



OTAGO GIRLS' HIGH SCHOOL

Part D: Operational policies – School Board expectations for the control and management of the school

	Outcome statements	Approved / reviewed	Next review
1. Responsibilities of the principal policy	Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.	April 2022	March 2023
2. Curriculum delivery policy	Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.	April 2022	April 2023
3. Personnel policy	The obligations and responsibilities of being a good employer are met.	April 2022	June 2023
3.1 Appointments policy	The most suitably qualified persons who are best suited to the position are appointed through a fair and sound appointments process that meets the legislative requirements of a good employer.	April 2022	August 2023
4. Financial planning policy	All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for students	April 2022	Nov 2023
4.1 Financial planning and condition policy	The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.	April 2022	March 2024
4.2 Asset protection policy	Assets of the school are utilised to maximise the best outcomes for students	April 2022	April 2024
5 Protection and sharing of intellectual property (Creative commons) policy	The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of materials created by school staff in the course of their employment.	April 2022	June 2024
6 Health and safety policy	A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace.	April 2022	August 2024
7 Child protection policy	Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.	April 2022	Nov 2024
8 Managing challenging behaviour and physical restraint policy	To minimise the effect of challenging behaviour, the board shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.	April 2022	April 2025
9. Concerns and complaints policy	All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.	August 2021	August 2024

D1 Responsibilities of the principal policy

Outcome statement

Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.

Scoping

The principal is the professional leader of the school and the chief executive of the board in relation to the school's control and management. The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The principal is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the board and principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

Delegations

Authority and accountability for the day-to-day running of the school is delegated to the principal. Reference in documentation to the school, management and staff is to be read as "principal" regarding responsibility for implementation.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations to the presiding member, individual board members, members presiding over committees or committees of the board are in place.

The board presiding member/personnel committee has responsibility for the principal's performance review.

Expectations and limitations

The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful or imprudent or that violates the board's expressed values, its charter/strategic plan or commonly held professional ethic.

The responsibilities of the principal are set out in the board's operational policies and include the following:

- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process
- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies
- Develop, seek board approval for and implement an annual plan that; is aligned with the board's strategic plan; meets legislative requirements; gives priority to improved student progress and achievement; ensures that the school is an inclusive and safe place for all students and staff; honours students' (human) rights and gives effect to Te Tiriti o Waitangi
- Use resources efficiently and effectively and preserve assets (financial and property)
- Operate within the board's approved annual budget
- Give effect to good employer policies and practices through effective procedures, instructions or guidelines
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements
- Communicate with the community on operational matters as and where appropriate
- Refrain from unauthorised public statements about the official position of the board on social, political and/or educational issues that are or have the potential to be controversial
- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
- Appoint, on behalf of the board, the privacy officer and EEO officer
- Ensure school procedures meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette
- Ensure systems are developed and implemented to support the smooth running of the school in regards to surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines
- Ensure systems and procedures meet requirements set out in the Rules regarding student behaviour management and the use of physical restraint

The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

Procedures/supporting documentation

Board's governance and management definitions

Principal's job description

Principal's employment agreement including relevant Principal Professional Standards

Principal's performance agreement and review report

Annual implementation plan and budget

Personnel-related policy and procedures including appointments and performance management

Monitoring

The board will review the principal's performance in line with its policy on principal performance review.

Evidence gathered for the review will include principal reporting to the board in line with the board's annual workplan and that addresses all matters having real or potential legal considerations and risk for the school including significant trends, implications of board decisions, issues or risk to policy compliance or changes to the basis upon which the board's strategic aims have been developed.

The principal will prepare (or, where appropriate, delegate, coordinate and approve) a report for every board meeting that:

- Is timely, accurate and presents information in an understandable form that is not too complex or lengthy
- Tracks progress and variance towards strategic aims and key performance indicators
- Includes data and analysis on curriculum delivery, student progress and achievement
- Includes data and analysis on student wellbeing
- Provides evidence of the school's giving effect to Te Tiriti o Waitangi
- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration
- Outlines financial income and expenditure and explains any variance against budget
- Summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- Identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- Identifies any instances of physical restraint
- Includes information of any actual or potential risks to health and safety
- Specifies current roll numbers and explains any roll variance against year levels
- Recommends changes in board policies when the need for them becomes known
- Highlights areas of possible adverse publicity or community dissatisfaction
- Addresses any other matter requested by the board within a reasonable, specified timeframe

Legislative compliance

[Education & Training Act 2020](#)

[Privacy Act 2020](#)

[Protected Disclosures Act 2000](#)

[Education \(Physical Restraint\) Rules 2017](#)

[Collective Employment Agreement for Principals](#)

<u>Ratified by Board -</u>	<u>Signed by Presiding Member</u>
<u>Date to be Reviewed -</u>	

D2 Curriculum delivery policy

Outcome statement

Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.

Scoping

The board's primary objectives are to ensure that; every student at the school is able to attain their educational potential; the school is a safe and inclusive environment for all students and staff; students' (human) rights are protected; the school gives effect to Te Tiriti o Waitangi.

Delegations

As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

Expectations and limitations

The principal must ensure:

- An annual plan is developed setting out how progress will be made towards the achievement of charter/strategic goals and is approved by the board
- The school local curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Mātauranga o Aotearoa)
- The school local curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori
- School programmes provide students in years 1–10 with opportunities to learn in all areas of the national curriculum and for students in years 11–13 to continue to learn in their specialised areas of learning
- There is a focus every child and young person:
 - attaining their educational potential
 - developing the abilities and attributes outlined in the [national education and learning priorities](#)
 - having an appreciation of the importance of; the inclusion of different groups and persons with different personal characteristics; diversity, cultural knowledge, identity, and the different official languages of New Zealand; Te Tiriti o Waitangi and te reo Māori
- Assessment practices enable the wellbeing, engagement, progress and achievement of students to be monitored and reported
- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

Procedures/supporting documentation

Curriculum planning.

Assessment cycle

Monitoring

The principal will prepare (or, where appropriate, delegate, co-ordinate and approve) a report for every board meeting that:

- Includes data and analysis on curriculum delivery, student wellbeing, progress and achievement
- Tracks progress and variance towards annual aims and key performance indicators
- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration

Legislative compliance

[Education and Training Act 2020](#)

[New Zealand Curriculum/Te Marautanga o Aotearoa](#)

<u>Ratified by Board -</u>	<u>Signed by Presiding Member</u>
<u>Date to be Reviewed -</u>	

D3 Personnel policy

Outcome statement

The obligations and responsibilities of being a good employer are met.

Scoping

The board recognises its responsibilities and accountabilities to its employees are achieved through its chief executive.

Good employer means an employer who operates an employment policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

Delegations

The board delegates responsibility to the principal on all matters relating to the day-to-day 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 agreements, school policy and procedures, relevant legislative requirements and identified good practice.

Expectations and limitations

The principal must ensure:

- all employment-related legislative requirements are applied
- all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free and vape-free environment is provided
- employment records are maintained and all employees have a written letter of offer of employment, an up to date job description and for non-union employees an individual employment agreement (IEA)
- teachers are consulted when developing a procedure to determine the use of units – units for appropriate positions are allocated in a fair and transparent manner
- employee leave is effectively managed and reported so that:
 - o the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
 - o board approval is sought for any requests for discretionary staff leave with pay
 - o board approval is sought for any requests for discretionary staff leave without pay of longer than five days
 - o board approval is sought for any requests for staff travelling overseas on school business
 - o the board is advised of any staff absences longer than ten school days
- effective and robust professional growth and performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified.

Procedures/supporting documentation

Staff leave form

Staff leave procedure

Staff performance review procedure

Unit allocation procedure

Professional learning and development procedure

Professional learning and development programme/plan

Storage of confidential information

Monitoring

Staff Employment Agreements
Professional Growth Cycle and Teacher Registration
Professional Learning and Development Programme
Principal Reports to the School Board

Legislative compliance

[Employment Relations Act 2000](#)

[Education and Training Act 2020](#)

[Privacy Act 2020 \(takes effect 1 December 2020\)](#) - repeals and replaces the Privacy Act 1993

[Health and Safety at Work Act 2015](#)

[Collective employment agreements](#)

[Individual employment agreements](#)

[Smokefree Environments and Regulated Products \(Vaping\) Amendment Act 2020](#)

[Domestic Violence – Victims’](#)

[Protection Act 2018](#)

Ratified by Board -	Signed by Presiding Member
Date to be Reviewed -	

D3.1 Appointments policy

Outcome statement

The most suitably qualified persons who are best suited to the position are appointed through a fair and sound appointments process that meets the legislative requirements of a good employer.

Scoping

To assist in the appointment of quality staff to any vacancy that may arise, appointment committees with expertise relevant to the vacancy will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Children's Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with Otago Girls' High School procedures on safety checking, Police vetting and screening.

Delegations

The board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below. Appointment of the principal is the responsibility of the board, which will determine the process and seek NZSTA advice.

Expectations and limitations

The principal must ensure that:

- appointment of deputy principals, head of departments/senior teachers will involve an appointment committee consisting of the principal, the presiding board member and, at the discretion of the board, a further member of the board
- unless determined otherwise by the board, appointment of all other teachers, permanent and fixed-term, full-time and part-time, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the presiding board member or delegate where deemed necessary
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff
- all safety checking is completed for all teaching and non-teaching staff prior to commencing employment, and
- safety checking documentation is kept on the new employees personal file in line with privacy and storage protocols
- Any person applying for a teaching position holds a current practicing certificate from the Teaching Council

* For any position that is fixed term there must be a genuine reason based on reasonable grounds for it being of a fixed term nature. Ref to s 66 of the Employment Relations Act 2000 and the Court's interpretation thereof. Where the board, principal and/or committee of the board is wanting to appoint to a position believed to be fixed-term, advice will be sought from NZSTA as to whether the appointment would meet the requirements for a genuine fixed-term, based on reasonable grounds.

Procedures/supporting documentation

Police vetting procedure

Safety checklist

Templates – staff recruitment checklist, application form, shortlisting matrix, interview matrix, reference checking matrix, letter of offer of appointment etc.

Storage of confidential information and Privacy procedure

Monitoring

Police Vetting register. Staff employment contracts and files kept. Principal Reports to School Board

Legislative compliance

[Collective employment agreements](#)

[Employment Relations Act 2000](#)

[Education and Training Act 2020](#)

[Privacy Act 2020 \(takes effect 1 December 2020\)](#) - repeals and replaces the Privacy Act 1993

[Children's Act 2014](#)

[Public Sector Act 2020](#)

[Human Rights Act 1993](#)

<u>Ratified by Board -</u>	<u>Signed by Presiding Member</u>
<u>Date to be Reviewed -</u>	

D4. Financial planning policy

Outcome statement

All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for students.

Scoping

The board has overall responsibility for the financial management of the school. The principal is the day-to-day manager of the school and responsible for achieving legislative requirements and charter/strategic aims and targets within board policy objectives.

Delegations

The board delegates the day-to-day management of the school's finances and budget to the principal.

The principal, in association with the board's finance committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the finance committee terms of reference.

Expectations and limitations

Budgeting shall not: fail to reflect the annual plan; risk financial jeopardy; nor fail to show a generally acceptable level of foresight.

The budget should:

- Reflect the results sought by the board
- Reflect the priorities as established by the board
- Comply where the board's requirement is for a balanced budget
- Demonstrate an appropriate degree of conservatism in all estimates

Procedures/supporting documentation

Annual budget

Monitoring

The principal is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the board with recommendations on the actions required to meet compliance.

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the Financial Information for Schools Handbook ([FISH](#))

<u>Ratified by Board -</u>	<u>Signed by Presiding Member</u>
<u>Date to be Reviewed -</u>	

D4.1 Financial planning and condition policy

Outcome statement

The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.

Scoping

The board has overall responsibility for the financial management of the school. The principal is the day-to-day manager of the school and responsible for achieving legislative requirements and charter/strategic aims and targets within board policy objectives. The financial viability of the school must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

Delegations

The principal, in association with the board's finance committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the finance committee terms of reference.

The board delegates the day-to-day management of the school's finances and budget to the principal.

The principal is required to ensure robust, clear procedures are in place to safeguard the integrity of financial management.

Expectations and limitations

Budgeting shall not: fail to reflect the annual plan; risk financial jeopardy; nor fail to show a generally acceptable level of foresight. The budget should:

- Reflect the results sought by the board
- Reflect the priorities as established by the board
- Comply where the board's requirement is for a balanced budget
- Demonstrate an appropriate degree of conservatism in all estimates

The principal must ensure:

- Unauthorised debt or liability is not incurred
- Generally accepted accounting practices or principles are not violated
- Tagged/committed funds are not used for purposes other than those approved
- More funds than have been allocated in the fiscal year are not spent without prior board approval
- All money owed to the school is collected in a timely manner
- Timely payment to staff and other creditors is made
- Unauthorised property is not sold or purchased
- All relevant government returns are completed on time
- No one person has complete authority over the school's financial transactions
- When making any purchase:
 - of over \$1000, comparative prices are sought
 - of over \$5000, an adequate review of ongoing costs, value and reliability is undertaken
 - of over \$5000 on a single item, board approval is first sought
- Effective systems are in place to meet the requirements of the payroll system

Procedures/supporting documentation

Annual budget. Departmental Reviews

Monitoring

The principal is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the board with recommendations on the actions required to meet compliance.

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the Financial Information for Schools Handbook ([FISH](#))

<u>Ratified by Board -</u>	<u>Signed by Presiding Member</u>
<u>Date to be Reviewed -</u>	

D4.2 Asset protection policy

Outcome statement

Assets of the school are utilised to maximise the best outcomes for students.

Scoping

Assets may not be unprotected, inadequately maintained or unnecessarily risked.

Delegations

The principal is delegated day-to-day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs, within budget, in order to provide a clean, safe, tidy and hygienic work and learning environment for staff and students.

Expectations and limitations

The principal must:

- Ensure all board assets are insured
- Not allow unauthorised personnel or groups to handle funds or school property
- Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- Maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$1000
- Ensure the implementation of the 10-year property maintenance plan
- Engage sufficient property maintenance staff for the school within budget limitations
- Receive board approval for maintenance contracts over \$5,000 for any one contract
- Conduct competitive tenders for all contracting
- Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
- Not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
- Not invest or hold operating capital in insecure accounts or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions

Procedures/supporting documentation

School Asset Register

Monitoring

Property Reports to the Finance and Property Committee of the School Board

Finance and Property Reports to the School Board

5YPP – Five Year Property Programme

10YPP – Ten Year Property Plan

Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the MoE [Financial Information for Schools Handbook](#).

<u>Ratified by Board -</u>	<u>Signed by Presiding Member</u>
<u>Date to be Reviewed -</u>	

D5 Protection and sharing of intellectual property (Creative Commons) policy

Outcome statement

The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

Scoping

The Copyright Act 1994, section 21(2) recognises the copyright ownership rights of school boards of works produced by their employees in the course of their employment.

By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board.

Delegations/responsibility

The board delegates to the principal the responsibility to:

- Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board owns copyright
- Transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school

Limitations and expectations

The board:

- Does not make any claim over the ownership of copyright works produced by students – the copyright to these works remains with the creator
- Recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- Recognises that the copyright in works produced by an employee other than in the course of their employment by the board remains the property of that employee – where this is unclear, the process for dispute resolution outlined below shall apply

Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance, the dispute should be documented and presented to the school principal
2. If the dispute is still not resolved, the documentation should be presented to the presiding member (chair) of the board
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken

Steps 1 and 2 should be replaced with the school's dispute resolution process, where appropriate.

Definitions

Creative Commons Aotearoa: The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.

Teaching materials: Copyright works produced by employees of the school for the purposes of teaching.

Associated legislation [Copyright Act 1994](#)

Associated procedures

Intellectual Property and Creative Commons Procedure

Monitoring

Any matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified. The board shall monitor the protection and sharing of intellectual property in order to identify any risks or issues that require governance action.

<u>Ratified by Board -</u>	<u>Signed by Presiding Member</u>
<u>Date to be Reviewed -</u>	

D6 Health and safety policy

Outcome statement

A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace.

Scoping

The board is responsible for ensuring health and safety procedures are developed and implemented. However, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

Delegations

The board delegates to the principal as officer the responsibility to:

- develop and implement health and safety procedures
- ensure employees have the information and professional development they need in order to comply with policy and procedures.

Expectations and limitations

The board will, as far as is reasonably practicable,¹ comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the [Sale and Supply of Alcohol Act 2012](#)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations²
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke-free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every 2 years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the presiding board member (chair) of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
 - o cooperate with school health and safety procedures
 - o comply with the health and safety legislation and duties of workers
 - o ensure their own safety at work
 - o promote and contribute to a safety-conscious culture at the school

1. **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.
2. These are to:
 - know about work health and safety matters and keep up to date
 - gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
 - ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks
 - ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
 - ensure there are processes for complying with any duty and that these are implemented
 - verify that these resources and processes are in place and being used

Procedures/supporting documentation

Staff induction

Education outside the classroom (EOTC)

Risk Assessment Management System (RAMS)

Health and safety register

Hazard register

Hazard assessment register

Injury and incident reporting (procedure, checklist, board report, investigation form)

Emergency procedures, including for shut-down and evacuation

Administering medication

Accident management

Alcohol, smoking and drugs

Behaviour management – managing challenging behaviour and physical restraint (policy and procedures)

Civil defence and crisis procedures

Collection, storage and access to personal information

Concerns and complaints

Court orders against parents/caregivers

Cyber safety

First aid and infection (pandemic plan)

Healthy eating

Parent helpers

Adult behaviour at school (adult conduct at school)

Kaitiakitaka - Duty

Police vetting

Protected disclosures

Sexual harassment

Sun smart (sun safety)

Transporting children

Monitoring

The Health and Safety Committee, including a member of the School Board, will meet monthly to monitor and review Health and Safety issues and practice.

Incident Reports

Hazard Register

SAPS forms for EOTC and approval procedures

Emergency procedures and readiness.

Legislative compliance

[Health and Safety at Work Act 2015](#)

[Children's Act 2014](#)

[Education and Training Act 2020](#)

<u>Ratified by Board -</u>	<u>Signed by Presiding Member</u>
<u>Date to be Reviewed -</u>	

D7 Child protection policy

Outcome statement

Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

Scoping

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the [Oranga Tamariki Act 1989](#), any person in our school/kura who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police.

Delegations

Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.

Expectations and limitations

The principal must:

- develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- comply with relevant legislative requirements and responsibilities
- make this policy available on the school's internet site or available on request
- ensure that every contract or funding arrangement that the school enters into requires the adoption of child protection policies where required
- ensure the interests and protection of the child are paramount in all circumstances
- recognise the rights of family/whānau to participate in the decision making about their children
- ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
- support all staff to work in accordance with this policy to work with partner agencies and organisations to ensure child protection procedures are understood and implemented
- promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
- consult, discuss and share relevant information with the board or designated person in line with our commitment to confidentiality and information-sharing protocols in a timely way regarding any concerns about an individual child
- seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise
- make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
- ensure that this policy forms part of the initial staff induction programme for each staff member.

Procedures/supporting documentation

Definitions

Identification and reporting of child abuse and neglect

- Four categories of abuse (emotional, physical, sexual and neglect)
- How to respond to suspected abuse or neglect
- How to respond to disclosures made by a child
- Recording a disclosure
- Reporting suspected child abuse and neglect

Confidentiality, information sharing and recording

Safety checking – safety checklist

Reviewed March 2022

- Police vetting
- Staff capability and professional development
- Safe at work practices
 - Physical contact with children
 - Working one on one with children
 - Transporting children
 - Overnight stays/camps
 - Social media and technology (internet protection, photo storage)
 - Parent help
 - Visitors on site
 - External contractors
 - Socialising with children
 - Gifts and rewards
 - Intimate care – toileting
 - Application of medication and sunscreen
- Managing challenging behaviour and physical restraint policy and procedures
- Allegations against staff
- Staff induction
- Transporting children

Monitoring

Records are kept separate from the usual system of student records and access to these records will be restricted. They should be held for at least ten years.

Board Complaints register.

Police Vetting register.

Legislative compliance

[Children's Act 2014](#)

[Oranga Tamariki Act 1989](#)

More information

[Oranga Tamariki Ministry for Children](#)

<p><u>Ratified by Board -</u></p>	<p><u>Signed by Presiding Member</u></p>
<p><u>Date to be Reviewed -</u></p>	

D8 Managing challenging behaviour and physical restraint policy

Outcome statement

To minimise the effect of challenging behaviour, the board shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.

Scoping

This policy applies throughout the school.

All staff are required to familiarise themselves with Ministry of Education [Guidelines](#) for registered schools in New Zealand on the use of physical restraint and to undertake appropriate professional development.

The board will ensure that any incident of physical restraint is notified to parents or caregivers and reported to the Ministry of Education.

The board will ensure that parents or caregivers are notified if physical restraint is an element in a student's individual behaviour plan.

Complainants with concerns regarding use of physical restraint must follow the school's prescribed concerns and complaints procedure.

Delegations

The board delegates to the principal:

- Responsibility for ensuring that adequate staff training and support is in place
- The reporting of incidents of physical restraint to parents, caregivers and the Ministry of Education
- Notification to parents and caregivers if an element of physical restraint is in a student's individual behaviour plan

Limitations and expectations

- Physical restraint is defined as using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will and is a serious intervention
- Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student
- Use of physical restraint is limited to teachers or authorised staff members and only where:
 - the physical restraint is necessary to prevent imminent harm to the student or another person; and
 - the teacher or authorised staff member reasonably believes that there is no other option available in the circumstances to prevent the harm; and
 - the physical restraint is reasonable and proportionate in the circumstances
- When needed, authorised staff are employees trained and authorised by their employer (the board) to use physical restraint
- Teachers and staff members who are authorised to physically restrain students shall receive suitable training and support for challenging behaviour and responding appropriately
- Corporal punishment and seclusion of students is prohibited. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

Associated legislation

[Education and Training Act 2020](#)

[Education \(Physical Restraint\) Rules 2017](#)

[Health and Safety at Work Act 2015](#)

Associated procedures

Health and Safety procedures

Child Protection procedures

Student Behaviour procedures

Monitoring

Instances, matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at governance level to support reducing such incidents.

<u>Ratified by Board -</u>	<u>Signed by Presiding Member</u>
<u>Date to be Reviewed -</u>	

D9 Concerns and complaints policy

Outcome statement

All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.

Scoping

In order to maintain a safe and comfortable environment for all students, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

Delegations

The board delegates to the principal full responsibility of ensuring processes are in place and operating effectively and adequately. In the event of a complaint or grievance concerning the principal, responsibility lies with the board.

Expectations and limitations

In complying with the policy, the principal shall not fail to:

- Implement and maintain robust procedures to meet the policy requirements
- Ensure that the process for complaints or grievances is clearly communicated and posted on the school website (if applicable)
- Ensure that the complainant has previously followed the school's concerns and complaints procedure before escalating to board level

Should the board receive a complaint regarding the principal or determine that any policy violation may have occurred, the board in the first instance will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal).

Where the board considers the degree and seriousness of the concern or any violation sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

The board shall advise its insurance agent of any complaint escalated to the board.

In the event that a serious dispute is not able to be resolved, the board shall advise the parent of their right for the dispute to be resolved by a dispute resolution panel.

Procedures/supporting documentation

Parents, staff and students concerns and complaints process – C4 – NZSTA [Governance framework](#)

Monitoring

The principal shall maintain a register of complaints and resolutions and report to the board at least quarterly per annum outlining numbers of complaints, resolution success figures and any areas of concern for board deliberation.

Legislative compliance

[Education and Training Act 2020](#)

Relevant employment agreements
Relevant professional standards

<u>Ratified by Board -</u>	<u>Signed by Presiding Member</u>
<u>Date to be Reviewed -</u>	