>• Assessment Summary Report</li> </ul>	<ul style="list-style-type: none"> <li>• Plan</li> </ul>		<ul style="list-style-type: none"> <li>• Updated Plan On</li> <li>• Summary of Service</li> </ul>	

Approved by: SENCO, Date: 20/06/2018, RTLB: (Name) (SIO)

## Procedure for reporting to parents:

- RTLB will not begin working with a student until parental consent is gained
- RTLB will make contact with parents as soon as appropriate after they are allocated the case and provide information about how the RTLB service works
- RTLB will give parents their contact details
- RTLB will offer a variety of locations for meeting with parents
- RTLB may have appropriate school related contact with parents throughout the case
- When the case is closing a case summary will be given to school
- Evaluation of RTLB service- School will complete an evaluation and parents/ student (if appropriate) will be given the opportunity to complete an evaluation by the RTLB

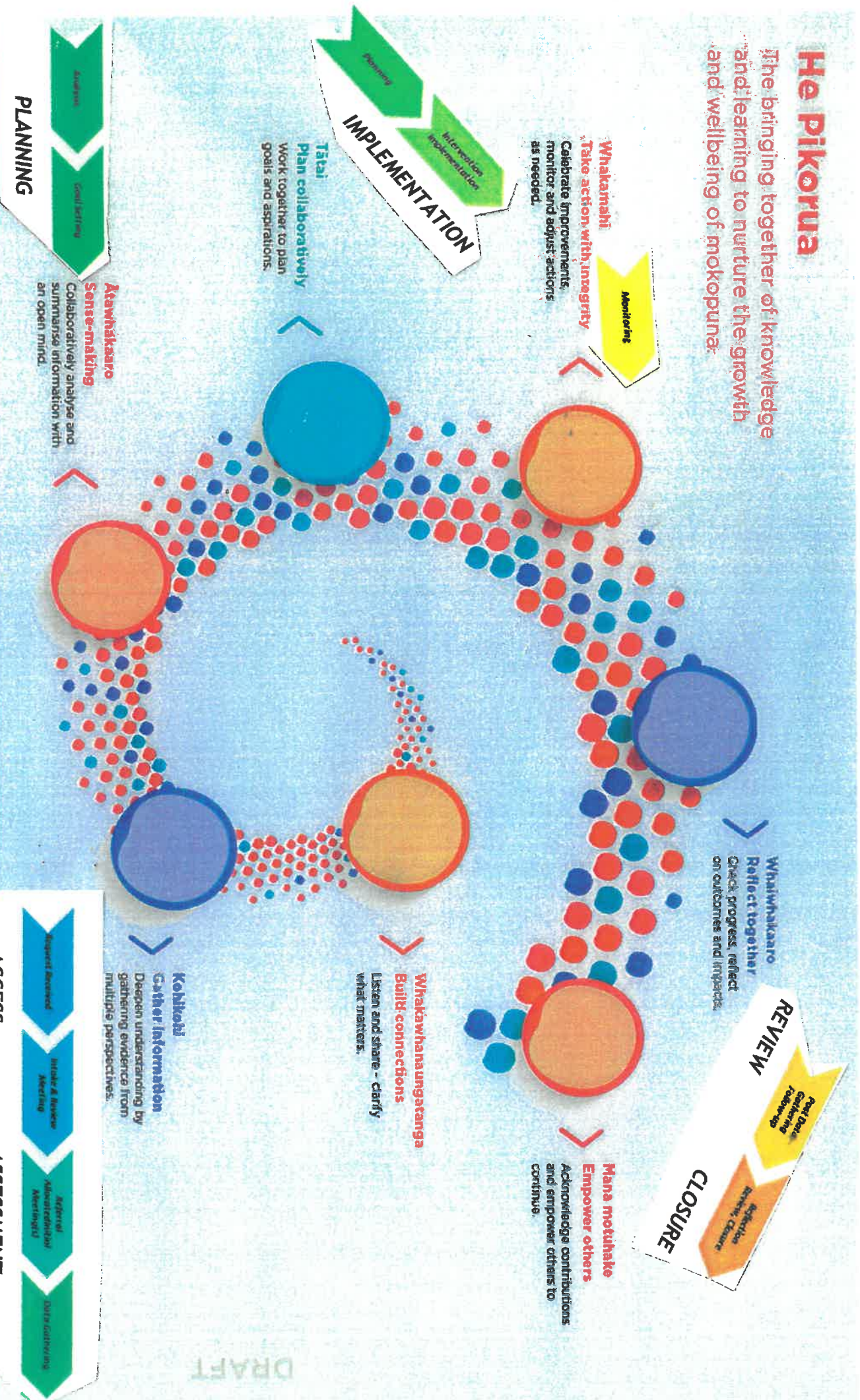


**ACCESS ASSESSMENT PLANNING IMPLEMENTATION REVIEW CLOSURE**

Time Frame		West Coast Tai Putini RTLB - Service Delivery Framework						May 2015
		1 – 2 Weeks	2 – 4 Weeks	2 – 4 Weeks	5 - 10 Weeks	5 - 10 Weeks		
Tasks	<ul style="list-style-type: none"> <li>Discuss with Liaison RTLB or other prior to Intake meeting</li> <li>Allocated to RTLB</li> <li>Contact teacher</li> <li>Inform SENCO and Principal</li> <li>Clarify communication path</li> </ul>	<ul style="list-style-type: none"> <li><b>Initial meeting</b> with teacher</li> <li>Clarify concerns</li> <li>Outline RTLB role</li> <li>Develop assessment plan</li> <li>Assign tasks</li> <li>Schedule school visits</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with - Parent/ whanau</li> <li>Contact other agencies</li> <li>Review school data</li> <li>Consider student voice</li> <li>Carry out observations and assessments</li> <li>Collate pre-data</li> <li>Compile data summary</li> </ul>	<ul style="list-style-type: none"> <li>Analyse data &amp; determine focus of intervention</li> <li>Discuss with colleague/ Practice Leader</li> <li>Develop rationale for evidence based strategies</li> </ul>	<ul style="list-style-type: none"> <li><b>Planning Meeting</b> - meet with team to develop Action Plan (CAP/IEP/IBP)</li> <li>SMART Goals</li> <li>Define roles &amp; responsibilities</li> <li>Determine success criteria</li> <li>Relate plan to Key Competencies</li> </ul>	<ul style="list-style-type: none"> <li>Support implementation of plan in first few weeks and adjust/adapt as needed</li> <li>Action LSF where needed to support plan</li> </ul>	<ul style="list-style-type: none"> <li><b>Review meeting</b></li> <li>Evaluate pre &amp; post-data and success criteria</li> <li>Determine outcomes</li> <li>Agree to close &amp; complete closure report</li> <li>or</li> <li>Update plan for a second 10 week cycle</li> </ul>	
Documentation in Case File	<ul style="list-style-type: none"> <li><b>Request form</b></li> <li>RTLB Brochure (if needed)</li> <li><b>Contact details</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Initial Meeting notes</b></li> <li>Supporting documentation</li> <li>Agency reports</li> </ul>	<ul style="list-style-type: none"> <li>Observation &amp; assessment notes</li> <li>Time samples</li> <li>Questionnaires</li> <li>Record of conversations with family and agencies</li> <li>Work samples</li> </ul>	<ul style="list-style-type: none"> <li><b>Assessment summary</b></li> </ul>	<ul style="list-style-type: none"> <li>Plan includes:                             <ul style="list-style-type: none"> <li>current situation</li> <li>goals</li> <li>strategies &amp; interventions</li> <li>resources needed</li> <li>roles &amp; responsibilities</li> <li>success criteria</li> <li>review date.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Brief update or feedback notes, resources, professional readings for teacher</li> <li>Letters, notes</li> <li>Agency &amp;/or Whanau updates</li> <li>Observation &amp; assessment notes</li> </ul>	<ul style="list-style-type: none"> <li><b>New Plan</b></li> <li>or</li> <li><b>Summary of service</b></li> </ul>	
Documents on data base	<ul style="list-style-type: none"> <li>Enter student &amp; case details</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Summary Report</li> </ul>	<ul style="list-style-type: none"> <li>Plan</li> </ul>				<ul style="list-style-type: none"> <li>Updated Plan</li> <li>or</li> <li>Summary of Service</li> </ul>	

# He Pikorua

The bringing together of knowledge and learning to nurture the growth and wellbeing of mokopuna.



DRAFT

<b>Practice Principles</b>	<b>Mokopuna and whānau centred</b>	<b>Culturally affirming and responsive</b>	<b>Collaborative</b>	<b>ACCESS</b>	<b>ASSESSMENT</b>
				Inclusive	Ecological
					Evidence informed

## NAG 2- Self Review Procedure:

**Self-review procedure:** West Coast Tai Poutini RTLB have a timetabled and on-going review procedure:

Review item	Term 1	Term 2	Term 3	Term 4	Personnel involved	Review method	Reporting to	Reason for review
Strategic Plan					Lead Principal Cluster Manager RTLB	Questionnaire Consultations Cluster data from Schoolgate Ministry information and RTLB National survey survey Quarterly reports	MOE BOT Cluster schools	Enables local responsiveness Steers the support RTLB give to the Cluster Identifies the direction for Cluster change/ growth and enhancement
Quarterly reports					Cluster Manager	Schoolgate Budget information Feedback from schools, BOT and RTLB	MOE BOT Lead Principal	Provides feedback to identified groups and enables any issues to be identified and resolved
RTLB case reviews					Practice Leader RTLB	Schoolgate	Cluster Manager	Review of individual RTLB caseload every 6 weeks to facilitate case closure and opening.  Information to feed into strategic plan
RTLB appraisal					Cluster Manager Practice Leader (s) RTLB Cluster schools	1 annual observations 1 planning meeting 1 mid-year review meeting 1 end of year review  Cluster school evaluations/ feedback/ concerns/ complaints  Arinui portal utilised for appraisal evidence and review	Lead Principal	Identifies RTLB strengths and needs, cluster professional development needs and links to strategic plan goals. Provides a transparent process for assessing RTLB competency against registered teacher criteria



Cluster policies and procedures	NAG 1 and 2	NAG 3 and 4	NAG 5 and 6	Lead Principal Cluster Manager Practice Leader (s)	Internal review Ministry of Education information Schooldocs	Ministry of Education Board of Trustees	To insure our policies and procedures are current and in line with the requirements of our cluster
<b>Reviewed by initials:</b> <b>Date:</b>							

*Reviewed Term 2 2019*

## **NAG 3- Employer Responsibility Policy**

### **Code of conduct procedure**

Applicable to Cluster Manager and all Staff

Each staff member of the West Coast Tai Poutini RTLB, in carrying out his or her stated duties, is required to:

- Focus on the needs of students and ensure their learning is paramount.
- Respect each student's dignity, rights and individuality.
- To provide an education which, challenges each student to achieve personal standards of excellence and which enables them to reach their full potential.
- Abide by any statutory obligations.
- Be committed to the Strategic Plan.
- Respect the integrity of other staff, trustees, parents and students.
- Demonstrate a commitment to continuing personal and professional growth and development.
- Work co-operatively with other cluster and school staff.
- Ensure that students are in a safe environment.
- Work in collaborative and non-confrontational manner
- Respect confidentiality of information.
- Promote the cluster in a positive manner, and work actively to uphold the image of the school in the wider community.
- Have an understanding of and commitment to the elimination of sexism and racism both with regard to Equal Employment Opportunities and Equal Educational Opportunities.
- Fulfil the intent of the Treaty of Waitangi.

### **Performance Management Procedure**

Rationale: Cobden School Board of Trustees is required to develop and implement policy and procedural frameworks which promote high levels of RTLB performance, use educational

Purpose:

- To enhance RTLB practice in order to contribute to high standards of teaching and learning in the cluster resulting in positive outcomes for students at risk of underachievement due to learning and/or behaviour difficulties.
- To provide RTLB with professional learning opportunities, consistent with cluster and individual goals and priorities.
- To recognise and affirm effective RTLB practice.

- To provide constructive feedback and support of RTLB performance and development.

**Guidelines:**

1. All RTLB will be appraised by the Cluster Manager or designated Practice Leader. The Cluster Manager may be appraised by an independent appraiser.
2. All RTLB will have a job description and be involved in the performance management process.
3. The Cluster Manager will inform the Board of Trustees of the annual appraisal process.
4. All documentation resulting from the performance appraisal process is to be confidential to the appraisee and RTLB management personnel.
5. The performance appraisal process will include:
  - a review of case files and case closure documentation
  - self review
  - appraisal interview(s).
6. Documents required in the appraisal process will include:
  - Job Description
  - Appraisal Assurance Checklist
  - Registered Teacher Criteria – RTLB Indicators
  - goals identified for development
  - a record of professional development undertaken
  - a record of involvement in Communities of Practice
  - self appraisal documentation
7. A summary of the Cluster Manager's appraisal will be presented to the Board of Trustees in committee at the end of the appraisal cycle.
8. The Board of Trustees will receive confirmation of completion of appraisal for all RTLB annually or reasons for non-completion.
9. The annual performance appraisal is to be evaluated against several key performance areas. These include:
  - Job Description
  - personal development objectives
  - Registered Teacher Criteria – RTLB Indicators
  - evidence of akonga outcomes.

10. If any points relating to the appraisal are disputed then a review of the performance appraisal is available for the appraisee if requested. The following process will be followed:
  - Meet again with appraiser
  - involve mutually agreed 3rd party
  - if there is no agreed outcome the terms and conditions of the relevant collective employment contract will apply
11. The RTLB will be required to participate in ongoing professional learning and development.
12. If RTLB are identified as not meeting the expected performance requirements, the Board of Trustees must first address the matter through its normal employment policies and the staff performance requirements identified in the relevant employment agreement. Support from the NZSTA industrial service and the relevant teacher union should be sought.

### **Allocation of Leadership Payments Procedure**

Rationale: The RTLB toolkit allows for allocation of leadership payments to RTLB. These payments are allocated to RTLB who have additional delegated leadership responsibilities.

The West Coast Tai Poutini RTLB Cluster Manager will have leadership payments permanently fixed to their position. This will be stated in their letter of appointment.

Purpose:

- To ensure the Board of Trustees and Principal comply with all Collective Employment contract requirements for the allocation of payments.
- To foster an atmosphere of openness and trust when allocating these payments.
- To ensure payments reward performance.
- To comply with the goals of the RTLB strategic plan.
- To comply with relevant legislation including the State Services Employment Act, Employment Act and Human Rights Act.

Guidelines:

- The Board and Principal will ensure that the following formula applies and provides sufficient payments for transitional purposes.
  - Cluster Manager at least 5 leadership payments
- When deciding on surplus payments the following criteria will be used:
  - Surplus payments will be used to strengthen the management structure of West Coast Tai Poutini RTLB.
  - Surplus payments must be applied for stating strengths and contribution to potential or current areas of leadership in the cluster.
  - The strategic plan will be the basis for potential areas of leadership for payments.
- Cluster Manager payments are permanent.

- Payments can be redistributed on the resignation of the holder. Surplus payments are fixed term.
- If redeployment becomes necessary NZEI/ PPTA collective agreements and MOE guidelines will be followed.
- Complaints regarding the allocation of payments are to be addressed to the Cluster Manager in the first instance.
- If the dispute is not resolved then the Lead Principal is to receive a written outline of the complaint. The BOT personnel committee will meet with the staff member to resolve the matter if required.
- Surplus payments are allocated according to this policy. There is no requirement to advertise as they will be appointed internally.

Conclusion: Payments provide the RTLB Cluster with an opportunity to enhance its management team and to support the Cluster's strategic plan.

### **Practice Leader appointment process**

Leadership payments may be allocated dependent on the changing needs of our cluster as outlined in the Primary Collective Agreement Paragraph 3.32, "Boards with lead school responsibility for RTLB employed within a cluster will be entitled in any one school year, to a number of leadership payments of \$2,000 generated by formula in the relevant staffing order. The Board will allocate these leadership payments to the cluster manager or any RTLB with designated responsibility for providing leadership" .

Process for allocation of Practice Leadership payments:

- All communications will be via email
- CM circulates request for expressions of interest for PL leadership allowance to trained RTLB
- All expressions of interest received by due date and time will be considered
- Lead Principal and Cluster Manager will meet to compare expressions of interest against PL leadership job description
- Applicants will be notified of outcome via email by the Cluster Manager
- PL Leadership payments will run from start of term 2 until the end of term 1 each Year
- PL Leadership payments maybe fixed term or permanent
- The number of PL positions offered within our cluster will vary dependent upon identified needs and personnel suitability
- PL (s) may have RTLB school liaison roles
- PL (s) will have a reduced caseload in comparison to RTLB

## **Process for RTLB supervision by Practice Leader:**

Practice Leader will provide scheduled practitioner supervision at least twice per term (more if required or requested) to each RTLB they are allocated. The practitioner supervision should follow these guidelines:

Practitioner supervision will be accessible within the national RTLB service where it is established through a collaborative and mutually agreed process and a supervision contract is drawn up. Practitioner supervision is a confidential process unless there are concerns about repeated unsafe RTLB practice.



### **Practitioner Supervision**

To provide opportunity to discuss cases in more detail, provide support and challenge practice that contributes to personal development. It also provides a professional forum for reflection, shared problem solving and support in cases involving physical, emotional, cultural and psychological safety

- Agenda set by supervisee and important practice related issues.
- Can be peer to peer
- Confidential.
- Not directly linked to performance management
- Free from notes.
- Not pay related
- Cannot include instructions but can provide firm recommendations.
- Typically organised outside school hours.

## 4. Professionalism

### 4.1 Supervision

Supervision is a component of RTLB practice. There are two types of supervision: Performance and practitioner.

#### Performance Supervision

To provide support and oversee performance, reflect on performance with a view to consolidating and continuing competency, identifying areas for further professional learning through feedback.

- Agenda jointly set.
- Performed by the cluster manager or practice leader.
- Central to performance.
- Management processes.
- Linked to professional development.
- Good written records need to be kept.
- Can be linked to pay, attestation.
- Can include instructions.
- Part of business as usual.

#### Practitioner Supervision

To provide opportunity to discuss cases in more detail, provide support and challenge practice that contributes to personal development. It also provides a professional forum for: reflection, shared problem solving and support in cases involving physical, emotional, cultural and psychological safety.

- Agenda set by supervisee and important practice-related issues.
- Can be peer to peer.
- Confidential.
- Not directly linked to performance management.
- Free from notes.
- Not pay related.
- Cannot include instructions but can provide firm recommendations.
- Typically organised outside school hours.

There should be differentiation between performance supervision and practitioner supervision.

Performance supervision is undertaken by the cluster manager and/or practice leaders.

Cluster policies will need to be followed when appointing a suitable, qualified practitioner supervisor. It is important that the practitioner supervision process is safe and supportive and is underpinned by a mutual respect between those in the supervisory relationship.

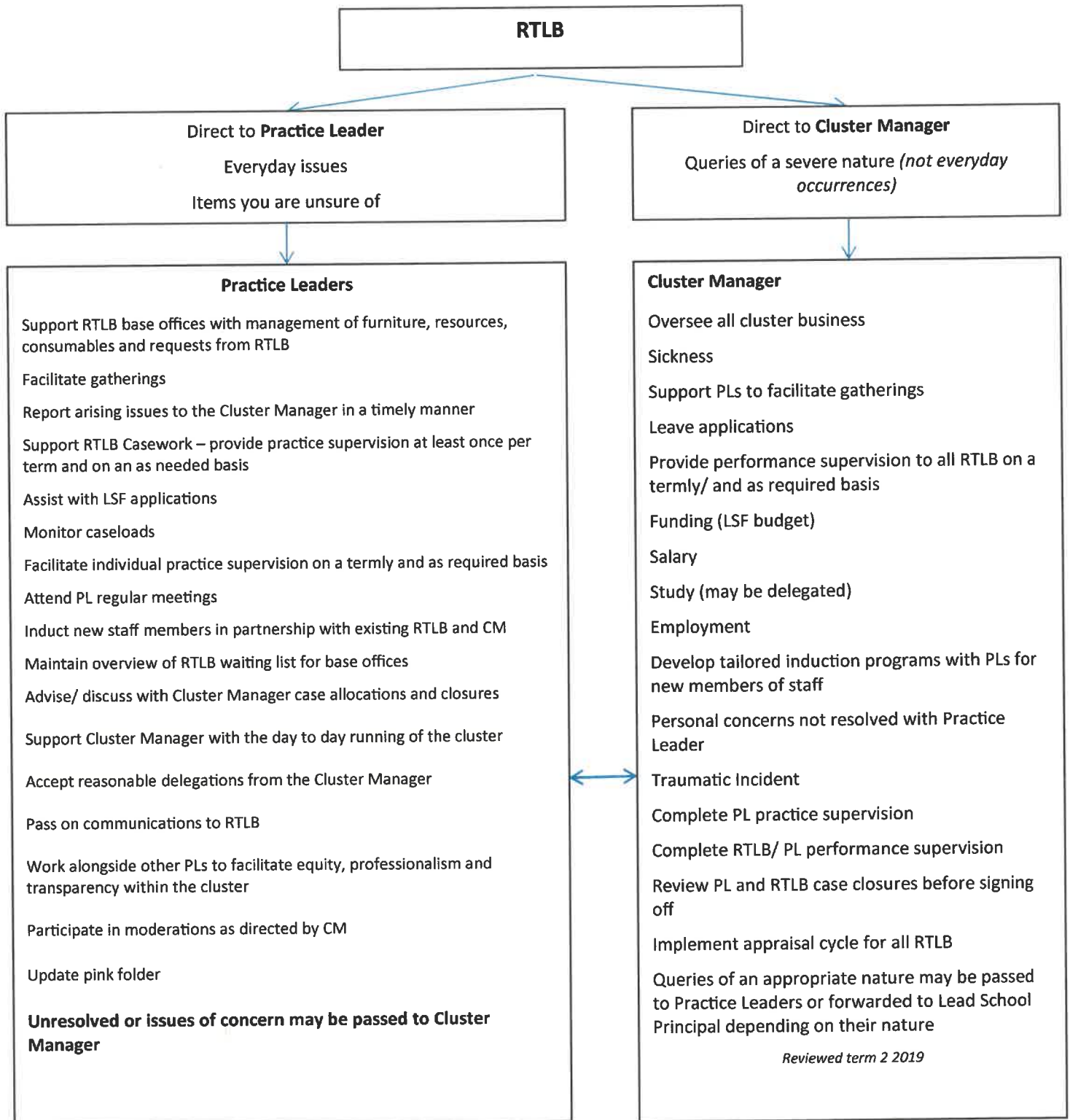
Practitioner supervision will be accessible within the national RTLB service where it is established through a collaborative and mutually agreed process and a supervision contract is drawn up. Practitioner supervision is a confidential process unless there are concerns about repeated unsafe RTLB practice.



# WEST COAST TAI POUTINI RTL B



## Guidelines for Cluster Manager – Practice Leader Support for RTL B





## **INDIVIDUAL OFFICE RESPONSIBILITIES (GREY/ BULLER/ WESTLAND)**

*A broader perspective of this procedure:* RTLB responsibilities outlined below link to the expectations of the RTLB guidelines, practice sequence and cluster policies and procedures of the cluster as well as the lead school. They also link to our strategic vision of empowering potential and our strategic direction to grow our cluster outlined within our strategic and annual plans. The responsibilities are also linked directly to the values, code and standards expected from teaching professionals by the Education Council

Advantages of delegated leadership model:

- Grows and broadens RTLB capability
- Enhances collaboration within base offices
- Increases awareness of wider cluster/ office functions

### **Office staff responsibilities:**

*How: Shared/ professional/ regular/ equal collaborative/ consultative*

- Monitor and support the wellbeing of colleagues
- Adhere to, encourage and demonstrate implementation of cluster policies and procedures
- Notify CM, base office team, schools if you are unavailable for work by 0730 on the first day of absence. Notify CM when you return to work
- Manage base office including furniture, resources, finances and consumables in partnership with colleagues and Practice Leaders (PLs)
- Work with CM/ PLs to facilitate gatherings
- Report arising issues to the Cluster Manager/ PL in a timely manner
- Support each other's casework by providing peer supervision within base office and the wider cluster on an as required basis
- Actively support collaboration and professionalism within base office and the wider cluster
- Organise and participate in weekly base office meetings. *(Local variation as arranged and agreed with CM)*. Share minutes with CM/ PLs
- Induct new staff members with CM/ PL
- Maintain/ manage overview of RTLB waiting list for base office in partnership with PL
- Advise/ discuss with PL case allocations and closures
- CM should be notified of all intended closures for casefile review before CM closes case
- Support Cluster Manager with the day to day running of the cluster
- Accept reasonable delegations from the Cluster Manager and PLs
- Identify a separate office member to cover the following on an annual basis:
  - Schoolgate administration (will have administration rights) and attend RFS/meetings and pass communications to base office. This person will also need to email CM notification of cases closed for final check by CM. (Individual office arrangements as agreed with CM)
  - Office budget
  - Office meetings- agenda/ facilitator/ minutes- On a rotational basis to be decided by office
- Facilitate/ participate and contribute to cluster gatherings

**When things go wrong:**

1. Demonstrate a professional viewpoint/approach
2. Take peer supervision
3. Talk to the person/ group and try to resolve the issue
4. Consult your PL
5. Submit a written complaint to the CM
6. Talk with your Union representative

**Administration responsibilities:** Prior to the last week of term the following can be submitted to Carolyn [carolyna@cobden.school.nz](mailto:carolyna@cobden.school.nz)

- Expenses
- Sick leave forms      **Requests for leave direct to Cluster Manager**
- Invoices                      **PD proposals direct to Cluster Manager**

This will enable us to process these in a timely manner prior to the end of term

**Annual office responsibilities**

*Please complete at your first office meeting and return to IJ. 1 person only for each responsibility*

Office/ role:	Person responsible
<b>Buller</b>	
<b>Schoolgate Administration</b>	
<b>RFS/ LSF meeting attendance</b>	
<b>Office Budget</b>	
<b>Office meetings-agenda/ minutes</b>	
<b>Grey</b>	
<b>Schoolgate Administration</b>	
<b>RFS/ LSF meeting attendance</b>	
<b>Office Budget</b>	
<b>Office meetings-agenda/ minutes</b>	
<b>Westland</b>	
<b>Schoolgate Administration</b>	
<b>RFS/ LSF meeting attendance</b>	
<b>Office Budget</b>	
<b>Office meetings-agenda/ minutes</b>	

## **RTLB Induction procedure**

### **Rationale**

Newly appointed RTLB need to be fully informed regarding Cluster policies and procedures

### **Purpose**

- To help the Lead school and the Cluster Manager meet their good employer responsibilities
- To ensure smooth transition to the new position

### **Guidelines**

A new RTLB to the service will be issued with:

1. Cluster strategic plan
2. Copies of policies and procedures
3. Time will be allocated for the RTLB to familiarise themselves with these documents.
4. The Cluster Manager and Practice Leader (s) and RTLB team will be responsible for providing support, guidance and resources for the new RTLB. This will include introduction to liaison schools and other agencies.
5. The Cluster Manager and Practice Leader (s) will provide an induction program tailored to the new RTLB. It will vary for each new RTLB dependent upon qualifications/ experience/ training (*template on next page*).
6. The NZRTLB Association representative will provide the new RTLB with relevant Association information and activate membership.
7. The new RTLB will commence with a small caseload that will gradually increase at the discretion of the Cluster Manager and Practice Leader (s).

### **Suggested induction program:**

Week 1: Key, alarm code, desk etc. Powerpoint presentation with CM on the role of RTLB

RTLB guidelines- Case files. Assignment of 2 cases

Laptop/ RTLB toolkit

Shadow office RTLB

West Coast Tai Poutini RTLB policies and procedures

*Start to develop a toolkit of resources for assessment and intervention- ongoing during induction*

*Become familiar with RTLB resources- ongoing*

Review week/ questions/ queries/ plan initial meetings and data gathering for new cases/ Liaison role

Week 2: Referral process/ LSF application/ Continuum of support

Attend Referral/ LSF meeting

Set up initial teacher meetings for cases and attend with CM

Gateway training

- End of week review with CM
- Week 3: Plan shadowing visits with other RTLB offices  
 Discuss and action enrolment for RTLB training  
 Begin Data gathering for 2 cases  
*If trained RTLB a full caseload will be assigned as soon as RTLB up to speed with Cluster policies and procedures*  
 End of week review with CM
- Week 4: Shadowing visits  
 Continue case data gathering and begin analysis  
 Attend referral/ LSF meeting  
 Further 2 cases may be assigned  
 End of week review with CM
- Week 5: Shadowing visits  
 Collaborative planning meeting for 2 cases  
 Develop and initiate interventions  
 End of week review with CM
- Week 6: Continue with case interventions  
 Possible allocation of further cases  
 Attend referral/ LSF meeting  
 End of week review with CM
- Week 7: Casework  
 Discuss data gathering toolkit you have developed  
 Review cases and case files  
 End of week review with CM
- Week 8 and 9: Casework  
 RTLB association membership and website  
 End of week review with CM
- Week 10: Casework  
 End of induction review with CM

*NB: CM= Cluster Manager. Practice leader may take the place of CM dependent upon the requirements of the Cluster.*

## West Coast Tai Poutini RTLB Supervision model

Type	Performance Supervision	Professional Practice Collaboration	Practitioner Supervision
Who delivers	Cluster Manager	Practice Leader	External TBC
Who arranges	Cluster Manager	Practice Leader	RTLB
How often	1 per annum ( <i>unless additional required</i> )	1 per term planned. PLs will provide notice of when this will occur each term.  More if RTLB require	Likely 1 per term if required. Details to be developed
Linkage	New information around practice may be shared CM to PL to RTLB	Feed forward to CM from RTLB via PLs regarding cases. RTLB will receive copies of any notes PL shares with CM	RTLB and external supervisor
Focus	<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center;"><b>Performance Supervision</b></div> <p>To provide support and oversee performance and appraisal, reflect on performance with a view to consolidating and continuing competency, identifying areas for further professional learning through feedback.</p> <ul style="list-style-type: none"> <li>• Agenda jointly set</li> <li>• Performed by Line Manager</li> <li>• Central to performance</li> <li>• Management processes.</li> <li>• Linked to professional development</li> <li>• Good written records need to be kept.</li> <li>• Can be linked to pay, attestation.</li> <li>• Can include instructions.</li> <li>• Part of business as usual</li> </ul>	<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center;"><b>Professional Practice Collaboration</b></div> <p>Standing agenda set jointly by RTLB and their PL. Shared notes. RTLB provide summary document of cases for each meeting</p> <p>Focus on day to day RTLB practice</p> <p>Case file review</p> <p>Discussion when opening new cases</p> <p>Case closure feedback</p> <p><b>Aims:</b></p> <p>To support RTLB to reflect upon case work challenges/ celebrations</p> <p>To support enhanced fidelity with practice sequence and evidence presented on Schoolgate</p>	<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center;"><b>Practitioner Supervision</b></div> <p>To provide opportunity to discuss cases in more detail, provide support and challenge practice that contributes to personal development. It also provides a professional forum for reflection, shared problem solving and support in cases involving physical, emotional, cultural and psychological safety.</p> <ul style="list-style-type: none"> <li>• Agenda set by supervisee and important practice-related issues.</li> <li>• Can be peer to peer.</li> <li>• Confidential.</li> <li>• Not directly linked to performance management.</li> <li>• Free from notes.</li> <li>• Not pay related.</li> <li>• Cannot include instructions but can provide firm recommendations.</li> <li>• Typically organised outside school hours.</li> </ul>

## Meeting Record

RTLB:

Practice Leader:

Meeting date:

What's on top	
Celebrations	
Concerns	
Liaison schools update	
LSF requests / resources	
Case/s to be discussed	
Other matters	
Well being	
Contact with learning support	
Comments /Next steps/actions	

### RTLB 10 step practice sequence

#### RTLB 10 Step Practice Sequence

This is an **INTERNAL DOCUMENT** to guide RTLB Practice. The RTLB service follows the Practice Sequence as outlined in the RTLB Toolkit (p 35-36). The steps may not always be followed in order. Sometimes new information may require going back to a previous step in the sequence. Documentation in **red** outlines which documents are expected to be on the case file as evidence of good practice.

Case Name:                      Student Date of Birth:

School:                              RTLB Name:

## RTL B 10 Step Practice Sequence

This is an **INTERNAL DOCUMENT** to guide RTL B Practice. The RTL B service follows the Practice Sequence as outlined in the RTL B Toolkit (p 35-36). The steps may not always be followed in order. Sometimes new information may require going back to a previous step in the sequence. Documentation in **red** outlines which documents are expected to be on the case file as evidence of good practice.

Case Name: \_\_\_\_\_ Student Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ RTL B Name: \_\_\_\_\_

TIME FRAME	PRACTICE SEQUENCE TAGS	DATE completed	ACTIONS the RTL B will, evidence on file is highlighted	DOCUMENTATION Required on case file	COMMENT
1-2 weeks	R4S		<p>The R4S is allocated to RTL B at an Intake meeting</p> <ul style="list-style-type: none"> <li>Evaluate all available data</li> <li>Check student details on SchoolGate.</li> <li>Summarise R4S information</li> <li>Note questions that require further information</li> <li>Ensure students (where appropriate), parents, whanau / family have provided informed consent</li> <li>Schedule an Initial meeting with the collaborative team around the R4S</li> </ul>	<p>Correct student details on School Gate R4S</p> <p>Informed consent on file</p> <p>SG Contacts updated</p>	
	INITIAL MEETING		<p>Ensure an Initial Meeting with all relevant parties is held where:</p> <ul style="list-style-type: none"> <li>Evaluate all available data</li> <li>The RTL B role is clarified</li> <li>Practice Sequence (via Pamphlet) is discussed</li> <li>Issues related to the specific R4S concerns are clarified</li> <li>Preferred pathways for communication are established (Communication Plan)</li> <li>Agreement on what data will be collected and how this will be done</li> <li>Establish who will receive RTL B information and reports</li> <li>Exit criteria is discussed</li> <li>Collect student outcome pre-data</li> </ul>	<p>Initial Meeting Notes</p> <p>Contacts updated</p> <p>SG Pre-Outcomes Data is complete.</p>	
2-4 weeks	DATA		<p>Collect data which may include:</p> <ul style="list-style-type: none"> <li>Evaluate all available data</li> <li>Interviews and anecdotal notes</li> <li>Perspective of parents, family/whanau, young person</li> <li>Information / reports from agencies</li> <li>Ecological classroom/playground observation</li> <li>Curriculum based assessment data</li> <li>Observational data</li> <li>Behavioral assessments</li> </ul>	<p>Base line data from multiple sources</p> <p>SG Contacts updated</p> <p>SG Base line data completed</p>	

	<b>ANALYSIS</b>		<p>Develop a framework for organising and evaluating the gathered data</p> <ul style="list-style-type: none"> <li>• Evaluate all available data</li> <li>• Identify the contextual factors influencing ākonga learning</li> <li>• Identify, define and prioritise key trends</li> <li>• Develop shared hypothesis</li> <li>• Keep clear records about the analysis</li> </ul>	<p>Data Analysis Report completed</p> <p>SG Data Summary Completed</p> <p>SG Contacts updated</p>	
	<b>GOAL SETTING and PLANNING</b>		<p>RTLb facilitates the team to collaboratively develop an implementation plan which will:</p> <ul style="list-style-type: none"> <li>• Clearly identify key areas for intervention</li> <li>• Identify solutions that will build capacity</li> <li>• Identify relevant strategies and interventions</li> <li>• Relate plan to key competencies where appropriate</li> <li>• Have SMART goals</li> <li>• Reflect RTLb Principles</li> </ul> <p>Once a strategy is agreed:</p> <ul style="list-style-type: none"> <li>• Define roles and responsibilities</li> <li>• Determine how progress and monitoring will be recorded</li> <li>• Consider the Time- line</li> <li>• Establish exit-criteria</li> <li>• Have a review date</li> </ul>	<p>SG Intervention Plan completed</p> <p>SG Contacts updated</p>	
5-10 weeks	<b>IMPLEMENTATION</b>		<p>All team members contribute to and support the implementation of the agreed Intervention Plan.</p> <ul style="list-style-type: none"> <li>• Reflect RTLb Principles</li> <li>• Occur in the context of the environment</li> <li>• Be timely</li> <li>• Have progress against set goals regularly recorded</li> <li>• Identify an address any barriers to successful implementation as they arise</li> <li>• Include team review of planned goals and strategies</li> </ul>	<p>SG Contacts updated</p> <p>SG Intervention Plan</p> <p>RTLb Funding plan if appropriate</p>	
	<b>MONITORING</b>		<p>RTLb facilitate regular reflection to ensure on-going evaluation of effectiveness and fidelity to the plan:</p> <ul style="list-style-type: none"> <li>• Progress is measured against set goals</li> <li>• Regularly recorded progress and next steps</li> <li>• Communicate progress regularly with team</li> </ul>	<p>SG Monitoring updated</p> <p>SG Contacts updated</p>	
	<b>POST DATA</b>		<p>Collate and analyse post data which will</p> <ul style="list-style-type: none"> <li>• correspond to measures used for pre-data.</li> <li>• be reflective of SMART goals</li> </ul> <p>Collect post-student outcome data</p>		



30 weeks	REVIEW		<p>RTLB facilitate reflection with the collaborative team which will:</p> <ul style="list-style-type: none"> <li>• review the Intervention</li> <li>• consider whether outcomes are achieved</li> <li>• note celebrations and barriers to success</li> </ul> <p>If the data leads to a new / updated Implementation plan, this will lead to the RTLB returning to Analysis section of the Practice Sequence</p>	SG Closure Report is completed or updated Intervention Plan if applicable	
	REFLECTION and CLOSURE		<p>At closure, the RTLB will reflect with self/peer/PL to:</p> <ul style="list-style-type: none"> <li>• Build practice knowledge of RTLB</li> <li>• Inform future interventions</li> <li>• Identify performance gaps</li> <li>• Identify the need for future professional development</li> <li>• Identify service provision gaps.</li> </ul> <p>Case closure:</p> <ul style="list-style-type: none"> <li>• Case closure may be initiated if team agrees that the intervention has met it's goals, when the student moves to another Cluster/Agency, the Kura/School has the capacity to support the student without RTLB support</li> <li>• A discussion with PL to confirm case closure and exit criteria has been met</li> <li>• Complete SG Closure Report</li> <li>• Complete SG Outcomes Data</li> <li>• Alert PL that closure is complete, and ready for PL to action</li> <li>• PL will complete SG Closure, copy Closure report, send Closure survey</li> <li>• RTLB will send copy of Closure report to the team.</li> </ul>	<p>SG Closure Report completed</p> <p>Complete student outcome data</p> <p>SG Case closure completed by PL</p> <p>Closure Review of Service Survey sent by PL.</p> <p>Closure Report sent by RTLB</p>	



**RTL B case checklist:**

Student:

School:

RTL B:

Completed	Evidence in future case work	Required for closure
-----------	------------------------------	----------------------

10 Step Sequence	Date	Complete Yes/ No	Documentation (Possibilities)
Allocation			Check RFS, contact information, NSN, student details, consent, reason (L, B, L&B) and priority rating. Contact teacher/parent.
Initial meeting: Teacher Parent			Record of meeting in case file. Share role and contact information. Outcomes collected. Working hypothesis (guiding the assessment) formed. Discuss data collection plan.
Data gathering			Observations and assessments details in data tab. Copies of assessment uploaded. Student voice evident.
Analysis			Data analysis (summary) recorded. Hypothesis prepared for collaborative meeting.
Goal setting			Summary of data and analysis shared. Focus and goals collaboratively agreed upon and recorded in 'intervention.'
Planning			Strategies selected and recorded in the intervention plan. Record of plan copied to school and whānau. LSF application if needed. Resources prepared.
Implementation			Share resources and train TA. Model strategies. Adjusted intervention as necessary.
Monitoring			Weekly monitoring in place and progress recorded.
Post data			Post data collected in relation to pre data (academic and anecdotal). Recorded in the summary tab.
Review			Review goals and pre/post data. Return to goal setting and planning or proceed to closure. Outcomes collected.
Closure			Closure process completed in summary tab. Decision recorded under comments/recommendations. Summary of service completed, signed by stakeholders and uploaded. Reflection recorded on schoolgate before submitting closure.

## Professional Development Procedure

### **Aim:**

To provide equitable, meaningful and transparent PD opportunities which empower the potential of all RTLB within the West Coast Tai Poutini cluster

### **Rationale:**

To enable RTLB to identify and manage their annual PD opportunities to meet needs identified within their appraisal and the cluster strategic plan

### **Expectations:**

- RTLB will complete a proposal and submit it to the CM to gain approval before making any firm commitment to the proposed PD
- RTLB will provide feedback on the PD at a gathering along with any pertinent resources
- RTLB may be directed to attend PD by the CM utilizing the RTLBs PD allowance if the PD is judged to meet the needs of the cluster or the individual RTLB
- RTLB proposals may be rejected if it does not meet individual appraisal goals/ strategic plan goals or link to current RTLB casework. Rejection may also occur on the grounds of double up by RTLB or other PD available close to home for instance
- Funding whilst given for the year is of a discretionary nature and may be removed/ adjusted dependent upon the needs of the cluster by the CM
- RTLB are encouraged to be mindful of 'thrift' when proposing PD. For instance sharing vehicles/ accommodation/ seeking cost effective travel and attending PD closer to the West Coast will enable RTLB to stretch their PD budget further
- Unspent funds will expire at the end of each school year- no roll over

### **Financial provisions:**

**Individual** RTLB PD budgets will be set by the Cluster Manager at the start of each year and comprise of the following components: **All RTLB:**

PD relating directly to case work funded by LSF *code: 8316*

Travel for PD (*includes, flights/ food/mileage and accommodation*) *code: 8490*

Discretionary travel <i>codes:</i>	<i>Greymouth:</i>	<i>8450</i>
	<i>Buller:</i>	<i>8435</i>
	<i>Westland:</i>	<i>8425</i>

### **Additional for trained RTLB:**

PD funded from administration *code: 8315*

Travel for PD (*includes, flights/ food/mileage and accommodation*) *code: 8490*

### **Notes:**

- Extra PD provision may be provided by CM on a needs basis. Typically this will relate to first aid courses or opportunities presented by other agencies such as MOE for instance for all RTLB
- Proposals for PD should only be completed following RTLB discussing the proposed PD with their office colleagues, PL and/ or CM
- PLs may assist CM with decisions and plans pertaining to PD proposals
- Individual PD budgets may be adjusted by the CM at any time dependent upon cluster needs

## Proposal for Professional Development

RTLB name:

Title of PD course:

Purpose:

Professional Development undertaken already this year:

- 

How does this link with your appraisal goals:

Background:

Dates:

Cost:

- Course cost: \$
- Travel arrangement costs:
- Accommodation arrangements and food costs:

How you share the content of the course with your RTLB peers?

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*NB: If you are applying to go to the RTLB conference you will need to become a member of the RTLB association.*

## **Staff leave procedure**

**Purpose:** To ensure staff leave complies with the relevant employment contracts.

**Guidelines:**To provide consistency when dealing with staff leave applications

Applicant approaches Cluster Manager in the first instance to discuss leave application.

1. Cluster Manager requests written application.
2. Written application presented at earliest opportunity for Board of Trustees Consideration (if required).
3. Board of Trustees considers application in light of:
  - a) Relevant employment contracts
  - b) Cluster criteria
  - c) Precedence
4. Applicant informed of Board of Trustees decision.
5. Urgent leave is at the discretion of the Cluster Manager and Lead Principal.
6. Cluster Manager should apply for leave directly to the Lead Principal.

### **Sick Leave:**

- Notify CM and office colleagues that you are unwell via phone/ text/ email
- Contact any appointments to make cancellation
- Sick note required after 3 days
- Notify CM on the morning you return to work

**West Coast Tai Poutini RTL B service**

**APPLICATION FOR LEAVE  
/ SICKNESS**

**TO BE COMPLETED AND HANDED TO THE CLUSTER MANAGER AS EARLY AS POSSIBLE BEFORE DATE(S)  
/ DAYS(S) REQUESTED.**

**NAME:** \_\_\_\_\_ **POSITION:** \_\_\_\_\_

**DATE (S) OF SICKNESS / LEAVE APPLIED FOR:** \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

**TOTAL NUMBER OF DAYS APPLIED FOR:** \_\_\_\_\_ **MOE Number:** \_\_\_\_\_

**REASON: Please circle CEC provision (s) Leave is being applied for -**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> SICKNESS (self) | <input type="checkbox"/> SICKNESS (Household)  | <input type="checkbox"/> PARENTAL          |
| <input type="checkbox"/> BEREAVEMENT     | <input type="checkbox"/> DISCRETIONARY         | <input type="checkbox"/> FAMILY            |
| <input type="checkbox"/> LONG LSRVICE    | <input type="checkbox"/> EDUCATION/STUDY LEAVE | <input type="checkbox"/> SPORT/CULTURAL    |
| <input type="checkbox"/> JURY LSRVICE    | <input type="checkbox"/> CIVIC LSRVICE         | <input type="checkbox"/> STATUTORY LSRVICE |
| <input type="checkbox"/> PERSONAL LEAVE  |  |  |

**EXPLANATION:** \_\_\_\_\_

(Attach supporting documentation as appropriate).

**MEDICAL CERTIFICATE ATTACHED:** YES / NO (Delete One)

**LEAVE REQUESTED:** WITH PAY / WITHOUT PAY (Delete One)

**SIGNED:** \_\_\_\_\_

**DATE:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**[ FOR OFFICE ULS ONLY**

**LEAVE APPLICATION ACTIONED BY:** PRINCIPAL / CHAIRPERSON

**RECOMMENDATION:** LEAVE WITH PAY  
LEAVE WITHOUT PAY  
LEAVE DECLINED

**APPLICANT ADVILSD:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**SIGNED:** \_\_\_\_\_ **CLUSTER MANAGER/ PRINCIPAL/ BOT MEMBER**

(Note: Application by Cluster Manager to be actioned by Lead School Principal)

## **NAG 4- Resourcing Policy**

### **Travel Procedure**

#### **Introduction**

- The Cluster Manager, Principal and School Board agrees that it has a responsibility to ensure that travel expenditure incurred by RTLB must clearly be linked to the business of the Cluster. The Cluster Manager and School Board has agreed on the fundamental principles of this Procedure, and has delegated responsibility for the implementation and monitoring of this Procedure to the Cluster Manager.
- The Board requires the Cluster Manager, as the chief executive and the Board's most senior RTLB employee, to implement and manage this Procedure. The Cluster Manager may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this procedure.
- This Procedure must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Procedure must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

#### **Principles**

The Board agrees to ensure that:

- the travel expenditure is on the Board's business, and the Cluster Schools obtain an acceptable benefit from the travel when considered against the cost;
- expenses are reimbursed on an actual and reasonable basis; and
- Staff that are required to travel on business do not suffer any negative financial effect.

#### **Process for Making Travel Arrangements**

- Under no circumstances may any staff member approve their own travel. The Cluster Manager must approve any travel plans prior to RTLB booking them (This does not include visits to Cluster Schools the RTLB regularly supports).
- All booking for international and domestic travel is to be conducted through the School's normal purchase procedures. This includes the booking of accommodation, flights and rental cars. Once RTLB have the Cluster Manager's approval in writing they may book and pay for travel and accommodation. This can be claimed back via the expenses procedure.

#### **Travel within New Zealand**

The justification for travel within New Zealand must be documented. It is to be transparent and must relate to a school need. Travel within New Zealand is to be authorised on a one-up basis (for example the Cluster Manager should authorise any travel by the RTLB and the Lead School Principal should authorise any travel by the Cluster Manager).

All domestic air travel is to be economy class.



### **International Travel**

- Prior to international travel being undertaken, the traveller must be given a copy of this procedure and be required to sign it off to signify that they have read and understood it.
- All international travel should be authorised by the Board before it is commenced. A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the Board which will arise from the trip and an estimate of the costs of the trip. The Board will approve the travel in writing.
- At the end of the trip overseas, the traveller must prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and Cluster Schools of the trip.
- Except where the flight time exceeds 10 hours, all international air travel is to be economy class.
- Business class travel may be approved, where the Board considers appropriate, for travel more than 10 continuous hours in duration.
- If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

### **Accommodation**

- Staff should opt for good but not superior accommodation, for example Qualmark 3/4 star accommodation and must be prepared to justify exceptions to this rule to the Board.
- Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift.

### **Vehicles**

- Use of private vehicles is approved for RTLB Reimbursement will be at the rate specified by the current NZEI collective agreement/ Inland Revenue Department. Private vehicles should not be used for travel over 500kms without prior approval from Cluster Manager.
- If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement through petty cash or as part of an expense claim.
- Insurance, All RTLB should check their insurers cover their vehicle being used for work as there may be additional costs or gaps in coverage.
- RTLB are expected to share vehicles if travelling to the same destination. Gatherings or Regional meetings would be examples of times when RTLB are expected to share vehicles.

## **Reimbursement of Expenses**

- The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as “the actual cost incurred in the particular circumstance, provided that it is a reasonable minimum charge”.
- For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs. For example, a staff member would normally incur personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than that normally incurred.
- All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges are to be paid separately by the travelling staff member.
- All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis.
- For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to ensure that GST can be reclaimed by the School.
- Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.
- RTLB may purchase resources up to \$25.00 without Cluster Manager approval and claim as expenses. Receipts should be provided with expenses claim along with information around why they were required (student name, goal being supported).

## **Discretionary Travel Benefits**

- Travel benefits, including airpoints and loyalty scheme rewards/points (Flybuys, Global, etc), accrued from official travel are only to be used for subsequent travel on behalf of the School. They should not be redeemed for personal use.
- Staff must travel by the most direct route unless scheduling dictates otherwise.
- The School will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the School did in no way incur additional expenditure.

## **Approval**

- When the Board approved this Procedure it agreed that no variations of this Procedure or amendments to it can be made except with the unanimous approval of the Board.
- As part of its approval the Board requires the Cluster Manager to circulate this procedure to all RTLB, and for a copy to be included in the Cluster Procedure Manual, copies of which shall be available to all staff. The RTLB procedure manual shall also be made available to all Cluster schools. It is available to students and parents at their request. The Board requires that the Cluster Manager arrange for all new staff to be made familiar with this Procedure and other policies approved by the Board.

# COBDEN SCHOOL



## Reimbursement/ Claim Forms/ RTLB

Name:

Term:

Date:

Claims this term:

Amount Claimed:

Explanation of Claim/ Reimbursement:

Budget codes	Date	Purpose	Expenditure
		<b>Total claimed</b>	<b>\$</b>

Signature of Claimant:

School Signature:

Cheque Number:

## **Guidance for expenses/ travel**

Travel procedure sits under section 4 'resourcing' within the cluster policies and procedures. This document provides guidance for RTLB on actual and reasonable expenses.

The relevant section of the NZEI agreement:-

Accommodation/meals- section 5.2 a- reimbursement on an **actual and reasonable basis.**

Daily incidentals - section 5.2 b- (of up to \$25 per term) is covered by your termly allowance

All RTLB are entitled to \$25.00 travel discretionary- aimed at a drink when you need it (non alcoholic) / taking a teacher out for a meeting or providing cake etc for a meeting. Receipts must be provided- No more than \$25 per term- unused allowance from previous term does not roll over to next term.

RTLB are also given \$60 per term towards mobile phones- prepay please provide receipts and those on a plan please provide a statement of bill to show costs. Again \$60 max for term and does not roll over.

Meals as laid out in collective- if unsure talk with PL's. If you are leaving home and going out for the day you are able to provide your own lunch- if you carry on to an overnight stop you would be able to claim evening meal then breakfast and lunch for the next day. No alcohol may be purchased. We would see a maximum of \$16.00 each for breakfast and lunch as reasonable and a maximum of \$30 for each evening meals.

If you are staying with a friend or relative then it would be reasonable to claim up to \$50 as koha - we would not expect to pay for accommodation. (Examples of how a koha may be given could include groceries/grocery voucher; purchase of meal out with host; gift; \$) receipts should be provided (excluding koha).

Phone calls whilst away are covered by your mobile allowance.

Trainees- We will book travel and accommodation centrally .You will only need to claim for your meals whilst you are away- We would see a maximum of \$16.00 each for breakfast and lunch as reasonable and a maximum of \$30 for each evening meals.

## **NAG 5- Health and Safety Procedures**

### **West Coast Tai Poutini RTLB child protection policy**

#### **Statement of commitment**

- RTLB employed by Cobden School aim to ensure the safety and security of all children by practising open and accountable child-centred decision-making.
- Children's welfare is of paramount concern and at the centre of our practice.
- We recognise the importance of involving family/whānau in decision-making about their children, and will involve children in decision-making about themselves in age-appropriate ways.
- We acknowledge that child protection is everyone's responsibility and we promote our child protection policies to our school community.
- We take concerns about the safety of students seriously, and respond to them quickly. Prevention and early intervention are important, and we support the principle of applying the least intrusive intervention possible to protect vulnerable children.

#### **Purpose**

The purpose of this policy:

- To set a standard of consistent responses by staff to all situations of suspected, disclosed or actual vulnerability, abuse or neglect or any child or young person
- To create procedures to guide staff to respond well to disclosures or abuse or neglect, suspected or actual abuse and neglect or allegations against a staff member
- To appoint a designated person for child protection
- To provide our commitment to ensuring that staff are well trained and confident to respond to vulnerability, abuse or neglect
- To ensure a child protection lens is utilised in daily RTLB work
- To ensure child vulnerability is recognised early and a response provided

#### **Scope of policy- who it applies to:**

- This policy applies to all staff, volunteers and contractors
- All children RTLB come into contact with during their daily work

#### **Definitions:**

- "Child or young person", in the context of our school's child protection policies, means a child or young person aged under 18 years (who is not married or in a civil union) – Oranga Tamariki Act 1989
- Staff: Any RTLB employed as a member of West Coast Tai Poutini RTLB at Cobden school

- Designated person for child protection: In the first instance this role falls to the RTLB cluster manager
- Child abuse: Oranga Tamariki Act 1989, defines child abuse as the harming (whether physically, emotionally or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person

### **Definitions of Child Abuse**

**The Children, Young Persons and their Families Act, 1989, defines child abuse as "...the harming (whether physically, emotionally, sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person".**

The following definitions are provided for guidance but should not be seen as an exhaustive list.

**Physical Abuse is** A non-accidental act on a child/young person that results in physical harm. May be inflicted intentionally or be the inadvertent result of physical punishment, or the aggressive treatment of a child. May involve (but is not limited to) shoving, slapping, hitting, punching, kicking, beating, shaking, throwing, burning, scalding, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child/young person.

Physical abuse may also involve fabricating the symptoms of illness or deliberately inducing illness in a child/young person.

**Emotional abuse** Some level of emotional abuse is involved in all types of maltreatment, though it may occur alone. Sometimes referred to as psychological abuse, Emotional abuse is often persistent and a pattern of behaviour where the child/young person is often rejected and/or threatened, as to cause severe and adverse effects on their emotional well-being and/or physical and/or intellectual development.

It may involve:

- Verbally abusing and conveying to a child they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person e.g. name-calling, putdowns, constantly degraded, criticised or negatively compared to others.
- The child being rejected, ignored, isolated, humiliated, terrorised, corrupted and belittled.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate.
- Age or developmentally inappropriate expectations being imposed on a child, including interactions beyond their developmental capabilities or overprotection and limitations, preventing the child from participating in normal social interactions.
- Serious bullying (including cyber-bullying), causing children to frequently feel frightened or in danger.
- Witnessing or hearing the ill-treatment of another e.g. Family Violence

**Sexual abuse** is any act where a child/young person is coerced, forced or enticed to take part in sexual activities (not necessarily involving a high level of violence), whether or not the child/young person is aware of what is happening, and may be consensual or not. Sexual abuse is not solely perpetrated by adult males; women and other children/young people (peer-peer) can

also commit acts of sexual abuse. It is where a person with power or authority over a child uses the child for sexual gratification.

Most sexual abuse is perpetrated by someone known and trusted by the child and can happen within or outside of the child's family. It often begins with some form of grooming, which is when the person prepares the child for sexual activity by lowering their inhibitions and gaining their trust. Sexual abuse spans a range of contact and non-contact behaviours. It may also involve involving children in and/or exposing them to pornographic material/sites, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or sexual conversations.

**Grooming** is a term used to describe what happens when an abuser builds up a relationship with a child with a view to abusing them at some stage. There is no set pattern to the grooming of children. For some abusers there will be a lengthy period of time before the abuse begins. The child may be given special attention and, what starts as an apparently normal display of affection, such as cuddling, can develop into sexual touching or masturbation and then into more serious sexual behaviour. Other abusers may draw a child in and abuse them relatively quickly.

Some abusers don't groom children but abuse them without forming a relationship at all.

Grooming can take place in any setting where a relationship is formed, such as leisure, music, sports and religious activities. It may also take place in virtual settings e.g. via internet (social media, etc.); interactive electronic devices e.g. games, phones, etc.

Grooming covers 6 stages: 1. Targeting the victim 2. Gaining the victim's trust 3. Filling a need 4. Isolating the child/young person 5. Sexualising the relationship 6. Maintaining control

**Child Sexual Exploitation** The sexual exploitation of children and young people under 18 is a type of sexual abuse. It involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. accommodation, drugs/alcohol, affection, gifts, money) as a result of performing sexual activities or others performing sexual activities on them.

The abusive relationship between victim and perpetrator(s) involves an imbalance of power, limiting the victim's options. A form of abuse often misunderstood by victims and outsiders as consensual; children/young people often trust their abuser(s) and don't understand they are being abused. They may be tricked and/or groomed into believing they are in a loving consensual relationship.

Sexual exploitation doesn't always involve physical contact and can happen online and/or to young people in gangs. E.g. young people persuaded or forced into:

- Sending or posting sexually explicit images of themselves
- Taking part in sexual activities via a webcam or smartphone
- Having sexual conversations by text or online.

Within gangs sexual exploitation may be used to:

- Exert power and control over members.

- Initiate young people into the gang.
- Exchange sexual activity for status or protection.
- Entrap rival gang members and/or inflict sexual assault as a weapon in conflict.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack: of action, emotion or basic needs.

It is any act or omission resulting in impaired physical functioning, injury, health and/or development of a child/young person. Neglect may also occur in pregnancy e.g. via parental substance misuse, family violence.

Neglect can consist of:

- Physical Neglect: not providing the necessities of life like a food, clothing and shelter (including exclusion from the home or abandonment).
- Neglectful Supervision: leaving children home alone, or without someone safe looking after them during the day or night (including inadequate care-givers).
- Emotional Neglect: not giving children the comfort, attention and love they need through play, talk and everyday affection or unresponsiveness to a child's basic emotional needs.
- Medical Neglect: the failure to take care of their health needs (including dentistry).
- Educational Neglect: allowing chronic truancy, failure to enrol children in school, or inattention to special educational needs.
- A refusal to assume parental responsibility.

### **Intimate Partner Violence or Family Violence**

It may be a single act of violence, or a number of acts that form a pattern of abuse. In addition to physical violence, most commonly Family Violence relates to specific forms of emotional abuse enabling power and control over victims. Exposure to and/or witnessing Family Violence is also recognised as a form of emotional abuse.

Family violence can be carried out by anyone in a domestic or close relationship. This includes a partner or ex-partner, boyfriend or girlfriend, carer, parent, older child, sibling, friend, flatmate or family member. They don't have to be living with the person(s) being affected.

Domestic violence can involve:

- Financial abuse
- Allowing a child to witness abuse
- Physical violence or abuse
- Emotional/Psychological abuse (including threats, intimidation, harassment, and damage to property)
- Sexual violence or abuse

Whilst anyone may be a victim of and/or perpetrate Family Violence, research shows women and children as being the most likely victims. Children are always affected, even if they are not being physically harmed themselves, they will be emotionally harmed.



## **Bullying**

Bullying relates to inappropriate use of a real or perceived power by one or more persons over another person or a group regarded as less powerful. Acts of bullying are generally repeated or have the potential to be repeated, over time.

Bullying relates to hurting someone else (physically and/or emotionally) and may take many forms that are often interrelated and include: Verbal: Name calling, Gossiping, Put downs, Threats

Physical: Hitting, Pushing, Punching, Kicking, Scratching, Tripping, Spitting, Hiding or damaging possessions

Social: Ignoring, Isolating, Excluding, Ostracising, Alienating someone

Emotional: Spreading rumours, Threatening/ Intimidating/ undermining/ or humiliating someone, Stalking, Constant criticism, Controlling or manipulating someone

Concerns relating to bullying encompass both those perpetrating these acts and those suffering as a result

Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night

## **Cyber Bullying**

This is usually perpetrated using social media networks, games and mobile phones. This can include spreading rumours, posting nasty or embarrassing messages, images and/or videos. Those suffering from Cyberbullying may know who is bullying them or they may be targeted by someone using a fake or anonymous account, with anonymity often increasing the likelihood of others engaging in bullying behaviour. Often due to being challenging to stop, remove and by being constant (wherever they are, any time of day or night) children/young people can feel like there's no escape

**Cumulative Harm** refers to the effects of patterns of circumstances and events in a child's life, which diminish a child's sense of safety, stability and wellbeing. Cumulative harm is the existence of compounded experiences of multiple episodes of abuse or 'layers' of neglect. The unremitting daily impact on the child can be profound and exponential, covering multiple dimensions of the child's life.

Adapted from YMCA NZ: Safeguarding Children and Young People Policy 2017

## **For more information about the indicators of abuse in appendix B**

### **Role of Designated Person for Child Protection.**

West Coast Tai Poutini RTLB have a designated person for child protection who has the knowledge to provide guidance and expertise to RTLB. This person is the cluster manager.

## 2021 Cluster Manager

Contact details: Ian Johnson- 02108113398/ 03 7687465 [ianj@cobden.school.nz](mailto:ianj@cobden.school.nz)

The specifics of this role are:

- Be available for staff for consultation and advice regarding child vulnerability, neglect or abuse
- Receive, action and monitor completed child protection forms
- Follow up in relation to the above concerns with cluster school principals
- Review and monitor situation or concern until resolution
- To make reports of concern to Oranga Tamariki if required and follow up with them within 3 days
- Make further reports of concern to Oranga Tamariki if concerns for a child still remain
- Ensure this policy is consistently applied and remains within the RTLB scope of practice on a daily basis

### **Training of staff**

- All staff who work closely with students should have the skills necessary to recognise and respond to suspected abuse and neglect.
- We inform staff about the clusters child protection policies as part of their orientation, and skills needed to implement our child protection policies are included in professional development and performance management programmes.

Training is available for staff in child protection development/learning.

- Child protection training will be provided by the Cluster Manager on induction of a new employee and on an annual and as required basis. An agent such as Safeguarding Children: 0277724469 may be utilised
- Cobden School and West Coast Tai Poutini RTLB commit to supporting the designated person to gain further skills and knowledge regarding child protection. This may be achieved by attending 5 day child matters course NCEA level 3 and taking advice and guidance as required

### **Related Policies**

Documents and legislation relate to this policy:

- Student Safety and Welfare
- Care and Management of Students
- Sexual Behaviour in Children
- Behaviour Management, especially Bullying
- Abuse Recognition and Reporting, including Definitions and Indicators of Child Abuse/Neglect
- Health, Safety, and Welfare Policy
- Digital Technology and Cybersafety
- Digital communication guidelines cluster 32
- Harassment

- Separated Parents, Day to Day Care, and Guardianship
- Staff Social Media
- Visitors, including Parent Involvement
- Employer Responsibility Policy
- Appointment Procedure, especially Conduct Interviews, Referee and Background Checks
- Complaints
- Safe Practice Professional Development
- Protected Disclosure
- Teacher Certification and Police Vetting
- Legislation and Administration Policy
- Privacy
- Curriculum and Student Achievement Policy
- Students with Special Needs, especially Special Needs Supervision
- EOTC Parent Help

### **Relevant legislation**

- Vulnerable Children Act 2014
- Oranga Tamariki Act 1989
- Privacy Act 1993
- Human Rights Act 1993
- Education Act 1989/1998
- Domestic Violence Act 1995
- Care of Children Act 2004
- Employment Relations Act 2000
- Treaty of Waitangi
- Health and Disability Commissioner Act 1994
- UN Rights of a child
- 

### **Review and Responsibility**

- Designated person for child protection is responsible ensuring RTLB are aware of this policy and procedures
- Reviews take place every year
- Review should also take place after any significant child protection event and on change of legislation
- Designated person for child protection is responsible for undertaking reviews
- The cluster manager as designated person for child protection matters will be responsible for all aspects of review, implementation and recording of all aspects relating to child protection
- Designated person for child protection will maintain responsibility for child protection issues related to issues identified by our RTLB team. All incidents will be recorded and reviewed by the RTLB team member and cluster manager on a weekly basis until the issue is resolved

### **Confidentiality and Information sharing**

We will share information with appropriate agencies ( health, education providers or other agencies involved in a child's life) if sharing that information will protect or improve the safety, health, or well-being of a child. By law, we can always share information with the police and, Oranga Tamariki.

- Cluster Manager will inform the principal of child's host cluster school
- If an RTLB is contacted by an external agency requesting information about a child they should be directed to the Cluster Manager in the first instance who will direct the appropriate response

#### **Upon a child exiting the cluster**

Information relating to a child will always be shared if it is in the child's best interest.

#### **Record storage**

Cluster Manager will securely store records documenting concerns, conversations, advice received, actions taken (including rationale), and any warnings issued. Concerns kept as records may help identify patterns

#### **Relationships with external agencies**

- Cluster Manager and RTLB will maintain links with agencies (up to date contact details) who support vulnerable children
- Links/ contacts to vulnerable children support agencies will be maintained within RTLB office as well as within Schooldocs website <http://www.schooldocs.co.nz/>



# WEST COAST TAI POUTINI RTLБ



## Child protection procedures

**ABUSE SUSPECTED OR DISCLOSED**  
Child abuse or potential child abuse is suspected, witnessed, reported or disclosed

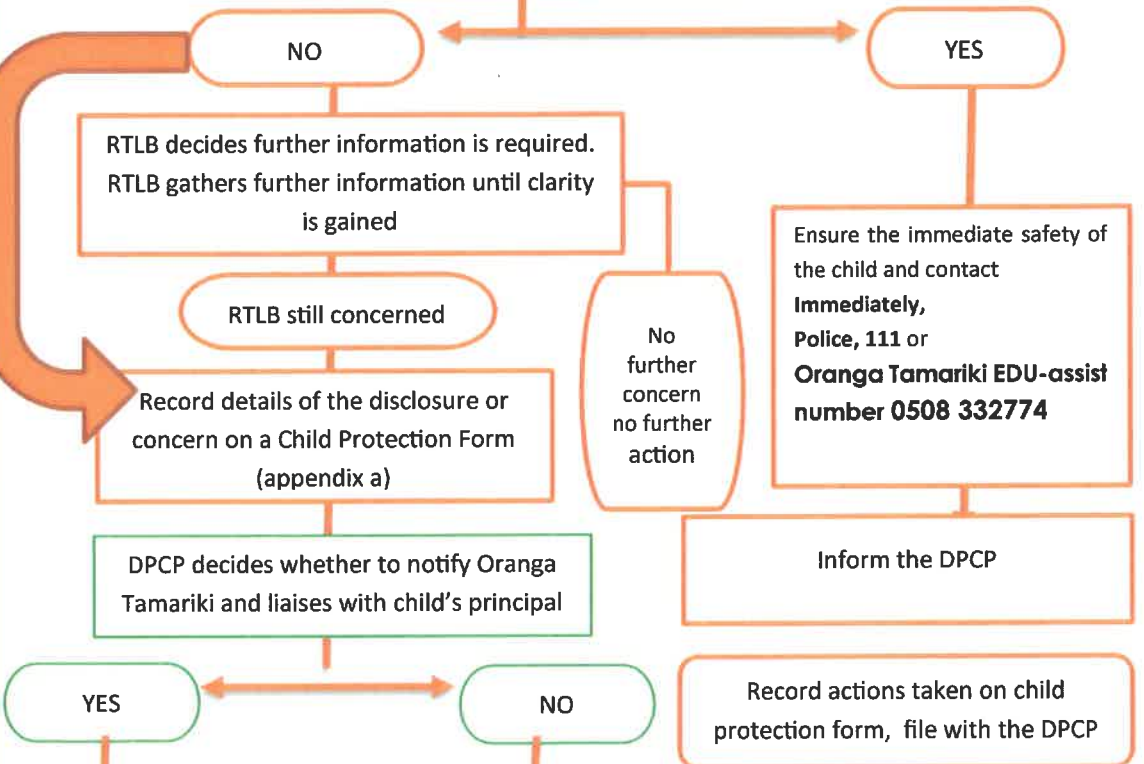
**Is an immediate response required to ensure the child's safety?**  
if unsure consult the Designated Person for Child Protection DPCP: Cluster Manager, Ian Johnson 02108113398/ 037687465. In the event that DPCP is unavailable please contact the Lead School Principal Noula Markham 021336174

*If a child discloses:*

- listen,
- reassure,
- don't make promises,
- don't over question,
- let them know what you are going to do next.

See DEALING WITH DISCLOSURE OF ABUSE (appendix C)

*Staff are expected to follow this procedure. If staff still have concerns about a child and they feel this procedure is not effective they may contact Oranga Tamariki at any time.*



**Designated Person for Child Protection:**  
**Ian Johnson:** 02108113398  
**Noula Markham:** 021336174  
**Other numbers**  
**Oranga Tamariki call centre:** 0508 326459.  
**Email:** [edassist@mvcot.govt.nz](mailto:edassist@mvcot.govt.nz)  
**Ed Assist:** 0508 332774/ [edassist@ot.govt.nz](mailto:edassist@ot.govt.nz)  
**Greymouth Police** 03 7681600  
**Hokitika Police** 03 7568310  
**Westport Police** 03 7897339  
**Ministry of Education:** 035463470



# WEST COAST TAI POUTINI RTL



## Quick Reference for Responding to an allegation of Child Abuse Against a RTL Staff Member

**If a child discloses:**

- listen,
- reassure,
- don't make promises,
- don't over question,
- let them know what you are going to do next.

See DEALING WITH DISCLOSURE OF ABUSE (appendix C)

Child abuse or potential child abuse is suspected, witnessed, reported or disclosed against a staff member

Is an immediate response required to ensure the child's safety?  
if unsure consult the Designated Person for Child Protection DPCP:  
Cluster Manager: **Ian Johnson 02108113398**

*New 2021 CM*

YES

NO

Ensure the immediate safety of the child and contact **immediately**,  
**Police, 111 or Oranga Tamariki Edassist 0508332774**  
Record actions on a child protection form and pass to DPCP immediately

The staff member will be assisted in seeking legal & professional advice.

Support is provided for fellow staff and those who are involved or impacted as per advice of Ministry of Education

**RECORDING**

Carefully documented records are to be kept of all steps involved in this process, conversations, actions, observations etc. All Records must be dated and signed and stored in a safe manner to guard confidentiality.

Inform the Lead School Principal, Cobden School Principal: Noula Markham who will liaise on behalf of the **Staff Member**.

- Lead School Principal will:
- Contact statutory agencies immediately including Police, Oranga Tamariki, Ministry of Education, NZSTA, Education Council and insurance provider. Cobden Board of Trustees will also be contacted
  - Advice will be sought recorded and followed
  - Suspend suspected staff member immediately without prejudice, as a precautionary measure
  - If staff member is involved in other roles where they have access to children police will be informed
  - After consultation with statutory agencies inform parents/ caregivers as advised
  - Maintain close liaison with DPCP and statutory agencies
  - Disciplinary action may follow depending on the outcome of the investigation. See DISCIPLINARY PROCEDURES

Inform the DPCP who will liaise on behalf of **The Child** and contact the principal. If the allegation is about the designated person contact Lead School Principal Noula Markham

DPCP will follow the Procedure for Responding to Child Abuse. Act on behalf of **The Child**

**Designated Person for Child Protection:**  
**Ian Johnson:** 02108113398  
**Noula Markham:** 021336174  
**Other numbers**  
**Oranga Tamariki call centre:0508 326459.**  
**Email: [edassist@mvcot.govt.nz](mailto:edassist@mvcot.govt.nz)**  
**Ed Assist: 0508 332774/ [edassist@ot.govt.nz](mailto:edassist@ot.govt.nz)**  
**Greymouth Police 03 7681600**  
**Hokitika Police 03 7568310**  
**Westport Police 03 7897339**  
**Ministry of Education: 035463470**

- Staff are expected to follow this policy however any staff member may contact Oranga Tamariki or Police for advice or to make a report of concern at any time if they feel this process is not effective and there still remains a concern for a child
- West Coast Tai Poutini RTL will remain child focussed and not collude with any adult or organisation
- West Coast Tai Poutini RTL will not use settlement agreements where there are child protection concerns

## **Safe Working Practices.**

We expect a high degree of professionalism from our staff in working with children, and encourage staff to keep their professional and personal lives separate.

RTLB should be mindful of safe working practices and are expected to behave to ensure that children are kept safe and they are protected from un-warranted suspicion.

### Supervision of children

1-1 interaction with children: RTLB should meet with students by prior arrangement with the teacher responsible for them. RTLB ideally should remain within the student's classroom when working with them under their teacher's direct supervision. If RTLB are required to work in a separate space arrangements should be made to enable their interactions with the student to be monitored by school staff. RTLB should not be left in sole charge of classes.

### Giving and receiving of gifts

Children may give gifts to staff members as a token of appreciation or for supporting positive behaviour. Staff may also give gifts to children to recognise particular achievements.

In order that children and staff are kept safe and that gifts are not misinterpreted, staff must give gifts openly to the child and ensure they are not based on favouritism. Any gift received from a child to a staff member may be accepted having regard to professional boundaries.

### Confidentiality

Positive role modelling: RTLB should be mindful that as RTLB employees of West Coast Tai Poutini RTLB and Cobden school they must model and maintain a professional demeanour at all times which matches the ethical expectations of the teaching profession published by the Education Council of New Zealand, <http://educationcouncil.org.nz/>

### Care and Management of Students

West Coast Tai Poutini RTLB and Cobden School promote a culture of care and protection of students, and we expect a high degree of professionalism from our staff in working with children. We treat all students with care, courtesy, and appropriate language. Staff create a positive and safe learning environment and promote positive student behaviour.

Unacceptable behaviour, including bullying, is dealt with through the students school discipline plan. RTLB should make themselves familiar with the behaviour management plan for each school they work in.

### Transporting children

RTLB **should avoid** transporting students. In the event that a child needs transporting prior approval should be gained from the cluster manager. RTLB should ensure that their insurance covers the transport of children.

In the unusual circumstance that an RTLB picks up a child due to for example heavy rain or a problem with parental collection they should contact the Cluster Manager so that the time, reason, student name can be recorded to keep the RTLB safe. **RTLB should be mindful that actions such as this place them in a compromising position.**

#### Technology including social media and images

- Staff will ensure they use only equipment provided by the cluster to communicate with children, making sure that parents have given their permission for this form of communication to be used.
- Staff will not contact children using personal devices or personal social media accounts
- Written parental consent must be sought for all photographs or videos taken of children, whether they are intended for internal or external use. All photographs and recordings must be carried out using the clusters equipment and gain prior approval from the Cluster Manager.
- In the exceptional situation that an image of a child or young person is taken on a staff members personal phone or device, these images must be transferred to the clusters equipment within 2 days of the image being recorded. Once the image is transferred to the clusters equipment, the staff member must delete the image from their personal device immediately.
- Staff members must use all images of a child or young person only for work purposes which enhance the child's wellbeing. In no way are images of children permitted to be used by the staff member for personal use or benefit.
- Care must be taken by staff to ensure that children are not exposed to any unsuitable material by way of internet, films or any other material.

## Appendices

### Appendix A

Please see next page



# Child Protection Form

## Record of Disclosure, Issue or Concern / Review

Child's name:		DOB:	Age:	School Year:
School		Teacher:	Principal:	

Concern/ disclosure:

Child protection issue of concern (professional judgment (please tick boxes which apply:

Physical	Sexual	Neglect	Emotional	Other
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Action:

Record of Concern to Oranga Tamariki? Yes / No

Signed:		Date and time:	
Name:		Position:	
Review Scheduled:			

This form is to be given to the Designated Person for Child Protection (**Cluster Manager**) ASAP. **Cluster Manager will transcribe information within this form to the Oranga Tamariki report of concern form.**

## **Appendix B: Indicators of abuse**

### Indicators of Abuse

#### **Emotional Abuse**

##### Physical Indicators:

- Bed wetting or bed soiling with no medical cause
- Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
- Non-organic failure to thrive
- Pale, emaciated
- Prolonged vomiting and/or diarrhoea
- Malnutrition
- Dressed differently to other children in the family

##### Behavioural Indicators:

- Overly compliant and apologetic including an excessive fear of making mistakes.
- Difficulty developing normal relationships including poor peer relationships.
- Lacks trust in other people.
- Demonstrating fear, of parent, caregiver or other adult.
- Reluctance to attend an activity at a particular club or organisation.
- Inability to cope with praise.
- Slow development or regression with no obvious cause
- Aggressive behaviour (active or passive).
- Attention or risk taking behaviour.
- Depression, habitually frightened, anxious and/or nervous.
- Tired, lethargic, falling asleep at inappropriate times.
- Habit disorders – hair twisting, sucking, biting, rocking, etc.
- Very ‘clingy’, possessive and attention seeking.
- Indiscriminate with affection.
- Stealing (particularly food) or destroying property.
- Unable to express views when asked.
- Staying at school or other activities outside hours and not wanting to go home.
- Severe developmental lags with obvious physical cause
- Depression, anxiety, withdrawal or aggression
- Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
- Extreme attention seeking behaviours or extreme inhibition
- Running away from home, avoiding attending at school
- Nightmares, poor sleeping patterns
- Anti-social behaviours

- Lack of self esteem
- Obsessive behaviours
- Eating disorders

#### Caregiver Indicators:

- Labels the child as inferior or publicly humiliates the child (e.g. name calling)
- Treats the child differently from siblings or peers in ways that suggest dislike for the child
- Actively refuses to help the child
- Constantly threatens the child with physical harm or death
- Locks the child in a closet or room for extended periods of time
- Teaches or reinforces criminal behaviour
- Withholds physical and verbal affection
- Keeps the child at home in role of servant or surrogate parent
- Has unrealistic expectations of child
- Inappropriately involves child in adult issues such as separation or disputes over child's care
- Exposes child to witnessing, either seeing or hearing, situations of arguing and violence in the home

#### **Neglect**

##### Physical Indicators:

- Dressed inappropriately for the season or the weather
- Often extremely dirty and unwashed
- Severe nappy rash or other persistent skin disorders
- Inadequately supervised or left unattended frequently or for long periods
- May be left in the care of an inappropriate adult
- Does not receive adequate medical or dental care
- Malnourished - this can be both underweight and overweight
- Lacks adequate shelter
- Non-organic failure to thrive

##### Behavioural Indicators:

- Stealing/hoarding particularly food or clothing.
- Inappropriately dressed i.e. extremely dirty, not the right clothes to keep dry or warm.
- Out and about unsupervised.
- Spending time at school or other external activities beyond the usual hours.
- Falling behind in educational work and/or attendance.
- Reluctance to attend an activity at a particular club or organisation.

- Indiscriminate attachment to adults – strong attention, affection seeking or a severe lack of attachment to their own parent/carer.
- Tired or falling asleep at inappropriate times.
- Abuse of alcohol or drugs.
- Aggressive behaviour and/or destructive tendencies.
- Poor peer relationships, having few friends.
- Indiscriminate with affection and/or desire for adult affection.
- Poor emotional response / lack of expression or enthusiasm.
- Low self-esteem, dull, unsmiling.
- Anxiety about being left.
- Frequent rocking and sucking behaviour.
- Running away.
- Developmental lags with no obvious cause

#### Caregiver Indicators:

- Puts own need ahead of child's
- Fails to provide child's basic needs
- Demonstrates little or no interest in child's life - does not attend school activities, social events
- Leaves the child alone or inappropriately supervised
- Drug and alcohol misuse
- Depressed

#### **Physical Abuse**

##### Physical Indicators (often unexplained or inconsistent with explanation given):

- Bruises, welts, cuts and abrasions
- Burns - small circular burns, immersion burns, rope burns etc
- Fractures and dislocations - skull, facial bones, spinal fractures etc
- Multiple fractures at different stages of healing
- Fractures in very young children, especially those not yet mobile
- 

##### Behavioural Indicators:

- Inconsistent or vague explanations regarding injuries
- Wary of adults or a particular person
- Vacant stare or frozen watchfulness
- Cringing or flinching if touches unexpectedly
- May be extremely compliant and eager to please
- Dresses inappropriately to hide bruising or injuries
- Runs away from home or is afraid to go home
- May regress (e.g. bedwetting)
- May indicate general sadness

- Is violent to other children or animal

#### Caregiver Indicators:

- Inconsistent or vague explanations regarding injuries
  - May appear unconcerned about child's wellbeing
  - May state the child is prone to injuries or lies about how they occur
  - Delays in seeking medical attention
  - May take the child to multiple medical appointments and seek medical treatment without an obvious need
- 

### **Sexual Abuse**

#### Physical Indicators:

- Unusual or excessive itching or pain in the genital or anal area
- Torn, stained or bloody underclothing
- Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
- Blood in urine or stools
- Sexually transmitted infections
- Pregnancy
- Urinary tract infections
- Discomfort in sitting or fidgeting as unable to sit comfortably

#### Behavioural Indicators:

- Age-inappropriate sexual play or language
- Bizarre, sophisticated or unusual sexual knowledge
- Refuses to go home, or to a specific person's home, for no apparent reason
- Fear of a certain person, place, sound or smell
- Depression, anxiety, withdrawal or aggression
- Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
- Overly compliant
- Extreme attention seeking behaviours or extreme inhibition
- Dresses inappropriately to hide bruising or injuries
- Eating disorders
- Compulsive behaviours

#### Caregiver Indicators:

- May be unusually over-protective of the child
- Accuses the child of being sexually provocative

- Misuses alcohol or drugs
  - Invades the child's privacy (e.g. during dressing, in the bathroom)
  - May favour the victim over other children
- 

## **Intimate Partner Violence**

### Indicators in the Child:

- Physical injuries consistent with the indicators of Physical Abuse
- Absenteeism from school
- Bullying or aggressive behaviour
- Complaints of headaches or stomach aches with no apparent medical reason
- Talking or describing violent behaviours
- Bullying, aggressive behaviour including yelling, hitting, biting, kicking and pulling other children's hair.
- Disclosures of and/or describes violent or emotionally abusive acts.
- Threats and/or harming of animals.
- Substance misuse.
- Very distressed when witnessing violence.
- Severely shy, low self-esteem.
- Argumentative.
- Difficulty concentrating.
- Become rebellious/anxious.

### Indicators in the Victim:

- Physical Injuries including: bruising to chest and abdomen, injuries during pregnancy
- Depression and/or anxiety
- Inconsistent explanations for injuries
- Fearful
- Submissive

### Indicators in the Perpetrator:

- Isolates and controls partner and children
- Threatens, criticises, intimidates, uses aggressive and physical abuse towards partner and children
- Minimises and denies own behaviour, or blames victim for the perpetrators own behaviour

## **Child Sexual Exploitation:**

Physical indicators may include:

- Physical indicators such as bruising, bite marks including injuries to areas such as breasts, buttocks, thighs and genitalia.
- Unusual or excessive itching, bruising, lacerations, redness, swelling or bleeding in the genital area.
- Inappropriate clothing e.g. keeping body covered in hot weather.
- Pain experienced or blood in urine or stools.
- Frequent complaints of headaches and/or stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.
- Anxiety related illnesses e.g. eating disorders and/or sudden changes in eating habits; o Refuses to eat. o Loses or drastically increases appetite. o Has trouble swallowing. o Anorexia, bulimia, significant weight gain.
- Nightmares/other sleep problems without explanation.

Behavioural indicators may include:

- Sexually explicit or age-inappropriate drawings, stories and/or play.
- Persistent and/or age-inappropriate sexual activity.

Significant difficulty in relating to adults and/or peers, including:

- Sexual aggression towards younger or more naïve children.
- Sexual invitations or gestures to older people.
- Sexual interaction involving animals or toys.
- Sexual promiscuity or exploitation.
- Significant change in status or quality of relationships with friends and/or parents.
- Fear of people, of a particular person, gender, attending a particular activity, club/ organisations, location, etc. including running away.
- Distracted or distant at odd times.
- Signs of depression e.g. persistent crying, lack of motivation to engage in activities, lack of expression or enthusiasm.
- Problems with school work or unexplained changes in behaviour or school results.
- Sudden mood swings: rage, fear, insecurity or withdrawal.
- Frequent rocking, sucking and biting behaviour.
- Challenging and aggressive behaviour.
- Suicidal and self-harm behaviour including self mutilation, drug or alcohol abuse.
- Risk taking behaviour such as lighting fires.
- Cruelty to animals.

Some physical indicators of sexual abuse are only identifiable via a medical examination. For example:

- Sexually Transmitted Infections (STIs).
- Semen in genitalia areas.

- Vaginal, penis, scrotum or anal injury or scarring.
- Abrasions tears and bruises to the vagina or anus.
- Chronic urinary tract infections or difficulty urinating.
- Bleeding from the anus or vagina.

#### More typical of Younger Children

- Regression e.g. bed-wetting or thumb sucking.
- New words for body parts.
- Resists removing clothes when appropriate times e.g. bath, bed, toileting, nappy changes.
- Asks other children to behave sexually or play sexual games.
- Mimics adult-like sexual behaviours including with toys or draws in artwork

#### More typical in adolescents

- Self-injury (cutting, burning).
- Suicide attempts.
- Inadequate personal hygiene.
- Drug and alcohol.
- Sexual promiscuity.
- Running away from home.
- Depression, anxiety.
- Fear of intimacy or closeness.
- Compulsive eating or dieting.

### **Bullying**

Physical indicators may include:

- Physical injuries such as unexplained bruises.
- Problems with eating or sleeping e.g. nightmares, wetting the bed, etc.
- Self-harm.

Behavioural indicators may include:

- Belongings getting “lost” or damaged.
- Loses interest in school.
- Not doing as well at school (drops in grades) or getting into trouble at school.
- Problems adjusting to school, being afraid to go to school, being mysteriously 'ill' each morning, or skipping school.
- Have fewer friendships, not being accepted by their peers.
- No longer wants to participate in activities once enjoyed.
- Asking for, or stealing, money (to give to a bully)



- Suddenly changes in behaviour E.g. • Being nervous, losing confidence, or becoming distressed and withdrawn. • Anxious, clingy, depressed, obsessive behaviour, wary and suspicious of others. • Being aggressive, taking risks; or • Bullying others.
- Thoughts about suicide
- Substance Misuse

## **Cyber Bullying**

Specific indicators:

- Spends a large amount of time on the computer, yet doesn't seem willing to talk about what they are doing or gives dubious explanations about how the time was spent.
- Seems upset, highly irritable or emotional after being on the computer, or after reading their text messages or email, etc.
- Avoids conversations about the computer or Internet, or seems defensive and upset when you ask about it.
- There is a sudden drop-off in computer use, and the child seems to avoid it or doesn't use sites they used to spend time on.
- A withdrawal from technology or a sudden change in computer or phone usage including suddenly stops using the computer (biggest red flag).
- Suddenly changes friends

## **Appendix C:**

### DEALING WITH DISCLOSURES OF ABUSE

Only a minority of children actively disclose abuse. Most child abuse is disclosed accidentally or through observation by an adult of a child's behaviour, words and physical appearance.

When a child does disclose abuse, this needs to be taken very seriously. It is important that any disclosure is dealt with appropriately, both for the wellbeing of the child and also to ensure that your actions do not jeopardise and legal action against the abuser.

There are a number of basic 'rules' that should be followed to ensure the safe handling of any disclosures of abuse from a child:

- Don't panic.
- Remember that the safety and well-being of the child come before the interests of any other person.
- Listen to the child and accept what the child says.
- Look at the child directly, but do not appear shocked.
- Don't seek help while the child is talking to you.
- Reassure them that they did the right thing by telling someone.

- Assure them that it is not their fault and you will do your best to help.
- Let them know that you need to tell someone else.
- Let them know what you are going to do next and that you will let them know what happens.
- Be aware that the child may have been threatened.
- Write down what the child says in their own words – record what you have seen and heard also.
- Make certain you distinguish between what the child has actually said and the inferences you may have made. Accuracy is paramount in this stage of the procedure
- Tell your manager or Designated Person for Child Protection as soon as possible.
- Refer to Child, Youth and Family or the Police.
- After making the referral to Child, Youth and Family or the Police, look after yourself. Discuss the matter with your manager, supervisor or relevant person.

### **Important Notes:**

- The same action should be taken if the allegation is about abuse that has taken place in the past, as it will be important to find out if the person is still working with or has access to the children
- Dealing with an allegation that a professional, staff member, foster carer or volunteer has abused a child is difficult but must be taken seriously and dealt with carefully and fairly.

### **Things TO SAY when a child discloses**

- Repeat the last few words in a questioning manner
- ‘I believe you’
- ‘I am going to try to help you’
- ‘I will help you’
- ‘I am glad that you told me’
- ‘You are not to blame’

### **Things NOT TO SAY when a child discloses**

- ‘You should have told someone before’
- ‘I can’t believe it! I am shocked!’

- ‘Oh that explains a lot’
- ‘No not...he’s a friend of mine’
- ‘I won’t tell anyone else’
- ‘Why? How? When? Where? Who?’

### **Things TO DO**

- Reassure the child that it was right to tell you.
- Let them know what you are going to do next.
- Immediately seek help, in the first place from the designated person for child protection.
- Write down accurately what the child has told you. Sign and date your notes. Keep all notes in a secure place for an indefinite period.
- Seek help for yourself if you feel you need support.

### **Things NOT TO DO**

- Do not attempt to deal with the situation yourself
- Do NOT formally interview the child
- Never ask leading questions.
- Never push for information or make assumptions.
- Only necessary relevant facts should be obtained, when clarification is needed.
- Do not make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incidents.
- Do not keep the information to yourself or promise confidentiality.
- Do not take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing the alleged perpetrator or parents or carers.
- Do not permit personal doubt to prevent you from reporting the allegation to the Designated Child Protection Person

## Appendix D:

### Privacy and information sharing

Key statement for sharing with families, schools, agencies and display within each office:

**West Coast Tai Poutini RTLB is committed to keeping children healthy and safe. We may share information with appropriate agencies (such as health and education providers or other agencies involved with your child's life) if sharing that information will protect or improve the safety, health or well-being of a child. Our agency by law can always share information with Oranga Tamariki and the Police. Further information can be found in our Child Protection Policy on our website: <http://www.rtlbcluster32.co.nz/>**

## **Civil Emergencies Procedures**

RTLB should default to procedures for the school they are visiting and if in their offices default to Cobden Schooldocs or individual office plan

Hazards identification

flooding

tornadoes

high winds

fire

earthquake

tsunami

chemical spill

civil emergency

armed offenders alert

other

1. Action Plan for dealing with each hazard
  - For each hazard identified by the Cluster, there are clear guidelines about what will happen if this emergency occurs and how it is to be dealt with
2. Emergency phone list - this enables all RTLB staffs families to be contacted.
  - Will advise RTLBs families what action is being taken for the safety of their family members. The phone list should also contain advice to RTLB staff about health problems likely to be encountered during such a time.

## **Emergency Measures**

- If a warning of an emergency is received at any RTLB office staff should contact the Principal of the school at which they are based to authenticate
- the warning message before any action is taken.
- Following authentication the School Principal or in the case of Greymouth office the Cluster Manager will institute appropriate action, given the
- nature of the warning, will make contact the required service organisation.
- In the case of a Civil Emergency declaration, the staff will take
- instruction from the Civil Defence Warden, Welfare Officer and Resource Office
- In the case of chemical spill or armed offenders alert, the Police will be the controlling and advisory service

## **General Evacuation Plan and Procedures**

1. Should an emergency occur a staff member will raise the alarm  
(The toilets, library, offices and other non-classroom areas are to be checked.)
2. Staff are encouraged to hold a current First Aid Certificate
3. Staff are to receive training for evacuation / emergency procedures for their base office site and are expected to participate in school based drills
4. The evacuation plan in the case of fire is displayed within each office

## **Emergency Closure of RTLB offices**

- In an emergency, such as the school/ office having no water supply, the Board with the Principal will determine the necessity for school closure for RTLB offices on school sites.
- Student health and safety is always a priority.
  - All persons associated with the office are to be notified as soon as possible.
  - Cobden RTLB office- The most senior member of RTLB staff will make the decision if the office should be closed and contact the lead school Principal prior to closure.

The local Ministry of Education Management Office is to be notified.

## **General lockdown of RTLB offices:**

- Default to school lockdown procedure if RTLB office on school site
- RTLB should become familiar with lockdown procedures for the schools they have cases in
- If RTLB office not on school site RTLB should develop a tailored response to lockdown for their office

## **Drug Administration by RTLB Procedure**

### **Rationale:**

Students have a right to receive prescribed medication in school hours if this enables them to access education.

Staff members have a right to choose whether or not to take the responsibility for administering prescribed medication to a student. Within West Coast RTLB Cluster the first guideline will apply.

Boards have a duty to maintain a safe physical and emotional environment.

### **Guidelines:**

- RTLB will **not** take responsibility for keeping or dispensing students medication. All

issues surrounding medication of student should be deferred to the Principal of the school the student is attending

*NB: The Health and Disability Commissioner advises that the Code of Health and Disability Services Consumers' Rights may also apply to teachers who administer medication.*

*However, any breach of the Code will depend on if they acted reasonably in the circumstances. For example, it would be considered relevant that the medication was administered at the parent's request and under a doctor's instructions. It is important that a staff member does not do anything required to be done by a medical professional. Staff who exercise care and act in accordance with parent's or doctor's instructions have little to fear from the Code*

## **BEHAVIOUR MANAGEMENT PROCEDURE**

As RTLB we visit a variety of schools. To insure that we can work successfully with our schools RTLB should:

- Familiarise themselves with the behaviour management procedure for the school where they are working and utilize it.
- Any queries regarding student behaviour when RTLB are working with students should be dealt with as directed by each school behaviour management policy/ procedure.
- If in doubt speak with the class teacher/ Principal

### **RTLB school duty Procedure**

- RTLB are not required to complete duties at any schools within the Cluster. School duties are not a requirement of the RTLB role.
- Anyone approaching RTLB to do school break duties should be directed to the Cluster Manager.

RTLB are able to complete observations during school breaks but they do not take on a supervisory role.

### **Sun Protection Procedure**

#### **Rationale:**

To promote awareness of the health hazards arising from unprotected exposure to the sun.

#### **Purpose:**

To increase awareness of skin cancer risks among students, parents and staff and to formalise strategies that encourage skin protection.

#### **Guidelines:**

- RTLB school staff and parents are role models in the school and are to be encouraged to support this policy by using sun protection behaviours themselves.
- RTLB should follow each cluster schools sun protection procedure and encourage students to do the same.

#### **Privacy Procedure**

- The Cobden school Board of Trustees will appoint a Privacy officer. This will be done annually
- Procedures will be designed to comply with the principles contained in The privacy Act 1993 which specify requirements in terms of:
  - Purpose of collection of personal information
  - Source of personal information
  - Collection of information of personal information
  - Storage and security of personal information
  - Access to personal information
  - Correction of personal information
  - Accuracy etc of personal information to be checked before use
  - Agency not to keep personal information to be checked before use
  - Limits on use of personal information
  - Limits on disclosure of personal information
  - Unique identifiers
    - Procedures will be set up for the collection, use and disclosure of personal information relating to all individuals in the school
    - All Cluster forms which collect personal information such as application for appointments, student record cards, enrolment information, information about employees and information about pupils and parents should contain information about the purpose, use and disclosure of the information collected.

#### **PRIVACY PROCEDURES**

- The Cluster RFS form will contain information about the purpose, use and disclosure of the information collected.
- Personal information will only be available to relevant authorities eg health nurse, psychologist, Special Education when parents/ guardians have been



- informed and given permission
- A Privacy officer will be appointed, complying with the provisions of the privacy Act 1993
  - A case file will be kept securely by the RTLB allocated to the case. This may include the Schoolgate file as well as a paper based file
  - All personal information that the Cluster holds will be stored in filing cabinets, so that only authorized persons have access to it.
  - Case files should not be left in cars or other unsafe places
  - Case files should be made up so that all papers are secure
  - Computers and laptops should have passwords to restrict access to authorized users and should be stored in secure locations

## **SMOKEFREE PROCEDURE**

- All RTLB offices and grounds are designated Smokefree in line with the Lead schools policy
- RTLB should identify designated smoking areas within Cluster schools
- All prospective employees will receive a copy of the Cobden School's Smokefree Policy
- All complaints regarding smoking will be investigated by the Cluster Manager within 20 working days following the procedure laid down in the Smokefree Environment Act 1990

## **GUIDELINES FOR FOOD HANDLING AND KITCHEN MANAGEMENT**

### Kitchen Procedure

- (a) Food is always covered (if on benches) or in the refrigerator
- (b) Hands are washed before food is served to anyone
- (c) All staff wash, dry and put away their own dishes or place them in the dishwasher or wash, dry and put them away
- (d) Staff should take turns emptying the dishwasher



# WEST COAST TAI POUTINI RTLDB



## West Coast Tai Poutini RTLDB: Staff working agreement

Key documents relating to this agreement:

- WCTPRTLDB strategic plan 'key actions'
- Education Council code of professional responsibility 1, Commitment to the teaching profession 2, Commitment to society and standards for the teaching profession: Professional relationships and Learning – focused culture

Aim	What does this look like?	What does this not look like?
<p><b>1. Our contributions are valued</b></p>	<ol style="list-style-type: none"> <li>1. Everyone is important and should be valued and appreciated</li> <li>2. Everyone has a voice/ opinion which should be respected</li> <li>3. Come to meetings prepared and ready to contribute</li> <li>4. Accept that at times decisions are someone else's but expect consultation when possible</li> <li>5. Accept that at times there will be some decisions I have to 'live' with</li> </ol>	<p>Adding own conversations and cutting others out. Talking over the top of others Not letting some people share their ideas Shutting others down Being told what to do without consultation</p>
<p><b>2. We treat each other with respect</b></p>	<ol style="list-style-type: none"> <li>1. Talk to the correct person/ active listening</li> <li>2. Keep confidences and be aware of who is listening</li> <li>3. Respect opinions of others</li> <li>4. Admit when you have got it wrong and acknowledge when you have made a mistake</li> <li>5. Acknowledge when you feel shut out.</li> <li>6. Be conscious of the language and tone you use and its impact</li> <li>7. Show empathy</li> </ol>	<p>Talking to and about others behind their backs Not addressing the person involved My way or the highway' attitude Refusing to back down 'Scared of losing face' rather than admit you are wrong</p>

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# WEST COAST TAI POUTINI RTL B



	<p>8. Be aware of others perspectives and show understanding. 9. Agree to differ- Promote the cluster and RTL B colleagues in a positive manner</p>	
<p><b>3. Relevant information is shared and input in decision making valued</b></p>	<p>1. Agreed communication strategies used by everyone 2. Share recommended resources 3. Robust conversations are held at cluster meetings 4. Cluster google documents surveys may be used to gather opinions</p>	<p>Accept some information is not for everyone I never knew that! Ill-informed staff and community Unnecessary sharing of private information</p>
<p><b>4. Maintain a sense of wellbeing</b></p>	<p>1. A mechanism for releasing tension which signals the presence of well-being and trust 2. Be aware of others differences in sense of humour 3. Read the room/situation 4. See things from others perspective</p>	<p>Cutting, hurtful sarcasm Attention seeking Deliberate exclusion Without it there is a distance between people</p>
<p><b>5. Actively listen and respond professionally</b></p>	<p>1. Make eye contact and use engaging body language 2. Use paraphrase and question for clarification 3. Can add to what is being said if appropriate 4. Allow time for people to 'digest' and respond 5. Accept others opinions and values- agree to differ 6. Make an appropriate time to discuss issues face to face if they arise 7. Utilise cluster procedures</p>	<p>Poor body language Walking away Aggressive behaviour/ comments Holding discussions at inappropriate times/places Intimidation (verbal/ physical)</p>

V1:19.02.19JJ

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## WEST COAST TAI POUTINI RTLTB



### **Guidelines for RTLTB communication of ideas/ concerns**

**Context:** Our Cluster has 4 new members of staff and a focus on wellbeing throughout the RTLTB team. RTLTB need to be mindful of sharing ideas and concerns with colleagues as it can have both positive and negative effects on moral and wellbeing. RTLTB should consider if the idea/ concern only impacts them or if it is important for their base office or the wider team prior to sharing.

**Aim:** To provide pathways for the sharing of personal/ group ideas and concerns which foster wellbeing and enhance team moral.

**Supporting documents:** Cluster operations booklet- Guidelines for Cluster Manager/ Practice Leaders support for RTLTB- Individual office responsibilities  
WCTP RTLTB: Staff working agreements. Cluster strategic plan

**Quick read:** <https://smallbusiness.chron.com/impact-inappropriate-conduct-workplace-36418.html>

<https://smallbusiness.chron.com/advantages-disadvantages-employee-involvement-21399.html>



# WEST COAST TAI POUTINI RTLB



Type	Base office RTLB Low level	PL Increased significance for individual or office group. PL either resolves of briefs CM	CM High level of significance for individual/ office group or wider cluster	Agenda item at Gathering Decided by CM in consultation with PL/ LSP/ BOT	Cluster wide RTLB Typically communicated at Gathering or via other means by CM/ PL/ LSP/ BOT
Individual RTLB idea/ concern	Perhaps	Yes	Yes	Perhaps	Perhaps
Base office group idea/ concern	Yes	Perhaps	Yes	Perhaps	Perhaps
Cluster wide idea/ concern	No	Perhaps	Yes	Perhaps	Perhaps
Gathering	No	No	No	Yes	Yes
Historic examples	Check in on colleague Photocopier not working Internet dropped out Setting up resource boxes Planning a gathering Check in on procedure Feedback on PD together Check in on a liaison school situation	Challenges with a case Request or ideas for procedural review RTLB training PD LSF queries	ICS review Staff working agreement EC moderate approach	ICS review Staff working agreement EC moderate approach	ICS review Staff working agreement EC moderate approach

## **Guidelines for gaining responses from schools and agencies.**

Be mindful that relationships are a key aspect to RTLB work. We need to be present in schools and partnering with agencies to provide the best outcomes for our students. A gentle approach to communication is required to maintain our presence in schools and alongside agencies

Suggested strategies:

- Use initial meeting to discuss relational parameters and communication method
- Be present in school
- Note all attempted communications in contacts on Schoolgate
- Resend email
- Keep communications concise
- Bold, in red, Caps in subject line, ACTION REQUIRED
- Identify how the people you are connecting prefer to communicate
- Cc another member of staff
- Speak to their line manager (only after several attempts and a face to face with them)
- Don't empty your sent box
- Boomerang app
- Find out how long schools expectation for responding to communications is
- Ask the school secretary to ask the person to ring you
- Summary of meeting outcomes / actions shared
- Shared google docs
- Link with and update the schools RTLB liaison/ key worker
- Supervision- peer supervision

## **Staff gifting procedure**

- At WCTPRTL B we like to acknowledge the significant achievements and events of our team members.
- Staff arrange collections as required and team members donate as they wish.
- Staff leaving:
- The cluster contributes a gift for staff members who leave after at least 1 year of service. The value of the gift is dependent upon the length of service in the cluster.

Length of service	Value of gift
<b>1-2 years</b>	\$40
<b>3-10 years</b>	\$40 + \$5 for every year of service
<b>10+ years</b>	\$80 +\$10 for every year of service not exceeding \$300

## NAG 6- Administration Policy

Version: 2

### **Interim procedure for RTLB liaison as Learning Support Coordinators (LSCs) are rolled out within our Cluster**

#### **Overview:**

With the roll out of the Learning Support Coordinators (LSCs) underway in Westland and Grey, RTLB and LSC are beginning to adjust our roles. **There will be no change for those schools who do not have LSC provision (Cobden South of Hari Hari and Buller).**

We are beginning to change the liaison space for both general school liaison as well as Early Childhood liaison for RTLB.

As the LSCs continue to grow into their role it is becoming clear that they will be moving into the space liaison RTLB have historically covered. LSCs will be responsible for recommending which service is appropriate for the children who need additional support. RTLB will come in and complete pieces of work generated by requests for service via the LSCs.

RTLB/ LSCs have met and started discussions around transition from RTLB to LSC liaison for schools. With our strong connections in mind RTLB and LSCs will arrange to come into schools and Early Childhood Centres (ECC) and begin to transition LSCs into the liaison space RTLB previously occupied.

RTLB will be reviewing our liaison procedure and adjusting it to fit with the emerging role of the LSCs. We envisage that an RTLB will still be connected with each school and ECC for reporting, communication and Schoolgate purposes.

Currently there is no deadline for when the RTLB will fully transition out of their current liaison space. This should be driven by schools/ LSCs and RTLB- you will know when you are ready. This could be possible between the middle and end of term 3. This change is important as it connects to the LSCs Standardised Learning Support Register (sLSR). Please follow the link below for further information:

<https://www.education.govt.nz/our-work/changes-in-education/data-for-wellbeing-programme/te-rito-student-information-sharing/getting-ready-for-the-new-standardised-learning-support-register/>

#### **Emerging procedural change:**

**For Schools and Early Childhood Centres (ECCs) within our cluster who do not have access to an LSC (currently Buller schools, ECC, Cobden, Westland South of Hari Hari aside from Area schools) the historic version of RTLB liaison will continue as outlined below. RTLB who are assigned already will stay in their current liaison roles as outlined below:**

#### **Liaison RTLB**

Schools using the RTLB service are assigned a liaison RTLB, who co-ordinates service delivery in their schools to ensure consistency, transparency, and effectiveness across the cluster.

#### **Liaison RTLBs:**

- support the learning support coordinator in the school, including completing the RTLB Request for Support form

- update principals and leadership teams on ministry initiatives
- work within the school's learning support and behaviour management policies
- provide professional development to school staff as requested by the school
- provide resources to support student learning and achievement
- attend special education/learning support, and pastoral care meetings  
discuss new requests for support with the learning support coordinator to ensure that all relevant information and data are included in preparation for the request for support meeting
- keep meeting minutes and records of the agreed actions
- maintain regular contact with relevant school staff regardless of requests for support from the school.

RTL B encourage teachers to discuss their concerns with the SENCO. The school must have informed consent from a student's parents before teachers can discuss the student with a liaison RTL B.

From Schooldocs: [https://cobden.schooldocs.co.nz/16489.htm?zoom\\_highlight=liaison+rtlb](https://cobden.schooldocs.co.nz/16489.htm?zoom_highlight=liaison+rtlb)

**For Schools and ECCs who now have an LSC attached** to them (Grey, Westland (North from Hari Hari) and Area) RTL B attached are asked to work with the LSC and gradually hand over liaison responsibilities to the LSC at a pace the school and LSC are comfortable with- hopefully by the end of term 3 2020. For RTL B in this situation their historic liaison role will change into a 'Key Worker' role which is outlined below:

#### **School/ ECC Key Worker role:**

- Rename existing Schoolgate liaison cases 'key worker' once LSC in place. RTL B to advise CM when they are ready to be changed
- Continue to note contacts with each school in the regular way on Schoolgate. ECC will be closed on on Schoolgate as soon as LSC has linked with them. RTL B to advise Karyn MacRae when they are ready to close
- Review and submit RFS applications prior to RTL B intake meetings and provide feedback to LSC regarding the application on an as needed basis
- Provide tutoring to Principal/ SENCO/ LSC on the use of Schoolgate and completion of RFS
- Provide termly reports to Principal/ SENCO/ LSC on RTL B cases active and closed (Currently these are based in Google but we are working on the CM generating them centrally via Schoolgate)
- Communicate messages from the RTL B Cluster to Principal/ SENCO/ LSC as required
- Brief Cluster Manager or other RTL B working within the school on pertinent items in a timely manner fitting with our no surprises approach
- Any change in an RTL B case such as closure/ transfer/ new agencies involved should be communicated by RTL B caseworker via email to their PL and also the LSC. This will enable LSC to update the sLSR
- Transfer between RTL B and MOE and vice versa: Case worker contact LSC and relevant manager when a student is changing service/ situation to enable LSC to record on sLSR
- ICS: Schools and/ or LSC complete the application process



- Transitions between ECC- School- class to class- primary to high and high to workplace all lie within the LSC scope of practice. They may make RTLB RFS for specific support for students with transition. RTLB to withdraw from providing guidance and support in this area of work as soon as LSC established
- RTLB key workers should not engage in any form of assessment/ testing unless it is linked to an open RFS. Any special circumstances around this must be agreed with the CM. The only other exception to this is testing related to SAC/ Gateway assessments and PB4L.

**Emerging LSC role in relation to RTLB RFS:**

LSC may submit RTLB RFS on each school/ ECCs behalf. This will be achieved by talking with each school for which they have responsibility and gaining their login and password for Schoolgate. From this point LSC can submit RFS in the regular manner.

**Currently unresolved:**

- Do RTLB in cluster areas without LSC continue to support ECC moderate transition?

## **Community Partnership and Consultation Procedure**

- Communication by cluster website, newspaper briefs and other media.
- At the end of the financial year an annual report, consistent with the Government Annual Report Guidelines and a financial statement, duly audited, shall be tabled and made available for public scrutiny at Cobden school's office at any other appropriate local places.
- Consult the community regarding policy development.
- The meetings of the Board of Trustees shall be open to the public and parents shall be encouraged to attend.
- The cluster will ensure that its schools and community is kept well informed about programmes and events.
- The Cluster shall consult with the community concerning strategic plan and any adjustment to it. This will be achieved by consultation with cluster schools
- Parents of students on the RTLB caseload will be encouraged to participate in all aspects of their child's RTLB intervention where appropriate
- The RTLB offices have an open door policy but parents and teachers are asked to respect the rights of the RTLB. Parents and teachers may need to approach RTLB to arrange suitable times for visits.
- The Annual Report will be made available for community to read during normal school hours.

## Collaboration processes between West Coast Tai Poutini RTLB and MOE

### Early Childhood Learning Support Team/RTLB Transition to School Procedure

**Aim:** Learning Support and RTLB staff collaborate to facilitate a successful transition to school for children receiving service from Learning Support in an Early Childhood centre.

**MoE guidelines:** [Transitioning Children with Learning Needs from an Early Childhood setting.](#)

Early Childhood Centre (ECC)	Learning Support Early Intervention Teacher(EIT)	Timeline (Approx)	RTLB
	EIT discuss with parents re schooling options and transition activities. Consider <b>ORS application</b> as necessary	<b>12 months prior to school entry</b>	
<b>Confirm school:</b> Enrol and set start date	Gain parental consent for possible RTLB referral, ORS application underway.	<b>6 months prior to school start date</b>	
	<b>Transition meeting:</b> arrange a meeting with all stakeholders <b>RTLB Referral:</b> SENCO, EC, EIT gather data to support Schoolgate referral. (Use transfer of service LS to RTLB form- once complete pass to service manager for Friday meeting)	<b>4 months prior to school start date</b>	
<b>Transition to school procedure initiates:</b> <b>School visits:</b> by student/family <b>New entrant teacher:</b> visit to EC <b>Information shared:</b> via story park/ educa/ B4 school check information/ parents, profile books <b>Strengths and needs information:</b> shared via 1 page document (attached)	<b>Team Meeting:</b> EIT, Liaison RTLB, School SENCO, EC Plan for school visits Give family copy of MOE Family File booklet to complete.	<b>3 months prior to school start date</b>	<b>Team meeting:</b> Liaison RTLB to attend Liaison RTLB completes up to 3 observations to identify if child should have an RTLB RFS Liaison RTLB to discuss with RTLB office who will be the caseworker. Caseworker RTLB to be allocated to student.
<b>School visits:</b> continue <b>PLD/Resources:</b> Identify and provide any PLD/ resources that may be useful for the school	<b>Updated IEP &amp; Transition to School Report:</b> EIT team will share current IEP/transition plan and any other resources (e.g. visuals) with team <b>Training:</b> EIT will undertake to train school staff of current use of visuals/routines. (depends on timeframe organised in previous meeting)  <b>EIT Identify/ recommend/ provide</b> for any PLD/ other resource requirements at school  <b>Visual Transition book/Social story:</b> created in preparation for school visits - photos taken during school visits of student in class following school routines.  <b>Collaborative service agreement:</b> signed with RTLB and other stakeholders.	<b>6 weeks prior to school start date</b>	<b>Collaborative service agreement:</b> completed & signed with EIT and other stakeholders.
<b>At School</b>	<b>Monitoring:</b> EIT, New entrant teacher/ parents and RTLB monitor and review child's progress and adjust support as necessary.	<b>At School 1-6 weeks</b>	<b>Review:</b> EIT/ New entrant teacher/ parents and RTLB monitor and review child's progress and adjust support as necessary.

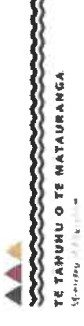
**Review:** EIT review case with RTL (whether case continues, closes or is referred on) service agreement updated if needed.

EIT will present a one pager to Manager if a Learning Support Advisor is required for behaviour.

**After 6 weeks at School**

**RTL** case continues or closes as required.

Learning Support/ RTLB request for agency transfer		Date of this request:	
Student Name:	Date of Birth:	Person completing this request:	
Student year level:      Gender:	NSN:	Position:	Email:
RTLB case number ( <i>if applicable</i> ):	Ethnicity:	Phone:	
School:	Teacher:	Email:	
Application for service transfer approved by school Y/N:	Name of school staff member approving transfer:		
	Completed RTLB parental permission slip attached (if case transferring from LS to RTLB) Y/N:		
Family/ Whanau details:	Student strengths/ needs:		
Contact Address:			
Phone:                      Email:	Data supporting reasons identified		
Reason (s) for transfer			
Strategies/ agencies currently supporting this student	Start Date	Review date/ notes	
<b>Office only:</b>	Date added to database	Notes:	
Action:      Declined/ More information required/ Approved			



**Parental/ Caregiver permission slip for transition of service from Learning Support to RTLB**

Signed parental/ caregiver consent must be obtained before an RTLB can/ collect record and store information about an individual student.

I give permission for the Learning Support to transfer my child to the RTLB service \_\_\_\_\_

To the West Coast Resource Teacher: Learning and Behaviour Service.

Parent/ Caregiver's Signature: \_\_\_\_\_

Parent/ Caregiver's name (print/ type): \_\_\_\_\_

Date: \_\_\_\_\_

*Learning Support staff please print and have signed and pass to your Service Manager with your case transfer request.*

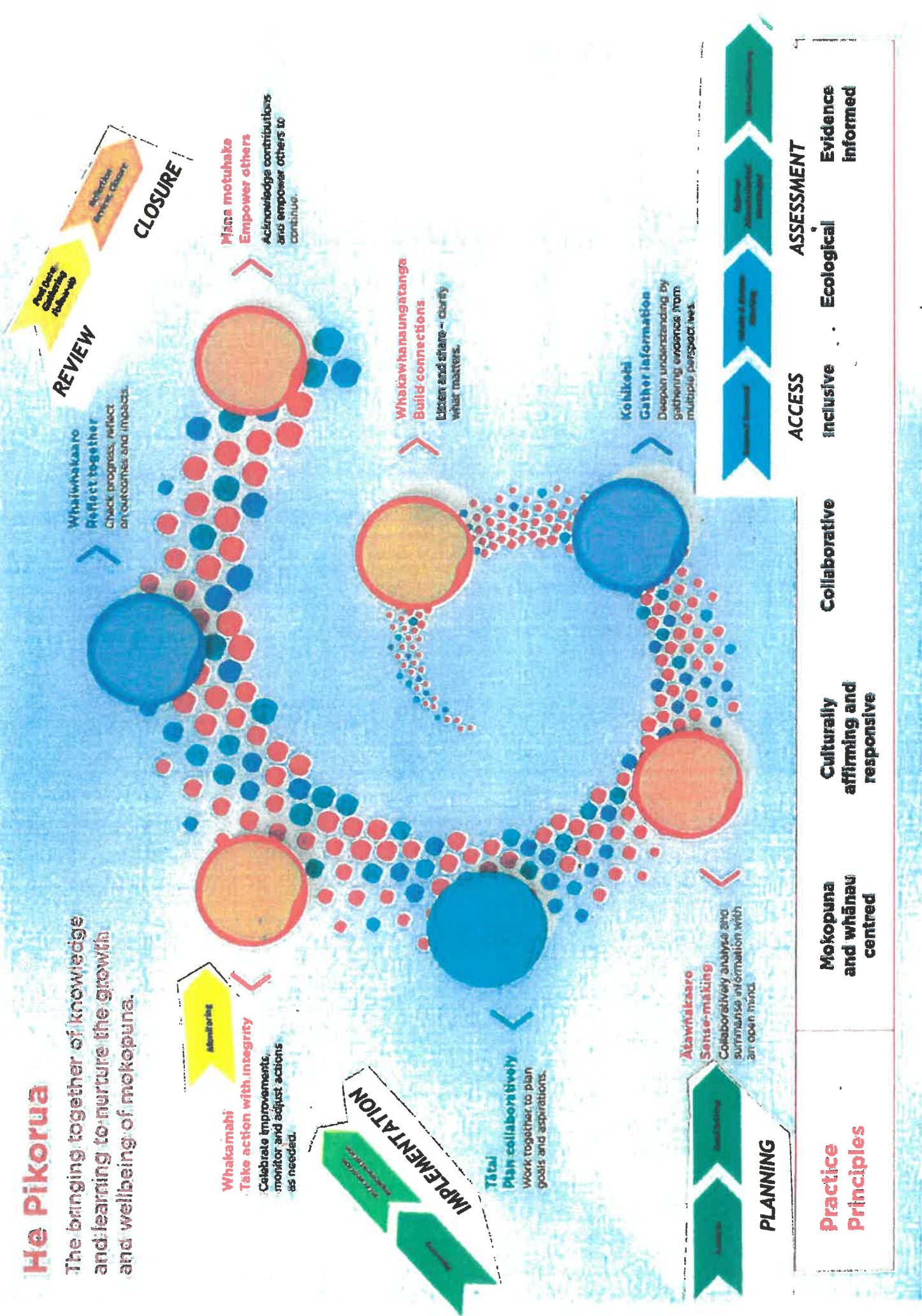
Collaborative Service Delivery Agreement	
Student Name:	Date of Birth: Ethnicity:
RTLB case number:	NSN:
School:	Teacher:
Family/ Whanau details:	Student strengths/ needs:
Contact Address:	
Phone:	
Reason (s) for Request For Service (RFS):	Lead Worker if applicable:
It is agreed that the following issues have priority:	
1.	
2.	
3.	
The following actions will be taken by the people designated below:	

Action:		Start Date	Review of agreement
RTL B will:			
LS will:			
School will:			
Other: T.A. / Parent will:			
Agreement Between	Position/Organisation	Signature	Dates
	RTL B		Agreement effective from date:
	Learning Support EIT / SLT / PSYCH/ SEA		Agreement Review date:
	School / Principal / Teacher		
	Other: T.A. / Parent		



# He Pikorua

The bringing together of knowledge and learning to nurture the growth and wellbeing of mokopuna.



**Whakamahi**  
**Take action with integrity**  
 Celebrate improvements, monitor and adjust actions as needed.

**IMPLEMENTATION**  
**Tātai**  
 Plan collaboratively work together to plan goals and aspirations.

**Āwhātakearo**  
**Sense-making**  
 Collaboratively analyse and summarise information with an open mind.

**Whakawhanangata**  
**Build connections**  
 Listen and share - clarify what matters.

**Māia motuhake**  
**Empower others**  
 Acknowledge contributions and empower others to continue.

**REVIEW**  
**Whaiwhakaaro**  
 Reflect together Check progress, reflect on outcomes and impacts.

**ASSESSMENT**  
**ACCESS**

- Practice Principles**
- Mokopuna and whānau centred**
- Culturally affirming and responsive**
- Collaborative**
- Inclusive**
- Ecological**
- Evidence informed**

**PLANNING**

# Transition to school summary

<p><b>Name:</b></p> <p><b>Date:</b></p>	<p><b>DOB:</b></p> <p><b>Date to start school:</b></p>	<p><b>Six words that describe me are:</b></p>
<p><b>ORAL LANGUAGE SKILLS</b></p> <p>I can communicate my needs and wants using language.</p> <p>I can answer questions and ask questions.</p> <p>I express myself using full sentences</p> <p>I can share news with a group</p>	 <p><b>ROUTINES</b></p> <p>I can hang up my bag.</p> <p>I can follow the morning routine.</p> <p>I need support to complete routines.</p>	<p><b>PARTICIPATING AND CONTRIBUTING</b></p> <p>I join in with learning activities.</p> <p>I need support to join in.</p> <p>I can share with others.</p> 
<p><b>LISTENING SKILLS</b></p> <p>I can take turns to listen and speak</p> <p>I can take turns to speak.</p> <p>I can follow instructions</p> <p>I can share after listening during buddy talking</p> <p>..</p>	 <p><b>GROSS MOTOR SKILLS</b></p> <p>I can run with control over movement</p> <p>I can jump/hop/skip</p> <p>I can climb confidently on play equipment</p> <p>I can follow simple dance moves</p> <p>I can throw/catch/kick a large ball</p> 	<p><b>FINE MOTOR SKILLS</b></p> <p>I can open packets</p> <p>I can open my drink bottle and lunchbox</p> <p>I can draw recognisable objects</p> <p>I can use the toilet independently</p> 
<p><b>I need your help with:</b></p>		

## Learning Support (LS) Request For Support (RFS) on behalf of school to RTLB via Schoolgate Learning Support portal

To be completed by LS staff in partnership with child's parents/ school and uploaded to Schoolgate. via Learning Support portal.

Required data fields	Information for upload to Schoolgate
Request For Service type	Individual
Referred by	School to complete
Position	School to complete
Email	School to complete
Phone	School to complete
Key teacher name	School to complete
Key teacher email	School to complete
Area for support	Learning/ Behaviour or Learning and behaviour
Student Name	
Known as	
NSN	School to complete
DOB	
Year Level	School to complete
Gender	
Ethnicity	
Language (s) spoken	
Parent name	
Parent address	
Parent phone	
Parent email	
Other agency involvement	
Current context:	
Previous and current support strategies	
Focus for support upon transition to school	
Key Issues	

Person completing this form \_\_\_\_\_ sign here  
 please: \_\_\_\_\_ Date: \_\_\_\_\_

Ph: 03 327 8830

**West Coast Tai Poutini RTLB  
Resource Teachers Learning & Behaviour  
Individual Referral**

Ian Johnson  
Cluster Manager  
ianj@cobden.school.nz

**STUDENT NAME:**

**PARENTS/CAREGIVERS DETAILS:**

I/we give consent for this referral. I/we have been informed of the reason for this referral, and have read the completed referral form. If this referral is accepted I give consent for the RTLB to collect or share information with regard to my child with appropriate professionals. *I understand that if deemed appropriate, my child may be referred to Ministry of Education Regional Office for intervention.* I understand this information will be used and disclosed only for the purposes for which it is collected.

Name : \_\_\_\_\_ Relationship: \_\_\_\_\_

Ph: \_\_\_\_\_ Address: \_\_\_\_\_

Email: \_\_\_\_\_ Date: \_\_\_\_\_

Name : \_\_\_\_\_ Relationship: \_\_\_\_\_

Ph: \_\_\_\_\_ Address: \_\_\_\_\_

Email: \_\_\_\_\_ Date: \_\_\_\_\_

**SERVICE AGREEMENT**

Please print this form and keep the signed original on file at school. If referral is successful RTLB will uplift a copy.

I understand that the RTLB process is a collaborative process and I will have joint responsibility for the intervention outcome. It is agreed that all parties concerned will meet the following objectives:

- To keep appointments arranged.
- To supply relevant information and or reports to the appropriate people.
- To agree to a timeline of events, procedures and interventions.
- To agree to the collection of appropriate, ecological data for effective decision making to occur.
- *To inform the appropriate people of any incidents that may have an effect on the outcome of the intervention.*
- To support the interventions agreed upon.
- Visits by the RTLB to class teacher will be negotiated, with all meetings arranged by consultation.
- To review the case once implementation plan has been completed.
- The best interests of the pupil will remain paramount.
- In the case of a misunderstanding/dispute a representative for the cluster may be appointed as mediator.

**Teacher:**

**SENCO/Principal:**

**Parent / Caregiver:**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Email: \_\_\_\_\_

Email: \_\_\_\_\_

Email: \_\_\_\_\_

- *Please scan and attach to supporting documents with online referral & keep original on file at the school.*

**RTLB (if accepted):**

Name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*(Unsigned forms will invalidate application)*

## Transition Process

### **Purpose:**

- **To ensure students on the RTLB roll who are transitioning between educational settings are supported.**
- **To ensure teachers in the new setting have relevant information on how best to support the student as they settle into the new learning environment.**

### **Process.**

#### **Term 4 - Preparing for Transition**

##### **1. Target students identified- These may be either:**

- Year 6 or year 8 students currently on RTLB roll who are moving to another educational setting.

##### **2. Pre transition support- preparing the student profile (see attached)**

- RTLB prepares student profile.
- RTLB meets with teacher, student and parents to get updated information and discuss transition from each person's perspective.
- RTLB completes additional assessment if necessary to complete profile.
- RTLB share resources with class teacher including, map of school, timetables for practice, teacher lists with abbreviations, timetable template, handbook etc.
- Depending on the request for service, RTLB may take student to the secondary school to look around, meet relevant personnel etc. Social story may be prepared if student on the autistic spectrum.
- **RTLB and AP/SENCO / LSCO decide on a date for transition meeting early in school year**

#### **Term 1 -Transition Meeting and follow-up**

- School pastoral care system implemented in early days of school year.
- LSNCO alerts teachers about students being transitioned by RTLB.
- RTLB convene meeting for all staff of transition students as arranged. (usually week 2-3 to allow teachers some time to get to know students)

- Transition meeting- facilitated by RTLB (agenda- shared at beginning)
  - Welcome and introductions
  - Share Profiles-
    - Each teacher gives feedback on how the named student has settled including positives and concerns.
    - RTLB shares student profile- copy provided for each teacher.
    - Process requires careful facilitation depending on participants. This is not a problem solving session as such but it can provide information for further prompt attention by RTLB.
    - Information retained by teachers for their files.
    - Note: Parents may be invited to attend this meeting to speak about their child. This may be relevant in the case of a student with medical needs that need to be clarified.
- Transition students are interviewed by RTLB at approximately weeks 6-8 weeks. (Form attached)
- Actual RTLB request for service for student continues.

## RTLB Transition to High School process

### TERM 4

**Transition process starts for RTLB cases**  
**RTLB work collaboratively with current school to complete student profile.**  
**RTLB / new school set date for transition meeting term 1.**



### TERM 1

**School LSNCO or equivalent notifies staff of students on RTLB role/ transition role.**  
**RTLB facilitates transition meeting with staff.**  
**RTLB continue with actual request for services.**  
**RTLB interview transition students using student voice questionnaire attached. For specific transition feedback (Data from RTLB to CM by week 10 term 1)**

#### Resources:

- Map of school
- School Handbook with outline of school routines and expectations- uniform, assemblies, tuck shop etc
- Teacher lists with abbreviations if relevant.
- Timetables

Reference: "Year 8 to year 9 Overcoming the Muddle in the Middle" by Ruth Sutton

## **Student Profile for Transitioning Student**

**Student:**

**Student History:**

**Where is student now- what are strengths and weaknesses.**

**What works for this student at school?**

**Specific actions for successful schooling for this student;**

**Assessment data:**

**Reading Age:**

**Comprehension level:**

**Spelling Age:**

**Maths:**

**Writing:**

**RTLB:**



## **West Coast Tai Poutini Resource Teachers Learning and Behaviour**

### **Transition to High School Meeting**

-----High School

February 20--

Venue:

Time

Presented by

#### **Purpose**

- To share profiles of students who are Year 9 RTLB transition to high school 2013 group.

#### **Desired Outcomes**

- That interested teachers have the opportunity to share how the identified transition students have settled into their year 9 classes for 2013.
- RTLB will share student profiles for identified students.

#### **Programme**

1. Introduce students one by one.
2. Teachers who have this student share (Hui style) how the student is presenting/settling to date.
3. RTLB share profile of student developed with Year 8 teachers/principals.
4. Further actions?

Expected closure at 4.30 pm

RTLB:

Transition to High school: Student voice questionnaire. Student name: \_\_\_\_\_

Now that you're at secondary school.

Date: \_\_\_\_\_

*(Transitioned students may complete this for independently or with the support of an adult)*

<b>1. Did you feel prepared for moving to secondary school?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

<b>2. If Yes, who helped you and how?</b>
---

<b>3. If you did have enough help, what things helped you?</b>
--

<b>4. If you feel you did not have enough help, what would have helped you more?</b>
--

<b>5. How do you feel now that you have spent almost a term at your secondary school?</b>				
<input type="checkbox"/> Excited	<input type="checkbox"/> Happy	<input type="checkbox"/> Nervous	<input type="checkbox"/> Both excited and nervous	<input type="checkbox"/> Worried
<input type="checkbox"/> Other:				

<b>6. How are you settling in?</b>			
<input type="checkbox"/> Very well	<input type="checkbox"/> Quite well	<input type="checkbox"/> Not very well	<input type="checkbox"/> Not at all well

<b>7. Now that you have been at secondary school for almost a term, please tick the routines that you know really well.</b>			
<input type="checkbox"/> Roll Call	<input type="checkbox"/> Clubs & Activities	<input type="checkbox"/> Lunches	<input type="checkbox"/> Using school equipment
<input type="checkbox"/> Using P.E. Clothing (Kit)	<input type="checkbox"/> School wear	<input type="checkbox"/> Getting to lessons on time	<input type="checkbox"/> Who to ask for advice

**8. How easy/difficult was it to get used to the routines and organisation of your new school?**

	Very Easy	Easy	Difficult	Very Difficult
Having many different teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing classrooms between lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour & Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being with the same students in all lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Cluster Request For Service (RFS) intake Procedure**

- RFS intake meetings will take place during weeks 3, 6 and 9 of each term unless other circumstances require them to be re arranged
- RFS should be submitted via Schoolgate no later than 5.00pm on the Tuesday prior to each meeting.
- RFS will be opened once they reach the top of the waiting list based on the date of request for service (first RFS= earliest RFS) UNLESS prioritised cases are received- Prioritised cases may be described as: Gateway, Early Intervention transitions, Severe behaviour for example. Schools and liaison RTLB should work closely to prioritise cases on the waiting list.
- Minutes from each meeting will be circulated to Cluster Schools without names. RTLB and Learning Support (LS) MOE will receive the minutes with names
- Children in Care (Gateway) who are submitted from Oranga Tamariki will be added to Schoolgate, approved and allocated by the Cluster Manager.
- Students who have been supported by LS for Early Intervention and are submitted to RTLB should be prioritised and supported by liaison RTLB until they transition to school (*see collaboration process between West Coast Tai Poutini RTLB and LS*)
- RFSs may be declined or deferred if there is insufficient data on the request for service

### **RFS meeting venues and meeting timetable:**

- RFS meetings will take place on the Thursday of weeks 3, 6 and 9 each term
- RFS should be submitted on Schoolgate by the Tuesday prior to each RFS meeting by 5pm
- Meetings will start at 0930 at the Cluster Managers office
- The RFS committee will consist of the cluster manager and RTLB team members (1 from each office). There is an open invitation to all cluster principals. Newly appointed RTLB will attend request for service meetings as part of their induction
- The learning support fund allocation meeting will follow the completion of the RFS meeting

### **Term 4 procedure:**

No request for services will be accepted during the term 4 week 6 and 9 RFS meeting. Final meeting for acceptance of new RFS will be week 3 term 4. Emergency behaviour cases may be accepted at the Cluster Managers discretion.

**Internal** LSF applications during week 6 and week 9 of term 4 as normal. In addition LSF applications for transitional funding for the start of the New Year out of next year's budget in week 9 term 4 only.

**Format for term 4 RFS and LSF meetings**

<b>Meeting week</b>	<b>Purpose</b>	<b>What RTLB need to do</b>	<b>What schools need to do</b>
<b>Week 3 term 4</b>	Final RFS accepted LSF applications for term 4	Submit LSF applications for term 4	Submit final RFS for current year
<b>Week 6 term 4</b>	LSF applications for final weeks of term 4	Submit LSF applications for remainder of term 4	N/A
<b>Week 9 term 4</b>	LSF applications for the New Year	Submit LSF applications for week 1 term 1 of the New Year. This will come from your New Year budget. Typically this will enable support programs for transition into new schools and classes as well as ongoing support for cases continuing.	

## RFS Prioritizing Sheet

Student Name	Year Level	Teacher Name	
School	Other		Date

<b>Considerations when deciding</b>	Cluster- Group of schools and teachers from within the cluster/ project
	School
	Syndicate/ Department
	Teacher/ Class
	Group of students
	Individual Student

Risk Factor	Explanation
-------------	-------------

### Social and Emotional Risk

10	Risk to self and others/ severe violence
8	Social and emotional wellbeing ie: Gateway/CAMHS/ CYFS
8	Stand downs/suspensions/ attendance
6	Persistent inappropriate behaviours
4	Transition student/ re-integration

### Evidential Environment

4	Professional Diagnosis : e.g. ASD/ ADD/ FAS etc.: other
5	Gateway
4	Currently receiving Intensive Wrap Around Service (IWS)

### Ethnicity/Other

5	Maori
5	Pasifika
5	Refugee

### Learning

6	2+ years below/ behind in achievement/ Need for Early Intervention
3	Developmentally below at age 5
3	Academic grades of concern

### Systematic Tracking (School)

5	Evidence of school intervention/strategies/records attached e.g. I.E.P., Anecdotal Teacher Notes, Pastoral Care Records, Attendance, . . .
---	--

Circle your assessment of the level of stress this situation is causing you/school							
<b>Total</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">Low</td> <td style="width: 20%; text-align: center;">Medium</td> <td style="width: 20%; text-align: center;">High</td> </tr> <tr> <td style="text-align: center;">1   2   3   4   5   6   7   8   9   10</td> <td></td> <td></td> </tr> </table>	Low	Medium	High	1   2   3   4   5   6   7   8   9   10		
	Low	Medium	High				
1   2   3   4   5   6   7   8   9   10							

Additional Comments- Liaison RTLB to complete, sign and date.

## Procedure for updating Principals/ SENCO/ LSC regarding RTLB case progress

**Aim:** To appraise Principal/ SENCO of progress of RTLB cases on a termly basis, enabling them to have a full overview of RTLB support within their school.

**Rationale:** To assist Principal/ SENCO to reflect on the interventions and value added by RTLB over the course of the school year. This may enable them to complete the National RTLB survey with an overview of RTLB cases readily available.

Existing RTLB processes which link to this procedure:

- Liaison RTLB
- Weekly office meetings and minutes
- Schoolgate

**Future possible linkage:**

- A way to inform LSC's of RTLB actions within their cluster of schools

**Suggested process:**

1. Liaison RTLB hold a recording document- 1 for each school which all RTLB within the same office can access  
Westland:  
<https://drive.google.com/drive/folders/1nAdvqeOkuc6MbcT2J3n0dN9vxZWtOe5r?usp=sharing>  
Grey: <https://drive.google.com/drive/folders/1j-oughgdaNXqUB9FzcFLd-FooDF8zLi?usp=sharing>  
Buller:  
<https://drive.google.com/drive/folders/1FbmexsxKqI3zaQGhT8DBRP4jaZAXePVt?usp=sharing>
2. When an RTLB starts to close a case they should complete the liaison document for the student's school. PLs will check this is done prior to closure of case.
3. During week 1 of each term the document is shared with the Principal/ SENCO by the corresponding liaison RTLB
4. When the liaison RTLB gives the Principal/ SENCO the term 3 report they should prompt the Principal/ SENCO to 'use the information held within to assist them with the completion of their RTLB National survey'.
5. The term 4 report may be used by the liaison RTLB to complete a review with each Principal/ SENCO to identify trends and develop goals for the next years RTLB work in that school. This information can be uploaded onto Schoolgate so all RTLB working within the school are aware.

NB: All data for the case should be copied from the summary page within Schoolgate. The 'open' and 'number of weeks open' can be found on the request page before clicking into the case file. Closure date can be added at the time of completion.







# WEST COAST TAI POUTINI RTL B



## ***Guidelines for Request for Service RTL B – Cluster 32***

*N.B All requests for service to RTL B Cluster 32, must clearly show all the Inclusive Level school interventions that have been implemented and a brief outcome from each intervention.*

### ***Student information***

- Name of school
- Status - Enrolled or moved school
- Date of current school enrolment
- NSN - National student number
- First name, middle name, last name, otherwise known as...
- Date of birth
- Gender: Male / female / mixed gender
- Ethnicity - include iwi, hapu if relevant
- Attendance
- Number of schools attended in last 3 years
- Strengths and interests
- Health details
- Medication
- Home information
- Current Service involvement
- Previous Service involvement
- Other Agency involvement
- 1st Parent Contact Details: Name / Address / Phone number Home / Work / Mobile / Email
- 2nd - Parent Contact Details: Name / Address / Phone number Home / Work / Mobile / Email (include if different)

### **Core Information**

- RTL B History
- School
- Request Name
- Requested by

- Position of Referrer
- Email
- Contact phone number
- Mobile
- Key Teacher Name
- Email
- Target: Learning / Behaviour

### Request Information

- Year level
- Room or Form number
- Room / Form Teacher
- RTLB currently working in class: Yes/ NO
- Names of RTLB working in class
- Initial reason for referral
- Positive outcomes from the referral
- Strategies that have been tried at school Inclusive intervention level *(previously Tier 1)* prior to requesting a service at the Targeted intervention or Individual levels *(previously Tiers 2 & 3)*
- Interventions in place by school / or other professionals - comment on them

### Assessment Information

- Oral Language - age appropriate? Fluent? Expressive / Receptive? Testing Date
- Reading Level - Testing Date
- Writing Sample Level - Testing Date
- Maths - Number Assessment used - Results
- Spelling Assessment used Results: Date
- 6 Year Observation Survey Results:
- ASTTLE Math Results: Date
- asTTle Literacy Results: Date
- Other Assessment: STAR data, PAT data - Date

### Consent form - must be completed and uploaded. Form on School Gate

- Individual - signed by parents or caregivers / teacher / SENCO / LSC / Principal
- Group - Teacher signatures / SENCO/ LSC - parents must be informed that their child is part of a group referral. This is the school's responsibility.

**Documents** - Any supporting documentation must be uploaded. Parent permission given.

- Pediatric / Medical / Health
- Ed Psych reports
- School Report
- Dyslexia / ADHD etc... noted and reports uploaded
- Previous service summary e.g. RT Lit, RTLB etc...
- School guidance/ pastoral notes

### **Other Information**

- Any other special information pertinent to the referral

## Procedure for Students Moving Schools: Managing case files and referrals on Schoolgate.

### Student on RTLB caseload with ongoing needs - who is transitioning to a new school.

Follow transition process  
Student stays under school they are transitioning from in schoolgate until transition process is complete.

Discussion with LSC/SENCO/Teacher/ Whanau to decide whether continued support is needed for ongoing needs.

**YES** - then PL/CM will create a new case in schoolgate copying over existing referral data. The existing schoolgate case will be updated accordingly with outcomes & summary of interventions included then this case will be closed & the new case will then be used for continued case work.

**No** - Case will be closed off

### Students who have a RFS for the transition process i.e. EC to Primary, Primary to High School

Follow transition process - goals set in term 4.

Student stays under school they are transitioning from in schoolgate while the transition process is being monitored.

At end of transition period complete summary of intervention & outcomes.

Case is then closed.

If new needs or goals have been identified then this would be discussed with LSCo and a new RFS will need to be made as this is essentially a new piece of work.

### Student who is a current RTLB case who moves to another school (can be unexpected move)

Parent consent needs to be obtained for the transfer of RTLB service to another school.

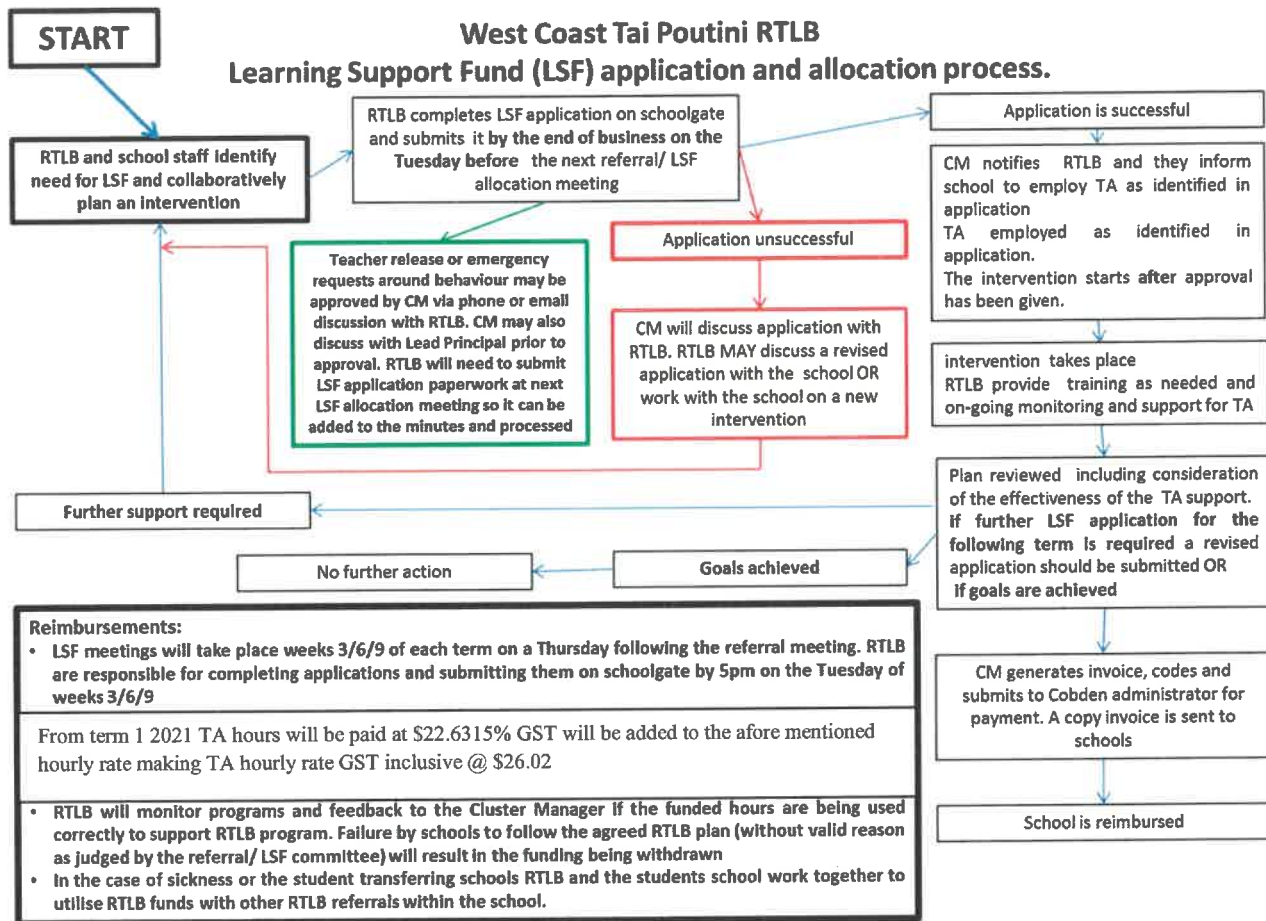
If parents agree and time is available then a transition profile can be shared with the new school/ and a handover of the case completed if they will be under a new RTLB or cluster.

Case is closed on schoolgate if they are moving to a new cluster.

If staying within our cluster, then CM/PL will create a new case in schoolgate copying over existing data referral data. The existing schoolgate case will be updated accordingly with outcomes and summary of intervention to date. This will then be closed & the new case file will then be used for continued work.

If parent does not wish for the case work to continue then the case would be closed.

## Learning Support Fund (LSF) Procedure



### NB:

- RTLB have an allocated term budget for LSF hours
- The allocated fund rolls over each term
- At the end of the Year remaining funds go back into the Learning Support Fund budget
- LSF cannot be applied for after support has been provided

*See term 4 procedure*

### Guidance on the use of LSF:

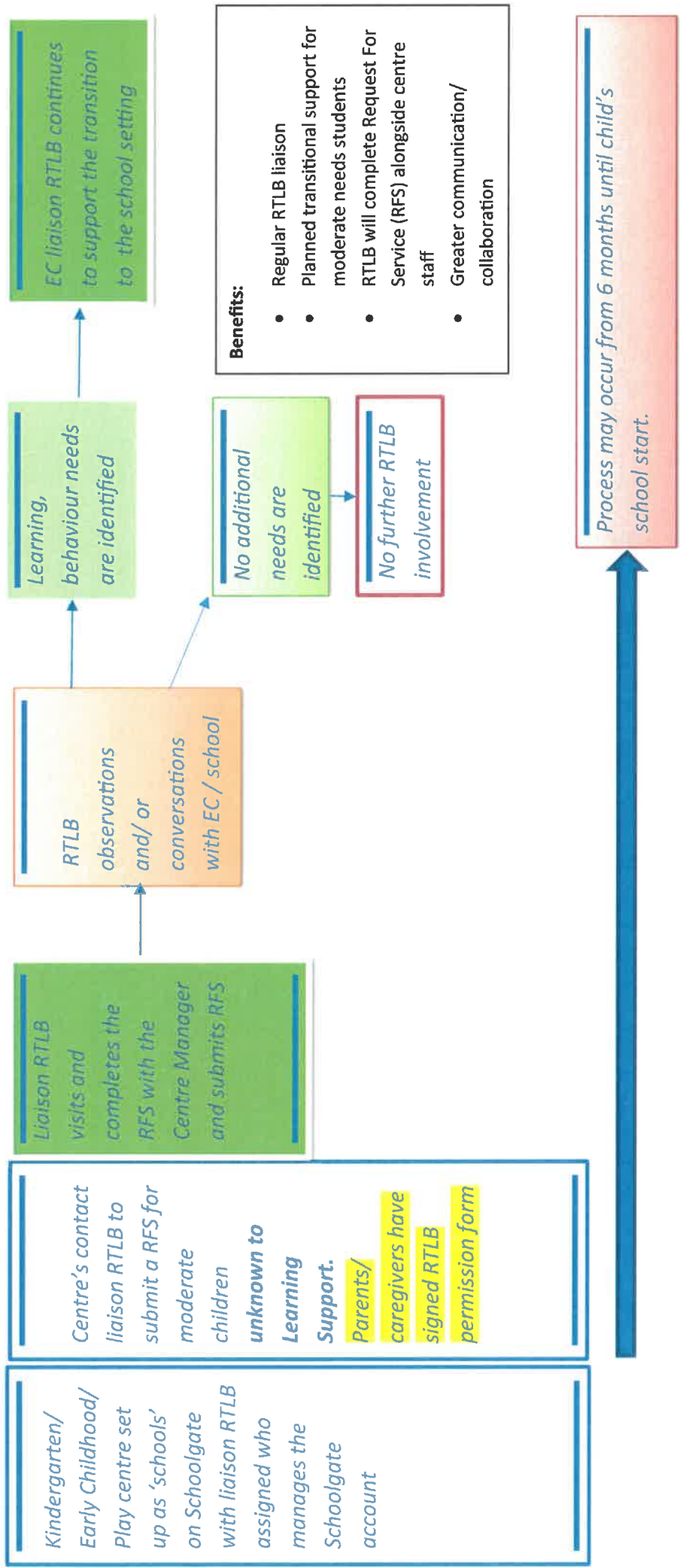
#### Individual RTLB Learning Support Fund and Travel expenditure procedure

RTLB are allocated an individual budget assigned at the start of each term drawn from the Learning Support Fund and Travel budgets. RTLB are expected to manage these funds effectively and remain within their budget. Learning Support Funds will only be allocated if they are within the RTLB's budget and an application is submitted. RTLB should code receipts prior to submitting expenses claims.



**Early Childhood liaison process: APPLIES ONLY TO AREAS THAT DO NOT HAVE ACCESS TO A LEARNING SUPPORT COORDINATOR (LSC)**

**Aims:** To facilitate smooth transition to school for children with moderate learning and or behaviour needs who are unknown to Learning Support. Learning Support EC workers may also contact the liaison RTLB to make a Request For Service for children they are working with.





To set up each centre on Schoology the following information is required:

- Centre name
- Address
- User name (same as centre name)
- Centre number
- Preferred contact email for communications
- Centre phone number
- COL (if centre is engaged with local COL (Kahui Ako)

**Characteristics of children who may require a RTLB supported transition to school: Moderate**

Children with moderate support needs are capable of responding to limit-setting or other interventions. A child whose characteristics include one or more of the following:

- Occasional misbehaviour and transitory difficulties
- Acting out in response to stress, but episodes of acting out are brief
- Behaviour that is minimally disturbing to others, but the behaviour is considered typical for the child's age and can be corrected
- A child with developmental delays or disability whose characteristics include minor to moderate difficulties with conceptual, social and practical adaptive skills
- A child who has previously experienced secure attachments, and therefore with significant support is likely to establish a secure base

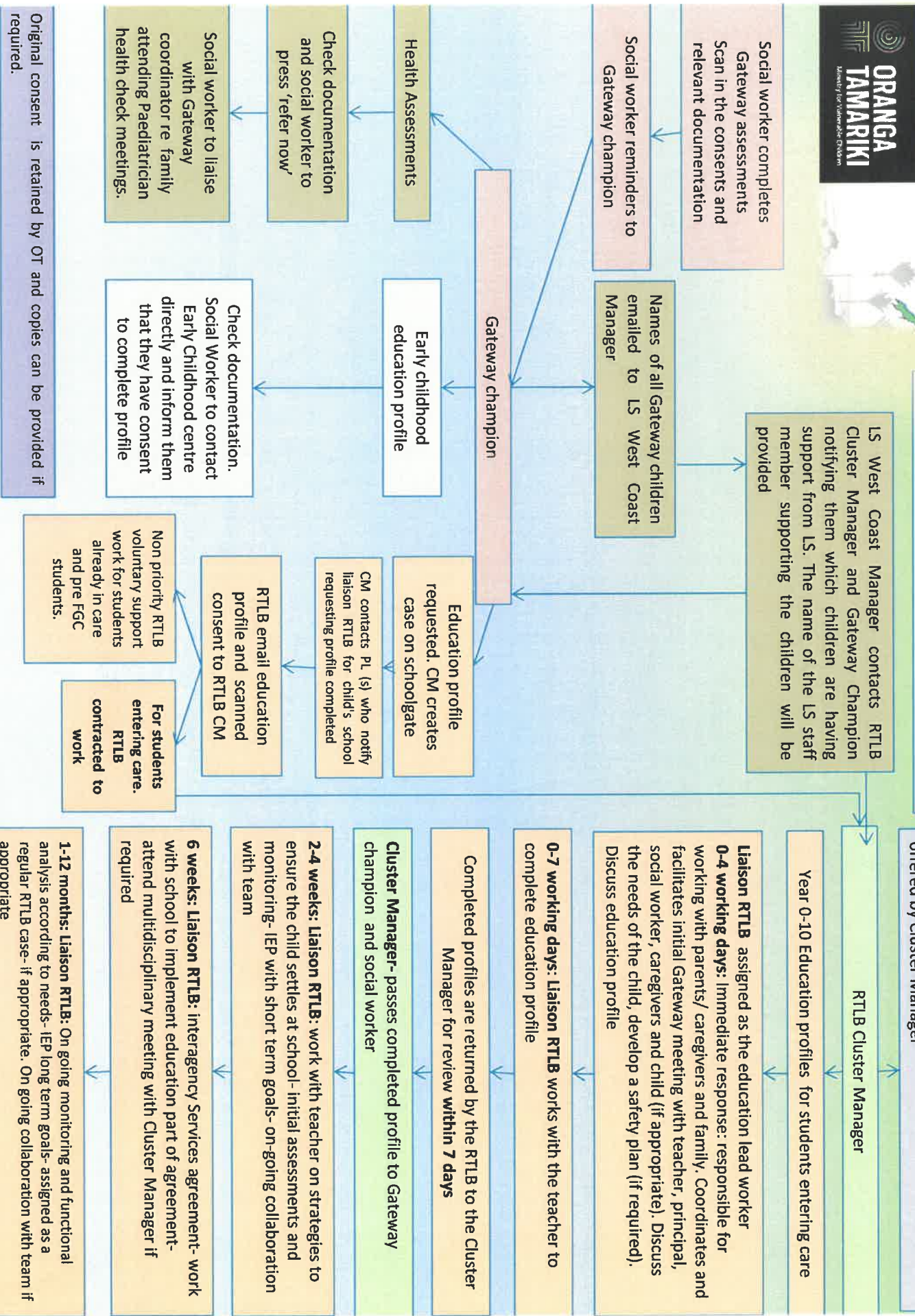
**Characteristics of children who may require a RTLB supported transition to school: High**

Children with high support needs have problems in one or more areas of functioning.

- A child whose characteristics include one or more of the following: Frequent non-violent, anti-social acts, minor property destruction, occasional physical aggression, minor self-injurious actions, sexual acting out without harming others, running away with brief absences, difficulties that present a moderate risk of harm to self or others
- A child with developmental delays or disability whose characteristics include: Moderate to substantial difficulties with conceptual, social and practical adaptive skills to include daily living and self-care, moderate impairment in communication, cognition or expressions of affect
- A child with primary medical or physical care needs, whose characteristics include one or more of the following: Occasional exacerbations of the diagnosed medical condition, limited daily living and self-care skills, ambulatory (mobile) with assistance
- A child who has limited current attachments, however, has previously experienced secure attachment, and therefore with significant support is likely to establish a secure base

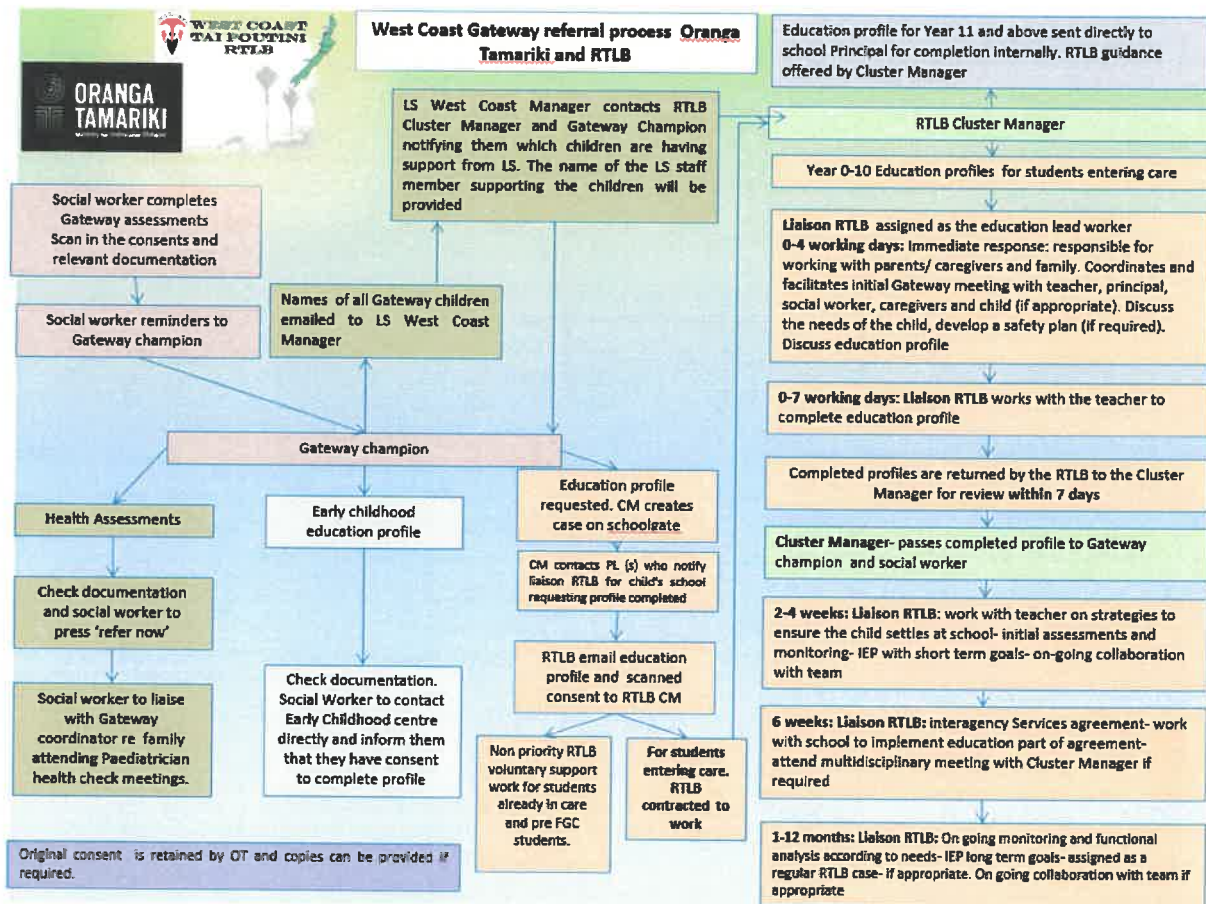


## West Coast Gateway referral process Oranga Tamariki and RTLB



Original consent is retained by OT and copies can be provided if required.





## West Coast Gateway referral process OT and RTLB

### Additional notes:

- RTLB are contracted to support students who are entering care via the Gateway referral process. Provision is made to provide immediate support for this group of students as outlined in the chart on the previous page.

### Sources:

Ministry of Education, (2012). *RTLB Service Toolkit*. Wellington: Ministry of Education, p.40 and

Ministries of Health and Education, (2012). *RTLB Gateway guide*, Wellington: Ministries of Health and Education, p. 4

- There are situations where Gateway assessments are requested for students who are already in care. Such requests are beyond the work RTLB are contracted for.
- In the spirit of this RTLB clusters mission statement "Empower Potential" RTLB may accept Gateway requests for students already in care at the Cluster Manager's discretion.
- We recognise the value and impact of the Gateway provision and are keen to support our students and local agencies whilst maintaining focus and due diligence to our contracted RTLB work.

### Influencing criteria:

RTLB workload

Educational needs of student concerned

Age (Year 1-10) student

Time frames:

No time frames will apply to Gateway requests for students already in care

Priority: No priority will be given to Gateway requests for students already in care

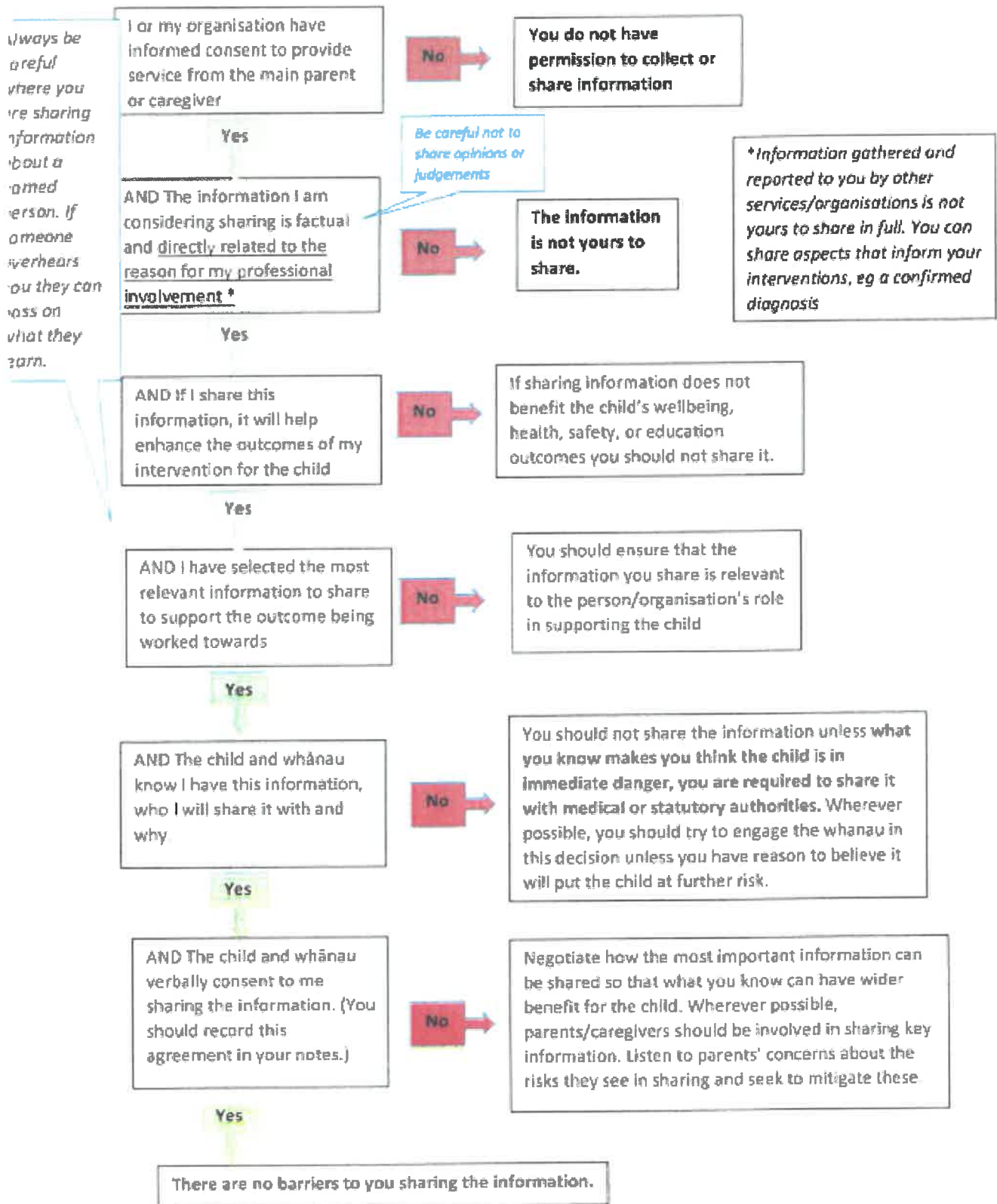
## RTLBI LIAISON : SCHOOL INFORMATION SHARING (SCHOOLS WITHOUT LSC ONLY)

<b>LIAISON RTLBI</b>	<p>Every school has a Liaison RTLBI.</p> <p>The Liaison RTLBI is the usual and assigned source of informal information about our service.</p>	<p>Liaison RTLBI can:</p> <ul style="list-style-type: none"> <li>❖ Share information with staff on an informal basis.</li> <li>❖ Answer staff questions on an informal basis.</li> <li>❖ Complete for school informal assessments of a concern pending request for service or not.</li> </ul>	<p>Liaison RTLBI may have a scheduled time to be available at schools for all staff.</p> <p>Liaison RTLBI may have regular/termly meetings with Principals (in small schools) and/or LSNCO's in larger schools.</p>
<b>Requests For Service (RFS)</b>	<p>All schools now have access to the online request for service process.</p> <p>RFS made online are considered at the next Intake &amp; Review Meeting and schools advised as the decisions are made.</p> <p>School have immediate access to their school request for service status regarding all students currently RFS.</p>	<p><b><u>Teacher/Schools may make a RFS for themselves (see criteria on request for service form)</u></b></p> <p>Liaison RTLBI are available to support the RFS process and may:</p> <ul style="list-style-type: none"> <li>❖ Be a part of the team.</li> <li>❖ Have provided supporting information.</li> <li>❖ Have been part of a collaborative discussion but not been involved in the final decision nor the application.</li> </ul>	<p>RFS may be:</p> <p><b><u>Accepted and assigned</u></b> only if caseload space is available and/or Cluster Manager Discretion deems it immediate.</p> <p><b><u>Wait listed</u></b> pending allocation (depends on current RTLBI assigned caseloads).</p> <p><b><u>Declined</u></b> and possibly sent back to schools with a recommendation to include further information.</p> <p><b><u>Escalated/Transferred</u></b> to another agency as it may be a priority outside the remit of the RTLBI Service.</p>
<b>LEARNING SUPPORT FUNDING (LSF)</b>	<p>All RTLBI now have access to the online request for service process.</p> <p>It is a collaborative decision made by the RTLBI and the school team.</p> <p>RFS made online are considered at the next Intake &amp; Review Meeting and schools advised as the decisions are made.</p> <p>School have immediate access to their school LSF status regarding all students currently on RTLBI caseload.</p> <p>ICS status is the level below ORS.</p>	<p>RTLBI have only limited budget allowances for LSF and may not always have funding available for those in need.</p> <p>When approved, the RTLBI is the principal member of the planning team and has control over how the funds are to be utilised.</p> <p>Our cluster is allocated a number of ICS places each year.</p>	<p>Schools are advised of payment of funds which are direct credited into the school's nominated bank account.</p>

STUDENTS WITH IN CLASS SUPPORT(ICS)	<p>Students currently on the RTLB Role and allocated to an RTLB may be eligible for ICS Status.</p> <p>Applications are made each November the students school.</p>	<p>Once places are filled students who meet the criteria form the waiting list. Students who gain ICS or remain on the waiting list may also have RTLB support.</p>	<p>Schools are advised of payment of funds which are direct credited into the school's nominated bank account LS MOE</p>
ORS Applications	<p>RTLB are available to assist with ORS Applications.</p> <p>Students working above level one of the NZ Curriculum are generally considered ineligible for ORS.</p>	<p>RTLB can assist with:</p> <ul style="list-style-type: none"> <li>❖ Proofing your text.</li> <li>❖ Assistance through assessment documentation.</li> <li>❖ Making the application for the school in collaboration with teaching staff, parents and other outside agencies, as appropriate.</li> </ul>	<p>ORS applications may be made at any time, and usually have a three week 'turn around' of confirmation or not.</p>
IEP/IBP/CAP	<p>All RTLB are available and should be part of any attempt to write IEP's, IBP's and/or CAP's in support of students on their allocated list.</p> <p>If the student is not currently on the RTLB role, Liaison RTLB are willing to take on this role.</p>	<p><b><i>RTLB view the collaborative writing of these plans as essential.</i></b></p> <p>RTLB regard writing of these plans as a collaborative team solution where everyone's questions are asked and plans for success are shared, discussed, agreed and made.</p>	<p>Up-skilling of school staff should be encouraged through having them organise and run IEP meetings.</p> <p>Liaison (or assigned) RTLB are willing to assist in growing staff skill base.</p>
Assistive Technology	<p>RTLB will make applications for Assistive Technology.</p> <p>There are set dates for AT applications. These need to be ascribed to.</p>	<p>School staff must be willing to undertake trials under the direction of the RTLB.</p> <p>Trials may be over a number of weeks.</p> <p>Pre-data and Post-data must be supplied.</p>	<p>Ministry of Education Assessors make the final decision based on the quality of the information shown by the trial and included in the application.</p>

## Information Sharing flowchart (Primary)

As professionals supporting children and whānau, the information we hold as a result of our work, is theirs that we hold on their behalf. Wherever possible, involve the child and whānau when information is being shared.



Dear \_\_\_\_\_ ,

We need your consent to continue.

While attending \_\_\_\_\_ School your child was assigned to a Resource Teacher of Learning and Behaviour (RTLB) with your written consent.

You have the choice now of whether or not this intervention continues at your new school/with their new teacher(s). You may choose to phone for a 'chat' prior to making your decision.

You need to choose the appropriate response on the form below:

- > If yes, you would like RTLB to continue, you must tick the appropriate box and sign the form below to give us consent to continue.
- > If no, you would not like RTLB to continue, please either tick the appropriate box, sign the form below, and return the form or phone us so that we can close the case at \_\_\_\_\_ .

Regards,

RTLB.

To RTLB,

INFORMED PARENTAL/CAREGIVER CONLSNT

Informed Consent to continue working with my child at their new school/with their new teacher is:

Please tick your preferred choice – Given

Declined

New School/Teacher: \_\_\_\_\_

Student Name: \_\_\_\_\_

Signed: \_\_\_\_\_ Name (please print): \_\_\_\_\_

### Guidelines for gaining responses from schools and agencies.

Be mindful that relationships are a key aspect to RTLB work. We need to be present in schools and partnering with agencies to provide the best outcomes for our students. A gentle approach to communication is required to maintain our presence in schools and alongside agencies

#### Suggested strategies:

- Be present in school
- Notes all attempted communications in contacts on Schoolgate
- Leave message with another person asking if your target person can they get back to you
- Resend email
- Keep communications concise
- Bold, in red, Caps in subject line, ACTION REQUIRED
- Know how you the people you are connecting with communicate
- Cc another member of staff
- Speak to their line manager (only after several attempts and a face to face with them)
- Don't empty your sent box
- Boomerang app
- Ask what's your preferred communication method
- Find out how long schools expectation for responding to communications is
- Ask the school secretary to ask the person to ring you
- Supervision- peer supervision

## **Secondary Approach (draft)**

Some of the ideas below sit in the liaison role and can be shared with the team

### **Liaison RTLB Role- When?**

#### **Term 1**

Transition into secondary

Check in re: PLD days and PD focus for the current year

Join meet and greet new teachers - provide RTLB overview

Schedule in 'drop ins' - mix of period/break times

Seek out key school documents - strategic plan, charter, PB4L docs, any other core initiatives (eg

UDL/Curriculum planning info shared with staff

Meet with SENCo/Junior Deans/Senior Leadership Team (SLT)

SAC check in

Class profiles - Yr 9/10 - highlight patterns, needs, potential referrals

#### **Term 2**

Overview late starts/term PLD/meeting foci - share back with RTLB team

Support/Offer late start meeting ideas - eg: SAC, dyslexia, google read-write

Schedule 'drop ins'

SAC check in

#### **Term 3**

Overview late starts/term PLD/meetings - share back with RTLB team

SAC check in

#### **Term 4**

SAC check in

Transition into upper school

Incoming transitions from primary (coming year)

### **RTLB caseworkers- How?**

#### **Responsive Approaches:**

Visibility - planned and regular 'liaison drop ins' - meet new teachers, collaborative problem solving conversations

Teacher Support Visits (TSV) - observations and prompt written feedback/feedforward - can be RTLB feedback to teachers as well as peer observation supported by RTLB.

Online collaboration - google interface - 'live' collaborative planning, access to subject content in prep for in class obs/modelling

Modelling

Team Teaching

Small Group Work

Individual Data Gathering - LUCID testing support and interpretation

Key MOE documents: PB4L Teaching for Positive Behaviour, PB4L Restorative Practice Books 1-3,

Referrals - individual (higher learning needs at a student level), group (can support trials of chrome apps/extensions, accelerated learning), class (supports teacher practice, collaborative planning, inclusive strategy trials eg: google read-write, cooperative learning) department (support systems based change, collaborative planning, initiative implementation (eg: UDL), teacher PLD).

Communication - Contacting the mentor teacher first and then contacting individual teachers when you are arranging a class visit/info gathering meeting etc.

Pilot initiative - when working across 5-6 classrooms, beginning with trials of intervention strategies in 1-2 classes initially can provide you with evidence of success

Alternative Education

**What?**

**Templates**

1. GROW conversation resource
2. Executive Function questionnaire and exemplar of how this has been interpreted
3. SAC report - interpretation of LUCID testing for SAC and everyday class, exemplar
4. Study skills - supporting memory and transfer of understanding
5. Teacher Support Visit (TSV) observations and exemplars
6. Exemplars - modelling/team teaching



## SPELD Process draft

Pilot included:

- 1: Identify if cases spike at data gathering using Lucid and/or dyslexia screening test.
  
- 2: If they spike you go on at data gathering, do assessments and report. Upload this onto schoolgate.
  
- 3: Do a feedback meeting with the RTLB first, then teacher, whanau & LSCo/SENCO.
  
- 4: Extrapolate at the above meeting the recommendations all parties wish to have in the intervention plan which will also form the bones of the IEP.  
  
Create a google doc to share information with CM on what has been done.
  
- 5: Assessor backs out and leaves the RTLB to continue with the executing of the intervention.

## Procedure for RTLB work in Alternative Education

### Guiding principles:

AE is for learners aged 13-16 years. All learners enrolled in state and state integrated schools, regardless of where they are being taught, should have access to RTLB (*until the end of Year 10*). We ask that your cluster continues to collaborate with teachers/tutors to support these students. (*RTLB Newsletter 13, (2012); Tuffin, A. MOE, Wellington*)

Meet needs of all learners

To meet the needs of learners for whom achievement is not being fully realised, RTLB:

- respond to identified needs within a cluster
- respond to the needs of individual students, groups of students, whole classes and kura/schools
- build kaiako/teacher capability to support inclusive classrooms
- have a strong interface with the Ministry of Education
- collaborate with other agencies to benefit students
- work with parents, families/whānau. (*RTLB toolkit, (2012); MOE. Wellington, (p30)*).

With these principles in mind the RTLB focus for students involved in Alternate Education is to support them to reintegrate them back into their school. Liaison RTLB should work closely with school staff to identify students at risk of entering Alternative Education so that referrals are made prior to entry to Alternative Education.

### Process

- 1. Liaison RTLB work with designated school personnel to identify students who require a RFS to RTLB service.**
- 2. RFS to RTLB by SENCO/ LSCO Dean (or person with delegated responsibility).**
- 3. RFS presented to RTLB intake meeting. If successful, case allocated to RTLB.**
- 4. RTLB intervention commences in educational setting.**
- 5. If on-going concerns identified, school in collaboration with RTLB may refer student for education in alternative setting (AE).**
- 6. RTLB to have on-going role based on knowledge of student and work with AE personnel to cater for specific needs of the student.**
- 7. At request of school and AE, RTLB will also work with school to transition student back into mainstream education.**

## **Absent Cluster Manager Procedure**

**Aim:** To maintain regular service levels during Cluster Manager absence

**Personnel:** Lead School Principal/ Practice Leaders/ Administration Manager

**Responsibilities:** **Lead School Principal-** Line Manager who other Personnel report to

**Practice Leader (s)-** Manage day to day running of the service including passing mail from all 4 offices to the Administration Manager each week/ Running the RFS and Learning Support Processes/ Ensuring any planned events are completed/ Report to and seek guidance from Lead School Principal

**Administration Manager-** Processes and codes all invoices and communications- Maintains a log of Cluster transactions to pass to the Cluster Manager upon return from absence (to enable internal records to be updated)

### **Detail items relating to Practice Leader responsibilities in times of Cluster Manager absence**

- **Mail:** addressed to the Cluster or Cluster Manager should be collected and handed unopened to the Lead Principal at the end of each week. Lead Principal will sort mail and pass either to PL(s) if it relates to request for service's/ Learning Support Fund applications or the Executive Officer
- **Invoices/ expenses:** Should be passed by the Lead Principal (or designated representative) to the Executive Officer to be coded and paid in the normal manner. A record of processed items should be kept and passed to Cluster Manager on his/ her return to enable them to update internal budget tracking records. The record should include the code it was assigned to, the amount and the date processed
- **RFS and LSF applications should be managed collaboratively by Practice Leader(s)** via Schoolgate
- **Prepare and run RFS/ Learning Support Fund meetings** and scheduled moderation meetings

## DIGITAL/ VIRTUAL COMMUNICATION Guidelines WCTPRTL B

### DIGITAL/VIRTUAL MEETINGS (ZOOM, SKYPE, GOOGLE MEETS)

RTL B are expected to maintain **professional levels of digital interaction**, that respects everyone, maintain high standards and does not bring the Cluster into disrepute.

**Timeliness** is highly valued. Ensuring your **link** prior to the meeting start - professionalism.

Respect the **designated chair/host** at all times – if there is no designated chair then request that someone manage/chair the meeting for the best outcomes. Follow 'mute' instructions.

**Making a point/adding to the meeting** - the host will have outlined the process for this - if you wish to make a point indicate your attention by following the process outlined. If the process was not outlined clearly then indicate by a wave of hand to the host.

When entering a **meeting late** you enter unobtrusively allowing the meeting to flow.

**Leaving a meeting** - indicate to the host by chat if leaving a session earlier than planned. If you know prior, then advise your host prior to the meeting or add a chat at the beginning giving your departure time.

**If a meeting is late** starting show professionalism and respect- allow a 10-minute wait time prior to abandoning the meeting. Try to contact the host to remind them / check prior to leaving.

For larger meetings e.g. whole Cluster, consider having a **regular order of speaking** (e.g. alphabetical) so any questions that require each person to answer in turn follow a regular route, making it easier for the chair to keep check (so no one gets missed out or speaks over each other). Attendees just need to remember the person immediately before them they follow. **Max time limits for speaking can be predetermined** e.g. 1 min controlled by the chair.

**Chat protocols** - chats during a meeting need be relevant to that meeting.

**Feedback protocols** - any feedback should be given directly to the host/chairperson following the meeting. If the feedback is by way of an issue or complaint, then the cluster manager will be copied in.

**Privacy** - ensure that your Zoom conversation/s or those of others are private - there should not be other uninvited guests able to hear or see the Zoom participants.

**Minutes and agenda** - in most cases both are required or at least a plan/purpose for the meeting that is clear to all where an agenda is not deemed appropriate. For effective meetings the host will have a clear plan that is explained at the beginning. Minutes should be kept by a designated person. Minutes will be distributed following the meeting to all participants.

**HOSTING** - check and detail - invites are clear as to topic, you are in the meeting early than start time where possible to welcome guests from the waiting - room / as they enter, the meeting will follow Cluster protocols, refer to agenda and minute taker, indicate preference for participants making a point, mute & video status, include all participants referring to them by name, take any discussion/points in a productive manner, manage any conflict, have someone manage the screen shares and contributions for the main presenter, ensure minutes are distributed & any follow through is completed.



# WEST COAST TAI POUTINI RTLTB



## LOAN AGREEMENT

### *For Use of Assistive Equipment for Trial*

This assistive equipment is on loan to you for trial as part of the assessment and/or intervention process for a particular student. During the time of the trial the assistive equipment must remain in the school/ home at all times and all care must be taken. Any damage which occurs as the result of lack of care is the responsibility of the school/family.

Trialing assistive equipment is essential to enable students to have the opportunity to use the equipment to give an indication of its appropriateness prior to an application or purchase of software/ equipment.

#### 1 The following assistive equipment is on loan to:

Student Name:

School/ home:

Address :

Date:

Key Contact at School:

Telephone/Cell:

Email:

Assistive Equipment on Loan:

Date for Return to RTLTB:

#### 2 Assistive equipment is to support in-school learning ONLY. The equipment is for...

(please tick at least one appropriate box)

supporting an Assistive Technology application trial

promoting Curriculum access:

literacy

numeracy

other (please specify):

enhancing curriculum engagement.

tracking behaviour.

reinforcing/ rewarding/ managing behaviour.

developing fine motor skills.

other purposes (please specify):

**All devices must be returned to the RTLTB service by the end of each school term.**

#### 3 SCHOOL

We agree to:

- Return this equipment by the above date and cover any costs.
- Take reasonable care to prevent damage or loss.
- Be responsible for costs of replacement of the equipment in the case of damage or loss due to negligence.
- Provide any consumables as necessary during this trial for this student.
- Comply with International Copyright Legislation when accepting any software for evaluation (neither making nor attempting to make a copy of either software or documentation).
- Take full responsibility for the de-installation of any software.

Signed:

Principal:

Date:

Key Contact Person:

West Coast Tai Poutini RTLB

#### 4 HOME

For home-based trial:

We agree to:

- Return this equipment by the above date and cover any costs.
- Take reasonable care to prevent damage or loss.
- Be responsible for damage or loss due to negligence.
- Provide any consumables as necessary during this trial for this student.
- Comply with International Copyright Legislation when accepting any software for evaluation (neither making nor attempting to make a copy of either software or documentation).
- Take full responsibility for the de-installation of any software.

Signed:

(parent/caregiver)

Date:

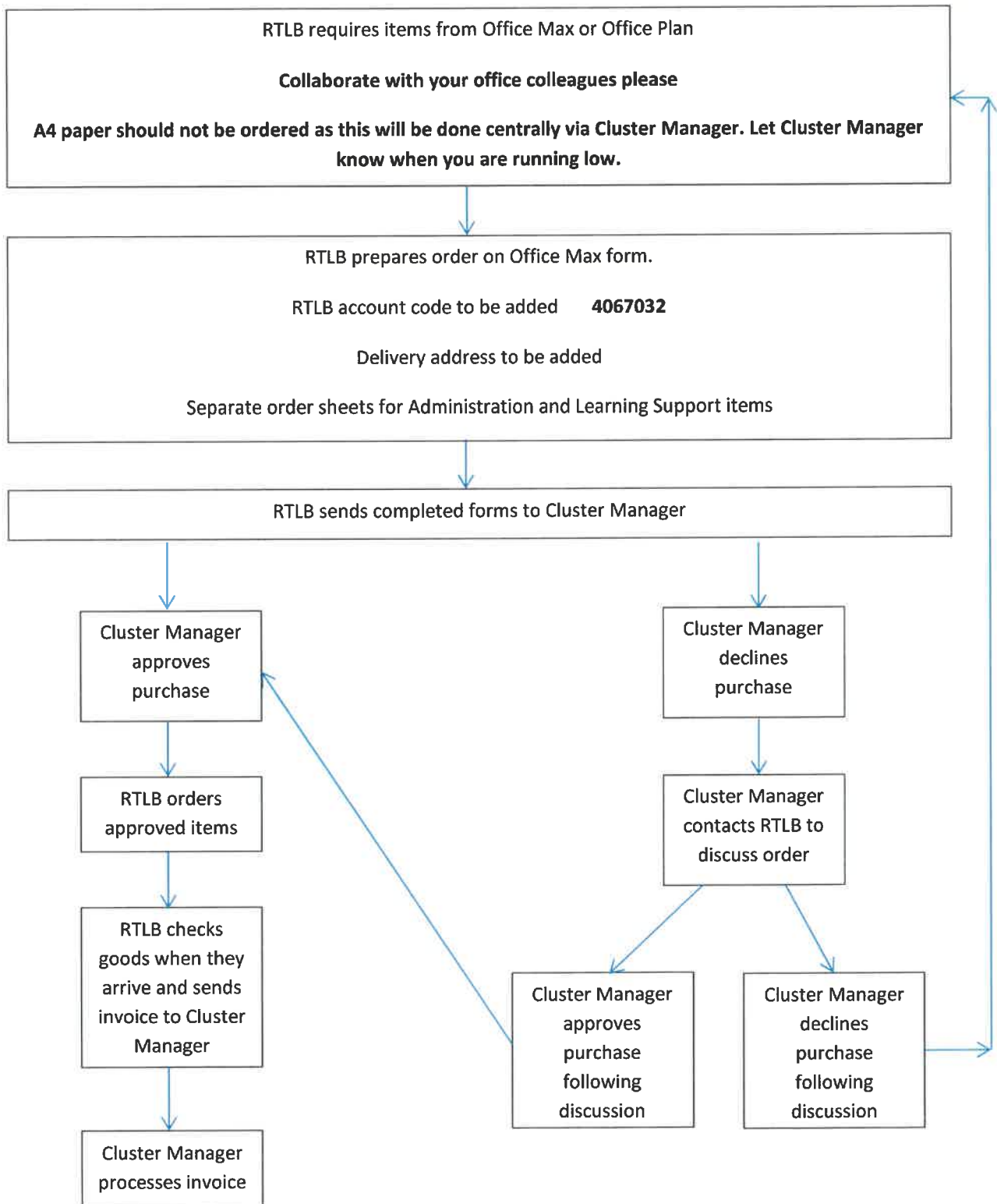
#### Contact details:

### West Coast Tai Poutini RTLB

**Cobden School, Fox Street, Fox Street Cobden, Greymouth, 03 7686674**  
**Hokitika Primary School, Park Street, Hokitika, 03 7557234**  
**Buller High School, Derby Street, Westport, 03 7895624**  
**South Westland Area School, Wanganui Flat Road, Hari Hari, 03 7533371**



### Process for ordering materials from Office Max



Issuing Office:	
Phone:	
Email:	

Insert Date

Insert Address

Dear Parent Name,

Thank you for your interest in the support given to 'Name'. For your information I enclose a copy of our (West Coast: Tai Poutini Resource Teachers: Learning and Behaviour (RTL) Cluster) procedure for sharing information -

Re – access to files by interested persons

The procedure for accessing the files held by the West Coast:Tai Poutini RTL Cluster is as follows –

- Letter requesting formal access is received by the RTL from a person considered a 'legitimate interest';
- Relevant Files &/or Information lodged with the West Coast:Tai Poutini RTL Cluster Manager;
- Individual or collective RTL are not involved in the sharing process;
- Cluster Manager consults with Lead Principal and if necessary, their representative parties, regarding The Official Information Act, 1982, any subsequent Acts and including The Privacy Act, 1993, and other pertinent concerns relevant to the request;
- Cluster Manager sends a letter to acknowledge request and invite a phone call to establish common understandings and date for information access;
- Meetings, if called, take place at a host school of the West Coast:Tai Poutini RTL Cluster between Cluster Manager, Lead Principal and if necessary, their representative parties, with the person(s) requesting the information and, if necessary, their representative parties;
- Relevant factual information (as deemed relevant by the Cluster Manager, and/or Lead Principal and their representative parties, if necessary, under The Official Information Act, 1982, any subsequent Acts and including The Privacy Act, 1993) will be made available.
  - When reading a file, names and other factors that may assist in identifying individuals not named in the request for service or relevant to the person making the request will be redacted and/or deleted in accordance with The Official Information Act, 1982, any subsequent Acts and including The Privacy Act, 1993;
  - Before hard copy, if any, is released to the person(s) making the request, the written request signed by the person seeking the file will be lodged and considered by the Cluster Manager to determine 'legitimate interest', before any possible release of the file
    1. all names and other factors that may assist in identifying individuals not named in the request for service or relevant to the person(s) making the request will be redacted and/or deleted in accordance with The Official Information Act, 1982, any subsequent Acts and including The Privacy Act, 1993;



2. the 'legitimate interest' will sign a disclaimer agreeing to treat all information received in accordance with The Official Information Act, 1982, any subsequent Acts and including The Privacy Act, 1993 in every circumstance in which use of the information may arise.
- Any opinions left and expressed in the information, which may have been the considered view of the individual RTLB or other participants at the time they were recorded, are not and do not reflect the collective view of the West Coast:Tai Poutini RTLB Cluster ;
  - Any opinions left and expressed in the information, which may have been the considered view of the individual RTLB or other participants at the time they were recorded, may not reflect in any way the current view of the RTLB or participants concerned;
  - The Cluster Manager has sole discretion over the conduct of the meeting. The access of information can be terminated by the Cluster Manager at any time should circumstances escalate to a level of unpleasantness whereby the Cluster Manager feels it appropriate to terminate the sharing. After such a ruling, at the sole discretion of the Cluster Manager, the information will subsequently be either:
    - withdrawn from offer; or
    - made available, as appropriate, through third parties.
  - Should the material be withdrawn from offer, the applicant has the right to submit one further application for information. This application will be considered by the Cluster Manager and/or Lead Principal, and, if necessary, their representative parties, who has/have the authority to grant or decline the second request.

I trust that you find this information helpful.

Please be assured that employees of the West Coast:Tai Poutini RTLB Cluster are interested solely in furthering the education and welfare of students and have 'Name's' interests at heart.

Regards,

RTLB name  
RTLB  
West Coast:Tai Poutini RTLB Cluster.

NB: 'Legitimate Interest' restricted to:

- parents;
- legal guardians;
- third parties with written consent from either of the previous two.

**Access to File Information by Legitimate Interest**

Disclaimer:

I, \_\_\_\_\_ (print clearly),

have a 'legitimate interest' in the matter of 'Name': \_\_\_\_\_

Please highlight or circle the nature of 'Legitimate Interest':

- a. Parent;
- b. Legal Guardian;
- c. Third Party (Written Consent verified and attached (a third party pre-requisite)): Yes  
No

I am asking for and receiving information relevant to the matter of the person named above.

Further, prior to receiving any information, I agree that –

- a. Firstly, at no time will information relevant to the meeting held or the matter discussed be released by me, \_\_\_\_\_ (print clearly), orally or in written form, in informal or formal settings, to parties not involved in the original meeting in any circumstances that have not been agreed by all parties concerned.
- b. Secondly, if I receive new information or I am aware of circumstances that have a direct bearing on the matter and/or the outcome I will immediately advise the convenor of the meeting, even if it occurs after the meeting.

I am signing this form to acknowledge that I accept the stipulated conditions mentioned herein, others that may be verbally communicated to me by the Cluster Manager, plus those conditions also specified within the information supplied under the heading –

Re – access to files by interested persons

in accordance with –

The Official Information Act, 1982, any subsequent Acts and Amendments and including The Privacy Act, 1993.

Any indiscretion attributed to me that causes information received prior to, from the meeting and after the meeting to be made public, or is sufficient to enable identification of the person named above or any other person contributing to the meeting and/or the 'situation' and/or files under consideration shall render any agreement with me to be null and void, disqualify me from any further involvement and may result in further action, including legal action if deemed appropriate.

Signed: \_\_\_\_\_

Name (print): \_\_\_\_\_

Date: \_\_\_\_\_

## Hours of work procedure

Hours of Work / Leave

The Primary Teachers Collective Employment Contract

- Part 2 General Provisions details the requirements.

The School Day

The official hours of instruction are as follows:

9.00 am – 10.20am	Session 1
10.20 am – 10.40 am	Interval
10.40am - 12.30pm	Session 2
12:30pm – 1.30pm	Lunchtime
1.30 pm – 3.00pm	Session 3

RTLB are required by the nature of their role to meet with school staff and parents during breaks, before and after school as well as travel between schools and to various meetings. RTLB are expected to manage and share their own diary's to reflect this. Google diaries should be shared with and viewable to office colleagues and the Cluster Manager.

RTLB are should ensure they complete their hours as laid out within the current collective agreement.

RTLB **must** contact the Cluster Manager to request lieu time due to extended travel or meetings.

## Schoolgate Procedure

Creating a LSF application for resources that we want to remain with RTLB after intervention.

1. Click on Red Funding Application box at top.
2. Click on ACTION box + Add a funding Request
3. Click on **Project** (for type of funding request)
4. Click on [cluster32lsfresourceapplications](#) under school
5. Funding Request Name: Office Name e.g. Westland Office
6. Add request
7. Then go on request information section:
  - (a) Number of Students Targeted ( include number here)
  - (b) Context: Include names of targeted students & case numbers
  - (c) Pre intervention date
  - (d) Goals
  - (e) Duration
  - (f) Intended Completion date
  - (g) Confirmation – just click Principal as this will go through to cluster manager
8. COSTS section –
  - (a) Type of Support Required – Resource Purchase
  - (b) Payment option – Select appropriate box e.g. RTLB to be Reimbursed
  - (c) Type – select – item
  - (d) Description – Add description of resource to be purchased
  - (e) Cost amount – Add total cost of item to be purchased
  - (f) Click – Create at bottom
9. Check details & then click **Submit** when finished