

EMPLOYER RESPONSIBILITY POLICY

Macraes Moonlight School develops and implements personnel and industrial policies within policy and procedural frameworks set by Government from time to time promoting high levels of staff performance, using educational resources effectively and recognising the needs of students.

Macraes Moonlight School acts as a good employer as defined in the State Sector Act 1988 and complies with the conditions contained in employment contracts for teaching and non-teaching staff.

In order to meet these requirements the BOT develops and implements:

- An appointment procedure
- A complaints procedure
- A protected disclosure policy
- Principal appraisal/Performance Agreement/Job Description
- An Equal Employment Opportunities Programme (*EEO*)
- Police vetting procedures
- Teacher Registration – refer Staff Schedule
- Leave of absence procedure

The Principal and Staff (*Management*) develop and implement:

- A staff schedule
- Appraisal
- Job Descriptions
- Staff development programme
- Performance agreements
- Staff induction programmes

The BOT in conjunction with the Principal and Staff (*Management*) develop and implement:

- Performance management Programme (*see above*)
- Employment Contracts

Through the development and implementation of Good Employer programmes and procedures, the BOT ensures staff of Macraes Moonlight School enjoy employment conditions of the highest possible standards.

Policy review date: May 2009

Next review date: To be confirmed when
2011-2013 Strategic Plan written.

Signed: *Jennifer Fleming*

SUGGESTED **APPOINTMENTS PROCEDURE**

1. Once a vacancy is established within the school a sub-committee of the Board will meet to discuss:-
 - a. A time table to be drawn up with key dates for:
 - closing date for Education Gazette notice
 - closing date for applications
 - short listing meeting
 - interviews
 - notification of successful applicant
 - notification of unsuccessful applicants
 - b. Critical factors – see “Guidelines for Selection” sheet.
 - c. The wording for the job vacancy to be placed in the Education Gazette.
 - d. The package to be mailed out to prospective applicant will include:-
 - job description
 - description of the school and its community
 - the school’s Mission Statement
 - referees forms (2)
 - application forms
 - covering letter
 - e. Letter to acknowledge receipts of the application forms.
2. Applicants have up to three weeks to apply for the vacancy.
3. As each application is received, a standard letter is returned immediately acknowledging receipt of the application and information and informing the applicant that contact will be made in due course.
4. Once applications have closed the committee will meet to shortlist the candidates to three using the “selection sheet”. Referee’s statements that have been received will be studied.
5. The Board Chairperson or Principal, in the case of appointing Scale A teachers will notify the applicants of their shortlisting and of the date and venue of their interview.
6. All candidates not short-listed will receive a letter stating that their application was unsuccessful. All CV’s will be returned.
7. The interview panel will draw up a schedule of questions to be used in conjunction with the Interview Guide.

8. Eighty minutes will be allowed for each interview. The following interview process will occur :
 - a. One of the panel will spend approximately 20 minutes with each applicant showing them around the school (*and house in the case of an applicant applying for the principal's vacancy)-assuming a house is available.*
 - b. Approximately 40 minutes will be spent in the interview
 - c. After the applicant has left the interview, the remaining time will be spent by the panel comparing notes, reaching a consensus on the applicants' strengths, limitations and suitability for the position.

NB: The times set down for this may vary depending on conditions.

9. Once the interviews have finished the sub-committee will fill out the "Recommendation for Appointment" form.
10. The appointments sub-committee will take their recommendations to a full Board of Trustees meeting to make a provisional appointment.
11. The Chairperson will notify the successful applicant as soon as possible by telephone.
12. The successful applicant will have three working days in which to accept the position.
13. After acceptance, a letter of confirmation will be sent to the successful applicant who will return a confirmation letter in writing.
14. If the successful applicant does not accept the position, a full Board of trustees meeting will decide whether the applicant deemed by the Appointments Committee to be second in terms of suitability, will be appointed or whether to re-advertise the position.
15. The payroll service centre must to be notified of the successful applicant. They need to know: name, address IRD number, pay scale etc.

SUGGESTED APPOINTMENTS PROCEDURE – Teachers / Support Staff

This procedure will be divided into sections:

1. Principal
2. Senior Teachers. Scale A. Specialist Staff
3. Year 1 Teachers
4. Part Time Teachers/Long Term Relievers
5. Support Staff
6. Principal Release Teacher

An appointments sub-committee will be appointed for each appointment. It will be responsible for short listing and interviewing candidates. Other persons may be invited on to this sub-committee from time to time. Part time teachers and relieving teachers may be employed solely at the principal's discretion.

The recommendations of this sub-committee will be taken to a full Board of Trustees or quorum for the confirmation of appointment of Principal. For other staff appointments the sub-committee will appoint and BOT s will minute such appointments.

1. APPOINTMENTS OF PRINCIPAL

The incumbent Principal will be replaced on the appointments sub-committee by a community educator. In addition, other BOT members may join this sub-committee.

(All applicants to a position with a teaching component must be T.C. registered).

An application period will be decided upon, usually no less than two weeks and no more than four weeks from the final advertisement of the vacancy. Closure date of the vacancy will be advertised with the job details.

Permanent positions will be advertised in the Education Gazette. Relieving positions of shorter duration must be advertised locally.

2. PART TME TEACHERS/LONG TERM RELIEVERS

- Advertising will be through local sources initially.
- The Principal will assume the functions of the Chairperson and the BOT with regard to the selection and initial notification procedures.
- The principal, together with senior staff, will select, shortlist and interview if necessary. Appointments can be made without interview.
- Written notices of appointment or non-appointment will be signed by the Principal.
- Notification of the appointment will be made at the next BOT meeting.

3. SUPPORT STAFF

- The principal will advertise vacancies, select the most suitable applicant and then notify the BOT of the recommendation.
- The BOT Chairperson will confirm in writing the appointment or non-appointment of all applicants.
- Job descriptions will be available on request.
- Work history reports and previous employer recommendations may be required.
- All positions will be advertised through local sources.

7&8 GENERAL

- Venue for interviews will be at the Board of Trustees discretion
- Travel and Accommodation allowances, in all cases, will be granted by the Board of Trustees only if agreed and negotiated when interview notification is given.
- Final approval of all permanent appointments rests with the Board of Trustees. All relievers, daily or long-term, will be appointed by the Principal and minuted at the next BOT meeting.

COMPLAINTS PROCEDURES AGAINST A TEACHER

- All complaints about a teacher shall be dealt with as set out in the Teacher's E.C.
- All complaints against a teacher shall be referred in the first instance to the Principal.
- While formal procedures are available as a last resort, every effort should be made by all concerned to resolve the matter informally. The Principal, and the senior teacher, where relevant, has a key role in facilitating such a resolution.
- Where the principal has been unable to resolve the complaint, the complaint should be made in writing to the Board of Trustees and be signed by the complainant.
- Copies of the letter of complaint should be given to the teacher for a written response.
- The Board will consider the teacher's written response and after considering all information, make a decision.
- The Board will acknowledge the complaint and inform the complainant in writing of any actions taken in resolution.
- Where the Board considered a resolution is reasonable and effective, the complainant and the Principal should be advised by the Board that no further action is intended.
- If the Board is not satisfied, the full Board or a sub-committee of the Board may discuss the complaint and recommend action to the teacher. The teacher should be invited to respond to the Board's recommendations.

COMPLAINTS PROCEDURE AGAINST PRINCIPAL

- All complaints about the principal shall be dealt with as set out in the Principal's IEC.
- All complaints against the principal shall be referred, in the first instance, to the Chairperson of the Board.
- While formal procedures are available as a last resort, every effort should be made by all concerned to resolve the matter informally. The Chairperson of the Board has a key role in facilitating such a resolution.
- Where the Chairperson has been unable to resolve the complaint, the complaint should be made in writing to the Board of trustees and be signed by the complainant.
- Copies of the letters of complaint should be given to the principal for a written response.
- The Board will consider the principal's written response and after considering all information, make a decision.
- The Board will acknowledge the complaint and inform the complainant in writing of any action taken in resolution.
- Where the Board consider a resolution is reasonable and effective, the complainant and the Principal should be advised by the Board that no further action is intended.
- If the Board is not satisfied, the full Board or a Committee of the Board may discuss the complaint and recommend actions to the Principal. The Principal should be invited to respond to the Board's recommendations.
- In the case of allegations that have disciplinary implications, the Board should convene a Committee to investigate and report only on the substance of the claim. Such a sub-committee will include a professional or union representative nominated by the Principal, as well as a professional or STA adviser selected by the Board.
- The Committee should report in writing to the Board detailing all parties consulted and the content of any written submissions. The Committee may offer a recommendation to the Board.
- The Principal should be invited to respond to the report.
- In discussion at a board meeting of the Principal's response, the principal may make a statement, answer questions, but not be present during the discussion on action to be taken on the complaint.
- The principal may be represented at all meeting with the Board, or sub-committee of the Board, by a professional or union advocate of his choice.
- All business concerning the complaint and action resulting from it will be held "in committee".

COMPLAINTS PROCEDURE AGAINST TEACHING AND SUPPORT STAFF

- All formal complaints against staff members should be submitted in writing to the Board of Trustees and signed by the complainant.
- Copies of the letter of complaint should be given to the staff member for a written response.
- The Board will consider the staff member's written response and after considering all information, make a decision.
- The Board will acknowledge the complaint and inform the complainant of any actions taken in resolution.
- Where the Board considers a resolution is reasonable and effective, the complainant and the staff member will be advised by the Board that no further action is intended.
- If the Board is not satisfied, the full board or a Committee of the Board will discuss the complaint and recommend actions to the staff member. The staff member be invited to respond to the Board's recommendations.
- In the case of allegations that may have disciplinary implications, the Board should convene a Committee to investigate and report on the substance of the complaint. Such a Committee will include a professional or union representative nominated by the staff member, as well as a professional or STA adviser selected by the Board.
- The Committee should report in writing to the Board detailing all parties consulted and the content of any written submissions. The Committee may form a recommendation to the Board.
- The staff member should be invited to respond to the report.
- In discussion at a Board meeting the staff member's response, the staff member may make a statement, answer questions, but not be present during the discussion on action of the complaint.
- The staff member may be represented at all meetings with the Board, or Committee of the Board, by a professional or union advocate of his/her choice.
- All business concerning the complaint and action resulting from it, will be held "in committee".
- Any member of the Board of Trustees who is personally involved in the complaint shall take no part in the discussion about it, but may submit a statement on the matter.

- No person with any personal involvement in the complaint shall be a member of any committee or inquiry.
- Any member of the Board who is personally involved in the complaint shall take no part in the discussion about it but may submit a statement on the matter.
- If the complainant is not satisfied, the Board Chairperson should advise the complainant of further avenues, eg Human Rights Commission, Ombudsman etc.

Refer to:

Principals' Deputy and Assistant Principals' Collective Employment Contract 1992/94
Teachers contract
Support Staff contract.

COMPLAINTS PROCEDURE

- All complaints about Teacher(s)/principal shall be dealt with as set out in the relevant EC's.
- All complaints against a Teacher shall be referred in the first instance to the Principal.
- All complaints against the Principal shall be referred in the first instance to the Board of Trustees Chairperson.
- While formal procedures are available as a last resort, every effort should be made by all concerned to resolve the matter informally,
- Complaints – Staff (*the Principal has a key role facilitating such a resolution*).
- Complaints – Staff/Principal where the complaint is unresolved, the complaint should be made in writing to the Board of Trustees and signed by the complainant.

Complaints - Teacher

- A copy of the complaint should be given to the teacher for a written response.

Complaints - Principal

- A copy of the complaint should be given to the principal for a written response.
- The Board will consider the written response and after considering all information, make a decision.
- The Board will acknowledge the complaint and inform the complainant in writing of any actions taken in resolution.
- Where the Board considers a resolution is reasonable and effective, the complainant and the Teacher/Principal should be informed by the Board that no further action is intended.
- If the Board is not satisfied, the full Board or a committee of the Board may discuss the complaint and recommend actions to the teacher/principal. The Teacher/Principal should be invited to respond to the Board's recommendations.
- In the case of allegations which have disciplinary implications, the Board should convene a committee to investigate and report only on the substance of the complaint. Such a committee will include a professional or union representative nominated by the Teacher/ Principal as well as a professional or STA advisor selected by the Board.
- The committee should report in writing to the Board detailing all parties consulted and the content of any written submissions. The committee may offer a recommendation to the Board.

- The Teacher/Principal should be invited to respond to the report.
- In discussion at a Board meeting of the Teacher's/Principal's response, the Teacher/Principal may make a statement, answer questions, but not be present during the discussion on action on the complaint.
- The Teacher/Principal may be represented at all meetings with the Board, or sub-committee of the Board by a professional or union advocate of his/her choice.
- All business concerning the complaint and action resulting from it will be held "in committee" and recorded as such.
- Any member of the Board who is personally involved in the complaint shall take no part in the discussion about it, but may submit a statement on the matter.
- Anyone with any personal involvement in the complaint shall not be a member of any committee of inquiry.
- If the complainant is not satisfied, the Board Chairperson should advise the complainant of further avenues, e.g. Human Rights Commission, Ombudsman, etc.

PROTECTED DISCLOSURES PROCEDURE

What is a Protected Disclosure?

A protected disclosure is a declaration made by an employee where they believe serious wrong doing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Definition of Serious Wrongdoing:

Serious wrongdoing for the purposes of this policy includes any of the following:

- Unlawful, corrupt, or irregular use of public funds or resources
- An act or omission or course of conduct:
 - that seriously risks public health or safety of the environment; or
 - that constitutes an offence; or
 - that is oppressive, improperly discriminatory, grossly negligent; or
 - constitutes gross mismanagement; or
 - constitutes serious risk to the maintenance of law.

Conditions for Disclosure:

Before making a disclosure the employee should be sure the following steps are met:

- the information is about serious wrongdoing in or by the school; and
- the employee believes on reasonable grounds the information to be true or is likely to be true; and
- the employee wishes the wrongdoing to be investigated; and
- the employee wishes the disclosure to be protected

Who can make a disclosure?

Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:

- Current employees and principal
- Former employees and principals
- Contractors and agencies supplying services to the school

Protection of employees making disclosures:

An employee who makes a disclosure and who has acted in accordance with the procedures outlined in this policy:

- May bring a personal grievance in respect of retaliatory action from their employers;
- May access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- Are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- Will be subject to Clause 5 of the procedure, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

Procedure:

Any employee of Macraes Moonlight School who wishes to make a protected disclosure should do so using the following procedure.

1. How to submit a disclosure

For example, the employee should submit the disclosure in writing form.

2. Information to be contained

For example the disclosure should contain detailed information including the following :-

- The nature of the serious wrong doing
- The name or names of the people involved
- Surrounding facts including details relating to the time and/or place of the wrong doing if known or relevant

3. Where to send disclosures

For example, a disclosure must be sent in writing to the principal who has been notified by the Board of Trustees of Macraes Moonlight School under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

Or

If you believe that the principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Chairperson of the Board of Trustees (*last resort person e.g. Chair of the Board*).

4. Decision to investigate

For example, on receipt of a disclosure, the principal must, within 20 working days, examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted, a full investigation will be undertaken by the principal or arranged by him/her as quickly as practically possible, through an appropriate authority.

5. Protection of disclosing employees name

For example, all disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the principal will make every endeavour possible not to reveal information that can identify the person making the disclosure, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential :

- To ensure an effective investigation
- To prevent serious risk to public health or public safety or the environment
- To have regard to the principles of natural justice.

6. Report of investigation

For example, at the conclusion of the investigation the principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board of Trustees.

7. Disclosure to an appropriate authority in certain circumstances

A disclosure may be made to an appropriate authority (*including those listed below*) if the employee making the disclosure has reasonable grounds to believe:

- The Chairperson of the Board of Trustees in the school responsible for handling the complaint is or may be involved in the wrongdoing; or
- Immediate reference to another authority is justified by urgency or exceptional circumstances; or
- There has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate Authorities include (*but are not limited to*):

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- The Head of every public sector organisation

8. Disclosure to Ministers and Ombudsman

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure :

- Has made the same disclosure according to the internal procedures and clauses of this policy
- Reasonably believes that the person or authority to whom the disclosure was made:
 - has decided not to investigate; or
 - has decided to investigate but not made progress with the investigation within reasonable time; or
 - has investigated but has not taken or recommended any action; and
 - continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

PERFORMANCE MANAGEMENT PROCEDURE

To ensure all staff with teaching duties and/or management responsibilities:

1. Receive clear direction on the performance expected. Procedures and expectations will be clearly stated.
2. Set priorities for improvement and achievement consistent with direction set by the Board of Trustees and Principal.
3. Are provided with assistance and support to achieve the performance expected of them and to further develop their teaching skills and managerial expertise where appropriate.
4. Receive feedback on their performance and recognition of their achievements.
5. Are assured of the confidentiality and privacy of appraisal feedback and documentation.
6. Undertake a performance appraisal consistent with national requirements once every twelve months.
7. Are given the opportunity for self appraisal, an appraisal interview and to participate in classroom observation.
8. A process for dealing with disputes will be available in the event of disagreement resulting from appraisal. Refer Appendix 1.
9. The appraisal process will be carried out by the Principal .

PERFORMANCE MANAGEMENT PROCEDURE

Performance Appraisal will focus on the following dimensions. These will form the basis of a generic job description:

- The principal is responsible for the implementation of the school's performance management system.
- The process comprises an annual cycle of appraisal meetings, monitoring activities and an appraisal review.
- A 'dealing with disputes' procedure will be used. (*see Appendix 1*)
- *Appraisal* will focus on the following key professional responsibilities/performance areas:
 - teaching responsibilities
 - school wide responsibilities
- The appraisal report will be confidential – to the appraisee, the appraiser and the principal, unless the appraisee agrees otherwise.
- Professional standards at the relevant level need to be confirmed between the Teacher and the Principal.
- The final report form will be written together at the end of the cycle and tabled at the Board Meeting.

PERFORMANCE MANAGEMENT PROCEDURE-example

1. Appraisal will be open, frank, positive and confidential
2. Appraisal will be based on:
 - Job descriptions
 - Curriculum development needed
 - Ministry of Education initiatives
 - Strategic Planning Objectives
 - School's Annual Achievement Targets
3. Staff appraisals will be delegated by the Principal.
4. Appraisal will follow the 'Appraisal Cycle' as attached.
5. Appraisal will be both confidential to appraisers and appraisee.
6. The 'Appraisal Programme' will give complete detail to Performance Management Procedures.
7. Performance agreements will give clear direction of the performance expected.
8. There must be full consultation in order to set goals and objectives with :-
 - A staff member
 - An appraiser
 - Appraisee
9. All staff will be provided with assistance and support to achieve the performance expected of them.
10. All staff will receive feedback on their performance.
11. Where there is a disagreement appraiser and appraisee shall each provide separate reports on the matters at issue.
12. The Principal's management/administrative duties will be appraised by either:-
 - The Chairperson (*BOT*) /
 - and / an appointed professional (*agreed by both parties*)
 - *or just the Chairperson*
13. The Principal's teaching duties will be appraised by either:
 - A peer Principal
 - An appointed professional (*agreed by both parties*)
 - *Or may be completed using the SNAP process.*
14. The Chairperson will report to the Board of Trustees as to the outcome(s) of the Principal Appraisal
15. The Principal will report to the Board of Trustees following the conclusion of the Staff Appraisal process.

EQUAL EMPLOYMENT OPPORTUNITIES PROCEDURE

1. Vacant staff positions will be advertised as widely as possible through local newspapers and/or an appropriate educational publication and key people in the community so that members of all groups have equal access to recruitment and selection.
2. Where a panel for selection is appropriate, the membership will be in keeping with the Board's Policy by including a racial and gender mix that reflects the local community.
3. Interviews will be conducted with sensitivity to any particular individual differences of applicants.
4. If they so desire, applicants may have whanau in attendance.
5. The most suitable for the position will be selected after the skills, qualifications, abilities, and aptitudes of each applicant have been measured against the job description and specifications.

Purpose:

To support the development of Equal Employment Opportunities in all aspects of its operation.

Responsibility:

1. Board of Trustees
2. All Staff

Rationale:

To ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without regard to irrelevant factors.

EMPLOYER RESPONSIBILITY – LEAVE PROCEDURE

Leave:

Staff may request leave, with or without pay as covered by the relevant awards. All requests must be made through the Principal, and the school's Leave Application form should be completed. These forms are available at the office.

EMPLOYER RESPONSIBILITY – STAFFING SCHEDULE

TEACHING STAFF									
Staff member	Position	Step	Grade/Tenure	D/D	Qualification	Teacher Registration		Level	Curriculum Responsibilities
						Reg. No.	Expiry		
John Fisher	Principal	U1	UPRP 10		Bachelor of Education	179704	22/12/2011	Senior Y 4-8	Numeracy & Literacy
Keighley Donaldson	Fixed Term Teacher	7	UPE3 31		Bachelor of Education	315693	8/12/2011	Junior Y 0-3	ICT
Glenda Heckler	Prin. Rel.	10	UPR1 11		Dip. Teaching	173780	27/9/2013	Senior Y 4-8	Music

ANCILLARY STAFF					
Staff	Hours	Position	Grade	D/D	Responsibilities
Rhonda Thomson	5	Secretary	ADRB		
Diane Jenkinson	2.5	Teacher Aide			Fixed Term RTLB Programme
Diane Jenkinson	8	Cleaner			

EMPLOYER RESPONSIBILITY – PROFESSIONAL DEVELOPMENT

INDIVIDUAL RECORD OF ACTIVITY

Date	Subject of PD Activity and intended application in class/school setting	Provider/Facilitator	Impact of Professional Development	Costs Hours/Time Travel Accom.

EMPLOYER RESPONSIBILITY - PROFESSIONAL DEVELOPMENT OVERVIEW
SCHOOL RECORD OF MAJOR ACTIVITY 20__

Date	Subject of PD Activity	Provider/Facilitator	Hours	Staff involved	School Cost

POLICE VETTING PROCEDURE

The Teachers' Council vets teachers every three years when they seek renewal of their teaching registration. The cost is contained in the registration fee.

Limited Authority to Teacher (LAT) employees are treated the same as teachers. The cost is contained in the registration fee.

Support staff must be police vetted by the school before they can be appointed. They must then be police vetted every three years.

Every contractor (*and their employees*) who work at the school during school hours is expected to be police vetted every three years. (*In 2002 this was a responsibility of the school to action, though contractors may be asked to pay the cost of the vetting*).

The school reserves the right to request police vets for volunteers at any time.

The school will ensure that strict confidentiality is observed (*s78 CB [3]*). The only staff member who will read the police vet is the Principal (*the "requestor"*).

The principal will ensure that the subject of the police vet receives a copy of his/her police vetting and asks the subject to validate the information in the vet if there is anything incorrect or adverse. The subject must be given a reasonable opportunity to validate the information before the Principal can take adverse action.

Support Staff

1. Information on support staff positions that is sent to candidates will include information about the requirements of police vetting. Candidates will have to acknowledge that they received and understood these requirements.
2. When the decision has been made to employ a person they will be asked to complete the details found on the Police Vetting form.
3. The school will complete all details and will then post the form and enclosed cheque to the appropriate authority.
4. ONLY the "requestor" – the principal – will open the returned information.
5. If the vetting is "clear" the principal will complete the appointments procedure.
6. If the vetting indicates something amiss the principal will give a copy of the police vetting to the applicant who will be asked to validate the information. That is, provide proof that the information is wrong. The person will be given a reasonable period of time to do this. Two weeks is considered a reasonable time. The applicant should be in regular contact with the principal to indicate progress is being made.
7. If the applicant cannot disprove the police vetting, the Principal will inform the candidate that their appointment has been put aside in favour of the next applicant.

Contractors:

1. Contractors will be informed that they and any employee who will be working at the school during school hours will be required to be police vetted and that the cost shall be borne by the contractor.
2. The contractor and employees shall complete the details on the form. Contractors who refuse to complete this shall either not be used on school business during school hours or not be used at all at the Principal's discretion. Employees who refuse will not be used at the school. The contractor will ensure this procedure is followed.
3. The school shall complete their part of the form and send the form to the Police with the contractor's cheque.
4. ONLY the "requestor" – the Principal – will open the returned information.
5. If the vetting is "clear" the principal will advise the contractor accordingly and that person will inform his/her employees.
6. If the vetting is adverse the principal will give a copy of the police vet to the person who has "failed" the vetting (*not necessarily to the contractor as the employer*) and ask him / her to validate the information. The person will be given a reasonable period of time to do this, say, two weeks. The person should be in regular contact with the principal to indicate progress is being made.
7. If that person cannot disprove the police vetting, the Principal will then inform that person, and his / her employer, that he / she cannot work at the school. No details need be given to the employers.

Volunteers:

1. Volunteers will be vetted at school expense. Volunteers will only be vetted at the discretion of the Board of Trustees if they feel the need to do so.
2. Very clear, simple information sheets will be sent to all parents who are vetted so they understand the need and process of police vetting. These sheets will detail what would be deemed unacceptable offences so those parents who erred in youth with minor offences will not be unnecessarily alarmed.
3. The parent and school will complete the form and send it to the Police with the school cheque.
4. ONLY the requestor – the Principal – will open the returned information.
5. If the vetting indicates something is amiss the principal will inform the parent and discuss that person's options: either to provide proof that the information is wrong or to withdraw from the voluntary service. If the parent opts to prove the information is wrong, the parent may have a reasonable period of time to do this, say, two weeks.
6. If the parent proves that the information is wrong and the original vetting report is amended the parent will be informed that they can continue with the volunteer work.

Police Vetting Register

The school will operate a Register of all requests made for a police vetting. The headings will include:-

1. Subjects name / D.O.B.
2. Category (*support staff, contractor, contractor's employee, volunteer*).

3. Date posted to Police
4. Date the result is received
5. Outcome (“*pass*” or “*fail*”)
6. Date the vetting expires
7. Comment (*for result of appeal etc.*).