



NCRTL B

Policies & Procedures

2022

Our Mission

Through innovation, collaboration and excellence, we will enhance teacher and school capability to improve student outcomes

Our Values

Manaakitanga - Whanaungatanga - Kotahitanga

(Updated 20th July 2021)

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Mā te huruhuru ka rere te manu

Our Team Statement:

The NCRTL B team will endeavour to demonstrate professionalism in our work and relationships by respecting others, appreciating strengths and differences and by using open and honest communication.

NCRTL B Vision Statement:

Quality inclusive educational environments where all students succeed.

Our Mission:

Through innovation, collaboration and excellence, we will enhance teacher and school capability to improve student outcomes.

Our Values:

Manaakitanga (respect and support), Whanaungatanga (strong relationships), Kotahitanga (collaboration)

Introduction and Overview

RTL B Service - Guiding principles

To understand the RTL B service, there are some key principles that underpin RTL B work:

- The most effective way to make gains for students is by focusing on student potential rather than on student underachievement.
- RTL B sees their case work as teaching and learning opportunities not as student problems.
- The curriculum is able to be differentiated, and classroom programmes adapted, to meet the needs of all students within an inclusive schooling environment.

The Bigger Picture

The RTL B service is a Ministry of Education (Ministry)-funded learning and behaviour service that sits alongside the Ministry's Learning Support service. Both services contribute to the Ministry's vision of a world-leading fully inclusive education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century. The Government provides Resource Teacher: Learning and Behaviour (RTL B) funding and resourcing to provide a high quality and effective RTL B service that is accessible to cluster schools and makes a positive difference for student outcomes and inclusive practices across all cluster schools.

How the RTL B Service is Organised

The RTLB service is organised on a cluster model. Nationally, all State, State integrated and Partnership kura/schools are grouped into 40 clusters. One school in each cluster (lead school) provides the service to, on behalf of, all the schools in the cluster.

Figure 1 RTLB service organisation



The RTLB service works alongside the Ministry of Education services to support schools to meet the needs of students who require additional learning and behaviour support.

RTLB teams are groups of itinerant fully registered specialist teachers who have the training and skills to provide the RTLB service. RTLB works with teachers and schools to find solutions that support students with substantial barriers to learning, and build teacher and school inclusive practice capability. Each cluster has an allocated number of RTLB positions and has a professional leadership structure (practice leaders) that ensures all RTLB provide an effective, quality service to cluster schools.

The NCRTLB team is employed by the Kaiapoi North School Board of Trustees. There are four host schools, Kaiapoi North School, Kaiapoi Borough, Te Matauru and Amberley Schools.

The NCRTLB cluster receives requests for support from 40 schools. RTLB are required to travel between these schools to support these requests. Travel between schools is reimbursed. See more detailed information under travel reimbursements procedures. For a full list of schools, please see appendix 1.

To support the ongoing development of the cluster, there is one permanent Practice Leader (GPL) appointed to the team. There are two fixed term Practice Leaders to support Information Technology (ITPL) and RTLB in training.

Policy – Personnel

The Board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents and identified good practice. The Principal delegates some of the day to day responsibilities to the RTLB Cluster Manager. Therefore, the Principal and RTLB Cluster Manager will:

1. Ensure that all education and employment related legislative requirements are applied.
2. Ensure that RTLB appointments follow the principles of Equal Employment Opportunities.
3. Ensure that all RTLB are trained teachers with a full New Zealand teacher registration and a current practising certificate.
4. Ensure that employment records are maintained and that all RTLB have written employment agreements, either individual or collective.
5. Ensure newly appointed RTLB undertake a formal induction programme guided by the RTLB Cluster Manager.
6. Ensure that RTLB appointed to a permanent full-time position are enrolled to complete the RTLB qualification training.
7. Ensure performance agreements are established for all staff and that reviews are undertaken annually.
8. Ensure suitable professional learning, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each RTLB's professional growth cycle.
9. Provide professional and/or peer supervision/support processes for RTLB where appropriate.
10. Ensure the Kaiapoi North School Equity policy is adhered to.
11. Ensure that RTLB leave is effectively managed and reported so:
 - a. That the risk of financial liability is minimised, operational needs are met, and the needs of individual RTLB are considered.
 - b. Board approval is sought for any requests for discretionary staff leave with and without pay of longer than 3 days.
 - c. The Board is advised of any staff absences longer than 10 consecutive days, and/or 10 days in total in any calendar year.
12. Ensure all RTLB their rights to personal dignity, safety and access to an approved and fair grievance process.
13. Ensure the requirements of the Health and Safety at Work Act 2015 are met.
14. Seek advice as necessary from NZSTA advisors where employment issues arise.

Procedure – Appointment of RTLB

All appointments are in accordance with the Kaiapoi North School Appointment Policy ([link](#)). A fair and transparent appointments process will ensure that the most suitable

person for the RTLB position is appointed according to clearly identified needs of the cluster.

Guidelines

1. RTLB staffing needs will be identified by the Principal and RTLB Cluster Manager.
2. RTLB cluster and cluster schools' needs will be clearly identified by the RTLB Cluster Manager.
3. Principal and RTLB Cluster Manager will determine the composition of the appointments panel based on expertise relevant to the vacancy, but may be guided by the following matrix

VACANCY	SHORT LISTING PANEL	INTERVIEWING PANEL
RTLB Cluster Manager	Principal, Board of Trustees Rep(s).	Principal, Board of Trustees Rep(s), cluster school Principal(s), Ministry of Education Manager, RTLB Practice Leader(s).
RTLB Practice Leader	Principal, RTLB Cluster Manager, Board of Trustees Rep.	Principal, RTLB Cluster Manager, cluster school Principal, Ministry of Education Manager, RTLB Practice Leader.
RTLB	Principal, RTLB Cluster Manager, RTLB Practice Leader(s).	Principal, RTLB Cluster Manager, Cluster school and/or Ministry of Education representative, RTLB Practice Leader(s).

4. A clear pathway will be evidenced throughout:
 - o establishment that a position exists
 - o advertising of the position as is appropriate and/or required
 - o application process for appointments is followed
 - o reference checking is completed by the short listing panel, and information shared with the wider appointments team
 - o an appointment in a manner which is appropriate and/or required.
5. Anyone involved in the appointments process must declare a conflict of interest, knowledge of the applicant, relationship to the applicant, or other knowledge of value relating to the appointment.
6. All appointment procedures will ensure EEO principles are observed.
7. The successful applicant will meet the criteria of an RTLB appointee as outlined in the RTLB Governing and Managing RTLB Cluster's Toolkit - Version 1.0 January 2015, and best meets the identified needs of the cluster and cluster schools. This

- includes, but is not be limited to:
- being an experienced, fully registered kaiako/teacher,
 - holding a current practising certificate.
7. Appropriate safety checking, police vetting and screening practices will be carried out by the Principal and the RTLB Cluster Manager before an appointment is made. .
 8. The appointed RTLB will be provided with a written employment agreement, either individual or collective, relevant to the cluster's lead school, and job description.

Procedure – Induction

Induction is in accordance with the Kaiapoi North Personnel Policy.

A formal induction process will ensure RTLB new to the cluster are familiar with the NCRTLB policies and procedures, their role as an RTLB, and feel supported in their first few weeks of joining the RTLB team

Guidelines

1. RTLB new to the cluster will be provided with the resources and equipment required to get started.
2. It is the responsibility of the Cluster Manager and the General Practice Leader to provide a plan and information on cluster processes and protocols, relationships, and RTLB casework, as appropriate and as outlined in the RTLB Professional Practice Toolkit.
3. New RTLB will meet with the Cluster Manager once a term to discuss case processes, study and any issues. The new RTLB will also meet with the GPL at least fortnightly to discuss specifics around cases and should sight all data analysis before CAP meetings and discuss intervention ideas.
4. New RTLB will shadow experienced RTLB and complete the reflecting on practice document.
5. New RTLB will have a reduced caseload compared to their experienced colleagues.
6. An updated Induction Information package will be provided by the Cluster Manager and will include:
 - The NCRTLB Strategic and Annual Plans
 - RTLB Professional Practice Toolkit
 - Employing school information
 - Host school information
 - List of cluster schools and contact details
 - List of cluster RTLB, contact details and responsibilities
 - Calendar of RTLB meetings and other relevant scheduled events
 - RTLB training and professional development
 - The new appointee will take time to become familiar with the induction information package
7. New RTLB will be welcomed by the RTLB Cluster Manager and/or the RTLB Practice Leader at the first RTLB meeting following the start date.
8. New RTLB will be introduced to the cluster team, lead school and Principal, host school, cluster kura and schools, local MoE staff, iwi and local agencies as

- appropriate.
9. RTLB new to the cluster will have the opportunity to co-work cases with their induction mentor, and with other experienced RTLB.
 10. New RTLB will be guided to develop an understanding of, and respect for, the tangata whenua, tikanga Māori, and the Treaty of Waitangi and how it relates to RTLB work.

CHECKLIST FOR NEW RTLB

Induction Activity Task
<p>Documents sent on appointment – Cluster Manager</p> <ul style="list-style-type: none"> • Employment Contract • RTLB Toolkit and links to He Pikorua • RTLB Policy and Procedures • Team Practice Folder • Operational Document
<p>Other key tasks – Cluster Manager</p> <ul style="list-style-type: none"> • Sent and signed employment contract • Novo pay forms • Set up on CMS system • Personnel file completed • Order business cards
<p>Meet with the Cluster Manager</p> <ul style="list-style-type: none"> • General discussion about the key documents • Practice Sequence • IPAd, mobile and phone contracts • Introduction to the Schoolgate system • Links to MOE- Learning Support • Professional Growth Cycle process • Key introductions to schools • Team shared google folder • Travel procedures and reimbursements • Phone use • Team meeting dates • Conflicts of interest discussed
<p>Meet with the General Practice Leader</p> <ul style="list-style-type: none"> • Organise logistics – stationary/office space • ICS cases • Detailed training through Practice Folder and He Pikorua

Meet with IT Practice Leader

- iPad use – apple account
- Training in the Schoolgate system
- Process for loan Ipads /Ipods
- Access to Google docs
- Asset Register

Ongoing Induction – Practice Leader

- Co-working cases
- Organise a shadowing timetable with extended team
- Ongoing support

NCRTL Code Of Conduct

Boards are required as part of their “good employer” obligations (S77A (3)) to “ensure that all employees maintain proper standards of integrity, conduct, and concern for:

- a. The public interest; and
- b. The well-being of students attending the institution.”

A Code of Conduct that sits alongside the Education Council’s Code of Ethics will ensure that RTL knows what “standards of integrity, conduct, and concern...” apply.

“Teachers certificated to practice in New Zealand are committed to the attainment of the highest standards of professional service in the promotion of learning by those they teach, mindful of the learner’s ability, cultural background, gender, age or stage of development.

This complex professional task is undertaken in collaboration with colleagues, learners, parents/guardians and family/whānau, as well as with members of the wider community.

The professional interactions of teachers are governed by four fundamental principles:

- Autonomy to treat people with rights that are to be honoured and defended
- Justice to share power and prevent the abuse of power
- Responsible care to do good and minimise harm to others
- Truth to be honest with others and self.

Application of the Code of Ethics shall take account of the requirements of the law as well as the obligation of teachers to honour the Treaty of Waitangi by paying particular attention to the rights and aspirations of Māori as tangata whenua.”

[The Education Council Code of Ethics for Certificated Teachers]

1. COMMITMENT TO STUDENTS, WHĀNAU, TEACHERS, SCHOOLS, OTHER AGENCIES, AND TO THE WIDER COMMUNITY

RTL will strive to uphold the mana of our key stakeholders:

- Establish and maintain positive relationships with schools, teachers, students and their whānau, and other key stakeholders, working cooperatively and collaboratively with them.
- Promote learning environments that cater to the learning needs of diverse learners.
- Promote inclusive learning environments and interventions.
- Promote and model culturally responsive relationships and learning environments.

- Base professional practice on current research in pedagogy, curriculum and best practice.
- Promote the physical, emotional, social, intellectual and spiritual wellbeing of others.
- Acknowledge and respect other's perspectives, strengths and needs, and respond to these appropriately.
- Identify and develop pathways with others that lead to improved outcomes for all akonga.
- Maintain professional and courteous communication in all its forms.

2. COMMITMENT TO RTLB COLLEAGUES

RTLB will strive to uphold the mana of our colleagues:

- Demonstrate our NCRTLB core values in our professional relationships with colleagues.
- Communicate professionally through active listening, open and honest dialogue, give opportunity for all voices to be heard, and allow time for others to process information.
- Be mindful of how we talk with, and about each other across all contexts.
- Work with colleagues cooperatively and collegially.
- Contribute to the development of an open and reflective professional culture through engagement in professional conversations.
- contribute to the development of an open and reflective culture through:
 - engagement in professional learning conversations,
 - sharing knowledge, skills and resources,
 - supporting each other's practice.

3. COMMITMENT TO THE RTLB PROFESSION

RTLB will strive to uphold the mana of our cluster:

- Demonstrate commitment to the vision, mission and values of NCRTLB Cluster 33 in our RTLB practice.
- Provide a quality RTLB service through:
 - professionalism, honesty, integrity and courtesy in communication and practice, being punctual, organised and prepared,
 - following the RTLB practice sequence in a timely manner, maintaining appropriate documentation to evidence our work,
 - using a range of evidence-based best practice strategies and resources,
 - being visible in our cluster schools.
- Comply with the policies of the Kaiapoi North School Board of Trustees.
- Understand and follow the policies and procedures, systems and processes of:
 - North Canterbury Cluster 33
 - our cluster schools where appropriate.
 - work cooperatively and collegially with others across all contexts.
 - follow the Code of Ethics for Certificated Teachers.

Procedure – Professional Growth Cycle

The Professional Growth Cycle procedure is in accordance with the Kaiapoi North Personnel Policy.

RTLB growth cycle is a dynamic and continuous process. The growth cycle provides a balance between accountability and supported development. RTLB are reflected on the dimensions within the Code of Professional Responsibility and Standards for the Teaching Profession.

Guidelines

The objectives for this process are

- Aligning individual Professional Growth Cycle with the Code of Professional Responsibility and the Standards for the Teaching Profession – Ngā Paerewa.
- Advancing the understanding of the relationship between professional practice and outcomes for learners.
- Helping to focus the NCRTL in line with its strategic direction.
- Capturing learning and identifying development needs.
- Helping people succeed, be recognised for their achievement, and develop their capabilities.

The following principles drive the process:

- Fairness – there is a consistent approach across the Cluster
- Transparency – people understand how assessments and decisions have been reached. Role clarity – people understand what is expected of them.
- Participation – the professional growth cycle is a collaborative process between individuals and the leadership team.
- Feedback – everyone will receive regular feedback through supervision and end of year written summaries.
- Agreement – any formal assessment of performance should be agreed with the individual.
- Development – staff are encouraged and supported to extend their skills and realise development opportunities.

The Process:

Term one

- A professional learning plan is developed for the year that includes both practice goals and an inquiry focus.
- The plan is shared and signed off by the Cluster Manager in consultation with the Practice Leader
- The RTL in line with its strategic direction will work towards achieving those goals during the year and capturing evidence in Hua Akoranga.
- Every RTL meets with the practice leader at least once a term to talk through cases and show evidence towards achieving practice goals.

Term 4

- Each RTL will meet with the Cluster Manager and Practice Leader to provide evidence of professional learning against goals set and will share Hua Akoranga.
- The Practice Leader and Cluster Manager will provide feedback around performance on the summary of Professional learning.

Cluster Managers Appraisal

The Lead school Principal is responsible for supporting the Cluster Manager's Professional Growth Cycle. The process is the same as for the RTL Team.

Procedure – Endorsement

The endorsement procedure is in accordance with the Kaiapoi North Personnel Policy. The aim of endorsement is to support quality practice and give assurance that the teacher meets the Standards – Ngā Paerewa as required for their

practising certificate type.

Guidelines

1. The Board of Trustees delegates the process of endorsement to the Principal. The Principal may delegate the sighting of evidence for maintaining current teacher certification to the RTLB Cluster Manager.
2. When the RTLB is notified by the Education Council that their practising certificate is due for renewal, it is the responsibility of the RTLB to sign into Hapori Matatū and complete the online application once they have met with the Cluster Manager for an endorsement meeting.
3. It is the responsibility of the RTLB to capture all learning in the Cluster Hua Akoranga document.
4. The cluster's lead school Principal will view and sign off the forms of identification required as proof of identity as part of the application to renew a full practising certificate.
5. Goals, reflections and evidence against the Practising Teacher Criteria will be made available to the RTLB Cluster Manager for the purposes of endorsement.
6. An annual casework documentation audit will be completed by RTLB Cluster Manager for the purposes of endorsement. It is the responsibility of each RTLB to provide the requested focus documentation for the RTLB Cluster Manager and/or Principal to sight when requested.
5. The Professional Growth cycle summary in Hua Akoranga will be completed in collaboration with the RTLB and shared with the Lead School Principal so the endorsement process can be completed.
6. Performance concerns likely to lead the Principal to decline to recommend the RTLB for certification renewal will be disclosed to the RTLB prior to an endorsement meeting, and procedures under the relevant collective employment agreement will be followed.
7. The endorsement process will also inform any annual salary increments due to individual RTLB.
8. Completed Hua Akoranga documentation will be placed in the RTLB's personal file. Under 1st July 2019 – 30 June 2022 NZEI Employment contract, the cost of Teacher Registration is paid by the RTLB.

Procedure - Support and Guidance

The support and guidance procedure is in accordance with the Kaiapoi North School Personnel Policy.

If there are ongoing concerns raised regarding practice, which have not improved with the support of practice supervision, the practice leader will discuss this openly with the RTLB concerned in consultation with the Cluster Manager. If support is required, the process will follow the advice and guidance flowchart.

Guidelines

1. When an ongoing concern is identified by the practice leader it will be discussed with the RTLB and a collaborative action plan with clear set goals and identified support and timeframes will be developed and recorded. (CAP 1) The Cluster Manager is informed.

2. If the goals on the collaborative action plan are achieved within the timeframes the support and guidance procedure finishes but regular practice supervision continues as per cluster expectations.
3. If the collaborative action plan goals are not achieved the Cluster Manager will meet with the RTLB and practice leader and the second collaborative action plan is developed with clear goals, timeframes and supports identified (CAP 2).
4. If the goals on the collaborative action plan 2 are achieved within the timeframes the support and guidance procedure finishes but regular practice supervision continues as per cluster expectations.
5. If the collaborative action plan goals are not achieved the Cluster Manager will inform the Lead School Principal and BOT representative. The cluster manager will meet with the RTLB and a third collaborative action plan (CAP3) is developed with clear goals, timeframes and supports identified.
6. If the goals on the collaborative action plan 3 are achieved within the timeframes the support and guidance procedure finishes but regular practice supervision continues as per cluster expectations.
7. If the goals of CAP 3 are not achieved advice is sought from the School Trustee Association to inform a competency process. The RTLB is informed in writing by the Lead School Principal that the process is a formal competency concern as per the NZEI Collective. The RTLB is advised to seek support and advice from the NZEI.
8. A comprehensive 10 week advice and guidance plan is implemented by the Cluster Manager. Weekly review meetings between the Cluster Manager and the RTLB are in place. Lead school Principal and CM meet weekly to keep updated and informed of progress. The BOT chair is kept fully informed. (stage 1 competency)
9. If the RTLB meets the goals of the advice and guidance plan no further action is taken.
10. If the concerns continue, the Lead school Principal will advise the RTLB in writing of the specific matters causing concerns, the corrective action required and the timeframe. Clearly outline the process that will be used to make the evaluation and who will undertake the evaluation.
11. The Lead school Principal and Cluster Manager will meet with the RTLB (and their representative and/or support person) to advise the outcome of the evaluation and advise the process to consider their continued employment, including the possible consequences of the process. Invite evidence from the RTLB and allow a reasonable period of time for the evidence to be provided.
12. The evaluation could show
 - RTLB has met the standards – no further action except note on file
 - RTLB has almost met the standards – BOT action
 - RTLB has not met the standards – BOT action
13. The BOT will write and invite the RTLB to a meeting to discuss final comments from the RTLB before making a decision. At the meeting, the BOT should discuss the assessment and ask for any final comments from the RTLB before adjourning to make their decision.
14. The BOT can extend the period of time to evidence satisfactory performance or the RTLB may be dismissed or reduced in status.

Procedure – Professional Learning

Ongoing professional learning contributes to building and sustaining an effective RTLB service that improves learning outcomes for all students in the cluster.

Guidelines

1. All RTLB will receive opportunities for professional learning to better meet cluster and professional goals set, and to enhance RTLB performance of casework.
2. Professional learning is:
 - planned and based on identified cluster and RTLB needs as stated in the RTLB Strategic plan.
 - both formal and informal
 - evidence based
 - responsive to, and identified from, the cluster strategic plan
 - linked to Ministry priorities and national initiatives
 - identified with the Cluster Manager and Practice and Leader
 - led by appropriate facilitators
3. RTLB Cluster Manager and RTLB Practice Leader will be responsible for ensuring each RTLB has a plan for professional learning that is reviewed annually as part of their professional growth cycle.
4. RTLB Cluster Manager and RTLB Practice Leader will be responsible for implementing professional learning support for individual RTLB as identified through the performance appraisal cycle.
5. RTLB attending professional learning provided by an outside provider will give feedback to the cluster within one month of attending the professional learning delivered. The forum for feedback will be negotiated with the RTLB Cluster Manager.
6. All professional learning that comes at some cost will be subject to RTLB finances.
7. Professional learning is funded at cluster level through the RTLB administration fund where necessary. Where possible, the RTLB management team will coordinate whole cluster professional learning with facilitators being brought to cluster PD days to maximise cost effectiveness.
8. RTLB requesting to attend professional learning provided by outside providers will:
 - Apply to attend by creating a new PD application on the PD section of Schoolgate, including details about the PD opportunity, links to a cluster or professional goal, links to the cluster strategic plan, how the PD will benefit the RTLB,
 - notify the RTLB Cluster Manager that a new PD request has been made,
 - The approval of professional learning is at the discretion of the RTLB Cluster Manager, however the criteria attached will guide decision making. Decisions will be communicated to the RTLB who made the request, and noted on the Schoolgate PD application,
 - If the professional learning opportunity is approved, RTLB Cluster Manager will provide RTLB with the procedures to register and pay for the course/seminar or conference, and to arrange travel and/or accommodation if required.
9. Requests for reimbursement of expenses incurred while attending approved

professional learning delivered by an outside provider will be made in accordance with cluster reimbursement procedures. The RTLB who attended the professional learning will provide the RTLB Cluster Manager with the appropriate documentation before a reimbursement will be approved.

Procedure – RTLB Qualification Training

Experienced teachers, who have applied for and won an advertised RTLB position, are expected to study for the Postgraduate Diploma in Specialist Teaching (Learning and Behaviour).

Guidelines

1. RTLB appointed to a permanent full-time position will enrol to complete the RTLB qualification: Postgraduate Diploma in Specialist Teaching (Learning and Behaviour) at the next intake or by negotiation. The RTLB Cluster Manager will provide the relevant details.
2. RTLB must attain the RTLB qualification within four years of appointment. There is no exemption from this training, and relevant collective employment agreements will be referred to regarding any issues or queries that arise.
3. RTLB enrolled in the Postgraduate Diploma in Specialist Teaching (Learning and Behaviour) are eligible for the Ministry of Education's RTLB study award to cover the course fees. The RTLB Cluster Manager will provide the relevant details to access the RTLB study award.
4. RTLB who are awarded the Ministry's RTLB study award will meet the terms and conditions of this study award as detailed in the letter of offer, and outlined on the Ministry website.
5. Additional training costs for travel, accommodation and meals will be met by the cluster. RTLB attending the RTLB qualification training will organise and share travel and accommodation costs where possible.
6. Travel and accommodation costs will be reimbursed through normal cluster finance procedures with the correct receipts at the end of each month.
7. Travel, accommodation and meal reimbursements will be paid to RTLB when reimbursements are completed on Schoolgate, and all GST receipts have been given to the RTLB Cluster Manager. Meal rates will adhere to the NZEI, PPTA and Area School collective agreements regarding reasonable costs for meals (\$25 for evening meals – no alcohol).

Procedure - Conflicts of Interest

Conflicts of interests are sometimes unavoidable and arise without anyone actually being at fault. They need not cause problems when they are disclosed and well managed. The key question to ask when an interest might create a conflict is: "Does the interest have the potential to create an incentive for the employee to act in a way which may not be in the best interest of the school or cluster?" If the answer is yes then a conflict of interest exists. Furthermore the existence of the incentive or a perception of bias is sufficient to create a conflict.

Guidelines

1. At time of employment the RTLB will be asked to disclose any conflict of interests.

- This might include any private counselling/psychology work, membership on BOT, own children/grandchildren attending North Canterbury schools.
2. If a conflict of interest is identified. It is the responsibility of the Cluster Manager and the Lead School Principal and RTLB to decide what, if any action needs to be taken to avoid or mitigate any effects of the conflicts of interest.
 3. Usually mitigation means that the employee withdraws or is excluded from being involved in the work on the particular matter. In making that assessment, the Cluster Manager and Lead School Principal needs to consider how the situation may reasonably appear to an outside observer.
 4. In the interests of openness and fairness it is always safer to err on the side of caution. In difficult situations it may be necessary to seek professional advice from NZSTA or other employment advisors.
 5. All conflicts of interests and actions that need to be taken will be documented on the individual staff file on the Conflict of Interest template and reviewed yearly.
 6. RTLB are responsible for reporting any likely situations that are connected to their conflict of interests directly to the Cluster Manager so a plan can be developed to mitigate the risk. These conflicts will be recorded and plans will be in writing and reviewed monthly until it is established that the risk has passed.

Procedure – Leave

Leave, other than leave in school holidays, may be granted to RTLB staff members by the Principal and/or Kaiapoi North School Board of Trustees upon application.

Guidelines

1. RTLB staff members may request discretionary leave, with or without pay, as covered by the relevant awards and collective employment agreements. All leave requests will be considered by the Kaiapoi North School Board of Trustees and/or the Principal in accordance with these guidelines.
2. All RTLB discretionary leave will have the prior approval of the RTLB Cluster Manager.
3. All applications for discretionary leave will be made in writing on the Kaiapoi North School Request for Leave form stating the period of leave being sought, the date for commencement of the leave, the date for conclusion of the leave, and the purpose of the leave.
4. Applications for shorter periods of discretionary leave should be presented with maximum notice. Applications for discretionary leave longer than one week will follow the Kaiapoi North Leave for Teachers policy and can only be applied if discretionary leave for longer than a week was not applied for in the previous year. All applications for travel longer than a week need to be made by 1st March if possible.
5. Discretionary leave applications will be submitted to the RTLB Cluster Manager who will forward them on to the Principal and/or Kaiapoi North School Board of Trustees. The Principal has authority to approve discretionary leave applications

- up to five days with or without pay. The Kaiapoi North School Board of Trustees will consider written applications for longer. All decisions made will be in accordance with the Kaiapoi North School Equity Policy and obligations as a good employer.
6. In considering any application for discretionary leave, the Principal and/or Kaiapoi North Board of Trustees will consider:
 - nature of the request
 - length of the request
 - previous leave taken by the RTLB
 - length of service of the RTLB
 - effect of the absence on the RTLB service, including but not limited to the time of the term and year, responsibilities, impact on cluster schools, number of other RTLB on leave etc
 - availability of a suitable replacement
 - extent to which the leave will add further value to the RTLB, Kaiapoi North School and/or cluster schools, staff and students.
 7. RTLB Cluster Manager will inform RTLB of the status of a discretionary leave application, and whether or not the leave application has been approved.
 8. Once leave has been approved, the RTLB Cluster Manager will forward all leave documentation to Kaiapoi North School for administration purposes. The RTLB Cluster Manager and/or RTLB Practice Leader will ensure necessary arrangements are made to provide for the absence of the RTLB, including but not limited to notifying affected cluster schools.
 9. Unplanned absences, such as sudden illness or accident, sick leave for self or dependents, or bereavement leave
 - RTLB will notify the RTLB Cluster Manager by text before 9am and any schools that are affected before, or on, the day(s) of absence.
 - RTLB will be required to produce suitable medical evidence to support sick leave in accordance with the terms and conditions of the relevant collective agreement.
 - RTLB will notify the Cluster Manager if they need to leave work early for any reason including personal appointments.

Procedure – Study Leave

In meeting the obligations of being a good employer, Kaiapoi North School and NCRTL B Cluster will support RTL B who wish to further academic qualifications related to their profession, wherever appropriate

Guidelines

1. RTL B may request leave to study, with or without pay, as covered by the relevant awards and collective employment agreements. All leave requests will be considered by the Kaiapoi North School Board of Trustees and/or the Principal in accordance with these regulations.
2. RTL B who apply for, and are awarded one of the full-time equivalent Study Awards will be granted leave with pay for the period of the study, and in accordance with the award they have received. RTL B will notify Kaiapoi North School Board of Trustees in writing with maximum notice.
3. RTL B who apply for, and are offered a study grant, scholarship, fellowship,

place on an academic programme, or similar:

- Will apply with maximum notice to the Kaiapoi North School Board of Trustees in writing for special leave to study.
- If study leave is approved by the Board, the Principal will sign the application off and notify the RTLB through the RTLB Cluster Manager. In all other cases, the Principal and/or the RTLB Cluster Manager will contact the RTLB to meet and discuss the application.
- Will meet with the RTLB Cluster Manager and RTLB Practice Leader to negotiate and/or confirm study days that will be taken over the term of study.
- Will discuss with RTLB Practice Leader and/or RTLB Cluster Manager any proposed or unexpected changes to the planned study days as soon as is practical.
- RTLB undertaking the required two year training are entitled to study leave in the range of 40-50 days per year. The total number of days must include the block course days.

Health and Safety Policy

Health and safety is the responsibility of both the Kaiapoi North School Board of Trustees and the cluster RTLB. To this end, the Board is committed to ensuring the health and safety, as far as is reasonably practicable, of all RTLB and other people in the workplace by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

1. The Board is committed to providing and maintaining a safe and healthy workplace for RTLB and other people in the workplace. We will achieve this through:
 - providing and promoting a safe physical and emotional work environment
 - providing a smoke free work environment
 - working with workers to ensure appropriate health and safety procedures are developed and implemented
 - doing everything reasonably possible to remove or reduce the risk of injury or illness
 - making sure all incidents, injuries and near misses are recorded in the appropriate place
 - investigating incidents, injuries and near misses, and reducing the likelihood of them happening again
 - having emergency plans and procedures in place
 - training everyone about hazards and risks so everyone can work safely
 - providing appropriate induction, training and supervision for all new and existing RTLB
 - helping RTLB who were injured or ill return to work safely
2. RTLB are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:
 - taking reasonable care for their own health and safety, and that of

- others
 - o being involved in improving health and safety systems at work
 - o following all instructions, rules, procedures and safe ways of working and encouraging others in the workplace to do so too
 - o reporting any injuries, incidents and near misses involving themselves or others in the workplace
 - o supporting colleagues and other people who come into the workplace understand the safety procedures and why they exist
 - o reporting any health and safety concerns or issues through the Cluster Manager and Kaiapoi North School reporting system
 - o keeping the workplace tidy to minimise the risk of any trips and falls.
3. RTLB will be familiar with, and follow all health and safety policies, procedures and safe ways of working at their host schools and cluster schools where they are working.

Health and Safety Procedures

RTLB are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace that promotes wellbeing.

Guidelines

1. While at work, RTLB will take reasonable care for their own, and other's health and safety.
2. RTLB will follow all instructions, rules, procedures and safe ways of working pertaining to the site where they are working, including following emergency and evacuation procedures, health and safety related policies and procedures and signing in and out procedures.
3. RTLB will report any health and safety concerns or issues to the Health and Safety Representative(s) at the school and the Cluster Manager.
4. RTLB will keep the workplace tidy to minimise the risk of any trips and falls.
5. A discussion of hazards will be held and documented at each RTLB team meeting and any identified hazard will be eliminated, isolated or minimised.
6. All injuries, incidents and near misses involving themselves or others in the workplace will be reported to the Health and Safety Representative(s) who will then inform the RTLB Cluster Manager and lead school Principal. The Health and Safety Representative may then initiate an investigation, following the school's safety procedures, aimed at reducing the likelihood of them happening again.
7. An injury and incident register will be maintained by the administration at Kaiapoi North School with the Cluster Manager and lead school Principal and WorkSafe NZ being informed as soon as practicable when a notifiable incident occurs in the workplace.
8. RTLB are encouraged to be involved in improving health and safety systems at work. This may include:
 - o reading relevant information and participating in training
 - o discussing health and safety issues as part of existing RTLB meeting structures.
 - o Should a host school be closed due to weather or a significant event,

please work from home after advising the Cluster Manager (CM) by text. It is recommended that you follow Kaiapoi North School on twitter by texting "follow Kaiapoinorth" to 8987 so you receive instant messages regarding school closures. RTLB are paid on days when schools are closed, and are therefore expected to work from home. Those doing the RTLB training should use such days as their study days for that particular week.

9. If a significant event happens (i.e. earthquakes) while at work, follow the school's evacuation procedures and then make your way home when it is safe to do so. Text the Cluster Manager to confirm you are safe.
10. If the weather conditions have the potential to cause difficult driving conditions, RTLB will postpone appointments. If the weather conditions at the destination could cause difficult driving conditions, the RTLB will ring ahead to confirm the road conditions and make a decision based on the information.
11. RTLB using vehicles leased by NCRTLB Cluster will notify the RTLB Cluster Manager as soon as possible of mechanical and/or maintenance required for the vehicle to remain roadworthy.
12. RTLB will take personal responsibility for their own vehicle insurance, and ensure their vehicle is road worthy.

Managing Cluster Resources

Policy – RTLB Cluster Finances

Kaiapoi North School Board of Trustees is responsible for the overall management of NCRTLB Cluster 33 funds on behalf of the cluster kura/schools. The day to day management of the cluster finances and budget rests with the lead school Principal, with the RTLB Cluster Manager having delegated responsibilities.

The Board of Trustees will ensure:

1. RTLB funds received on behalf of the cluster are clearly identified separately in the lead school's financial accounts.
2. RTLB cluster funds received are used prudently and for the purpose of providing
3. RTLB service to cluster kura/schools, as outlined in the RTLB Funding and Service Agreement.
4. An audit of RTLB cluster funds is included in the regular audit of the Kaiapoi North School Board of Trustees accounts.
5. Financial procedures meet best practice accounting standards.

The Principal and RTLB Cluster Manager will ensure:

1. Compliance with the Kaiapoi North School Board of Trustees Finance Policy.
2. A draft budget is submitted to the Kaiapoi North school Board of Trustees by the last Board meeting of the calendar year.
3. RTLB cluster funds are used for the purpose for which they were granted, as outlined in the RTLB Funding and Service Agreement and the Governing and Managing RTLB Clusters Toolkit - Jan 2020.
4. Expenditure of RTLB funds is kept within budget by means of established financial management procedures of Kaiapoi North School, and regular

- monitoring.
5. Expenditure and commitment of expenditure will be approved within the recognised delegations.
 6. RTLB cluster funds are allocated in a coordinated manner based on student and cluster needs.
 7. The partnership in the Treaty of Waitangi is recognised in the equity allocation of cluster funds.
 8. Cluster financial records are accurate and up to date.
 9. An annual financial report of the cluster's financial position to the Board of Trustees and the Ministry of Education.
 10. Reporting at least two times a year to cluster kura/schools on the use of cluster funds and the allocation of the RTLB staffing resource

Procedure – Purchasing

The RTLB administration fund supports the day to day work of RTLB and operation of RTLB offices.

Guidelines

1. The RTLB Cluster Manager will oversee and manage the cluster's administration funding. Guidelines for the appropriate use of the cluster's administration fund are outlined in the Governing and Managing RTLB Clusters Toolkit – July 2020.
2. RTLB may be required to purchase goods and services to support their RTLB work, and/or to support the day to day running of their office / hub:
 - Purchases over the cost of \$20 for goods and services will have the prior approval of the RTLB Cluster Manager.
 - RTLB will explain what will be purchased, why, and where from, projected cost(s) including GST and delivery as appropriate
 - RTLB will purchase from cluster, lead school and/or host school preferred suppliers as appropriate. Guidance with preferred suppliers will be available from the RTLB Practice Leader and/or Cluster Manager.
 - RTLB Cluster Manager will outline the process for ordering and/or purchasing.
3. Resources and work equipment purchased by RTLB to support RTLB work will remain under the ownership of the NCRTL B Cluster 33. Upon delivery, they will be made available to the IT Practice Leader for recording on NCRTL B Cluster 33's asset register.

RTL B Discretionary Claims

Kaiapoi North School recognises its responsibility to reimburse RTL B for actual and reasonable expenses incurred while carrying out RTL B work, where these expenses sit outside RTL B travel and debit card claims, and the regular purchasing procedures outlined above:

1. All discretionary claims require the approval of the RTL B Cluster Manager, and prior approval where possible. No reimbursement will be made for unauthorised expenditure.
2. RTL B to enter the details of a discretionary claim onto Schoolgate under the 'Expense Claim' section by the last day of each month.

3. All GST receipts for discretionary claims will be kept and forwarded to the Cluster Manager at the end of each calendar month.
4. Kaiapoi North School will deposit reimbursement for authorised discretionary claims into RTLB's nominated bank account on the first Friday of the month for claims relating to the previous month.

Procedure - RTLB Travel

Kaiapoi North School Board of Trustees acknowledge RTLB use their own private vehicles for work related purposes, and are entitled to work related travel reimbursement at the rate specified by the relevant Collective Employment Agreement.

Guidelines

1. Where RTLB uses their own vehicle for work related travel, RTLB will keep a log of daily travel indicating date, present location, destination, reason for travel and actual km/s travelled on Schoolgate.
2. RTLB will not be reimbursed for travel from home to a normal office or vice versa.
3. RTLB will ensure where possible economical use of mileage when planning timetables, sharing of transport, and travel routes.
4. RTLB will enter their actual travel onto Schoolgate under the 'Expense Claim' section by the end of each calendar month.
5. Cluster Manager will check RTLB travel expense claims entered on Schoolgate each calendar month.
6. Kaiapoi North School will deposit reimbursement for own-car travel into RTLB's nominated bank account on the first Friday of the month for travel relating to the previous month.
7. RTLB will ensure their own vehicle is insured appropriately and if possible have a lease car option available if their private car is damaged.
8. RTLB will seek approval from the RTLB Cluster Manager before leasing or hiring vehicles.

Cluster Lease Vehicles

1. The North Canterbury RTLB service has two lease vehicles to reduce mileage for those RTLB who travel the longest distances.
2. The lease vehicles are for the specific use of carrying out cluster business according to the users' job descriptions and areas of responsibilities. This includes travel between the place of storage and host school office, during term times and at other special times agreed by the Cluster Manager in consultation with the Lead School.
3. The leased cars can be stored at personal residences for security overnight and weekends, however may not be used for personal use as this will generate a fringe benefit tax.
4. The leased vehicles are not primarily used for carrying passengers other than cluster staff or visitors to the cluster. RTLB may not transport students in a cluster vehicle without prior approval.
5. The vehicle will be stored at the RTLB office or at an approved location by the Cluster Manager in consultation with the Lead School Principal.
6. Insurance is organised and paid for by the North Canterbury RTLB Cluster. Registration is sent through from the Lease company.

7. Mileage needs to be recorded on journeys which the CM will review regularly. Record of total KMs travelled needs to be recorded on the CMS each month.
8. Each lease car has an Allied petrol card. Receipts need to be sent to the CM monthly so they can be checked against the monthly account.
9. It is the responsibility of the RTLB to keep the cars in a clean condition, organise car service and WOF when required and report any damage immediately to the CM. All cluster cars will be smoke free.
10. The Roadside assist phone number is on the inside of the windscreen if breakdowns occur.
11. All users of the cluster vehicles will undertake their own safety check before driving the vehicle. A safety checklist is included in each cluster car.

Procedure - RTLB Resources and Equipment

Resources and work equipment are required to support RTLB work in the North Canterbury RTLB Cluster schools.

Guidelines

1. RTLB and North Canterbury RTLB Cluster 33 schools will have reasonable access to a range of resources and work equipment to support RTLB work.
2. Resources, resource books including textbooks for RTLB Qualification study, and work equipment purchased by NCRTLB are considered a cluster resource.
3. NCRTLB resources and work equipment will be stored in designated RTLB offices, and will be recorded on the relevant Asset Register, with serial numbers where appropriate.
4. RTLB resources and work equipment will be available for staff of cluster schools where appropriate.
5. RTLB will sign resources and equipment out on the Asset Register on Google docs and return them in an acceptable condition, and in a timely manner, to the same resource area.
6. RTLB will ensure an Resource Loan Agreement is signed by the cluster school for all electronic resources loaned to them (IPADS). A signed copy will be passed on to the IT RTLB Practice Leader for the cluster records.
7. RTLB will collect loaned RTLB resources from cluster schools at the end of the term as appropriate, and/or before the end of the school year, for storage in RTLB offices over the school holiday period.
8. RTLB will be encouraged to use work equipment safely, support and/or training being provided where appropriate.
9. RTLB will take all possible and reasonable care of RTLB resources and work equipment.
10. Four Ipads will be available to lend to referring teachers/students for use. Priority will be given to those students who require access to collect data for assistive technology applications. Other RFS will be considered on a case by case basis by the CM and the IT Practice Leader who will be informed by the CAP or IEP. The IPAD loan contract will be to be signed by the school representative around storage and use of the IPAd and given to the IT Practice Leader for Cluster records.
11. Loss and/or damage of RTLB resources and work equipment will be reported to the IT RTLB Practice Leader and/or RTLB Cluster Manager as soon as possible. The RTLB management team will ensure ongoing maintenance of work equipment where possible.

Procedure – Use of Cluster Technology

RTLB are provided with work related devices and accessories during employment with NCRTL Cluster 33.

Guidelines

1. RTLB will be provided with:
 - mobile phone and charger
 - iPad, cover and charger
 - laptop, bag and charger

2. RTLB are able to use their work related devices for personal use:
 - when used in an appropriate and professional manner in a school environment, consistent with Kaiapoi North School IT code of conduct
 - when use does not interfere with the RTLB role
 - when use does not generate unacceptable costs
 - when software, iPad apps, and similar intended for personal use are purchased at the RTLB's personal expense
 - when software, iPad apps, and similar, intended for personal use are filed/stored where students using the device under RTLB supervision are not able to view or access them.

3. Security:
 - RTLB will ensure access to all devices that have a password/passcode.
 - Device related passwords/passcodes are recorded in a secure place.
 - RTLB will not share their passwords/passcodes, user identification or other secure information, unless requested to by the RTLB Cluster Manager or Kaiapoi North ICT Network Manager or lead school Principal.
 - RTLB will not use unauthorised codes or passwords to gain access to other's files, machines or networks.
 - Kaiapoi North School management will record serial numbers of devices in a secure place.

4. Storage:
 - RTLB will store devices and charging cords to ensure, as much as possible, that they will not be damaged.
 - RTLB will securely store devices out of sight, or carry them on their person, when not in use.

5. Transport:
 - RTLB will store devices to ensure, as much as possible, that they will not be damaged while being transported.
 - RTLB will store devices securely when left unattended.

6. Viruses
 - RTLB will ensure USB devices used at home and work are regularly scanned for viruses.
 - RTLB will inform the Kaiapoi North ICT Network Manager and/or the RTLB Cluster Manager immediately if a virus is detected on any work

laptop.

7. Loss or Damage:

- RTLB will not mark or place stickers on the computer or charging cords.
- RTLB will inform the Kaiapoi ICT Network Manager and Cluster Manager should the computer become damaged, be in need of repair, or require maintenance as soon as is practicable, so the replacement, repairs or insurance claims can be actioned promptly.
- Devices damaged or lost during work hours will be repaired and/or replaced by Kaiapoi North School.
- Kaiapoi North School Board of Trustees will not be liable for any loss or damage to devices that result from negligent, inappropriate or illegal use.

8. Liability:

- Kaiapoi North School and NCRTL Cluster 33 is not, and cannot be held responsible for the loss of material, accidental corruption or any other action that might affect transmission or loss of data.
- RTLB are expected to back up all work regularly (weekly/fortnightly) on the team office external hard drive.

9. Replacements through the Lease Scheme:

- The CM will inform individual RTLB at least 6 weeks before the current lease is to expire, and a new laptop will be ordered.
- The RTLB will be required to remove all files etc from the expired laptop and give this to the CM in readiness to send back to TELA.
- The laptop and the original accessories will be passed into the ICT Network Manager so data, passwords, and licensed software can be removed.
- A replacement computer will then be made available with your original files loaded.

10. Mobile Phones

- Each RTLB will be provided with a mobile phone contracted to a monthly data plan with Spark.
- The phone is provided for RTLB related business only, however, personal national texting is permitted within the range of the plan.
- The mobile phone can be used for making calls and texting. Sending photos using the phone is an extra cost over the contracts and is prohibited.
- RTLB is advised to maintain a regular check on data usage and can download the Spark application to do this.
- The CM will monitor individual usage from the monthly account. Those RTLB who exceed the allocated minutes and data plan will be required to reimburse the cluster within 30 days of the account being received and notification given to the RTLB.
- The care of the phone is the responsibility of the individual RTLB. Lost phones will need to be replaced by RTLB by a similar phone of equivalent value. Damage to the cell phone needs to be reported to the CM as soon as possible.

11. IPADS

- Each RTLB has access to iPads for their professional administration use, collecting data and used to engage learners and facilitate learning.
- iPads are not the property of individuals.
- The iPads are set up with preloaded applications.
- If RTLB requires/recommends other applications please contact the CM and/or the IT Practice Leader. The ITPL will hold the Apple ID for downloading applications.
- iPads should be kept in a secure place within each office. They must not be lent to students or their own children for home use.

Procedure – Social Media and Internet Use

Kaiapoi North School strives to educate all staff to develop positive, ethical behaviours in cyberspace, and to support the establishment of a safe and secure technology environment for RTLB.

Guidelines

1. Email

RTLB will be provided with individual work email accounts for their own use only. To provide consistency for communication each RTLB has a Gmail account. The pattern is your [first name.ncrtlb@gmail.com](mailto:first.name.ncrtlb@gmail.com). This should not be used for personal communication including Facebook, Twitter and TradeMe.

2. Internet

RTLB will provide access to the internet at host schools. RTLB may be given access to the internet by other cluster schools at their discretion.

RTLB will ensure use of the internet is appropriate. Appropriate activities include:

1. conducting research and/or investigation related to education and RTLB work
2. communication and information exchange as required by RTLB work
3. retrieving news stories or other information of interest to schools and the RTLB service
4. professional development activity
5. personal use appropriate in a school environment, and not interfering with RTLB work

RTLB represents Kaiapoi North School and NCRTL B Cluster, therefore information communicated via email and the internet is subject to the same professional protocols and publication standards as traditional means of communication.

RTLB will make a reasonable attempt at validating and authenticating information retrieved from the internet before it is used.

RTLB will not use work devices for inappropriate purposes. Inappropriate use includes, but is not limited to:

1. creating, viewing, accessing, attempting to access, storing or displaying inappropriate material either electronically or in hard copy,
2. gambling,
3. soliciting for personal gain or profit,
4. distributing private and/or personal information to other persons, including reposting of information sent by another person,

5. making or posting indecent remarks and proposals, uploading or downloading commercial software in violation of its copyright,
6. placing orders for goods and services using the Kaiapoi North or other cluster school name, title or funds without RTLB Cluster Manager authorisation.

Unintentional accessing of inappropriate material will be brought to the attention of the RTLB Cluster Manager and Lead School Principal immediately so that the incident can be logged, and the sender and/or host school notified if required.

RTLB will adhere to the following social media/networking guidelines which exclude:

- any activity that violates New Zealand law and/or the Education Council Code of Ethics,

1. passing of personal views as representing those of the lead school, host school or cluster schools,
2. inappropriate personal social media contact with students,
3. bringing the school into disrepute,
4. personal use of social media in work time.

When considering a social media account for RTLB work purposes, RTLB will consider:

- is there a more appropriate account or platform already in place?
- goals and objectives
- target audience
- benefits, risks and mitigations for those risks
- on-going resources, including time, required
- regular monitoring and moderating of the account
- measures for success

NCRTLB Website

The NCRTLB website can be found at www.ncrtlb.school.nz. This is a resource for schools, parents, SENCO and Principals. The website provides information to promote the RTLB service and provide ongoing communication to all our stakeholders.

Google Docs Shared File

The Google Docs shared file is available to the RTLB team where shared resources are stored. The following information is included

- All team administration
- Project administration
- Useful resources
- Contact lists
- Resource and Asset Register

Once you have a google email address the ITPL will share you to these files. The majority of these files are read only. It is the responsibility of the Cluster Manager and the ITPL to keep these updated, including creating new files.

The shared folder is cluster resource only. To share resources outside the organisation, make a copy and place in your own drive and then share. Or download as a PDF. Be aware that copyright rules apply.

Pay Enquiries

All pay enquiries and other employment matters need to be addressed to the Lead School Principal, Jason Miles, in consultation with the Cluster Manager.

Photocopying

Printers and paper are provided through the RTLB service to all RTLB team offices. Whenever possible RTLB are requested to print in the school for which the resource is intended. 'Special' photocopying requirements (e.g. A3, colour) can be accessed through the Host School or Kaiapoi North School.

Procedure – RTLB Offices

The lead school, in collaboration with the Ministry of Education's Regional Office, will ensure RTLB are housed in suitable accommodation. The RTLB Cluster Manager, on behalf of the lead school Board of Trustees and Principal, will ensure:

1. RTLB will be accommodated in appropriate space, with decisions being guided by the Governing and Managing RTLB Clusters Toolkit.
2. Occupancy Agreements are negotiated with host schools, including suitable accommodation arrangements, administrative support and reasonable and site overhead costs. A copy of the signed Occupancy Agreement Document and any amendment notices, will be kept on file.
3. Compliance with Occupancy Agreements that are negotiated and signed by host schools.
4. Regular communication with host kura/schools, and in collaboration with the Ministry's local property advisor, regularly review the Occupancy Agreement with the host kura/schools.
5. RTLB are familiar with the general terms of the relevant Property Occupancy Agreement, and that any queries regarding RTLB offices can be directed to the RTLB Cluster Manager.
6. Circumstances may arise where members of the team will be required to move host schools at the discretion of the Cluster Manager and Lead School Principal.

RTLB Service Provision

Procedure- Community Consultation, Communicating and Reporting

Consultation and communication will assist in building effective partnerships between Kaiapoi North School, cluster schools and NCRTL Cluster 33.

Guidelines

RTL Cluster Manager will ensure:

- Consultation, communication and reporting meets the expectations outlined in the Governing and Managing RTL Clusters Toolkit – July 2020, and as outlined in the NCRTL Strategic Plan 2019 - 2021 and the Funding Agreement renewal to 31st December 2019.

- Consultation and communication with key stakeholders in the RTLB service include
 - Kaiapoi North School Board of Trustees and Principal
 - The NCRTL B Team
 - Cluster kura/schools who represent their communities, including:
 - their teachers and students
 - their families and whānau
 - their iwi and Māori parents/community
 - their Pasifika parents/community

The local Ministry of Education who represents:

- Learning Support
- Sector and Enablement
- Early Childhood Education

Other government and non-government/community agencies. Timely reporting to key stakeholders:

1. Prepare the RTLB annual report, annual financial report, quarterly snapshot reports and the cluster kura/school reports for the Ministry of Education
2. According to the Ministry's reporting requirements outlined in the Governing and Managing RTL B Clusters Toolkit July 2020.
 - All plans and reports will be approved by the Principal and/or Board of Trustees before being submitted or communicated to others.
 - Submit the cluster's Strategic and Annual Plans to the Ministry of Education by 1 March each year.
 - Prepare reports, once a term, for cluster school Boards of Trustees showing service patterns, service outputs and outcomes, allocation of student support, LSF funds across cluster schools, and the level of RTL B staffing against the cluster's RTL B staffing entitlement.
 - Prepare reports for the lead school Principal and Board of Trustees at least once a term against the expectations of the RTL B Funding Agreement.
3. In addition:-
 - CM shares a weekly Monday briefing once a week.
 - CM meets Practice Leaders fortnightly
 - RTL B communicate with schools through day to day work
 - Newsletters are sent to cluster schools termly
 - www.ncrtlb.school.nz website
 - The CM attends a National hui twice a year.
 - The CM attends South Island CM meetings once a term.
 - The CM meets with Oranga Tamariki Gateway Champions once a term.
 - The CM attends the Gateway Multidisciplinary meeting as required
 - The CM attends Children's Team Panel once a month
 - The CM attends Care and Protection panel as required
 - Education for students who attend North Canterbury School.

All communication in NCRTL B Cluster should be open, honest and respectful. Feedback from schools/teachers is valued and will be shared with RTL B involved.

Policy – RTLB Practice

RTLB clusters are groups of itinerant, fully-registered specialist teachers who have the training and skills to provide the RTLB service. RTLB team up with teachers and schools to find solutions that support students with substantial barriers to learning, achieve and reach their potential, and to build teacher and school inclusive practice capability.

1. RTLB practice will be in accordance with the principles in the three articles of the Treaty of Waitangi:
 - partnership (article one) by working effectively with iwi and other Māori providers involved with a student
 - protection (article two) by valuing children as tāonga
 - participation (article three) by ensuring whānau and families have the opportunity to participate in the process
2. RTLB practice responds to school initiated requests for support.
3. RTLB practice will comply with:
 - relevant legislative requirements and responsibilities
 - expectations detailed in Kaiapoi North School and NCRTLB Cluster policies, procedures and codes of conduct.
4. RTLB will be responsible for:
 - providing the RTLB service in cluster schools in accordance with the He Pikorua.
 - meeting the service priorities and expectations listed in the RTLB Funding Agreement 2019.
 - maintaining casework records
 - maintaining trusting, professional relationships within cluster schools and with students, parents/whānau, local Ministry Learning Support staff, communities and other agencies.

Procedure – Accessing the NCRTLB Service

Cluster schools formally request access to the RTLB service through a request for support on the Schoolgate CMS. The request for support could be for an individual or group of students, support for a teacher, a class or syndicate or a request for professional development (Zones of Regulation or teacher circle time training). NCRTLB team will ensure equitable access to the RTLB service for all requests for support that meet the criteria to receive a service.

Guidelines

1. North Canterbury schools will have a username and password to access the Schoolgate online system.
2. A request for RTLB support is initiated by the class teacher, SENCo, Learning Support Coordinator or school Principal in discussion with:
 - The Liaison RTLB working within the school
 - RTLB Practice Leader and/or RTLB Cluster Manager
3. Once the request for support is received through Schoolgate, the RTLB Liaison

- will:
- check if the request for support meets the scope of RTLB service as outlined in the RTLB Professional Practice Toolkit July 2020.
 - check that all relevant details are included and complete
 - check that relevant supporting reviewed plan/information is uploaded
 - check that a consent form is signed by the appropriate parties and has been uploaded.
4. If the request for support is incomplete, the applicant will be notified and asked to follow up the missing information.
 5. A decision to decline a RFS will be actioned by the RTLB Practice Leader and/or RTLB Cluster Manager on Schoolgate with a reason recorded e.g. no consent or does not meet criteria for RTLB service. Schoolgate will automatically email a notification to the school.
 6. The RTLB management team will prioritise all accepted requests for support considering:
 - level of need based on information provided
 - school supports undertaken prior to request
 - length of wait time
 - other unallocated requests for support
 - transfer in from another cluster while on RTLB caseload
 - current caseload and capacity
 - other RTLB working in that class and school
 - existing relationships in the school
 - capability
 - other factors e.g. co-working, study
 7. In consultation with RTLB, the RTLB Cluster Manager will allocate considering the best fit and availability:
 - a. When the RTLB service is unable to provide the best support, RTLB will assist the school to on-refer.
 - b. Where appropriate, the Ministry of Education Learning Support may co-work the case alongside the RTLB service following the guidelines outlined in NCRTLB working with External Professionals procedure.
 - c. Where appropriate, a case may be allocated to more than one RTLB. RTLB already working in a classroom will be allocated other cases in that class where possible and appropriate, and RTLB already working with one child in a whānau/family will be allocated cases involving a sibling where possible and appropriate.
 - d. If a number of requests for support are received from a cluster school, the school may be asked to prioritise them.
 - e. Those requests for support that require further discussion will be added to the agenda of the next monthly RTLB meeting.
 - f. Requests unable to be allocated will be waitlisted by the RTLB Management team on Schoolgate. The RTLB Cluster Manager will notify the school.
 8. Formal RFS intake meetings are held once a month for the cluster (as described above). However the CM may approach individual RTLB to pick up cases between meetings depending on severity and based on where the

- RTL B is working.
9. The CM will provide all school/s with the team dates for the year.
 10. RTL B IT Practice Leader will allocate the request for support on Schoolgate to RTL B.
 11. Following the intake meeting, the RTL B will make contact with the teacher, Principals and SENCOs via email, arranging an entry meeting.
 12. The CM will contact any RFS directly who have been declined or whom we need more information from.
 13. The RTL B will be responsible for maintaining detailed information for the RFS on the Schoolgate system.

Procedure – RTL B Casework

RTL B follows a structured process in their casework which follows the intentions of He Pikorua, the Learning Support delivery Model, One plan approach and the RTL B Toolkit July 2020.

A structured practice sequence ensures:

- everyone involved understands how the RTL B service works
- the reason for the request for support is well understood
- roles and responsibilities are clarified and understood
- appropriate evidence is gathered and analysed
- ākonga outcomes can be identified, planned for, implemented, monitored and measured
- strategies and interventions can be implemented, monitored and effectiveness measured
- cases can be closed once review is completed.

Guidelines

1. RTL B will refer to the expectations outlined in the NCRTL B Accessing RTL B Service and Liaison RTL B Role procedures to guide their practice.
2. When the request for support has been allocated to the RTL B by the RTL B Practice Leader on Schoolgate, the RTL B will respond by:
 - Making contact with the referrer to set up an initial meeting that will take place by week three following allocation
 - Working through the RTL B practice sequence as outlined in the He Pikorua
 - in a timely manner as set out in the RTL B Service Delivery Framework document and [Practice Guide](#)
3. The collaborative team involved in the steps of the RTL B practice sequence include RTL B, kaiako/teachers (e.g. class teacher, SENCo/learning support coordinator, Principal), student and whanau/caregivers, and other agencies when appropriate.
4. He Pikorua is designed to be flexible, especially with complex cases. Decisions will be evidenced by RTL B in casework documentation on Schoolgate.
5. If an individual case exceeds 40 weeks:
 - RTL B documentation will evidence the reason(s) for this
 - RTL B Practice Leader and/or RTL B Cluster Manager will review the case with the RTL B using the 40 week review template.

6. RTLB will keep appropriate documentation at each step of the RTLB practice sequence as part of their case files on Schoolgate and as outlined in the Documentation and Record Keeping procedure.
7. RTLB will be supported in their casework with:
 - regular meetings to discuss and review their cases with the RTLB Practice Leader
 - opportunities to share casework with peers, for example in formal peer supervision sessions during team hui
 - coaching and mentoring being provided by a trusted colleague and/or the RTLB Practice Leader at a particular stage of the RTLB practice sequence as required,
 - opportunities to co-work with other RTLB.
8. RTLB will discuss any concern or extraordinary situation that arises in the course of their casework with the RTLB Practice Leader and/or RTLB Cluster Manager as soon as is practicable.
9. RTLB caseloads will be considered by the RTLB Practice Leader and/or RTLB Cluster Manager, in collaboration with the RTLB, against training completed, experience, capacity, current caseload demands and other commitments.

Procedure - Team Meetings

The North Canterbury RTLB team members will come together on a regular basis to conduct cluster business, provide professional support and learning and build a team culture.

Guidelines

1. The team will meet once a month on a Monday between 9 – 3.30. See appendix one for team meeting dates. The agenda includes
 - Allocating requests for support
 - LSF funding update
 - Health and Safety
 - MOE updates
 - General Topics/Business
 - Group Coaching
2. The first day of every term is set aside for Team PLD day. This full day of professional development is to support cluster wide development. In 2021 the focus areas for cluster professional learning include: He Pikorua, Learning Talk capabilities, building quality relationships through the liaison role and updating our knowledge with the revised Ka Hikitia, the Pasifika Education Plan and the NELP.

ALL STAFF ARE EXPECTED TO ATTEND THESE SET MEETINGS, please avoid making appointments on these days.

Procedure – RTLB Supervision

Individual clinical supervision is available 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. There are three types of supervision; performance supervision, practitioner supervision and group practice supervision.

Guidelines

Performance Supervision Guidelines

1. Supervision will cover professional issues relating to RTLB practice and contribute to maintaining a high level of service to our schools, teachers and students and their families.
2. Supervision will provide opportunities and support to reflect on RTLB practice and professional development goals. It will also provide a professional forum for shared problem solving and 40 week reviews. This supervision is carried out by the Practice Leader and the agenda is jointly set.
 - When, where and frequency: 1 hour twice a term in mutually agreed meeting place.
 - Record Keeping: Supervision log kept on Hua Akoranga. Session records will be kept and brief notes about progress towards goals kept.
 - Accountability and confidentiality: Discussions will be confidential. However PL will signal any unresolved issues to the Cluster Manager with prior knowledge of supervisee.

Practitioner Supervision Guidelines

1. Individual supervision is available to provide opportunity to discuss cases in more detail, provide support and challenge practice that contributes to personal development.
2. It also provides a professional forum for reflection, shared problem solving. This type of supervision can be peer to peer or through an external professionally recognised supervisor. External supervision needs to be arranged with the CM and if approved will be funded through cluster funds.
3. A supervision contract must be signed and given to the Cluster Manager to be kept on record.
4. There is also no direct link to performance management.

Team Coaching

1. Team coaching supports evidence-based, high quality and RTLB delivery of service, by encouraging the team to learn from experiences in the workplace.
2. It brings together the RTLB team to reflect on practice and encourages the development of professional skills. This enhances the quality of service delivery through the implementation of an evidenced based approach to maintaining standards of best practice.
3. Much of the benefit of team coaching is reliant upon listening to, recognising and facilitating the supervisor(s) to become self-reflective and ultimately generate their own solutions in defining a positive outcome-based action plan.
4. Expected Outcomes
 - Support and enhance practice for the benefit of teachers and students
 - Maintain and improve RTLB practice
 - Promote evidence based best practice
 - Build practice-focused professional relationships
 - Promote reflective practice
 - To share challenges and support each other as colleagues
 - To focus on new interventions
 - To share plans /applications
 - Share assessment practices

5. Team Coaching will be scheduled during team meeting times.
6. The team sits in groups of three people.
7. Each team member will determine what they choose to share and what structure would be the most helpful to frame the conversation.
8. It will be organised, planned and systematic and conducted within agreed boundaries and following the Jan Robertson Group coaching model.
9. All conversations will remain confidential and be supportive in nature.
10. The process will be evaluated at the end of each term.
11. Each person will prepare to bring and share either a
 - Difficult case to gain further ideas
 - An intervention that has gone really well
 - FBA to gain further ideas
 - Data feedback information
 - Collaborative plan for feedback
 - Outcomes reporting at closure
 - 40 week review

Procedure - Making School Contact

All initial school contact must include the Principal of the school.

Guidelines

When entering a school please follow the steps below:

- Make email contact with the key person and negotiate a time prior to arriving.
- Introduce yourself to the office staff.
- Always sign in when you arrive at the school and sign out when you leave. • When visiting a school for the first time, introduce yourself to the Principal: ask the office staff to provide information on bell times and a map of the school. (A parent handbook should provide most of the relevant information).
- Meet with the SENCO/Learning Support Coordinator. Ask for copies of the Learning support and Behaviour Management policies/procedures.
- Leave your contact details with the teacher and ensure you inform them with a plan of next steps, next meeting, observation dates, data etc- if not verbally then by a follow up email.
- If possible, arrange to talk with the teacher following an observation (interval, lunchtime, after school) and thank them for inviting you into their classroom.

Procedure – Student Information

The gathering and storing of information about students is an essential part of RTLB case work. The communicating of this information must be in accordance with the relevant legislation to ensure that the information is only communicated to those people with an established right to know, and the privacy of individuals is protected.

Guidelines

1. Ensure compliance with relevant legislative requirements and responsibilities, including the Privacy Act 1993 as it applies to all RTLB and RTLB clusters:

[Link](#)

2. RTLB Cluster Manager is the Privacy Officer for NCRTL Cluster 33. The Privacy Officer will promote and protect individual privacy with regard to:
 - the collection, use and disclosure of information relating to individuals,
 - access by each individual to information relating to that individual, held by the RTLB.
3. RTLB documentation which collects personal information will contain information about the purpose, use and disclosure of the information collected. This documentation will be stored on Schoolgate and/or in hard copy or RTLB computer case files.
4. RTLB will collect only necessary and correct information for the purposes of RTLB case work, and all information will be treated as confidential.
5. RTLB will:
 - hold information securely to avoid loss or unauthorised use
 - hold information only for as long as necessary: [Link](#)
 - not attach and use unique identifiers for students unless absolutely necessary, ·
 - ensure NSN numbers will only be used for monitoring purposes, to ensure resourcing, and to ensure records are maintained.
6. RTLB will verify that consent for a request for support to the RTLB service has been obtained from the whānau/families and/or caregivers:
 - individual RFS will have a signed consent form from the whānau/families and/or caregivers,
 - RTLB will check that the school understands it is their responsibility to inform the whānau/families and/or caregivers when a RFS for a group of students has been made.
7. RTLB will gain ongoing informed consent from whānau/families and/or caregivers during individual case work:
 Informed consent implies:
 - having enough information to make a decision
 - the information is understood
 - the person is able to make a choice and is competent to decide, and is not forced or pushed into deciding
 - a person needs to know what the choices are, when/how the action is going to happen and what the anticipated outcomes are.

Informed consent includes knowing:

- what the purpose of the RTLB service is
 - why RTLB need information from them, what the information will be used for, how information will be stored and who it will be shared with
 - that relevant information being held in one RTLB cluster may be shared with another RTLB cluster if the student moves to a school in a different cluster that that they have the right to access the information that relates to them and their dependents
 - that RTLB may want to get information from other people or agencies that may help them to plan the work they do with a particular student.
8. Disclosure of information which is necessary to prevent and lessen a serious and imminent threat to public health or safety, or the life of the student

concerned, does not need to have approval by the individual or parent/legal guardian. RTLB will inform the Principal of the school that the student attends, and the RTLB Cluster Manager, of the disclosure immediately.

9. The Privacy Act 1993 and the Children, Young Persons, and Their Families Act 1989 and the VCA 2002, allow information to be shared to keep children safe when abuse is reported or investigated. The Principal of the school that the student attends, and the RTLB Cluster Manager, will be informed of the disclosure at the earliest possible time. For more information about sharing information about vulnerable children, visit the Privacy Commissioner website: Privacy.org

Procedure – Documentation and Record Keeping

RTLB collects and records information throughout their casework that provides evidence of the positive impact of their RTLB work.

Guidelines

RTLB Casework:

1. RTLB will keep updated information on the Schoolgate case management system including contacts, data gathering/analysis, interventions, monitoring and outcomes reporting for each case and will upload relevant documentation.
2. RTLB documentation and records will be available to RTLB Practice Leader and/or RTLB Cluster Manager to view.
3. RTLB will ensure that the required data is completed on Schoolgate. The RTLB Management team will ensure this data is available for the Ministry to extract on the reporting dates specified in the Funding and Service Agreement. Please refer to RTLB Cluster Data and Ministry of Education Data Requirements - March 2019 for details.
4. RTLB will collect only necessary and correct information for the purposes of RTLB casework, and all information will be treated as confidential.
5. Storage and security of personal information will be a priority for RTLB in order to protect the privacy and rights of teachers and other school staff, students and their whanau/families, RTLB colleagues, and other professionals working alongside the student.
6. RTLB, whilst fulfilling the obligations of relevant legislation, including the Privacy Act 1993, Official Information Act 1982 and Human Rights Act 1993.
7. Archiving of RTLB Case Files:
 - o RTLB who keep electronic/online case files will archive them onto Schoolgate: Upload all relevant casework documentation, including contact log, records of meetings, summary of data, intervention plan(s), monitoring records, and reports from other agencies.
 - o Duplicate documentation will be deleted from RTLB electronic/online files.
 - o RTLB case files held in hard copy (prior to 2017) will be given to the Cluster Manager for filing. Any information not relevant to the case will be confidentially disposed of.
 - o Records will only be kept to serve the interests of the individuals concerned, and to provide generalised data for reporting purposes by the RTLB Cluster Manager and Lead School Principal, for 7 year.

Procedure – Student Support Funding

Student support funding is available to support RTLB case work. Student support funding received by NCRTL Cluster includes the Learning Support Funding (LSF) targeting students in Years 0-10.

Guidelines - Learning Support Funding (LSF)

Learning Support Funding (LSF) supports interventions developed collaboratively with RTLB, targeting students in Years 0-10. It must be used equitably, and can be used innovatively.

1. RTLB will:

- share innovative ways of using LSF within and across clusters
- implement inclusive interventions that up-skill teachers and minimise reliance on Teacher Aides
- collaboratively set clear goals
- collect consistent pre and post measures that demonstrate the effectiveness of the intervention
- monitor the use of Learning Support Funding, and in collaboration with the cluster school provide an evaluation/outcomes report within four weeks of the intervention.

2. An application for Learning Support Funding (LSF)

- is linked to a need identified by the RTLB as they work through the He Pikorua and usually will be for 10 weeks.
- occurs in the context of a conversation between RTLB and the school, usually at the Tātai phase of the He Pikorua, with an application for LSF coming from that conversation
- may be for a partial contribution to an aspect of work an RTLB is involved in, with the Ministry of Education, cluster school and/or other funding making up the balance.
- RTLB should not become involved in employment of teacher aides; this is the responsibility of the school receiving the funding, but can have a conversation about the specific skill set that would support the intervention.

3. Cluster Manager in collaboration with Practice Leader

- will monitor new LSF applications as they are made
- has the discretion to consider LSF applications on a case-by-case basis and approve, decline or request further information.
- makes decisions based on Cluster and Ministry of Education goals and priorities

4. Learning Support Funding applications are completed and submitted on Schoolgate. After the RTLB Cluster Manager receives notification of an LSF application, the application is checked to ensure:

- required details have been completed
- relevant supporting information such as intervention plan, teacher aide plan or resource costing details, have been uploaded,
- Outcome Reports for previous funding have been completed and submitted.

If not, the RTLB concerned will be asked to follow up the missing information before the new LSF application will be considered.

Cluster schools will be notified of the outcome of the LSF application within one week of the LSF application being made by an email that is generated by Schoolgate when the LSF Funding is approved. RTLB will be notified by an automated email from Schoolgate. The school is asked to forward an invoice to the Cluster Manager for the agreed amount.

LSF can be used to release teachers to attend meetings if the following criteria has been meet;

- It is an urgent meeting after an incident has occurred.
- Meetings need to happen within school time because of the availability of other agencies/stakeholders.
- There have been multiple attempts to arrange a meeting time with no success.
- The teacher would benefit from being released to visit another learning space to inform the intervention.
- Release to complete an Oranga Tamariki Gateway Educational Profile.

The RTLB applies for Teacher Release LSF on Schoolgate before the planned meeting date for either a half day at the rate of \$150 or a full day at \$300.

RTLB Cluster Manager then authorises payments of approved LSF funding into cluster school bank accounts, which is actioned by the Kaiapoi North School Executive Officer each week.

Procedure - Keeping Yourself Safe

RTLB will use their professional judgement about their professional work with teachers, schools, students and their whānau when considering their personal and professional safety.

Guidelines

- RTLB will notify the RTLB Cluster Manager and/or the RTLB Practice Leader if going to be absent from the workplace during work hours.
- RTLB will notify the RTLB Cluster Manager and/or the RTLB Practice Leader if travelling out of town on work business.
- RTLB will sign in and out of schools following school procedures
- RTLB will communicate clearly with teachers, schools, students and their whānau, and record in writing significant conversations.
- When working with individual students, RTLB will ensure another staff member in the school knows the location, and where practical the door to the room is kept open.

Keeping Yourself Safe - Home Visits

Planning before your visit

- Check with the school that they don't see a risk visiting the home.
- Check if there are any community risks you need to be aware of? e.g. gang affiliations.

- Share details of your home visit (including the venue, time and when you're expected to return) with your Practice Leader or Cluster Manager.
- Make sure you have your mobile phone with you and that it is charged.
- Have emergency numbers saved on your phone. This should include Cluster Manager, a few work colleagues and your family members.
- If you know that you will be travelling outside adequate phone coverage, be extra vigilant about telling your colleagues when you expect to return and provide a contact number for the person you are going to see.
- Consider taking another staff member with you to the meeting if you think the meeting will be contentious, or if you are making a 'cold call' visit.
- Obtain clear directions and plan to use the safest and most direct route, use the GPS function on your RTLB phone in your car.
- Know the road conditions in the inclement weather situations, particularly in rural areas.
- Ensure that your car has sufficient petrol for a return trip
- When visiting a family in an area you are not familiar with, consider calling the family to confirm you are leaving for the visit (some buildings have restricted access to residents only.)
- If your visit will occur outside office hours, make sure you can report back to someone afterwards (i.e. text Cluster Manager)
- Check if there is a dog or other animal that could potentially attack you and require that it be isolated prior to your arrival.

On arrival

- Make a visual check of the property and surrounding areas. If the area looks unsafe when you arrive, drive away.
- Avoid parking where your car may be blocked in.
- If there are unrestrained animals in the area where you need to park, do not get out of the car until they have been restrained.
- Secure personal items out of view in the car.

Keeping safe inside the family home

- Be guided by your instincts. If the person you are meeting has a manner that makes you feel uneasy or uncomfortable, do not proceed with the meeting. Make an excuse and leave immediately.
- Follow the client into their home (i.e. do not walk in first followed by the client).
- Only enter the house when invited and if an adult is present.
- Abide by home protocols; e.g. remove shoes.
- You may wish to choose a chair close to the door and one that is easy to get out in the event of you feeling the situation could become unsafe.
- If you enter a home where any person present appears to be under the influence of alcohol, drugs or solvents, leave immediately.
- Do not accept any offers of alcoholic drinks and witness tea or coffees being made.
- Always carry your mobile phone. Keep it switched on at all times.
- Ensure you have a source of lighting, such as the flashlight on your phone, if you will be walking outside in the dark to get to and from your car.

After the visit

- Ensure that the nominated person knows you have returned safely to the office or home.
- Update your notes on Schoolgate outlining the visit and what was discussed.

Keeping yourself safe - Transporting students or whānau

- RTLB will not transport students in vehicles unless accompanied by a parent, caregiver, or other appropriate adult such as teacher, teacher aide, or family member.
- Always inform the Cluster Manager if you intend to transport students or whānau in your private vehicle or cluster lease car.
- Students will always be seated in the rear seats of the vehicle.
- Remove any of your personal items from view.
- Consider the state of the students or caregivers' state of physical or mental health.
- Are you familiar with the destination of the journey and is this a safe and supervised place to drop the student.

Keeping yourself safe - challenging behaviour in schools

- In the case of challenging behaviour of students that may result in serious harm to self or others, please follow the UBRS practices. Follow the [Physical restraint and behaviour guidelines](#)
- RTLB may be called upon to support school and/or whānau when a traumatic incident occurs either within a school, or specifically involving an individual student. The Ministry of Education trauma team is the first point of call to recommend to schools any support that may be requested of an RTLB will be discussed with the RTLB Cluster Manager first.
- Inform the Cluster Manager if you have been involved in supporting any incidents of severe behaviour in schools.

Keeping yourself safe - Working outside of school hours

- RTLB will take reasonable steps to ensure their own personal safety when working out of school hours. This may include:
 - a. letting others know where you are and how long you will be there,
 - b. following the procedures of that site,
 - c. ensuring you work in a locked room.

Procedure - Cases for Closure

RTLB cases are closed on a case-by-case basis by the RTLB Practice Leader and/or RTLB Cluster Manager, with consideration being given to all stakeholder's views.

Guidelines

1. Closure of an RTLB case may be negotiated with the referrer, or with the appropriate representative of the current school, when:
 - The collaborative team agrees the intervention has led to the agreed outcomes, and that the case will close,
 - It is identified that other agency support/pathways will better meet the identified needs,
 - The student moves out of the cluster region,
 - Circumstances pertaining to the original request for support have changed e.g. the teacher leaves, child changes class or school and is no longer in the same learning environment, parent/whanau withdraw consent.
2. RTLB will complete the Outcomes Reporting on Schoolgate after consulting with the collaborative team and upload any relevant documentation within three weeks of the decision to close the case. Outcomes reporting include -

- At least one of the four student achievement outcome measures.
 - Teacher Perception outcome measure.
 - Home/School Partnership outcome measure.
 - Fidelity to the RTLB Practice Sequence outcome measure.
 - Strength of evidence outcome measure.
3. The closure letter and RTLB satisfaction survey link is generated automatically by Schoolgate and emailed to the listed people.
 4. If this timeframe will not be met for any reason, the RTLB will discuss this with the RTLB Practice Leader before the due date.
 5. RTLB alerts the Cluster Manager by email when:
 - the outcomes reporting has been completed on Schoolgate,
 - any electronic/online files to be archived have been uploaded onto Schoolgate following the NCRTL B Documentation and Record Keeping procedure.
 6. The Cluster Manager will:
 - sight completed Outcomes Reporting and read the signed case closure document on Schoolgate,
 - seek further clarification or information from RTLB if required,
 - close the case on Schoolgate when satisfied that all closure expectations have been met.

Procedure – Term 4 Casework and Cases for Closure

Guidelines:

New Requests for RTL B Service in Term 4

1. Requests for RTL B service, for urgent behaviour cases and cases requiring transition support to another school, received from schools via Schoolgate up to and including Week 5 of Term 4, will be considered for allocation.
2. Urgent requests for RTL B support received after Week 5 of Term 4 will be considered on a case-by-case basis, by the RTL B management team in consultation with RTL B and the school.
3. The RTL B will follow He Pikorua Practice framework including having clear conversations and document timelines and expectations as to what can be achieved within the timeframe.

Case Closures in Term 4

1. There is no expectation that cases will be closed at the end of the year. Each case does need to be reviewed with a Practice Leader (if possible) and thought needs to be given as to the next steps. Consideration could include
 - This is a natural time to step aside.
 - Ongoing transition would be helpful.

2. RTLB may stay involved to support transition into next year of learning
 - If the school is known
 - If the next year's teacher is known and open to RTLB support
 - If there are challenges that are ongoing and early intervention is necessary
 - The caregivers give ongoing consent
 - All transition cases need to be closed between week 4-6 of term 1.
 - If ongoing challenges are present the RTLB will pass on the updated RFS details to the Cluster manager who will make the changes on Schoolgate.
 - RTLB will refer to and follow the NCRTLB Case Closures procedure for all cases being closed.
 - RTLB will complete all sections on Schoolgate.

Procedure – Transitions

RTLB has a role in supporting successful transitions for students into and between classes, teachers, schools, educational settings, RTLB clusters, and between services. Transitions are successful when students feel they belong in their new class or school, are positively connected to peers and teachers, and when learning continues seamlessly from one setting to another.

Guidelines

1. A successful transition is planned and deliberate, based on information/data, individualised and differentiated for the student, staff, school, and whānau/parents, and built on strengths and success. RTLB will manage transitions following the guidelines outlined in [He Pikorua](#).
2. Supporting students already on the RTLB caseload transitioning between classes, teachers, and year levels within the same school, and transitioning to another educational setting e.g. Primary School to Secondary School kura to English medium, one school to another within the same cluster:
 - The student will remain allocated, with parent/whanau consent, to the current RTLB where possible and appropriate.
 - The RTLB will gain additional parent consent to share information across school settings.
 - RTLB will ensure follow-up to review the case with new stakeholders in a timely manner.
 - RTLB will prepare a transition summary up to the point of transition.
 - RTLB will ensure casework documentation is updated or completed with the new stakeholders, depending on the stage of the RTLB practice sequence.
 - RTLB will close the case if RTLB support is no longer required in the new

- educational setting following the NCRTL B Case Closures procedure.
- A short period of transition support of 4-5 weeks in the new environment, or in a new school year, will be seen as part of the previous year's case. If further RTL B support is required beyond the transition support, the RTL B will email the Cluster Manager the updated RFS details so the correct details can be added to Schoolgate.
3. Supporting students already on the RTL B caseload transitioning from primary schools to secondary schools:
 - RTL B will follow the transition protocols of the secondary school where required, ensuring a transition plan up to the point of transition is forwarded to the new secondary school prior to the end of Term 4.
 - If the secondary school has no transition protocols in place, RTL B will transition the student following the process outlined in point 2 above.
 4. Supporting children transitioning from Early Intervention to RTL B service:
 - The MOE - Learning Support Service Manager will email the Cluster Manager and the liaison RTL B the signed parent consent to share information notification.
 - The MOE - Learning Support Practitioner will contact the liaison RTL B and invite them to a transition meeting.
 - The MOE - Learning Support practitioner and the liaison RTL B may meet prior to share information so they can provide a united front at the transition meeting.
 - At the transition meeting a collaborative decision with all stakeholders will be made if a RTL B request for support will be made.
 - The school is responsible for completing the request for support on Schoolgate.
 - The request for support will then be processed through the usual cluster procedures. The liaison RTL B may not be the allocated RTL B to the case.
 - RTL B will refer to and follow the guidelines outlined in NCRTL B Working with External Professionals procedure and ensure that a service agreement is negotiated if there is ongoing support provided by MOE.
 - RTL B and MOE Learning support practitioners will work to implement the Learning support delivery model and the one plan for the benefit of the student. [Learning Support Delivery Model](#)
 5. When a student moves from one cluster to another, clusters work collaboratively to ensure a smooth transition where possible:
 - RTL B will request parent/whanau consent to share information.
 - RTL B Cluster Manager notifies the receiving Cluster's Manager.
 - Former and current RTL B make contact at the earliest possible time to share relevant information.
 - RTL B will close the case following the NCRTL B Case Closures procedure in a timely manner.
 6. RTL B will maintain contact with whānau/family of the students throughout the transition process as outlined in He Pikoura.

Procedure - Students who receive In-class Support (ICS)

The MOE are responsible for the administration of the students who receive ICS. There are a limited number of spaces across North Canterbury for children who can be identified as making limited progress and working at level one of the curriculum in both numeracy and literacy .

Guidelines

1. Students with ICS status receive 5 hours of funding for Teacher Aide support per week directly from the Ministry of Education
2. RTLB support is available by invitation by the school and the service delivered follows the RTLB pathway.
3. The use of an IEP instead of a CAP is critical and the school leads this process.
4. Student's receiving ICS are not subjected to 40 week reviews.
5. RTLB can support the application for annual moderation
6. RTLB can complete ICS applications for students on their caseload in consultation with the schools and the caregivers/whānau when called for by the Ministry of Education.
7. If the student moves from the cluster, the ICS fund will automatically be transferred to the student's new school through the ENROL database. The RTLB will follow the NCRTLB Transition out of cluster procedure.

Procedure - Bilingual Assessments

A Bilingual Assessment can distinguish between language learning needs, additional special learning needs and social/emotional needs through a dual assessment in the student's first language and English. More information can be found [here](#).

If you are concerned about an English Language Learner (ELL) in a school who has not progressed as expected and they have been in the school system for two terms with support through ESOL funding and still does not progress, you may be able to apply for the Bilingual Assessment Service (BAS).

North Canterbury RTLB team have a minimum of one trained Bilingual Assessor on the team. If a student meets the criteria, please discuss this with the RTLB Cluster Manager and the Bilingual Assessor. The [Referral assessment form](#) can be completed collaboratively with the school.

Procedure – Gateway Educational Profile Requests

To support children and young people entering into care, Oranga Tamariki, the Ministry of Education and the Ministry of Health developed the Gateway Assessment process to collect clear detailed information about the child or young person's health, education, social and emotional needs.

Guidelines

1. RTLB will support the Gateway Assessment process under the terms of the RTLB Funding Agreement with Ministry of Education, and in accordance to the guidelines, timeframes and principles outlined in:
 - Gateway Assessments Interagency Guide [link](#)
 - Gateway Assessments; Supporting Information for Education Professionals [link](#)
2. RTLB will provide support for all children and young people entering care who

are enrolled in a cluster school. RTLB may also provide a service to children and young people in care, or at risk of entering care, as part of their normal RTLB workload, and subject to normal request for RTLB support criteria.

3. A Gateway request for an education profile will be generated by a OT social worker after they have gained informed consent for a Gateway Assessment. This request will be made via email to the RTLB Cluster Manager.
4. The Cluster Manager will determine if the Gateway request for an education profile is a priority request for a student entering care, or a non-priority request for a student already in care, or a student at risk of entering care who has high needs identified in a recent Family Group Conference.
5. The Cluster Manager will forward a non-priority Educational Profile to the Principal and SENCO and offer support if required for this to be completed.
6. If there is an RTLB already involved, the email will be cc. to them or the Liaison RTLB for that school.
7. If the Educational profile is a priority the same actions are taken but an RTLB will be assigned to the case.

Priority Gateway Requests for an Education Profile (students entering care)

RTLB will:

1. Facilitate a multi-agency meeting within 0-4 days with the school SENCo or Principal, social worker, whanau/caregiver(s), kaiako/teacher, and Ministry Learning Support or other professionals if appropriate. Gateway Assessment Collaborative Initial Meeting documentation is available to support RTLB in this process.
2. Complete a request for RTLB support for an individual on Schoolgate in collaboration with the school, and tag it 'priority'. A signed consent is not required to be uploaded on Schoolgate, as informed consent to cover the Gateway Assessment process has already been gained by OT. The request for RTLB support will be prioritised for allocation by the RTLB Practice Leader.
3. Work with the kaiako/teacher and school to complete the Education Profile and return it electronically within 7 days to:
 - o RTLB Cluster Manager
 - o Oranga Tamariki Social Worker
 - o Gateway Assessment Coordinator
4. Be the Lead Worker during the first month if the child/young person is not a current client of Ministry of Education Learning Support:
5. Work collaboratively to develop a plan that addresses the immediate needs of the child/young person, and covers the first month
6. Work with, and support the classroom kaiako/teacher
7. Communicate and liaise with inter-agency personnel involved
8. Reassess with the kaiako/teacher and school at the end of one month; does the student, teacher, and/or the school still require further RTLB support and if not, RTLB will notify Cluster Manager who will close the case on Schoolgate.

Non-priority Gateway Requests for an Education Profile (students already in care or following a Family Group Conference):

1. The Cluster Manager will forward the Educational Profile request to the Principal and ask that it be completed and returned to them.
2. The Cluster Manager will offer support for the school to enable the Educational Profile to be completed and returned in a timely manner (i.e. Learning Support

Funding for teacher release).

3. If the student, kaiako/teacher or school requires further RTLB support, a request for support can be made on Schoolgate following the usual RFS process.

The Cluster Manager will ensure the security and confidentiality of the Gateway Education Profile and supporting information, and of any communication related to the Gateway Assessment in compliance with the Privacy Act 1993:

1. information will be used only for the purpose for which it was collected
2. information will be stored securely, and sent to the right person(s) so that it cannot be read by anyone other than the intended recipient(s),
3. information will be shared only with others who have an established right to know, and only for the purpose for which it was collected.

Procedure – Incredible Years Teachers (IYT) Programme

North Canterbury RTLB Cluster 33 work collaboratively with the Ministry of Education to plan and deliver PB4L Incredible Years Teachers (IYT) programme(s) to meet local needs.

Guidelines

- RTLB Cluster Manager will ensure appropriate numbers of RTLB are trained as IYT group leaders to deliver the IYT programme(s) made available to us by the Ministry to meet local needs.
- RTLB who are trained IYT group leaders will be working towards IYT accreditation as outlined in the RTLB Funding Agreement with the Ministry.
- The RTLB Cluster Manager may delegate the responsibility for overseeing IYT programmes for NCRTL Cluster 33 schools to the RTLB Practice Leader and group leaders.
- Expressions of Interests from cluster schools, and teacher registrations for a place on an upcoming IYT programme, will be facilitated by Ministry of Education and the RTLB team in a timely manner to fill available programmes:
 - All cluster school and teacher enquiries will be directed to the delegated RTLB group leaders and/or RTLB Cluster Manager.
 - The delegated RTLB Group Leader will communicate with cluster schools throughout the registration process, and will confirm places with the cluster school teachers and their Principals.
 - A list of all confirmed participants, along with school and contact details, will be prepared for the RTLB group leaders.
- The RTLB management team in collaboration with Ministry of Education will select the best fit RTLB to deliver the programme, decisions being made in consideration of:
 - training, skills, knowledge and experience of IYT group leader,
 - accreditation of the IYT group leader,
 - needs of the teacher participants and cluster schools,
 - other casework demands on the IYT group leader at that time,
 - fulfilment of IYT service agreement expectations for previous IYT programmes.
- IYT group leaders will set dates for the IYT programme in collaboration with the Cluster Manager:
 - the set dates will be communicated by the RTLB group leader(s) to all confirmed teacher participants and their Principals,
 - a suitable venue will be booked to ensure availability on the set dates
- IYT group leaders will complete an IYT Disbursement Form outlining projected IYT programme expenses, ensuring they do not exceed the guidelines provided by the Ministry.
- IYT group leaders will forward the completed disbursement form to the Cluster Manager for approval by the Ministry prior to the course starting. Once approved, IYT group leaders will follow the NCRTL Finance Policy and related procedures to purchase the required items and/or services.
- The delegated RTLB group leaders will arrange the order and delivery of required IYT resource books, folders and folder inserts through the Ministry of Education prior to the course starting.

- IYT case RFS on Schoolgate will be created by IYT group leaders when teacher participants on an IYT programme have been confirmed:
 - 'School' RFS will be created on Schoolgate under each of the schools that have a teacher or teachers attending an IYT programme; only one referral per school. Within the 'school' referral, list the teacher(s) attending.
 - All associated IYT responsibilities will come under these IYT 'school' cases.
 - If both IYT group leaders are RTLB, both will be allocated to co-work all the IYT 'school' cases.

IYT group leaders will meet the IYT programme, delivery and fidelity standards:

- IYT group leaders will refer to, and meet the expectations detailed in the Ministry's Guidelines for the Incredible Years Teacher Programme, available at [IYT](#)
- IYT pre-programme tasks, checklist, paperwork including Pre Teacher Strategies
- Questionnaires, and visits to be completed prior to the programme starting, - programme delivery with fidelity,
- Checklists, attendance registers, evaluations and forms to be completed throughout the programme, with the Session 2 attendance register due immediately following the session to enable teacher release payments to schools,
- Timeline for reporting throughout the programme,
- Teacher visits throughout the programme,
- Supervision and support - peer coaching, peer and self-evaluation process, group leader accreditation workshops, and consult days,
- Post-programme tasks, checklist, paperwork including Post Teacher Strategies Questionnaires and final participant evaluations, reporting, and submission of IYT programme folder,
- Return of unused IYT resource books, folders and handouts.
- IYT group leaders will forward all completed paperwork electronically to the Ministry of Education within the delegated time frames.
- The IYT Programme Report will be completed, signed and submitted electronically to the RTLB Cluster Manager, and the Ministry within 3 weeks of the completion of the IYT programme.
- IYT group leaders will ensure the hard copy IYT programme folder is available for viewing by the delegated RTLB Practice Leader and/or RTLB Cluster Manager as required.
- The completed hard copy IYT programme folder will be handed in to the RTLB Cluster Manager within 4 weeks of the completion of the IYT programme to view, it will then be forwarded to the Ministry within the expected timeframe.

IYT group leaders will ensure the procedures and expectations for RTLB casework and case closures are met, including:

- outcomes reporting on Schoolgate will include reporting against at least one of the four student achievement measures, the target student(s) being identified with the teacher participant, as well as reporting against the other measures,

- outcomes reporting will be completed within 4 weeks after the completion of the IYT programme,
 - the IYT Programme Report will be uploaded as the case closure report for all IYT 'school' cases within 4 weeks after the completion of the IYT programme,
 - alerting the Cluster Manager the above have been completed.
- If a teacher participating on an IYT programme still requires further support after the IYT programme has finished, the IYT group leader(s) will support the teacher and school to make a new request for RTLB support on Schoolgate. The request for RTLB support will be prioritised for allocation to the IYT group leader(s) involved.
 - IYT group leaders will discuss any queries, risks or concerns that arise with regard to a planned or current IYT programme with the Cluster Manager as soon as is practicable.

Procedure – Positive Behaviour for Learning (PB4L)

The North Canterbury RTLB Service has been given the authority from the Ministry of Education to deliver School wide - Positive Behaviour for Learning to its cluster schools.

Guidelines

1. The Cluster Manager will provide ongoing training and support to RTLB team members who wish to be facilitators of the SWPB4L training.
2. The Cluster Manager will ensure there is an adequate budget to support the training.
3. The Cluster Manager will call for expressions of interest from the cluster schools in term 3 for the following year.
4. As delegated by the CM, RTLBs will present introductory forums and collect SET data from school over term 4 and 1 of the following year (adhering to any conflict of interest agreements)
5. The schools need to achieve 80% buy in from teachers to be involved.
6. Tier One training dates and venues will be planned and shared with schools considering travel and other cluster events.
7. Once the cluster schools have been confirmed, the delegated RTLB will open case requests for support for each school following the PBL Schoolgate template. The RTLB will add any contacts or data collected in this space.
8. The PB4L team (including the Principal) will attend the five teams day training events and complete key tasks back at school as required.
9. The RTLB team will make themselves available to support the work back in the schools (i.e. PBL meetings, staff training, collecting further data, information for parents).
10. The RTLB team will undertake SET data collection each year for the school on request.
11. Once the school has undertaken the year's training, they will join the North Canterbury PB4L Coaches network meetings that occur twice a term to be supported to continue implementation.
12. The Cluster Manager will collect and evaluate the training each year.
13. The Cluster Manager will inform the Ministry of Education which schools are

involved and progress made.

Procedure – Providing Cluster Professional Development

The North Canterbury RTLB Cluster 33 is committed to providing quality professional learning opportunities to SENCOs, Learning Support Coordinators, teachers and learning assistants. Consideration is given to the key groups that we work with, based on data and the trends and challenges that we notice across the cluster.

Guidelines

1. Through ongoing cluster analysis, decisions will be made about the key groups that we can provide professional learning to each year within the scope of ‘supporting diverse learners.’
2. A rationale needs to be established for the need and the content and the frequency. Our usual stakeholder groups include:
 - o Teacher Aides / Learning Assistants
 - o SENCOs
 - o Provisionally Certificated Teachers
 - o Groups of Teachers – Restorative Practices
3. All NCRTLB professional learning opportunities will be planned in term 4 for the upcoming year and topics and dates communicated to cluster schools so forward planning can occur.
4. The Cluster Manager will set a budget to support the professional development.
5. The RTLB team will be allocated a professional group to support and work together in small teams to develop content that supports the needs and trends established and cluster strategic goals.
6. The RTLB team will send the Cluster Manager any presentations for approval prior to the event.
7. 7. Evaluations will be collected at the end of all professional learning to gauge its value, the impact of the learning and suggestions for improvements.

Procedure - Working with External Professionals

To ensure a seamless provision of service to students and their whānau, teachers and schools, RTLB works in partnership with Ministry of Education Learning Support staff, and with other professionals where appropriate.

Guidelines

1. When RTLB work in partnership with Ministry of Education Learning Support staff, and/or participate in multi-disciplinary collaborative teams:
 - o RTLB will develop and maintain trusting, professional relationships with co-worker(s) and/or other collaborative team members.
 - o Roles and responsibilities of team members, including the role of the RTLB, will be negotiated, clarified, agreed upon and recorded on a service agreement document and uploaded on Schoolgate under other information.
 - o RTLB will follow the He Pikorua and agreement for that particular case or project as determined by the collaborative team.
 - o RTLB will provide the RTLB service in accordance with the RTLB

- Professional Practice Toolkit and He Pikorua being completed collaboratively as per the agreed service delivery agreement for the case or project.
- RTLB will attend all collaborative team meetings where possible. If unable to attend a scheduled meeting, RTLB will notify the team.
 - Share relevant information about students and their whānau with other team members where appropriate, and in compliance with legislative requirements and the expectations outlined in the NCRTLB Student Information procedure.
 - RTLB will keep the Learning Support co-worker(s) and/or the collaborative team regularly informed of progress to date throughout the case,
 - RTLB will ensure all communication with co-worker(s) and/or other collaborative team members meets expected professional standards.
 - RTLB will maintain expected RTLB casework documentation and records.
2. North Canterbury RTLB Cluster 33 RTLB work in partnership with local Ministry of Education Learning Support staff on cases supporting students, and on local, regional and national initiatives and projects to improve outcomes for ākongā/students, such as the Early Intervention/RTLB Transition to School project – Kua rite Māto.
 3. For each initiative or project the Cluster Manager will inform and update RTLB on: - background,
 - desired outcomes,
 - guidelines and expectations,
 - service delivery model and/or agreement,
 - RTLB protocols and processes,
 - other relevant information and/or changes as required.
3. RTLB will discuss any concerns that arise while co-working with external professionals with the RTLB Practice Leader and/or RTLB Cluster Manager as soon as is practicable.

Policy – Child Protection

Summary

The North Canterbury RTLB Cluster (NCRTLB), along with the Lead School Board of Trustees has an obligation to ensure the wellbeing of children in their care so they thrive, belong, achieve and are safe. The NCRTLB Cluster is also committed to the prevention of child abuse and neglect and to the protection of all students in our care. The NCRTLB team are required to adhere to the Vulnerable Children’s Act (2014) as it is intended to protect all children staff may encounter including other family members, the children of adults accessing our service and any other children encountered by staff under the guidance of the Lead School Board of Trustees.

Purpose

This policy outlines our commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes our protocols when child abuse is reported to us or suspected by us. The safety and wellbeing of the child is our top priority when investigating suspected or alleged abuse. It also includes measures to be taken to prevent child abuse. All staff are expected to be familiar with this policy and to abide by it.

We support the roles of the New Zealand Police and Ministry of Vulnerable Children – Oranga Tamariki in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.

We support families/whanau to protect their children. We provide a safe environment, free from physical, emotional, verbal or sexual abuse.

Policy Principles

1. The interest and protection of the child is paramount in all actions.
2. The policy applies to all children who are clients of this NCRTL, and to those with whom the team come in contact with in the course of their work with the NCRTL service.
3. We recognise the rights of family/whanau to participate in the decision-making about their children.
4. We have a commitment to ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response.
5. We are committed to supporting all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are consistent and high quality.
6. We will always comply with relevant legislative responsibilities.
7. We are committed to share information in a timely way and to discuss any concerns about an individual child with colleagues, the child's school Principal (or other designated school personnel) and RTL Cluster Manager.
8. We are committed to promote a culture where staff feel confident that they can constructively challenge poor practice or raise issues of concern without fear of reprisal.

Definitions

1. A child is defined as anyone under the age of 18
2. NCRTL team is defined by those who are directly employed by Kaiapoi North School in the position of Resource Teacher Learning and Behaviour.
3. Child abuse: Includes physical, emotional and sexual abuse as well as neglect which is the direct consequences of a deliberate act or omission by an adult and which has the potential or effect of serious harm to the child.

Related Documents

The Child Protection policy is used in conjunction with the following existing documents

- NCRTL Complaints Policy
- NCRTL Team procedures and operational manual (specifically health and safety procedures)
- The Privacy Act 1993

- Vulnerable Children’s Act 2014
- Children, young Persons and their Families Act 1989
- Kaiapoi North School Appointments Policy

Identifying possible abuse or neglect

Information on identifying possible abuse or neglect is detailed in ‘Working together to keep children and young people safe. An Interagency Guide’ (Child, Youth and Family, 201, (Working Together)). This document should be read in conjunction with this policy: [Link](#)

Another useful document for identifying ‘Signs of Abuse and Neglect’ is also available from the Ministry of Vulnerable Children – Oranga Tamariki : [Link](#)

In brief, you need to be aware of the indicators of potential abuse and neglect. The indicators as noted in Working together include:

- Physical signs (Bruises, welts, cuts) Behavioural Concerns
- Developmental Delays Child talking about things that indicate abuse (sometimes called an allegation or disclosure)
- Physical Neglect Neglectful Supervision
- Medical Neglect Abandonment

Every situation is different and it’s important to consider all available contextual information about the child and their environment before reaching conclusions. For example, behavioural concerns may be the result of life events, such as divorce, accidental injury or the arrival of a new sibling etc.

Responding to suspected abuse or neglect

All suspicions or observed incidents or reports should be reported directly to the Person in Charge (in the case of a student in school this would be the Principal of that school or designated staff member) and/or RTLB Cluster Manager as soon as possible, who will immediately take steps to protect the child(ren), record the report and the concern to the statutory authorities, Ministry of Vulnerable Children – Oranga Tamariki or Children’s Team Hub or Police (whichever is most appropriate)

If there is clear evidence or reasonable cause to believe an instance of child abuse having taken place, the Person in Charge shall notify the statutory authorities – Oranga Tamariki.

In addition to guiding staff to make referrals of suspected child abuse and neglect to the statutory agencies (i.e. Oranga Tamariki and the Police), this child protection policy will also help staff to identify and respond to the needs of the many vulnerable children whose wellbeing is of concern.

Our organisation recognises that in some cases the involvement of statutory agencies would be inappropriate and potentially harmful to families/whānau. There are a number of statutory and non-statutory agencies that provide a network of mutually supportive services and it is important that we work with these to respond to the needs of vulnerable children and families/whānau in a manner proportional to the level of need and risk.

Responding to a child when the child discloses abuse:

Listen to the child	Disclosures by children are often subtle and need to be handled with particular care, including an awareness of the child’s cultural identity and how that affects interpretation of their behaviour and language.
Reassure the child	Let the child know that they: <ul style="list-style-type: none"> • Are not in trouble • Have done the right thing
Ask open-ended prompts –e.g. “What happened next?”	Do not interview the child (in other words, do not ask questions beyond open prompts). Do not make promises that can’t be kept, e.g. “I will keep you safe now”.

If the child is visibly distressed	Provide appropriate reassurance and re-engage in appropriate activities under supervision until they are able to participate in ordinary activities.
If the child is not in immediate danger	Re-involve the child in ordinary activities and explain what you are going to do next.
If the child is in immediate danger	Contact the Police immediately
As soon as possible formally record the disclosure	Record: <ul style="list-style-type: none"> • Word for word, what the child said. • The date, time and who was present.

Recording and notifying Child, Youth and Family of suspected child abuse or neglect:

What processes to follow	For example	Key considerations
Recording	Formally record: <ul style="list-style-type: none"> • Anything said by the child. • The date, time, location and the names of any staff that may be relevant. • The factual concerns or observations that have led to the suspicion of abuse or neglect (e.g. any physical, behavioural or developmental concerns). • The action taken by the organisation. • Any other information that may be relevant. 	Relevant information can inform any future actions.

Decision - making	Discuss any concern with the Person in Charge (either Principal of the school (if in school) or Cluster Manager or designated person for child protection.)	No decisions should be made in isolation
Notifying authorities	<p>Notify Oranga Tamariki - The Ministry for Children promptly if there is a belief that a child has been, or is likely to be abused or neglected.</p> <p>A phone call is the preferred initial contact as this enables both parties to discuss the nature of the concerns and appropriate response options.</p> <p>Phone: 0508 326 459</p> <p>Website: link to website</p>	<p>Oranga Tamariki will:</p> <p>Make the decision to inform the parents or caregivers, in consultation with the reporting organisation.</p> <p>Advise what, if any, immediate action may be appropriate, including referring the concern to the Police.</p>
Following the advice of Oranga Tamariki	Oranga Tamariki will include what, if any, immediate action may be appropriate, including referring the concern to the Police.	The Children's Team Hub is responsible for looking into the situation to find out what may be happening, whether our organisation needs to work with the family/whānau or put them in touch with people in their community who can help.

Storing relevant information	<p>Securely store:</p> <ul style="list-style-type: none"> • The record of concern. • A record of any related discussions (including copies of correspondence, where appropriate). • A record of any advice received. • The action the organisation (school or RTLB service) took, including the rationale. • This concern with any earlier concerns, if the notification is based on an accumulation of concerns (rather than a specific incident). 	Records assist in identifying patterns.
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Allegations or concerns about staff

When a staff member is suspected, the same processes apply.

If there is a need to pursue an allegation as an employer, consult with the Ministry of Vulnerable Children –Oranga Tamariki or the Police before advising the person concerned, informing them that they have the right to seek legal advice and providing them with an opportunity to respond. They should also be informed of their right to seek support from the relevant union/representative body. It is vital to follow ordinary disciplinary policies, guided by the employment contract/collective employment contract and relevant statutory obligations.

We commit not to use ‘settlement agreements’, where these are contrary to a culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerned the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

Confidentiality and Information Sharing

The Privacy Act 1993 and the Children, Young Persons and their Families Act 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated. Note that under sections 15 and 16 of the Oranga Tamariki Act, any person who believes that a child has been, or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Children’s Team Hub, Ministry of Vulnerable Children – Oranga Tamariki or the Police and, provided the report is made in good faith, no civil, criminal, or disciplinary proceedings may be brought against them.

Recruitment and employment (safety checking)

Safety checking will be carried out in accordance with the Vulnerable Children Act 2014 and Kaiapoi North Appointments Policy. This will include: a police vet, identity verification, references and an interview. A work history will be sought and previous employers will be contacted. If there is any suspicion that an applicant might pose a risk to a child, that applicant will not be employed.

Training, supervision and support

Training, resources and/or advice will be available to ensure that all staff can carry out their roles in terms of this policy, particularly:

- Understanding child abuse and indicators of child abuse.
- How to reduce the risk of child abuse.
- Understanding and complying with legal obligations in regard to child abuse.
- Working with outside agencies on child abuse issues.
- Planning of environment and supervision to minimise risk.
- Dealing with child/parents/family/whānau.

This policy will be part of the initial staff induction programme.

Policy documentation and review

This policy was reviewed in July 2021. It will be reviewed again Jan 2022: Ratified by the Kaiapoi North Board of Trustees

Policy - Complaints

It is important that North Canterbury RTLB Cluster 33 and Kaiapoi North School respond to concerns and complaints in a fair and consistent manner, and in accordance with the relevant employment contracts, legislation and codes of conduct.

1. RTLB will inform and discuss all concerns and issues that arise in the course of the RTLB work day and RTLB casework with RTLB Practice Leader and/or RTLB Cluster Manager as soon as is practicable.
2. In the event of a concern or complaint raised concerning an RTLB or the RTLB service:
 - a. All parties will refer to the Kaiapoi North School Complaints Against Staff policy and North Canterbury RTLB Concerns and Complaints policy and procedures.
 - b. Kaiapoi North School Board of Trustees will act in accordance with the relevant conditions of the current employment contract(s).
 - c. Kaiapoi North School Board of Trustees will act as a good and fair employer.
 - d. Every effort will be made to resolve a concern or complaint informally where possible and appropriate.
 - e. All concerns/complaints will be taken seriously, with all parties given a fair hearing with all perspectives given due consideration.
 - f. All concerns/complaints will remain confidential to the parties involved.

- g. Documentation associated with a concern/complaint will be stored securely in order to protect the privacy and rights of all involved.
- h. RTLB who are the subject of a formal complaint will not respond directly to the complainant, or any other person involved in the complaint either directly or implied, in any form. All communication will be through the RTLB Cluster Manager and/or the lead school Principal.
- i. RTLB will be advised that they may seek representation in all matters associated with their employment.

Procedure – Complaints

Rationale: To provide a transparent process with the steps to follow, when there is an unresolved issue or complaint about the RTLB service, an individual RTLB or an issue in a school RTLB are currently working in.

Guidelines

1. Maintain positive relationships
2. Meet with parties directly. Attempt to resolve the concern.
3. To resolve issues in a restorative way.
4. Dialogue between all parties concerned has taken place. This may include – students, parents, caregivers, teachers /staff of cluster schools, Principals/SENCOs, RTLB and other agencies.
5. Clear documentation – including dates of meetings/agreements made.
6. Management of RTLB Service and school concerned is informed of all issues or complaints.
7. A mutually agreed external mediator may be used.
8. An independent investigator may be used.

Procedures for Parents/Caregivers/Whānau/Students

1. Contact the RTLB teacher involved and a discussion takes place.
2. If preferred or the issue is not resolved, contact the Principal of the child's school.
3. If the issue is not resolved contact the Cluster Manager in writing.
4. If the issue is not resolved contact the Lead School Principal in writing
5. If the issue is not resolved contact the Lead School BOT in writing.

Procedures for Teachers/Staff in Cluster Schools

1. Contact the RTLB teacher involved and a discussion takes place.
2. If preferred or the issue is not resolved, contact the Principal of your own school.
3. If the issue is not resolved contact the Cluster Manager in writing.
4. If the issue is not resolved contact the Lead School Principal in writing
5. If the issue is not resolved contact the Lead School BOT in writing.

Procedures for Principals/Cluster Schools

1. Contact the RTLB teacher involved and a discussion takes place.
2. If the issue is not resolved contact the Cluster Manager in writing.
3. If the issue is not resolved contact the Lead School Principal in writing
4. If the issue is not resolved contact the Lead School BOT in writing.

Procedures for RTLB Teachers

1. Contact the teacher involved and discussion takes place.
2. If the issue is not resolved contact the Cluster Manager in writing.

3. If the issue is not resolved contact the Lead School Principal in writing
4. If the issue is not resolved contact the Lead School BOT in writing.

Links to Key NCRTL B Operational Documents

[NCRTL B Strategic and Annual Plans](#)

[2021 Team Practice Goals](#)

[The Standards of the Teaching Profession](#)

[He Pikorua](#)

[NCRTL B Hauora Strategy](#)

[A Practice Guide](#)

[2021 Key Dates](#)

[2021 Team Meeting Minutes](#)

Useful Websites

<http://rtlb.tki.org.nz/>

<https://hepikorua.education.govt.nz>

inclusive.tki.org.nz

www.nzrtlb.org.nz/

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/ServicesAndSupport/AssistiveTechnology/CentreForAssistiveTechnologyAndNewsletters.aspx>

<http://wellbeingatschool.org.nz>

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialE>

[ducation/OurWorkProgramme/PostiveBehaviourForLearning.aspx](#)

www.teachnz.govt.nz

www.minedu.govt.nz

<http://tikanga.maori.org.nz>

www.learningmedia.co.nz

www.educ.govt.nz

Appendices

Appendix 1 - North Canterbury Cluster Schools

Amberley School

Amuri School

Ashgrove School

Ashley School

Broomfield School

Cheviot Area School

Clarkville School

Cust School

Fernside School

Greta Valley School

Hanmer Springs School

Hurunui College

Kaiapoi Borough School

Kaiapoi High School

Kaiapoi North School

Leithfield School

Loburn School

North Loburn School

Ohoka School

Omihi School

Ouruhia Model School

Oxford Area School

Pegasus Bay School
Rangiora Borough School
Rangiora High School
Rangiora New Life School (Area)
Rotherham School
Sefton School
Southbrook School
St Joseph's School (Rangiora)
St Patrick's School (Kaiapoi)
Swannanoa School
Te Matauru Primary
Tuahiwi School
View Hill School
Waiau School
Waikari School
Waipara School
West Eyreton School
Woodend School

NCRTL B Mobile and iPad Use

Conditions for use of the Team Ipads

RTL B team Ipads are provided for professional use only. This includes administration of RFS, collecting data and maybe used to engage learners and model applications to teachers. The ipads are not the property of individuals. The Ipads are preloaded with applications. If you require or recommend other applications please contact the CM or ITPL. Staff must agree with the following conditions:

- Ipads will be kept in a secure place in the office.
- There will be no personal photos on the Ipad.
- All care must be taken when travelling around schools with Ipads and never leave Ipads visible in unattended vehicles.
- Team Ipads will not be left with students unattended
- RTL B will not download applications without prior approval from CM and ITPL.
- Damage, loss or theft of the Ipad needs to be reported to CM immediately.
- Damage loss or theft of the Ipad out of term time is the responsibility of the staff member accessing this during the holidays.

Signed: _____ Date: _____

Conditions for use of the Team Mobile Phones

Each RTL B will be provided with a mobile phone. For professional boundaries and personal safety it is not acceptable to give any parent or student your personal mobile number. The cluster is contracted to a monthly data plan with Spark. The phone is provided for RTL B related business only (however, personal national texting is permitted within the range of the plan). The CM will monitor individual usage from the Spark monthly account. Staff must agree to the following conditions:

- RTLB are advised to maintain a regular check on data usage (download the Spark application to do this).
- Those RTLB who exceed the allocated minutes and data plan will be required to reimburse the cluster within 30 days of the account being received and notification given to the RTLB.
- The care of the phone is the responsibility of the individual RTLB. Lost phones will need to be replaced by RTLB by a similar phone of equivalent value.
- Mobiles will be kept in a secure place in the office and will not be left visible in an unattended vehicle. • Damage, loss or theft of the Mobiles needs to be reported to the CM immediately.

Signed _____ Dated _____

Appendix 4 – Register of Interest

Date	
Name	
Position	
Date first notified of interest	
Nature of interest being disclosed	
What is the potential conflict for the RTLB Service?	
Actions taken/recommendations	

Review/Comments