

Policies and Procedures



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Policy and procedure review

Introduction

This procedure sets out how policies and procedures should be originated, maintained and reviewed as part of the school’s policy review cycle and is intended to ensure consistency and robust standards in the development of policies and procedures, timeliness in the provision of information to staff and a clear audit trail for the approval and authority of policies.

Developing policies

The management team (Principal/Deputy Principals/Executive Officer) has the responsibility for the development of Pakuranga Heights School policies. The following roles have responsibility for procedures:

Principal	Deputy Principals	Executive Officer
Human resources	Curriculum Learning needs	Office

Staff consultation

Policies and procedures will be discussed with the management team who will consider whether general staff or leadership team consultation is appropriate.

Policies and procedures requiring only minor change will not normally be subject to staff consultation or review by the management team unless considered appropriate by the principal.

The management team will be informed of any minor changes made to policies and procedures at the weekly management meetings.

Following consultation, where substantial comments have been made, policies and procedures may be referred to the management team for subsequent consultation.

Approval

The management team will approve all new procedures and those requiring amendment. Board approval will be required for any new or changed policy.

Policies and procedures considered ‘fit for purpose’ at review requiring negligible or no amendment eg, a new review date, or drafting amendment with no material impact on the policy, will be approved by the management team.

Publication

All current policies will be placed on the Pakuranga Heights School website, and on the Learning in the Cloud page. The Deputy Principals will alert staff to the existence of the new policy or procedure.

It is the responsibility of the leadership team to seek guidance on the potential implications of a new policy or procedure on their area of responsibility. Where necessary, arrangements will be made to brief staff on the implications of the policy or procedure on their area of work and, for updated policies or procedures will highlight any significant changes that have been made.

In selected cases, for significant new policies or where there are important changes to existing policies, the key issues will be featured at an all staff meeting.

Effective date

The effective date of the updated or new policy or procedure will be when it has been given final approval in accordance with this procedure. Where there is no material change the policy will remain current with a new review date approved by the Board. If the policy is not updated by the due date, it will remain current until it is reviewed.

Review

Policies will normally be reviewed on a 3-year cycle unless otherwise stated. This review may be brought forward on the advice of the management team.

NAG 1: Curriculum

Rationale

The child is at the heart of all educational planning. The Pakuranga Heights School Board of Trustees will foster student achievement by the provision of learning programmes which are consistent with the vision, values, knowledge and key competencies of the principles of the New Zealand Curriculum.

Purpose

To ensure that the Board of Trustees' obligations as specified in National Administration Guideline (NAG) 1, 7 and 8 are addressed.

Guidelines

1. The school's curriculum will be accessible to every child, regardless of race, gender or background.
2. A positive and supportive classroom climate, in which individuals are valued, should underpin all learning programmes.
3. Programmes will be designed to address the demands of NAG 1 and NAG 7/8, acknowledge an emphasis on literacy and numeracy and local values identified in the school's charter.
4. Individual needs should determine teaching techniques and approaches.
5. Where appropriate, curricula will be inquiry focused so that students experience meaningful contexts for learning and opportunities to apply their learning in real-life situations.
6. Learning programmes should include opportunities for children to develop the key competencies necessary for life-long learning.
7. Students should be empowered to take increasing responsibility for their own learning: in making choices, in setting goals with their teachers and in evaluating their own achievements.
8. On the basis of good quality assessment information, the school will identify students and groups of students:
 - a. who are not achieving
 - b. who are at risk of not achieving
 - c. who have special education needs (including gifted and talented students)
9. The assessment and evaluation of student learning should be integral to all programmes. Parents should be well-informed about their child's achievements through a range of reporting opportunities.
10. An active partnership between parents and school is necessary to maximise learning opportunities for students.
11. Teachers should be supported in their ongoing understanding of the learning process by high quality professional development.
12. The Principal and staff will provide the Board of Trustees with regular achievement information so that trustees are kept sufficiently well-informed about trends and patterns of achievement amongst groups of students to enable them to make informed resourcing decisions.
13. Develop staff capability with professional development around 21st Century learners.

Through the implementation of this policy the students at Pakuranga Heights School should demonstrate a good standard of literacy and numeracy, develop key competencies and have opportunities to experience success in other essential learning areas so that they are confident, connected, actively involved life long learners.

In order to fulfil the policy, the Board of Trustees and management have developed, and will regularly review, the following procedural and administrative guidelines associated with curriculum:

- Creative Commons
- Cyber Safety Procedures
- Extra Curricular Activities
- Social Media Acceptable Use
- Special Needs and Abilities
- Taha Maori

Last reviewed 4 August 2020

Creative Commons

Pakuranga Heights School wishes to encourage the open and free exchange of information, knowledge and resources; and support the collaborative production of intellectual property (IP) that is freely available to all.

The school:

- Asserts its copyright over school employees' work created during the course of employment.
- Applies by default a creative commons by attribution license (BY) to all its teaching materials and policies and to its other work wherever possible.
- IP in relation to other work (other than teaching materials and policies) is protected by default and may only be waived or altered as detailed in clause 4 below and with the express agreement of the Principal.
- May make exceptions to the sharing of IP it owns on a case by case basis with detailed reasons for limiting the free access to material; any such restrictions should be time dependent and will include consideration of applying other creative commons licenses to the work including Attribution-Share Alike (BY-SA), Attribution-Non-commercial (BY-NC), Attribution-Non-commercial-Share Alike (BY-NC-SA), Attribution-No Derivative Works (BY-ND) and Attribution-Non-commercial-No Derivative Works (BY-NC-ND).
- Will transfer the copyright of created works to the original creator when a license which meets the free cultural works definition (ie, Creative Commons by Attribution License (BY) or Creative Commons Attribution-Share Alike (BY-SA)) is applied to them.

Pakuranga Heights School encourages staff and students to support free and open access to Intellectual Property and also to apply the Creative Commons Attribution framework to work created in their capacity as an individual.

Pakuranga Heights School does not make any claim over the ownership of outputs or outcomes of students' work. These belong to the creator.

Definitions of IP

IP includes the rights to all created work.

Outputs are the products that are created by an individual or group of individuals. This may include for example artworks.

Outcomes are the consequences or results arising from the development of, or use of IP other than products that are created from IP. Examples may include a publication such as a book, web site or, an exhibition.

Ownership of IP and outputs arising from intellectual activity.

In general, all IP and the outputs and outcomes arising from that IP are owned by the creator. While Pakuranga Heights School will derive benefits from the outcomes; there are exceptions to this, as follows:

1. Outputs and IP created by staff in the course of their employment are owned by the school unless otherwise expressly agreed by way of contractual obligations in an employment agreement.
2. Outputs and IP will be jointly owned by the school and a staff member only where such joint ownership is expressly agreed between Pakuranga Heights School and the staff member.

Clarity of Licensing

All published works by the staff is assumed to be under the Creative Commons icon set and framework.

Disputes

Where there is a dispute over ownership, including co-ownership of IP, and/or the commercialisation of any co-owned IP, the following process will apply:

- In the first instance the dispute should be documented and presented to the school Principal.
- If the dispute is still not resolved then the documentation should be presented to the Presiding Member of the Board.

Mediation with an appropriate authority will be undertaken if the dispute cannot be resolved by the Principal and/or the Presiding Member of the Board.

Reviewed 24 October 2023

Online Publication of Student Images and Work

The school uses a range of learning technologies to enhance student learning. These include electronic mail (email) and the internet. From time to time, we publish on the school's website material for educational purposes, to share the results of learning within the school community, and to promote the school within the wider community. This may include examples of students' schoolwork, images of students and groups of students in activities at the school.

Images of students may include scanned, digital, or video images of them taking part in school or class activities.

Guidelines

The school will publish material only on its own website www.pakurangaheights.school.nz, [school newsletters](#) or school managed pages such as class blogs and Facebook, and New Zealand based websites endorsed by the Ministry of Education, such as the Ministry of Education's website The Online Learning Centre - Te Kete Ipurangi (www.tki.org.nz). The school may also recommend that student work, or the whole school website, be available through Te Kete Ipurangi.

There are three main reasons the school publishes student material online:

- to educate the student in accordance with the national curriculum, including on the role and use of technology in society;
- to encourage the student to be part of and participate in the school community;
- to promote the school in the wider community.

Privacy and online publishing

Parents and students should be aware that the school cannot control who has access to the information published on its Internet website or the other websites mentioned. In recognition of this, the school takes steps to safeguard the privacy of the students and to comply with the Privacy Act 1993.

The school acknowledges that it cannot control who accesses the websites on which students' images or material is published or the copying, by visitors to these websites, of images of the students and their work.

Organisations such as businesses and the H.P.P.A may also link images of the school and students, only in accordance with our guidelines.

The school will identify students on the websites only by their first name and year at school. Students' surnames, home addresses, and telephone numbers will not be available on the websites.

Copyright and online publishing

The school also wants to publish original material that students create at school, including artwork, such as drawings and paintings, as well as stories, poems, and other literary work. Original material created by students attracts protection under the Copyright Act 1994. The students own the copyright in their own artistic and literary works. The school will not publish the works on the internet without authorisation in the form of a copyright licence from the students.

The school will not publish a student's image or work without written authorisation from the student's legal guardians.

The school will immediately remove all material relating to a student from its website if requested by the student or student's legal guardians.

School management of online publishing

The school will set the educational purpose for publishing students' work online. A student's image and schoolwork may be chosen for online publication if it meets this purpose and if the school holds the

consent of the student and his/her parent to publish the student's material online. The material chosen must also meet the standards required for the website on which it is to be published. For example, if the student's schoolwork is to be published on the school website, it must not: defame anyone, be objectionable from a human rights point of view, be obscene, or infringe the copyright of third parties (for example, the work must not contain substantial portions of another person's copyright material without permission). If the material is to be published on another website, such as The Online Learning Centre - Te Kete Ipurangi, then it must meet the publishing standards of that website.

The school will not publish material online that may defame anyone, be objectionable from a human rights point of view, be obscene, or infringe the copyright of third parties. All the student material published online will be subject to an editing process, which will include the correction of spelling and grammatical errors.

Permission sought by the school

The permission the school seeks is:

- authorisation to publish the student's personal image or work online, as required by the Privacy Act, and
- a licence to publish any copyright work of the student online.

Enquiries

The school welcomes any enquiry from parents or students about the operation of this policy or to discuss enquiries about students' privacy.

Disputes

The school has a procedure to resolve complaints or other disputes. This procedure is contained in Board of Trustees' Complaints Policy.

Reviewed 4 August 2020

Cyber Safety

Purpose

Pakuranga Heights Primary has a statutory obligation to maintain a safe physical and emotional environment, and a responsibility to consult with the community. In addition, the Board of Trustees has a responsibility to be a good employer.

These three responsibilities are increasingly being linked to the use of the internet and information communication technologies (E-LEARNING), and a number of related cyber safety issues. The internet and E-LEARNING devices/equipment bring great benefits to teaching and learning programmes, and to the effective operation of the school.

The Board of Trustees places a high priority on providing the school with internet facilities and E-LEARNING devices/equipment which will benefit student learning outcomes, and the effective operation of the school.

However, the Board of Trustees recognises that the presence in the learning environment of these technologies (some provided partly or wholly by the school and some privately owned by staff, students and other members of the school community), can also facilitate anti-social, inappropriate and even illegal material and activities. The school has the dual responsibility to maximise the benefits of these technologies, while at the same time to minimise and manage the risks.

The Board of Trustees thus acknowledges the need to have in place rigorous and effective school cyber safety practices which are directed and guided by these procedures.

Guidelines

The school's cyber safety practices are based on information contained in the latest version of the NetSafe® Kit for Schools, which is endorsed by the New Zealand Ministry of Education as best practice for New Zealand schools.

No individual may use the school internet facilities and school-owned/leased E-LEARNING devices/equipment in any circumstances unless the appropriate use agreement has been signed and returned to the school. Use agreements also apply to the use of privately-owned/leased E-LEARNING devices/equipment on the school site, or at/for any school-related activity, regardless of its location. This includes off-site access to the school network from school or privately-owned/leased equipment.

Pakuranga Heights Primary School's use agreements will cover all Board of Trustee employees, all students (including adult and community) and any other individuals authorised to make use of the school internet facilities and E-LEARNING devices/equipment, such as teacher trainees, external tutors and providers, contractors and other special visitors to the school.

The use agreements are also an educative tool and should be used as a resource for the professional development of staff.

Use of the internet and E-LEARNING devices/equipment by staff, students and other approved users must be limited to educational, professional development and personal usage appropriate in the school environment, as defined in individual use agreements.

Signed user agreements will be filed in a secure place and an appropriate system devised which facilitates confirmation that particular individuals are authorised to make use of the internet and E-LEARNING devices/equipment. This is managed annually by the classroom teacher.

The school has the right to monitor access and review all use. This includes personal emails sent and received on the schools computer/s and/or network facilities at all times.

The school has the right to audit at any time any material on equipment that is owned or leased by the school. The school may also request permission to audit privately owned E-LEARNING devices/equipment used on the school site or at any school related activity.

Issues relating to confidentiality, such as sighting student or staff information, reasons for collecting data and the secure storage of personal details and information (including images), will be subject to the provisions of the Privacy Act 1993.

The safety of children is of paramount concern. Any apparent breach of cyber safety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the school's

cyber safety practices. In serious incidents, advice will be sought from an appropriate source, such as NetSafe, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.

Reviewed 1st August 2023

Extra Curricular Activities

The Board of Trustees recognises the positive outcomes of involvement by staff and pupils in a range of extra-curricular activities. The Board of Trustees provides opportunities for students to enhance their skills and achieve success through participation in extra-curricular activities. The Board of Trustees will ensure the interests of Pakuranga Heights School and the safety of students is paramount while participating in these opportunities.

Guidelines

1. Extra curricular groups, including parents and coaches, organised through the school with the majority of participants from school must comply with the school values as outlined in the School Charter.
2. If a team/group is affiliated to a club or organisation, the code of said club or organisation shall apply first, but the values as expressed through the School Charter will continue to be the minimum required.
3. The Sport and Recreation New Zealand (SPARC) Code of Conduct will be adopted as the official code of behaviour.
4. Activities will be taught in a safe and secure environment that is adequate for all needs.
5. Staff, volunteers and coaches will be acknowledged and supported.
6. Sporting achievements are acknowledged.
7. Funding will be monitored to ensure needs are met and resources are maintained.
8. Any complaints from adults or students will follow the school complaints policy and procedures.

Also refer to Sport New Zealand - Code of Conduct

- Coaches
- Officials
- Players

Last reviewed 1st August 2023

Social Media Acceptable Use

Social media is a convenient way to communicate in a digital environment. As such, the school embraces the use of social media for connecting with our community and communicating news and events. Social media is also used to inform and engage our community where appropriate about matters to do with the School.

Acceptable use

- Social media will be used to engage our parent community
- Students will be discouraged from joining social media forums which prohibit use by children. For example, section 4, subsection 5 of the Facebook terms of use state "... You will not use Facebook if you are under 13 ..."
- Pakuranga Heights School welcomes comments on its social media pages and are proud of our supportive community culture. Common sense must be applied when posting comments. If it is not something you would show us or say to us in person (and not around others), then do not post it.

Unacceptable use

Unacceptable use of social media includes, but is not limited to:

- Comments or links deemed inappropriate.
- Attempts made to connect to teachers' personal accounts.
- Any breach of the terms and conditions of any social media forum.
- Posting information about others without their permission.

Privacy

Pakuranga Heights School social media pages are not private spaces, therefore users of these pages have a responsibility to protect the privacy of themselves and others.

- We are committed to maintaining your privacy and the privacy of others in our community, and ask that you respect your privacy and that of others when posting on our social media pages.
- Any content deemed discriminatory, inflammatory, defamatory, commercial, spam, overtly party political and comments encouraging activities which are illegal in New Zealand or that are detected as transgressing copyright or intellectual property laws, may be recorded and passed on to police prior to being removed from the page.
- Posting complaints on any page is inappropriate and may breach the Privacy Act 1993. All complaints must follow the school complaints procedure.
- Teachers are not to connect their profiles to this page.
- All posts to social media by the school will be completed by the administrator(s) of the page in accordance with this procedure.

Should any serious breach or abuse occur, or acts deemed to be breaking the law, the content will be removed and the user will be blocked, the police will also be informed.

Cyber Safety Agreements

Available from the teacher in charge of E-LEARNING.

- Staff
- Students - Junior, Middle and Senior

Reviewed 1st August 2023

Special Needs and Abilities

Schools are required to be inclusive under the Education and Training Act 2020. The right to an inclusive education is enshrined in the United Nations Convention on the Rights of Persons with Disabilities and the United Nations Convention on the Rights of the Child, and reinforced by the New Zealand Disability Strategy

Guidelines

1. Promote and maximise success for all students by demonstrating school wide inclusive practices.
2. Promote a broad-front approach in the classroom and outside the classroom so that identification is accurate and as early as possible.
3. Give clear direction in terms of identification, monitoring, teaching methods, resources, programming and evaluation.
4. Provide suitable professional development and resources for all staff, especially staff with responsibilities in this area, for example, high needs learners.
5. Establish management systems to support these programmes including quality documentation which ensures accurate tracking and continuous evaluation of individual needs.
6. The school will endeavour to provide appropriate training and in-class support for classroom staff to enable them to meet the ongoing needs of identified children.
7. Provision must be wide ranging and include all aspects of a child's development (ie, physical, academic, aesthetic, social, leadership etc).
8. Each year's budget will take into account staff training needs and provision of resources.

The SENCo will report to the Board of Trustees at least once per year on programmes implemented and their effectiveness.

Last reviewed 19 September 2023

Taha Maori

Purpose

- To develop cultural awareness in children and an appreciation of our dual cultural heritage.
- To understand, experience and appreciate Maori culture, attitudes and values.
- To support all New Zealanders in their right to their own culture.
- The concept of awhina and mano ako will be accepted as the major foundation stone of the school.
- To enhance the school climate by incorporating the concept of turangawaewae so that the school becomes this for all those working in it.
- To incorporate other cultural perspectives as an integral part of the school programme.
- To provide opportunities for students to understand and speak basic Te Reo (language) and provide opportunities should the need arise to read and write.
- To offer students the opportunity to advance and extend their knowledge and understanding so that they may develop confidence in using Te Reo.
- To consult with Maori parents when making decisions about Maori education, thus honouring the Treaty (principle of Tino Rangatiraranga).

Guidelines

1. Taha Maori will be integrated with other curriculum areas, adding a further dimension to teaching and learning. These may include:
 - Mathematics - counting, time, using natural resources for equipment
 - Social Studies - myths, legends, history, values, hui
 - Science - navigation, conservation
 - Language - Te Reo, story telling
 - PE - stick games, poi, knuckle bones, tops, te reo kori
 - Music - waiata, dance, movement, action songs, instruments, culture group
 - Art - koru, natural dyes, carving, weaving, tukutuku, kowhaiwhai
 - Health - mana, tapu, food, etc

The school will always attempt to make full use of Maori resources within the community and capitalise on the experiences and perspective of the tangata whenua.

Last reviewed 19 September 2023

NAG 2: Documentation and Self Review

Rationale

Self-review is the process, through which the Board of Trustees identifies, assesses and evaluates the effectiveness of the school in:

- providing a high quality education for its students;
- meeting its agreed Charter goals and targets; and
- fulfilling its community obligations and adopted values

Pakuranga Heights School will maintain on-going self-review of the school's policies, plans and programmes which give effect to the National Education Guidelines.

Purpose

To implement processes of self-review that identify strategies for improvement and thereby ensure that high quality learning and teaching and effective management and administration take place at Pakuranga Heights School.

Guidelines

1. A three year self-review timetable, closely linked to the school's Strategic Plan, will be devised to ensure that aspects of all National Administration Guidelines are reviewed during a Board of Trustees' period in office.
2. A significant focus for self-review should be on those programmes, plans and policies which relate to curriculum, assessment and staff professional development.
3. The self-review timetable will be amended as necessary throughout the three year period.
4. Aspects of National Administration Guideline 1 will be reviewed and reported on an annual basis.
5. The self-review programme must include evaluation of information on student achievement targets as per Charter requirements.
6. Reports on the outcomes of the self-review programme will be made available by the Principal and/or Board of Trustees and to the school community as appropriate.
7. Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students individually and as a group ie by age and ethnicity (see NAG 1, number 3) including the achievement of Maori students against the plans and targets referred to in NAG 1, number 5.

Ongoing review of the implementation of the National Education Guidelines will encourage a culture of self-improvement in all aspects of school operations. In order to fulfil the policy, the Board of Trustees and management have developed and will regularly review, the following procedural and administrative guidelines associated with documentation and self review:

- Board of Trustees
- Consultation and Communication
- Reporting to Parents
- Self Review

Reviewed 22 September 2020

The Board

The Board is the body which governs the school and is made up of five elected members, the elected staff representative and the Principal.

The Board is committed to carrying out its duties effectively and efficiently and ensuring that well considered decisions are made in the governing of the school. Detailed procedures are set out in the Board Procedures Manual.

Sub committees

- Official board sub committees are ratified as required during the year. They will include:
 - Appointment Committee
 - Discipline Committee
- Other sub committees may be formed at the discretion of The Board for any specific need.
- Sub committees will be comprised of members of the The Board. Other non-voting members may be co-opted to the sub committee for specific purposes.
- Sub committees will meet when necessary and will report, when necessary, at full Board meetings.
- Decisions of sub committees will generally be presented to The Board for ratification, without the need for a full re-examination or discussion on all the issues associated with the decision.
- No major decisions of sub committees will be acted upon unless ratified by The Board except where The Board has specifically delegated this authority, and the Presiding Member and/or the Principal are in attendance at the meeting when the decision is made.
- Decisions by sub committees shall require affirmation by a majority of the total sub committee.

The Board Training

- The Presiding Member will coordinate information on governance issues.
- Shortly before the end of each calendar year, time will be set aside at a board meeting to discuss training needs.
- The Board will include a provision for trustee training in every annual budget, with all sources of training (paid, unpaid, group, individual) explored.

Co-option

- The Board may co-opt to improve its capacity to carry out its responsibilities, in accordance with the Education and Training Act 2020.
- Co-option shall take account of community groups not represented by any elected members and the need for technical skills and information required for efficient and effective governance.
- The Board acknowledges its obligation to consult with the Maori community.
- The Board recognises the need to ensure an acceptable gender and ethnic balance.
- The Board of Trustees will ultimately be responsible for co-options, which will formally be endorsed at full meetings of The Board.
- Co-option is deemed to confer full membership of The Board for the duration of its term, unless a term of office is specified that expires before the term of office of The Board

Meetings

The Board is committed to effective and efficient meetings that are focused at a governance level and provide the information the Board needs to be assured that all policies, plans and processes are being implemented and progressing as planned.

- **Time** - Board of Trustees' meetings will be held twice a term and will be set at or by the first meeting of the year.
- **Quorum** - the quorum shall be more than 50% of the total number of Board of Trustees' members.
- **Material** - all material will be circulated to members of the The Board on the Friday prior to the meeting. Any new information may be tabled at The Board meeting but would not be expected to be 'acted upon' unless all members deem it appropriate.
- **Visitors to meetings** - all members of the school community are welcome to meetings. Visitors wishing to speak will be given the opportunity at the discretion of the Presiding Member. A resolution may be passed for the meeting to exclude the public (going into committee) then visitors are required to leave the meeting.
- **Hours** - any extension of time beyond 2½ hours must be agreed upon, or business be transferred to the next meeting time.
- **Expectations** - meetings are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
- **Apologies** - only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.

Exclusion of the public

The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.

Documents relating to a public excluded meeting must be kept confidential and be available to the board for reading prior to the meeting to ensure board members are fully prepared. Documents for use in public excluded meetings may be shared via a password protected google document but must not be printed. A print document will be held in the Principal's office for the board to read while at school.

Last reviewed 24 October 2023

Community Partnership

Purpose

- To enhance learning by establishing a responsive and effective partnership between the school and its community.
- To encourage community and staff commitment by building on existing networks and structures, and/or establishing new groups or networks.
- To utilise the expertise of the school community to enhance learning and teaching programmes.
- To ensure that no pupils are disadvantaged in their learning by material or other constraints.
- To promote and enhance close, effective communication channels between parents/guardians and staff.
- To promote a school climate in which parents/guardians feel comfortable and confident about being at school and being involved in school activities.
- To recognise children's experiences and interests in making decisions about learning.

Guidelines

1. Consultation regarding school programmes, plans and future directions will be regular and include specific consultation with the school's Māori community.
2. Consultation by the school and The Board will take a variety of forms - newsletters, community meetings, Board of Trustees meetings, surveys, questionnaires etc.
3. The Principal will report annually, and at other times as appropriate, to the Board of Trustees and the community on:
 - a. the achievement of students as a whole and groups of students; and
 - b. professional and school-wide developments.
4. School policies will be available to the school community on request and outlines of learning programmes and curriculum developments will be communicated to parents/guardians.
5. Board meeting dates will be publicised to parents/guardians and minutes will be made available.
6. Parents/guardians are encouraged and invited to assist the school in a variety of ways - with classroom activities, sports teams, musical groups, traffic wardens etc. Parents/guardians assisting in such way are made thoroughly aware of their roles and obligations. This also applies to non-parent/guardian helpers who may become involved in school activities.
7. Procedures will be provided to enable staff, parents/guardians, Board members and students to voice their concerns, make comments and ask questions in a manner which respects the dignity and confidentiality of all concerned.

Relevant Legislation

Education and Training 2020

Last reviewed 24 October 2023

Community Involvement Procedures

Pakuranga Heights School views the education of its students as a shared responsibility between parents/guardians of students, the school itself and the wider community.

Guidelines

1. Parents/guardians are encouraged and invited to act as helpers for classroom activities throughout the school and are thoroughly informed of their obligations and purpose as helpers within the classroom environment.
2. School policies are available through the office on request and outlines of learning programmes and curriculum developments are communicated to parents/guardians.
3. Rosters are organised for extra-curricular activities, as required (eg patrols, sports).
4. The PTA will actively seek the involvement of the parent body in fundraising, social and educational events that are planned during the school year.
5. Newsletters, the key to communication, will be sent home on a regular basis.
6. These guidelines will also apply to non-parent/guardian helpers who may be involved in school activities.
7. The Board reserves the right to check the suitability of any community helper working in the school (eg through Police vetting or other agencies).
8. .

Parents/guardian involvement in school activities will develop greater awareness of the school's aspirations and operations. With this increased awareness, closer co-operation, liaison and communication will be established for the betterment of each child's education.

Last reviewed 24 October 2023

Reporting to Parents

Reporting to parents on student progress on both a formal and informal basis encourages a shared responsibility for student learning. It enhances the close relationship between home and school and reflects the school's philosophy that a child's education is a result of reaching new heights together.

- To inform parents regularly of their child's achievements and next learning steps.
- To involve parents in their child's education
- To provide opportunities for parents and teachers to raise matters of concern needing attention.

Guidelines

1. Parent/teacher conferences will be offered at least twice a year. All students will be involved.
2. Parents will have access to their child's academic achievement records.
3. Written reports will be provided for each student twice a year. The first report will outline student progress against New Zealand Curriculum levels and will include information on student achievement, progress against learning goals and next learning steps. The end of year report will summarise the year's progress as well as noting student achievement in relation to the New Zealand Curriculum.
4. Issues of concern will have been discussed earlier rather than first noted in reports.
5. Teachers or parents who have concerns about aspects of their child's progress, behaviour or attitude will be encouraged to arrange an interview as necessary to discuss these concerns at a mutually agreed time rather than waiting for the twice yearly parent/teacher conferences.

An 'open door' policy will facilitate informal reporting.

Last reviewed 24th October 2020

NAG 3: Personnel Policy

Rationale

A Board of Trustees has a responsibility to be a good employer and such responsibilities require the development and implementation of good employer programmes and practices.

Purpose

- To be a good employer as defined in the State Sector Act 1988 and comply with the terms and conditions contained in employment contracts applying to teaching and non-teaching staff.
- To promote high standards of staff performance.

Develop and implement personnel and industrial guidelines, within policy and procedural frameworks set by the Government from time to time, to ensure terms of employment agreements are at all times met by the Board of Trustees and which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.

In order to fulfil the policy, the Board of Trustees and management have developed and will regularly review, the following procedural and administrative guidelines associated with personnel management:

- Appointment Procedures
- Classroom Release Time (CRT)
- Equal Employment Opportunities Procedures
- Leave
- Police Vetting Procedures
- Principal Performance Management
- Protected Disclosure Procedures
- Resolution of Complaints
- Staff Performance Management
- Unit Management

Reviewed 27 October 2020

Appointments

The members of the appointment committee will change depending on the full-time staff position being advertised. However, all appointment committees which appoint teachers, management or a principal must contain a person designated by the Board of Trustees (other than the Principal) to act on their behalf.

1. Appointments will be formally ratified by the Board of Trustees.
2. All members of appointment committees will declare their impartiality before convening or excuse themselves from that process (eg, if acting as a referee for applicant).
3. The Board of Trustees will keep all information received about any applicant confidential (this includes the names of applicants).
4. All permanent positions will be advertised in a national publication and where necessary, all long term relieving positions will also be advertised nationally.
5. All teaching appointments are required to be registered teachers.
6. New core workers will be safety checked before starting employment or engagement as a children’s worker. This includes:
 - a. identity verification;
 - b. police vetting;
 - c. reference checks;
 - d. interviews; a risk assessment that considers the specific child safety related risk.
7. All persons involved in the appointments process will respect the confidentiality of every application to this school and its accompanying referees’ reports, written or verbal.
8. No Board of Trustees member will act independently of the Board’s decision on appointments.
9. All appointments shall be made in accordance with the Board’s EEO Procedure.

Appointment committees will comprise of the following:

Appointment position	Composition
Principal	Process to be decided by the entire School Board of Trustees
Deputy Principal	<ul style="list-style-type: none"> • Principal • Presiding Member • Up to two other Board of Trustees’ members
Team Leader	<ul style="list-style-type: none"> • Principal • Deputy Principals
Scale A Teacher	<ul style="list-style-type: none"> • Principal • Deputy Principal • Head of relevant department (junior, middle or senior)
Learning Assistant Ministry Funded - Special Needs, ORRS	<ul style="list-style-type: none"> • Principal or member of Senior Leadership Team • SENCo – Special Education Needs Co-ordinator
Office, Property Management or other support staff not mentioned above	Principal and/or member of the Senior Leadership Team

Note: The Presiding Member of the Board of Trustees is an ex-officio member of every board committee and as such, may choose to sit on any appointment committee.

Reviewed 27 June 2023

Classroom Release Time (CRT)

These procedures were designed in consultation between the Principal and teaching staff of Pakuranga Heights School. The procedures are written in conjunction with the Primary Teachers' Collective Agreement.

The intent of classroom release time is to address teacher work load while maximising benefits for student learning.

Guidelines

1. CRT will not affect the allocation of other types of release currently provided in the school. This release currently includes:
 - a. Deputy Principal release
 - b. Team Leadership release
 - c. PRT (Provisionally Registered Teacher) release
 - d. Release for school-focused professional development
 - e. Release for other school responsibilities
2. How CRT is used is to be a professional decision made between teachers and agreed to by the Principal. CRT will cover the range of teacher responsibilities that are involved in enhancing student achievement at an individual, class or school level. Some agreed uses include:
 - a. Planning and assessment, evaluations
 - b. Personnel professional development
 - c. Resource development
 - d. Specific meetings that relate to student needs
 - e. Observing other teachers/other schools
3. This list is not exhaustive and the Principal and teachers may agree to other uses from time to time. It is expected that under normal circumstances CRT will be used on site. In some cases, other site usage will be considered.
4. Allocation of classroom release time
 - a. Each teacher with entitlement to classroom release time as per the current Primary School Teachers Collective agreement will be allocated classroom release time each term. The roster will be generated by the Principal or Deputy Principal, taking into account where possible the requests of individual teachers.
 - b. Where, for genuine reasons, during term planning or at short notice, it is not possible to provide classroom release time to an individual the school will:
 - i. record the reason for non-delivery
 - ii. endeavour to reallocate the CRT at a later date in that school year
 - iii. review the CRT procedures if required
 - iv. use the record of non-delivery when reviewing.
5. When CRT cannot be provided, for genuine reasons, the school will:
 - a. Record the reason for the non-delivery
 - b. Endeavour to reallocate the CRT at a later date within the term
 - c. Review the policy, if required
 - d. Use the record of non-delivery when reviewing the policy

Reviewed 27 June 2023

Equal Employment Opportunities (EEO)

Rationale

The purpose of these procedures is to state Pakuranga Heights School Board of Trustees' commitment to the principle of equal employment opportunities and eliminating barriers that cause or perpetuate inequality in employment.

Guidelines

The Board of Trustees is committed to upholding its responsibilities as an equal opportunities employer and creating a workplace that attracts, retains and values diverse employees. To achieve this objective, the Board of Trustees will:

- Provide equal opportunities for recruitment, appointment, development and promotion for all current and prospective employees, regardless of sex, marital status, religious belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status or sexual orientation;
- Develop and maintain a workplace culture that values and supports diversity;
- Ensure that it provides a safe, supportive and healthy environment for all employees that is conducive to quality teaching, research and community service;
- Identify and eliminate all aspects of policies and procedures and other institutional barriers that cause or perpetuate inequality in respect of the employment of any person or group of persons;
- Not tolerate any form of unfair discrimination in the workplace on any ground, including sex, marital status, religious belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status or sexual orientation;
- Promote equal employment opportunities as an integral part of Pakuranga Heights School's procedures and practices;
- Monitor, review and evaluate progress towards achieving equal employment opportunities.

Relevant Legislation

Education and Training Act 2020

Human Rights Act 1993

State Sector Act 1988

Employment Relations Act 2000

Reviewed 27 June 2023

Managing student allegations against staff

Where a complaint is received against a staff member the appropriate procedure as laid down in the relevant employment contract will be followed.

1. The New Zealand School Trustees Association must be contacted and their advice followed. If that advice is different to that within this procedure, then NZSTA's advice will be followed.
2. The school's insurance company is to be informed.
3. In cases of complaints against the Principal, the relevant clauses in his/her employment agreement will be followed.
4. All staff members will be given professional development to help them in recognising signs of abuse. (See Number 11).
5. Confidentiality of the informant is protected at all stages.
6. Pakuranga Heights School will respond to suspicions and allegations of child abuse by a member of staff in a manner which best ensures children's or young persons' immediate and long-term safety and will treat suspicions or allegations against a staff member with the same seriousness as suspicions or allegations made against any other person.
7. Pakuranga Heights School will not act alone, and will refer all suspected situations of child abuse to Police or Oranga Tamariki. The safety of the child will be the primary consideration, and no person in this organisation will collude to protect an adult or an organisation.
8. Allegations will be treated in such a way that the rights of adults and the stress upon the staff member are also taken into consideration.
9. When abuse is suspected or an allegation made against a staff member, the first consideration will be to ensure the safety of child.
10. When there are suspicions of abuse by a staff member, both staff and children's rights are to be attended to. This means that the safety of the child is of first concern, and that the staff member must have access to legal and professional advice.
11. When abuse is suspected, staff will follow the process for Responding to Suspected Child Abuse included in this procedure.
12. The person managing the child abuse issue will not be the same person as that managing the employment issue.
13. The suspected staff member (or volunteer) will be prevented from having further unsupervised access to children during any investigation and will be informed fully of their rights.
14. Staff will declare to a senior person any situation where there could be a conflict of interest, and provision made on a case-by-case basis about who will handle the process.
15. If a child discloses abuse, staff will also follow the guide Dealing with Disclosures of Abuse.
16. Pakuranga Heights School will adhere to the principles of the Employment Contract's Act and give the staff member all information regarding his or her rights.
17. Pakuranga Heights School recognises the added stress to fellow staff in such a situation, and will ensure support is available.
18. The Designated Person for Child Protection must immediately ensure that the suspected individual does not have any contact with the child making the allegation. A risk assessment must be undertaken to determine what level of access, if any, that person should have, to other children.
19. If the police decide to undertake a criminal investigation then the member of staff may be suspended, without prejudice, as a precautionary measure, contact the New Zealand Schools Trustee Association for advice. It is important that no internal investigation is undertaken, and no evidence gathered that might prejudice the criminal investigation.
20. If Pakuranga Heights school is aware that a member of staff it has placed on precautionary suspension also works with children for another organisation, either as an employee or a volunteer, it should ensure that the other organisation is informed of the suspension and the subsequent outcome. Consultation with Oranga Tamariki or the Police will determine how this information is conveyed.

21. Pakuranga Heights School should liaise with Oranga Tamariki and the Police regarding the progress of the investigation.
22. If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is "reasonable cause to suspect" that abuse may have occurred. The allegation may represent inappropriate behaviour of poor practice by a member of staff which needs to be considered under internal disciplinary procedures.

See the Ministry of Education's guidelines for reporting suspected or disclosed child abuse.

Reviewed 9 May 2023

Employee Leave

The granting of leave on appropriate occasions is part of being a good employer.

This procedure will enable the Board of Trustees to meet their obligations as an equal employment employer. The Board of Trustees will follow relevant employment awards or employment contracts and provide consistency in the granting of leave wherever possible.

Staff are requested to exercise discretion when applying for leave without pay as any absence causes disruption to classes and overall school organisation and there is a cost to the school.

Guidelines

1. The Board of Trustees will observe the current teachers' employment contracts. Leave with pay may be considered by the Board, in appropriate circumstances. Each case shall be considered on its individual merits.
2. The Board of Trustees has discretion in granting special leave.
3. Applications for leave will not be unreasonably withheld. All decisions will be fair, equitable and consistent.
4. All leave must be submitted in writing to the Principal using the Leave Application form.
5. All leave longer than four weeks must be approved by the Board of Trustees. Leave of four weeks or less is approved by the Principal.
6. The Principal has authority to approve study leave, discretionary and sick leave of up to four weeks on full pay. Any periods longer than this are to be the responsibility of the Board of Trustees.
7. Except in the case of illness or accident, no teacher shall be absent from school without the authority of the Principal or Deputy Principal.
8. A teacher may be granted leave of absence for up to one year. If such leave is granted, the teacher must notify the Board of Trustees three months before the end of their leave, advising whether they will be returning to the school and resuming their employment at the end of their leave of absence.
9. Leave without pay may not necessarily be granted - approval for any leave will consider factors such as:
 - a. any benefits/disadvantages that may occur for the school
 - b. the availability of suitable relief staff
 - c. disruption to teachers/children
 - d. whether any other staff member is currently on leave

Approval of paid and/or unpaid leave is governed by the relevant employment contracts and the conditions of this policy. The needs of the staff member and the needs of the pupils will both be considered when leave has been requested.

Reviewed 9 May 2023

Police Vetting

The safety of our children is paramount, therefore the purpose of these procedures is to ensure non-teaching employees undergo a police check and contracted suppliers of services to the school guarantee the suitability of personnel operating on their behalf.

Teaching staff must hold a current practicing certificate or limited authority to teach by the Education Council, because the Council will only issue these once a satisfactory police vet has been obtained.

Non core workers

When appointing a new employee, the following procedures must be followed:

1. Confirm their identity: The following will need to be checked as part of the candidate's application:
2. an original primary identity document (e.g. passport) and
3. a secondary identity document (e.g. driver's licence)

If neither of these contain a photograph, use an identity referee. There is a requirement under the Act to check school records to make sure the identity satisfactory police vet must be obtained before an appointment is confirmed.

4. Conduct an interview: Interview the candidate and ask specific questions to allow them to talk about their own attitudes, beliefs and behaviours.
5. Ask for a work history: Ensure the candidate provides their work history ideally for the last five years. This should be contained in the candidate's C.V. or on the candidate's employment application form.
6. Check at least two referees: seek information from any relevant professional organisation, licensing authority, or registration authority to confirm if the candidate is a current member or licensed or registered by the authority.
7. Complete a police vet: Police vet all staff however if the candidate is a teacher who holds a current practising certificate their Police vet will already have been done. If required, allow up to 20 working days for a Police vet to be completed.
8. Assess the risk and keep a record.

Relievers

The following procedures will be followed when engaging relievers:

- A search will be conducted on the NZ Registered Teachers online register to confirm the reliever's practising certificate and police vet are current.
- All relievers will be interviewed prior to commencement unless the engagement is through a reliever agency. Short notice relievers may be interviewed over the phone prior to arriving at school. Where reliever agency contract in place, contract must incorporate agencies responsibility for ensuring currency of practising certificate/police vet.
- New relievers must provide:
 - two forms of ID - one primary and one secondary (one must have a photo)
 - Contact details for two referees
 - Copy of their teacher's registration
 - Information about their work history for at least the previous five years (such as their CV)

Trainee teachers

You should expect to receive a letter or email of introduction from the teacher education provider or tertiary education organisation which will:

- ask you to agree to them acting on your behalf
- include each individual student's name

- confirm the safety check has been carried out to the Vulnerable Children’s Act standard and
- confirm the trainee has given consent for the relevant safety checking information to be passed on to your school or kura. To confirm the person who arrives at your school or kura is the person in the letter of introduction, ask the trainees to provide you with two forms of identity documents:
- an original primary identity document (e.g. passport) and
- a secondary identity document (e.g. driver’s licence). If neither document contains a photograph, you can use an identity referee to verify the person’s identity. There is a requirement under the Act to check your personnel records to make sure the identity is not being or has been used by any other person employed or engaged by your school.

Workforce restriction

The new workforce restriction prohibits schools from employing or engaging people with certain specified criminal convictions as core children’s workers, unless they hold a Core Worker Exemption (CWE).

If an individual holds a CWE it is no longer against the law to employ that person as a core children’s worker.

A CWE is not role-specific, so, subject to conditions, a CWE holder can legally be employed in any core children’s worker role. However, it is still up to the Principal to decide whether or not the CWE holder is suitable for the role they are applying for.

Reviewed 9 May 2023

Professional Development Grant Procedures

Guidelines

The Board of Trustees would like to support employees wishing to undertake additional professional development. Depending on the school's level of resourcing, the Board of Trustees development grant will be available annually to:

1. address the specific needs of the school
2. provide an opportunity for staff to undertake suitable research.
3. make use of the findings in order to raise the quality of education at Pakuranga Heights School
4. provide new learning opportunities/programmes for students.
5. enhance the career prospects of teaching staff.
6. provide a further dimension to the staff development programme.
7. assist with the recruitment and retention of quality teaching staff.
8. encourage innovation and entrepreneurial thinking and strategies.

Procedure

1. Each year the Board of Trustees will provide an amount as determined in each year's budget. The manner in which this money will be spent must be made clear in each applicant's proposal.
2. Each year, teaching staff will be offered the opportunity to apply for this grant.
3. The Principal and Board of Trustees Chairperson will consider each application according to predetermined criteria.

Applications

1. Applications should identify the need within the school relevant to the proposal and offer some evidence in support of this.
2. Applicants must outline a planned research proposal - including timeframes and milestones (reports to the Board of Trustees regarding progress).
3. They must state expected outcomes and how these will be applied to the school, noting the advantages they will bring.
4. Applicants must include an accurate and detailed budget and any ongoing costs.
5. Applications must include a description of how the research results will be shared with staff in order to gain maximum benefit.
6. Applications are to be made to the Principal and Chairperson of the Board of Trustees.

General

1. It is expected that the successful applicants will teach at Pakuranga Heights School for at least one year after the research is completed.
2. Research must be completed in the year for which the scholarship is offered.
3. In the event of the scholarship not being awarded in any year, the spending of the money will be at the Boards discretion.
4. The funding will be advertised amongst staff within the first term of each year and a closing date for applications will be notified.
5. In the event that the recipient does not fulfil their proposal, they may be asked to reimburse any/all grants received.

Reviewed 23rd February 2021

Principal Performance Management (Growth Cycle)

At Pakuranga Heights School, the Professional Growth Cycle (PGC) is used to determine whether the principal is meeting the [Standards for the Teaching Profession](#) (the Standards). Following the guidelines provided by the Teaching Council, the principal develops their own PGC that promotes professional learning and growth within the setting of our school. The PGC encourages a collective responsibility for learning and quality teaching practice for all students.

The role of the principal is considered a teaching position under the Education and Training Act 2020 (s10). This is reinforced by the Teaching Council, who state that all principal positions are teaching positions (regardless of whether this is a teaching role at the school), as the principal is responsible for all learning at the school.

Professional Growth Cycle Process

The principal plans their PGC within the context of our school, and in consultation with school staff, the board, and external colleagues. In particular, the principal and board chair discuss the PGC to ensure there is a shared understanding of the benefits to students and the support that is required. As part of the PGC, the principal seeks feedback from within the school and from external colleagues to support their professional growth.

While the PGC differs for each principal, the cycle is always based on elements provided by the Teaching Council:

- The principal and professional leaders facilitate a collective understanding of the Standards and what meeting and using them in the context of their school looks like.
- The principal plans their PGC and shares this with the board presiding member to plan any support that is needed.
- The principal engages in professional learning and practice development within a network of colleagues, using the Standards.
- The principal seeks feedback on their practice from a range of sources, including the board presiding member or their delegate.
- A professional learning network colleague confirms annually that the principal has participated in the PGC, and endorses whether the principal meets or is likely to meet the Standards.
- If, in the endorser's judgement, the principal does not meet or is not likely to meet the Standards, they discuss this with the principal.

The principal may be endorsed as meeting the Standards - (Full practicing Certificate - Category One), or as not currently able to be endorsed as meeting all the Standards, but considered likely to meet them (Full Practising Certificate - Category Two). See [Teacher Registration, Certification, and Police Vetting](#) for further information about the different types of practicing certificates.

Professional learning network

The PGC facilitates the ongoing professional learning and growth of the principal as part of a supportive professional network of colleagues. All members of the professional learning network must hold a Full Practising Certificate, as members are responsible for endorsement decisions regarding re-certification. The professional learning network may operate locally and meet in person, or remotely and use digital platforms to connect. These networks may exist already or could be created specifically for the PGC.

The Teaching Council recommends five or six members as an optimal number for a network. This allows members to establish a collective professional purpose, positively challenge each other, engage in feedback, and provide support as required. The principal receives support from the network and provides reciprocal support to the other members. One person within the network is responsible for endorsing the principal as meeting the Standards. It is not recommended that two people within a network are responsible for endorsing each other.

The Teaching Council provides a recommended kaupapa (set of principals) for a professional learning network, which states that members will:

- Observe confidentiality (ie all members be respectful of what they hear and careful about what they share)
- Support the agreed facilitator

- Share responsibility for enriching the discussion
- Come to meetings on time, prepared, informed and open-minded
- Contribute to the group by being responsive, reflective, and supportive
- Agree to intentionally address the elements of the PGC
- Ensure that the endorsement process is followed

Role of the endorser

The person who endorses the principal is selected in collaboration with the other members of the professional learning network, and in discussion with the board presiding member. The endorser must hold a Full Practising Certificate, confirms that the principal has participated in the PGC, and provides a statement to them about whether they meet or are likely to meet the Standards.

The endorser is not expected to collect evidence about the performance of the principal. Instead, they are expected to make a decision about practicing certificate renewal based on collaboration within the network and evidence-based conversation. The Endorser Guidelines provide a framework for assessing the capabilities of other network members, and outline the steps for endorsing or not endorsing another member.

The principal assures the board that they are completing their professional growth cycle.

Resources

- Teaching Council of Aotearoa New Zealand [Professional Growth Cycle](#)
 - [The Professional Growth Cycle for principals and ECE professional leaders - Preamble and Elements](#)

Last reviewed 9 May 2023

Protected Disclosure Procedures

These procedures provide information and guidance to employees of the school who wish to report serious wrongdoing within the school in compliance with the Protected Disclosures Act 2000.

Guidelines

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing 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.

The definition of serious wrongdoing for the purposes of these procedures includes any of the following:

- Unlawful, corrupt, or irregular use of public funds or resources
- An act or omission or course of conduct:
 - Which seriously risks public health or safety or 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

Before making a disclosure, the employee should ensure:

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

Any employee of the school can make a disclosure. For the purpose of these procedures this includes:

- Current employees and principal
- Former employees and principals
- Contractors supplying services to the school
- Volunteers working in the school under agreement

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

- 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, 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. The act does not protect you if you disclose information to the media or a member of parliament other than the Minister of the Crown following the procedures outlined below:

- If on reasonable grounds, you believe you have information that a serious wrongdoing is occurring (or may occur) within the school and you wish to disclose that information so it can be investigated, you can make a protected disclosure to the Principal (nominated by the board under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose).
- This should be done in writing. You should identify that the disclosure is being made under the protected Disclosures Act and is following the board procedure, provide detail of the complaint (disclosure), and who the complaint is against. You can include details relating to time and/or place of the wrong doing in known or relevant.

- If you believe 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.
- If you believe that both the Principal and the Chairperson of the Board of Trustees may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external “appropriate authority” direct yourself (including but 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, Health and Disability Commissioner and the head of every public sector organisation.
- After the disclosure is made, the Principal/Board of Trustees Chair must decide within 20 working days if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating. This decision will be communicated to the person making the disclosure. They can decide:
 - To investigate the disclosure themselves
 - To forward the disclosure to the board or a committee of the board to investigate
 - Whether it needs to be passed on to an appropriate authority
- All disclosures will be treated with the utmost confidence. When undertaking an investigation and when writing the report, the Principal/Board Chair will make every endeavour not to reveal information that can identify the disclosing person. This is unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential ie to ensure effective investigation, to prevent serious risk to public health/safety/environment, to have regard to the principles of natural justice.
- At the conclusion of the investigation the Principal/Board Chair or appropriate authority if used, will prepare a report of the investigation with recommendations for action if appropriate. The report will be communicated to the employee making the disclosure and forwarded to appropriate authorities if relevant or deemed appropriate.
- A disclosure can be made to a Minister or an Ombudsman if the employee making the disclosure
 - Believes the school personnel/authority is or may be involved in the wrong doing
 - Believes immediate reference to another authority is justified by urgent circumstances
 - Has followed the internal procedures outlined in these procedures
 - Believes that these have not been followed up within a reasonable time frame or twenty days.
 - Has not been advised of the investigation outcome or recommended actions
 - Continues to believe on reasonable grounds that the information disclosed is true or likely to be true.

Reviewed 25 October 2018

Resolution of Complaints

The board is committed to providing clear procedures for expressing concerns or making complaints connected with the school curriculum or management.

The board encourages an environment where parents and guardians are comfortable and confident in discussing the school’s activities and curriculum, with classroom teachers, the Principal and the Board.

To satisfy parents that the teaching and management standards of the school will be maintained to the highest levels and ensure that appropriate processes are in place in the event that any concerns/complaints arise.

Guidelines

This procedure applies to any person associated with the School (eg parents, guardians, staff, Principal, student, trustee) who wishes to make a complaint about a staff member, sports coach, Principal, trustee or any other person for which the School is responsible; or about an issue or event for which the School is responsible.

The step by step process detailed below is recommended for all complaints (excluding complaints about trustees). Any complaint concerning a trustee may go directly to and be dealt with by the Board.

Any person may make a complaint to the Board at any time by commencing the complaints procedure at step four without undertaking steps one, two or three (see below). However, if steps one, two and three have not been followed prior to the complaint being referred to the Board, the Board may refer the complaint back to be dealt with using the step by step process.

Open lines of communication between all sections of the school community are encouraged.

All people involved in the complaint are to be treated with respect.

The person making the complaint is to be given a fair hearing. The concern is to be given due deliberation. The complainant has the right to attend meetings with a support person.

Complaints will be acknowledged promptly and dealt with according to due process.

A record of all meetings and discussions concerning any complaint is to be kept including details of any agreed outcome and timeline.

Complaints should be addressed to the most relevant person, which will vary depending on the circumstances of each complaint. The most relevant person may be:

- A teacher
- A sports or team coach
- The Principal
- After school care provider

NB: The Board has complete discretion in determining whether or not the subject of a complaint falls within the responsibility or jurisdiction of the School.

Steps for Resolution of Complaints

When a person has a complaint about a staff member, sports coach, principal, trustee or any other person or an issue or event for which the School is responsible.

Step 1	<p>The complainant asks for an appointment with the most relevant person (see explanatory note above). The most relevant person may be the person about whom the complaint is directed. If the complaint is directed against a teacher, the relevant Deputy Principal has the right to attend.</p> <p>The issue is discussed. The two parties agree on the action required to resolve the complaint.</p> <p>If at this point, the complaint is resolved to the satisfaction of both parties, the matter is concluded.</p>
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Step 2	<p>If the complaint remains unresolved or if the problem has resurfaced, the complainant may discuss the matter with the Principal. The two parties agree on the action required to resolve the complaint within a specified time frame.</p> <p>If, at this point, the complaint is resolved to the satisfaction of both parties, the matter is concluded.</p>
Step 3	<p>If the matter remains unresolved or if the problem has resurfaced, the complainant may put the complaint in writing and send the complaint to the Chairperson of the Board of Trustees.</p> <p>The Chairperson then follows the Board's procedure for complaints.</p>

Board of Trustees Complaints Procedures

The Chairperson has received a letter of complaint.

Step 4	<p>The Chairperson acknowledges the letter of complaint. The complainant is advised of the next steps in the Board process.</p> <p>The letter of complaint becomes a correspondence item at the next board meeting and is subsequently referred to relevant parties. The matter may be dealt with by the Board immediately at the Board meeting at which the letter of complaint is tabled, or deferred to a subsequent scheduled or extraordinary meeting.</p> <p>The Board will notify its insurer of the complaint, and take appropriate legal advice as required.</p> <p>In the event of a complaint about a staff member, the Board will write to the staff member concerned outlining the specifics of the complaint, the date by which the staff member is to respond to the complaint, and the staff member's right to representation and support.</p> <p>Note: The public may be excluded from any part of board meetings at which the complaint is discussed and the Board may go 'into committee'.</p>
Step 5	<p>At the meeting(s) during which the Board considers the complaint, the complainant and other parties to the complaint may be invited to speak or to answer questions. All parties to the complaint will absent themselves while the Board deliberates on the complaint.</p> <p>If a complaint is brought to the Board by a board member, or if the complaint is about a board member, then those parties are excluded from board deliberations on the matter.</p>
Step 6	<p>The Board's decision on and response to the complaint is communicated to the complainant and other involved parties. This may be done publicly or confidentially, depending on the case and at the Board's discretion.</p>
Step 7	<p>Any of the parties may request that the Board reconsider its decision. New information, which would have been relevant to the Board's deliberations, must be produced for the decision to be reconsidered.</p>

Personnel procedure for resolution of complaints

When a staff member has a concern or complaint the procedure is:

Step 1	<p>Discuss the issue(s) with the most appropriate person, ie Deputy Principal or Principal.</p> <p>If appropriate, the agreed solution to the issue should be documented and signed by both parties.</p>
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Step 2	<p>If the issue is not resolved, the complainant may discuss it with the Principal.</p> <p>If appropriate, the agreed solution to the issue should be documented and signed by both parties.</p>
Step 3	<p>If the issue is not resolved or if either of these steps are deemed inappropriate by the complainant, the complainant may discuss the issue with the Board of Trustees Equal Employment Opportunities (EEO) Officer.</p> <p>If appropriate, the agreed solution to the issue should be documented and signed by both parties.</p> <p>If the issue is not resolved or if the preceding three steps are deemed inappropriate by the complainant, the complainant may put the complaint in writing and send the complaint to the Chairperson of the Board.</p> <p>At this stage the Board complaints procedure will apply.</p>

Notes:

1. As of right, school staff may call in their union representative or a support person at any time during proceedings.
2. A grievance in relation to equal employment opportunities will first be discussed with the Principal. If the matter remains unresolved, the matter will be reported to and dealt with by the EEO co-ordinator and the Chairperson of the Board and they will in turn report back to the full Board.
3. If on reasonable grounds, an employee of the school believes they have information that a serious wrongdoing is occurring or may occur within the school and wish to disclose that information so that it can be investigated, they can make a protected disclosure to the Principal or Chairperson.

If you wish to make a protected disclosure, refer to those procedures

Natural Justice Guidelines

Natural justice provisions are about *the duty to be fair* and the Principal and Board have a duty to observe them. Natural justice requires the Principal and Board to:

- Adequately inform the person complained about of the complaint. Complaints (as opposed to concerns) must be specific and in writing
- Give adequate time for a response to the complaint; this can be in writing if appropriate.
- Advise and suggest the person complained about seeks assistance and representation.
- Approach enquiries with an open mind, investigation must be fair and objective.
- Give the matter due consideration - consider the evidence and responses - weigh allegation against explanation in an objective way.
- An opportunity to speak to a written response should be offered.
- Ensure there is no predetermination of disciplinary or other action before a fair and reasonable enquiry has occurred.
- Avoid bias - entire process should be free of bias or a preconceived idea / outcome.
- Confidentiality must be upheld at all times. The complaint must not be debated or questioned publicly.

Last reviewed 22 February 2022

Staff Performance Management

Rationale

Pakuranga Heights Primary School recognises the need to evaluate regularly the quality of teaching and learning at all levels relative to our goals and objectives as expressed in the School Charter and the National Educational Guidelines.

To achieve this, a professional growth cycle is in place which meets the legal requirements and guidelines as recommended by the Ministry of Education and the Teaching Council of Aotearoa New Zealand. The aim will be to foster staff professional growth by capitalising on the authentic learning collaborations between teachers and providing support and development opportunities that will enable them to achieve their personal and professional goals.

Purpose

Encourage a reflective, high trust professional culture that ultimately benefits learning outcomes for all ākonga.

Support and challenge practice as we grow great learners, teachers and leaders

Provide explicit opportunities to explore practice, data, strategies, observation and feedback cycles.

Support a strong understanding of the professional code and standards

Guidelines

1. The Principal has the delegated authority to implement the professional growth cycle policy.
2. A professional growth cycle will be part of an integrated performance management system operating within the school;
 - o each teacher will set goals that relate to the needs of the school and students, these may be individual goals or part of a collaborative inquiry.
 - o the professional growth cycle will be open, transparent and ongoing throughout the year.
3. The professional growth cycle is underpinned by regular coaching conversations to support progress through the year.
4. The professional growth cycle documentation will be confidential to the teacher, the coach and the Principal. All information will be stored securely and retained for at least 12 months after a teacher leaves.
5. The professional growth cycle is underpinned by the Standards for the Teaching Profession as set out by the Teaching Council of Aotearoa New Zealand.
6. New staff members whose salary anniversary date is within 10 school weeks of their appointment, will provide documentation from their previous school, to show that they have met all the professional standards at the appropriate level. Where documentation is unavailable, a period of at least 10 school weeks will be required to complete a portion of a professional growth cycle in order to show that the staff member meets the professional standards.
7. The Principal will present to the Board an annual statement on the professional growth cycle. This will indicate that the task has been completed and will summarise the overall outcomes and provide the Board with an overview of the priorities being established for the forthcoming year.

The annual professional growth cycle will include:

1. Collaborative Inquiry - participation in and contribution to collaborative inquiries that place learners at the centre.
2. Professional Growth - engaging in and keeping a record of all professional learning that supports the development of effective practice.
3. Observations of Practice - in order to identify high impact teaching strategies.
4. Evaluative Capacity - use of qualitative and quantitative data including learner, teacher and whanau voice to evaluate the impact and effectiveness of programmes and practice.

5. Reflection - engagement in reflective, solutions focused dialogue to support changes to practice that enhance outcomes for learners.
6. Standards for the Teaching Profession - the professional growth cycle is underpinned by the Standards for the Teaching Profession.
7. Coaching - all aspects of the professional growth cycle are supported by regular coaching conversations about teaching, learning and practice.
8. All teachers will be involved in a professional growth cycle each year.

Disputes

Where a teacher disagrees with the deferral of his/her salary increment, the procedures are outlined in the current Primary Teachers Collective Agreement. Alternatively, the procedure set out in the complaints procedures will be followed.

Funding

Funding to implement the professional growth cycle will be allocated by the Board on a yearly basis.

Conclusion

The professional growth cycle is considered essential to all staff. It is not intended to be judgemental or concerned with 'rights' and 'wrongs'. It is concerned with "what can I do better as a staff member" so that the quality of the school programmes and the level of student achievement is continually improved.

Relevant Legislation

State Sector Act 1988

Part VII

This part of the act deals with the general principles applicable to employers in the education service (including boards of trustees) in relation to the employment of staff. In particular, it refers to the need to ensure that boards operate personnel policies which comply with the principles of being a good employer.

Section 77C

This section of the Act provides for the Secretary for Education to prescribe matters to be taken into account when assessing the performance of teachers.

The Education Act (1989)

Sections 60A and 61 deal with the requirements on boards under their charters and the National Education Guidelines. Section 60A allows for the Minister to specify National Education Goals, National Administration Guidelines, and National Curriculum Statements. Under Section 61, every school must have a written charter of aims and objectives. All charters are deemed to contain the aim of achieving, meeting, or following the National Education Guidelines.

- National Administration Guideline 2 (1993) places two requirements on boards of trustees with respect to the management of staff performance:
 - to develop and implement personnel and industrial policies, within policy and procedural frameworks set by Government from time to time, that promote high levels of staff performance, use educational resources effectively, and recognise the needs of students; and
 - to be a good employer as defined in the State Sector Act 1988, and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.
- National Administration Guideline 4 (1993) establishes a requirement for boards of trustees to provide a programme of regular self-review.

Section 65 authorises boards of trustees to appoint, suspend, or dismiss staff.

Sections 66 and 66A give boards the power to delegate responsibilities to a special committee of trustees or staff.

Section 75 gives boards the control of the management of schools, except where other New Zealand laws apply.

Section 76 defines the role of principals in two ways:

1. A school's principal is the board's chief executive in relation to the school's control and management; and
2. Except to the extent that any enactment, or general law of New Zealand, provides otherwise the principal:
 - shall comply with the board's general policy directions; and
 - subject to paragraph (a) of this subsection, has complete discretion to manage the school's day-to-day administration as he or she sees fit.

Sections 120 and 127 (1996) establish that in order to renew a practising certificate, a teacher must have "satisfactory recent teaching experience".

Section 120A (1996) restricts the permanent appointment of teachers to those who hold a practising certificate.

Section 120B (1996) restricts the employment of a teacher to those who hold a practising certificate or a 'limited authority to teach' from the Teacher Registration Board

Last reviewed 16 February 2022

Unit Management

A unit provides leadership opportunities for staff and recognises the responsibility, leadership and the special initiative of staff. It also ensure that due recognition is given to staff for the duties they undertake.

Guidelines

1. The fixed term units are allocated separately each year.
2. The Principal will conduct a process of consultation with staff which allows all teachers an opportunity to make suggestions regarding the use of fixed term units.
3. The process of consultation will be outlined to staff and the outcome of that consultation will be presented to staff.
4. Fixed term units may be allocated for a whole or part of a year.
5. The Principal is ineligible for allocation of fixed term units.
6. The final decision on allocation will rest with the Board, via delegation to the Principal.
7. All management units allocated to the school will be used, with permanent units allocated to management staff.
8. Any available non permanent management units will be advertised internally for the purpose of completing a set task or duty.

Reviewed 12 April 2022

NAG 4: Finance and Property

Rationale

In order to maintain quality financial and physical resources the Board of Trustees (the Board) has developed sound procedures and guidelines.

Purpose

- The Board shall allocate funds reflecting the school's priorities as stated in the Charter and Annual Plan.
- The Board and Principal shall monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.
- The Board and Principal shall comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe and healthy learning environment for students.
- The Board and Principal will establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Chairperson as prescribed in the procedures set out below.

Guidelines

- The school will have written management procedures relating to finance and property which are actively practised and regularly reviewed for compliance.
- The Board will allocate funds to reflect the school's priorities as stated in the charter and strategic plan by:
 - Developing an annual budget
 - Developing a long term maintenance plan
 - Developing an annual plan from the strategic plan
- Maintaining effective communication systems between the Principal and staff and the Board.
- The Board and the school will have management procedures for monitoring and controlling expenditure:
 - Accounting systems - petty cash, bank accounts
 - Fundraising procedures
 - Internal spending, including ordering and purchasing of resources
 - Capital assets
- The Board of Trustees will ensure that the annual accounts are prepared and audited as required by the Public Finance Act 1989 and amendments and the Education Act 1989 and amendments.
- The Board will comply with any current asset management agreement, including the Property Occupancy Agreement.

In order to fulfil the policy, the Board and management have developed, and will regularly review, the following procedural and administrative guidelines associated with finance and property:

[Asset Management Procedures](#)
[Cash Management Procedures](#)
[Classroom Behaviour Management](#)
[Credit Card Procedures](#)
[Entertainment Procedures](#)
[Gift Procedures](#)
[Protected Disclosures](#)
[Sensitive Expenditure Procedures](#)
[Theft and Fraud Prevention](#)
[Travel Procedures](#)

Reviewed 12 April 2022

Asset Management Procedures

Introduction

The Board accepts that it has a responsibility to protect the assets of the School. The Board has agreed on the fundamental principles of this procedure, and has delegated responsibility for the implementation and monitoring of this procedure to the Principal.

1. In the formulation and approval of this procedure the Board has had due regard to the accepted standards of sound asset management and applied these to the School. The Board wishes to record that it sought the advice of a chartered accountant and consulted with the School's auditor in their role as agent of the Controller and Auditor General before approving this procedure.
2. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this procedure. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this procedure.
3. This procedure must be read in conjunction with other Board policies and procedures, and the exercising of all authority and responsibilities conferred under this procedure must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Acquisition of Assets

1. The Board agrees to review the asset management plan annually and agree a budget for annual asset acquisitions.
2. The Principal shall have delegated authority to purchase assets within the annual asset acquisition budget, following good procurement processes, provided that the value of any individual asset is no more than \$10,000.
3. The decision to purchase any asset with a cost of over \$10,000 must be made by the Board, not the Principal alone.
4. The Board shall consider the most cost efficient acquisition method for each new assets acquisition decision i.e. whether to buy or lease, and whether to acquire by operating or finance lease.
5. The Boards shall follow good procurement processes for the acquisition of assets over \$10,000. This may include placing a notice on the Government Electronic Tendering System (GETS) for acquiring assets with a combined value over \$100,000; obtaining several quotes to compare value for money; and managing any potential conflict of interest appropriately.

Information Technology Assets

1. All information technology assets, such as computers, laptops and associated software, must be compatible with the standard operating platform used within the school.
2. The Board aims to provide and maintain a suite of IT assets that provides the best possible learning tools for students, within budget constraints, including a replacement programme that matches the expected useful life of each asset.

Expected Useful Lives

The Board agrees on the expected useful lives of the following types of assets:

Buildings – School	18-40 years
Building improvements – Crown	10–20 years
Furniture and equipment	5–10 years
Information and communication technology	4 years

Motor vehicles	5 years
Textbooks	3 years
Leased assets	4 years
Library resources	8 years

Maintenance of Assets

The Principal shall have delegated authority to maintain the school's assets in good working order, within the approved budget.

Asset Records

1. A fixed asset register for all assets with a cost of \$500 or more shall be recorded in the fixed asset register.
2. Assets valued between \$250 and \$499 shall be recorded in a register of valuable assets.
3. A review of assets against the fixed asset and valuable asset registers shall be undertaken at least once a year.

Disposal of Assets

The Principal shall have delegated authority to dispose of any asset that has reached the end of its useful life (as recorded in the fixed asset or valuable asset registers), provided the original cost of that asset was less than \$10,000. The Principal shall report to the Board about reasons for disposal, disposal process and any net disposal proceeds.

The Board shall approve the disposal of any asset that had an original cost of over \$10,000, including the reasons for disposal, disposal process and use of any disposal proceeds.

Approval

When the Board approved this procedure it agreed that no variations of this procedure or amendments to it can be made except with the approval of the Board.

As part of its approval the Board requires the Principal to circulate this procedure to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. The school policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this procedure and other policies and procedures approved by the Board.

Last reviewed 12 April 2022

Cash Management Procedures

Introduction

The Board accepts that it has a responsibility to protect the cash resources of the School. The Board has agreed on the fundamental principles of this procedure, and has delegated responsibility for the implementation and monitoring of this procedure to the Principal.

In the formulation and approval of these procedures the Board has had due regard to the accepted standards of sound financial management and applied these to the School. The Board wishes to record that it sought the advice of a chartered accountant and consulted with the School's auditor in their role as agent of the Controller and Auditor General before approving these procedures.

The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage these procedures. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this procedure.

These procedures must be read in conjunction with other Board procedures, and the exercising of all authority and responsibilities conferred under this procedure must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Current and Call Deposit Accounts

1. The Board agrees that one current account shall be operated for general receipts and payments. The only other current account permitted shall be for the school's trust funds account.
2. The signatories to this current account shall be as follows:
 - the Finance Committee Chair
 - the Principal
 - the Executive Officer and
 - one other representative Board member.
3. Electronic payments must be approved by two signatories using bank approved tokens.
4. At no time shall the current account be operated in overdraft without permission from the bank and the Ministry if the overdraft exceeds the borrowing limits.
5. One on-call interest bearing deposit account shall be operated to hold cash resources not currently required for operating purposes. This account is only to be operated by the Principal or Executive Officer, with any transactions reported by the Principal at the next Board meeting.
6. Separate on-call deposit accounts shall also be operated for Fixed Asset Replacement and Cyclical Maintenance reserves as specified in the Board's policies for these matters.

Trust Fund Account

A separate bank account and call deposit account shall be used for the trusts funds held by the Board in trust for donor-specified purposes. The terms and conditions for the operation of these accounts shall be the same as for the general operating account referred to above.

Investments

1. Investment of School funds may only be made in accordance with the terms of Section 73 of the Education Act 1989.
2. Notwithstanding the requirements of Section 73, no investments may be made in equity stocks or in synthetic money market products (e.g. forward rate agreements and interest rate swaps).
3. Investments may only be made with the written authorisation of the Principal and the Board.

Fundraising

The Board acknowledges that under Section 73 of the Education Act 1989 some professional fundraising contracts constitute an illegal fundraising contract. No such fundraising contract will be entered into by the School. If doubt exists about the legality of a proposed fundraising contract, the Principal will contact the regional Financial Adviser of the Ministry of Education for advice.

Cash Receipts

1. All cash received must be paid into the school office and properly receipted. This includes trading income, other local funds receipts and reimbursements for learning materials.
2. No cash received can be used to pay accounts in cash.
3. Only delegated staff may handle cash.
4. All receipts must be banked as soon as possible and preferably within one working week of receipt.
5. All cash kept on the premises must be kept secure and under the control of a delegated person.

Accounts for Payment

1. All accounts for payment, other than expense reimbursements and attendance donations, must be supported by a copy of:
 - the official school order form
 - the invoice, with certification by the person who ordered that each item has been received, prices and quantities are correct and the payee details are correct
 - authorisation stamp and coded to appropriate budget code
 - entered into the school's accounting programme
 - For online payments, a copy of the batch payment.
2. No person can sign off two of the documents that comprise the voucher except the order and the invoice. The invoice must be certified by the person who authorises the expenditure.
3. Expense reimbursements must be certified by the Principal or delegate. An expense claim should be supported by GST receipts or invoices. Claims for the use of private motor vehicle usage must be certified by the Principal or delegate to indicate that approval was given. Scale rates as per the award will be the basis of reimbursement per kilometre.
4. Reimbursement to the Principal must be signed by the Board Chairperson or Executive Officer.

Petty Cash

1. A petty cash fund of no more than \$200 shall be held.
2. Reimbursement claims from the petty cash fund shall not exceed \$20 and must be accompanied by a receipt. Petty cash advances will only be made for amounts up to \$20. A receipt for the actual expense with any unspent cash must be provided within 2 working days of the advance.

Accounting Records

1. The Principal shall arrange for proper accounting records to be maintained. The records must satisfy all requirements specified in Acts of Parliament, financial reporting standards and other applicable standards.
2. The financial system must be so organised by the Principal that the Principal and Chairperson can sign without hesitation the annual Statement of Financial Responsibility as required by Section 155 of the Crown Entities Act 2004.

Periodic and Annual Financial Statements

1. For each calendar month the Principal shall ensure there are financial reports showing:
 - a. statement of Financial Performance, including comparison to budget;
 - b. a summary Statement of Cash flow; and
 - c. a summary Statement of Financial Position.
2. For each board meeting the Principal shall present a written summary report that describes:
 - a. key (financial) achievements from the previous month; and

- b. Significant matters and/or risks that must be addressed by the School.
3. Any recommendations made to the Board for the purchase of fixed assets, investments and other use of cash resources must refer to the impact on the School's present cash resources and projected cash flows for the next 12 months.

Approval

1. When the Board approved these procedures it agreed that no variations of these procedures or amendments to it can be made except with the unanimous approval of the Board.
2. As part of its approval the Board requires the Principal to circulate these procedures to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. The school policy manual shall also be made available to students and parents at their request.

Reviewed 17 May 2022

Credit Card Procedures

Introduction

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

Process for Issue of Credit Cards

1. Credit cards should only be issued to staff members after being authorised by the Board.
2. The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations. Any variations require Board approval.

Procedures when using the Credit Card

1. The credit card is not to be used for any personal expenditure.
2. The credit card will only be used for:
 - a. payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or
 - b. the purchase of goods where prior authorisation from the Board is given.
3. All expenditure charged to the credit card should be supported by:
 - a. A credit card slip
 - b. A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
4. For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit
5. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
6. Authorisation for the expenditure should be obtained on a one-up basis (for example the Principal should authorise any travel by the Deputy Principal and the Board should authorise any travel by the Principal). Cardholders are not allowed to approve their own expenditure.
7. All purchases should be accounted for within 5 working days of receiving a credit card statement.

Cash Advances

1. Cash advances are not permitted except in an emergency.
2. Where cash advances are taken, the cardholder must provide a full reconciliation, with receipts wherever possible, of how the cash was used. Any unspent monies must be returned to the School.

Discretionary Benefits

Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the School. They should not be redeemed for personal use.

Cardholder Responsibilities

1. The cardholder must protect the pin number of the card.
2. The cardholder must only purchase within the credit limit applicable to the card.
3. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen. Card may be cancelled via credit card manager within ASB online banking programme.
4. The cardholder must return the credit card to the School upon ceasing employment there or any time upon request by the Board.

Approval

1. When the Board approved this procedure it agreed that no variations of this procedure or amendments to it can be made except with the unanimous approval of the Board.
2. As part of its approval the Board requires the Principal to circulate this procedure to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. The School policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this procedure and other policies and procedures approved by the Board.

Reviewed 17 May 2022

Entertainment Procedures

Introduction

The Board agrees that it has a responsibility to ensure that expenditure on entertainment incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this procedure, and has delegated responsibility for the implementation and monitoring of this procedure to the Principal.

The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this procedure. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this procedure.

This procedure must be read in conjunction with other Board Policies and Procedures, and the exercising of all authority and responsibilities conferred under this procedure must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Purposes of Entertainment

1. Entertainment expenditure in general will be for the following purposes:
 - a. Building relationships and goodwill
 - b. Representation of the school in a social situation
 - c. Hospitality provided in the course of school business to external parties
 - d. Internal social functions
2. The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate.

School Events and Staff Meetings

1. This includes conferences, seminars, workshops, training courses and meetings.
2. When deciding upon a venue, teachers should take into account location, accommodation standard and tariff rates. They should give due consideration to the nature of the event, total cost, expectations of participants and their home location.
3. When deciding upon catering, teachers should take into account the nature of the event and the quality of food required. Lunch should only be provided for staff meetings where it is not possible to arrange the meeting for a period which avoids the lunch break.

Alcohol Purchases

The school should only purchase alcohol for entertainment purposes.

Purchases are usually for the consumption by staff and guests at school hosted events. The amount expended needs to be demonstrably reasonable and appropriate for the event and should be sufficient for moderate consumption only.

Approval

1. When the Board approved this procedure it agreed that no variations of this procedure or amendments to it can be made except with the approval of the Board.
2. As part of its approval the Board requires the Principal to circulate this procedure to all staff, and for a copy to be included in the school policy and procedures manual, copies of which shall be available to all staff. The school policy and procedures manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this procedure and other policies and procedures approved by the Board.

Reviewed 5 July 2022

Gifting

The Board agrees that it has a responsibility to ensure that expenditure on gifts incurred by the school must clearly be linked to the business of the school.

Purchasing Gifts

1. All gifts must be purchased through the school's normal purchasing and authorisation procedures.
2. The cost of a gift should be reasonable and appropriately reflect the benefit received and should not exceed \$50.
3. Gifts over the value of \$50 must be pre-approved by the Principal.
4. If the gift is given during international travel, the staff member must where reasonably possible, receive authorisation for the value of the intended koha/gift before the travel. If the need to purchase a gift arises unexpectedly during international travel, then a full record of the gift should be recorded upon return to work. The cost of such a gift should be justifiable to the Board.
5. Monetary gifts and donations over the value of \$50 must be pre-approved by the Board.

Staff gifts

Situation	Staff Response	Board Response
Sabbatical or study leave over 12 months	Card from staff	Card
Sick leave – severe illness	Card from staff	Card and gift valued at \$50
Parental Leave for staff leaving to have a baby after <i>less than</i> 12 months service	Card from staff	Discretionary
Parental Leave for staff leaving to have a baby after <i>more than</i> 12 months service	Collection and card from staff	Card and gift valued at \$50
Resignation or retirement for staff leaving after <i>less than</i> 12 months service	Collection and card from staff	Discretionary
Resignation or retirement for staff leaving <i>between</i> 1 and 5 years' service	Collection and card from staff	Card and gift valued at \$50
Resignation or retirement for staff leaving <i>between</i> 5 and 10 years' service	Collection and card from staff	Card and gift valued at \$100
Resignation or retirement for staff leaving 10 years' plus service	Collection and card from staff	Card and gift valued at \$150
Bereavement - acknowledgements are limited to partners, children, and parents of staff members	Card from staff and flowers from the school	Card and flowers

This guide does not preclude staff from making a personal acknowledgement with a card, gift, or flowers for these or other categories.

Receiving gifts

1. Gifts should not be accepted if their acceptance could be seen by others as an inducement or a reward that might place the staff member under an obligation.
2. If gifts received are small and of little value (under \$50), then the recipient may keep the gift.
3. Gifts valued over \$50 must be declared to the Principal who will advise the Board. The gift will be given to the school to use unless the Board agrees to an exception to this policy.
4. If the gift arises from an employee's role as an employee of the Board, then the gift remains the property of the Board. Receipt of the gift must be declared to the Principal.

Reviewed 5 July 2022

Protected Disclosures

Introduction

The Board accepts that it has a responsibility to have in operation internal procedures for receiving and dealing with information about serious wrongdoing in or by the School. The Board also accepts that it must regularly educate and train its employees on the internal disclosure system.

The Board agrees that this procedure must be published widely in the School, will be provided to all new employees and will be republished at regular intervals (at least annually).

The purpose of this procedure is to provide information and guidance to employees of the School who wish to report serious wrongdoing within the school. The procedure is issued in compliance with the Protected Disclosures Act 2000 and the Education and Training Act 2020.

What is a Protected Disclosure?

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing 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 includes any serious wrongdoing of any of the following type:

- an unlawful, corrupt, or irregular use of funds or resources; or
- an act, omission or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- an act, omission or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial; or
- an act, omission or course of conduct that constitutes an offence; or
- an act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.

Conditions for Disclosure

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

- the information is about serious wrongdoing in or by the School;
- the employee believes on reasonable grounds the information to be true or likely to be true;
- 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; and
- contractors supplying services to the school.

Protection of employees making disclosures

An employee who makes a disclosure and who has acted in accordance with the procedure 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; and

- will, subject to paragraph 15 in 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 the School who wishes to make a protected disclosure should do so using the following procedure:

1. How to submit a disclosure

The employee should submit the disclosure in writing.

2. Information to be contained

The disclosure should contain detailed information including the following:

- the nature of the serious wrongdoing;
- the name or names of the people involved; and
- surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.

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3. Where to send disclosures

A disclosure must be sent in writing to the Principal who has been nominated by the Board under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

OR

If it is believed 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 the disclosure can be made to the Board Chairperson.

4. Decision to investigate

On receipt of a disclosure, the Principal or Board Chairperson 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 Board Chairperson or arranged by him/her as quickly as practically possible, through an appropriate authority.

5. Protection of disclosing employee's name

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal or Board Chairperson will make every endeavour possible not to reveal information that can identify the disclosing person, 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; or
- to prevent serious risk to public health or public safety or the environment.

6. Report of investigation

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 Chairperson.

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 Board Chairperson is or may be involved in the wrongdoing;
- 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 the 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 any 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 and 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 the employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

Approval

When the Board approved this procedure it agreed that no variations of this procedure or amendments to it can be made except with the unanimous approval of the Board.

As part of its approval the Board requires the Principal to circulate this procedure to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. The School policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this procedure and other policies and procedures are approved by the Board.

Last reviewed 6 July 2021

Sensitive Expenditure Procedures

Introduction

The Board agrees that it has a responsibility to ensure that all expenditure of board funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).

The Board acknowledges that at times there are expenses which may be considered beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.

The Board has determined that any expenditure which may be considered beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fund raising specific to that expenditure.

Particular reference should also be made to the Board's travel procedure in considering expenditure which may benefit individuals or groups of individuals.

The Board has agreed on the fundamental principles of this procedure, and has delegated responsibility for the implementation and monitoring of this procedure to the Principal (as the chief executive and the Board's most senior employee).

Principles

The Board requires the Principal, where expenditure may be beneficial to an individual or group of individuals, to take account of the following prior to authorising this expenditure:

- Does the expenditure benefit student outcomes?
- Does the expenditure represent the best value for money?
- Is it in the budget?
- Could the Board justify this expenditure to a taxpayer, parent or other interested party?
- How would the public react if this expenditure was reported by the media?
- Would there be perceived to be any personal gain from this expenditure?
- Does this expenditure occur frequently?

Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised for the purpose. The funds will be raised with a full understanding of their purpose known to those contributing the funds - such as parents or other funding sources (eg, charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

Accounting for expenditure

All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the Board.

Approval

When the Board approved this procedure, it agreed that no variations of this procedure or amendments to it can be made except with the approval of the Board.

As part of its approval the Board requires the Principal to circulate this procedure to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. The School policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this procedure and other policies and procedures approved by the Board.

Reviewed 6 July 2021

Theft and Fraud Prevention

Introduction

The Board has agreed that through its chief executive, the Principal, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and the procedure is just and fair.

The Board, therefore requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Presiding Member as prescribed in the procedures set out below.

General

As preventative measures against theft and fraud the Board requires the Principal to ensure that:

1. The School's physical resources are kept secure and accounted for.
2. The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
3. Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
4. All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.

In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:

1. Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
2. So far as it is possible and within 24 hours:
 - Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud
 - Request a *written statement* from the person who has
 - informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft
 - Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation
 - Inform the Presiding Member of the information received and consult with them as appropriate
3. On the basis of advice received and after consultation with the Presiding Member, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
4. The Principal shall then carry out the following procedures:
 - Investigate the matter further;
 - If a prima facie case is thought to exist to continue with their investigation;
 - Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
 - Lay a complaint with the New Zealand Police;
 - If necessary, commission an independent expert investigation;
 - In the case of fraud, require a search for written and electronic evidence of the possible fraudulent action to determine the likelihood or not of such evidence;

- Seek legal advice; or
 - Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
5. Once all available evidence is obtained the Principal shall consult the Board Presiding Member. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
6. If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
- Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present).
 - Advise the person in writing of the processes involved from this point on.

The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.

Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Presiding Member who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations Concerning the Principal or a Trustee

Any allegation concerning the Principal should be made to the Board Presiding Member. The Presiding Member will then investigate in accordance with the requirements of paragraph 4 of this procedure.

Any allegation concerning a member of the Board should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this procedure.

Approval

When the Board approved the procedure it was agreed that no variations of this procedure or amendments to it can be made except by the unanimous approval of the Board.

As part of its approval the Board requires the Principal to circulate this Policy to all staff, and for a copy to be included in the Policy Manual, copies of which shall be available to all staff. The school policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies and procedures approved by the Board.

Reviewed 10 August 2021

Travel Procedures

Introduction

The Board agrees that it has a responsibility to ensure that travel expenditure incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this procedure, and has delegated responsibility for the implementation and monitoring of this procedure to the Principal.

The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this procedure. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this procedure.

This procedure must be read in conjunction with other Board Policies and Procedures, and the exercising of all authority and responsibilities conferred under this procedure must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Principles

The Board agrees to ensure that:

1. the travel expenditure is on the Board's business, and the School obtains an acceptable benefit from the travel when considered against the cost;
2. expenses are reimbursed on an actual and reasonable basis; and
3. any staff that are required to travel on business do not suffer any negative financial effect.

Process for Making Travel Arrangements

1. All booking for international and domestic travel is to be conducted through the School's normal purchase procedures. This includes the booking of accommodation, flights and rental cars.
2. Under no circumstances may any staff member approve their own travel.

Travel within New Zealand

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

All domestic air travel is to be economy class.

International Travel

Prior to international travel being undertaken, the traveller must be given a copy of this procedure and be required to sign it off to signify that they have read and understood it.

All international travel should be authorised by the Board before it is commenced. A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the Board which will arise from the trip and an estimate of the costs of the trip.

At the end of the trip overseas, the traveller may be asked to prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and the School of the trip.

Except where the flight time exceeds 10 hours, all international air travel is to be economy class.

Business class travel may be approved, where the Board considers appropriate, for travel more than 10 continuous hours in duration.

Accommodation

Staff should opt for good but not superior accommodation, for example Qualmark 3 star accommodation and must be prepared to justify exceptions to this rule to the Board.

Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift.

Vehicles

When using rental cars, staff should opt for good but not superior model vehicles and should be prepared to justify any exceptions to this rule to the Board.

Use of private vehicles is to be approved on a one-up basis and reimbursement will be at the rate specified by the Inland Revenue Department.

If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement through petty cash or as part of an expense claim.

Reimbursement of Expenses

1. The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as “the actual cost incurred in the particular circumstance, provided that it is a reasonable minimum charge”.
2. For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs. For example, a staff member would normally incur personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than that normally incurred.
3. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges are to be paid separately by the travelling staff member.
4. All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis.
5. For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to ensure that GST can be reclaimed by the School.
6. Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.

Discretionary Travel Benefits

Travel benefits, including air points and loyalty scheme rewards/points (Flybuys, Global, etc), accrued from official travel are only to be used for subsequent travel on behalf of the School. They should not be redeemed for personal use.

Staff must travel by the most direct route unless scheduling dictates otherwise.

The School will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the School did in no way incur additional expenditure.

Approval

When the Board approved this procedure it agreed that no variations of this procedure or amendments to it can be made except with the approval of the Board.

As part of its approval the Board requires the Principal to circulate this procedure to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. The School policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this procedure and other policies and procedures approved by the Board.

Reviewed 5 July 2022

NAG 5: Health and Safety Policy

Purpose

The Board of Trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

The Board of Trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. This will be achieved through:

- making health and safety a key part of our role
- working with our workers to improve the health and safety system at our school
- doing everything reasonably possible to eliminate or minimise the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks to increase awareness so everyone can work safely
- providing appropriate induction, training and supervision for all new and existing workers
- helping workers who were injured or ill return to work safely
- making sure contractors and sub-contractors working at the school operate in a safe manner.

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- being involved in improving health and safety systems at work
- following all instructions, rules, procedures and safe ways of working - keep yourself and your mates healthy and safe
- reporting any pain or discomfort as soon as possible
- reporting all injuries, incidents and near misses
- helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- reporting any health and safety concerns or issues through the reporting system
- keeping the work place tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards

Others in the workplace

All others in the workplace including students and visitors are encouraged to:

- follow all instructions, rules and procedures while in the school grounds
- report all injuries, incidents and near misses to their teacher or other staff members
- wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning
- Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.
- Health and safety is everyone's responsibility.

Last reviewed 16 September 2019

Animal Welfare Procedures

The school recognises that under the Animal Protection Act 1987 it is required to have a code of ethical conduct relating to the welfare and treatment of any animals under its care.

The Board of Trustees will achieve this by:

- encouraging through example, the proper care of living things within the school
- providing experiences for children to observe, handle and care for a range of animals in a humane way
- ensuring that the care and welfare of animals has the highest priority in any activity involving the keeping of animals or the study of animals on a field trip
- referring to the SPCA Animal Welfare guidelines
- educating children through example and discussion on the importance of animal care and welfare and the responsibilities involved.

Guidelines

Animal is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.

It is generally accepted that other living creatures such as snails, worms, and insects must also be treated with care and kindness.

If the appropriate care cannot be provided, the animals should not be kept in school. Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.

Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in school can be guaranteed.

Responsibility for the welfare of animals rests with the teacher or staff member involved, but ultimately with the Principal and the Board of Trustees.

The following freedoms apply:

- Animals must have appropriate diet, including access to water. Provision must be made for care at weekends and holidays.
- Animals must have cages/containers of an appropriate size, be ventilated and hygienic. Animals must not be subjected to extremes of noise, draught or sunlight.
- Animals should be free from injury or disease. Diseased or injured animals should be treated and not kept at school.
- Animals must be handled/kept in such a way that they are not subjected to stress or fear.
- Animals should be able to express normal behaviour.

Where any activity is planned which may cause distress or suffering to the animal, approval must be obtained from the Schools' Animal Ethics Committee prior to any work commencing. The Schools' Animals Ethics Committee may be contacted through The New Zealand Association of Science Educators <http://nzase.org.nz/> or the Ministry of Primary Industry <http://www.mpi.govt.nz/protection-and-response/animal-welfare/>.

Pakuranga Heights School will keep a record of all procedures followed as set out in the Animal Welfare Act 1999.

Reviewed 9 August 2022

Anti-Bullying Procedures

The Pakuranga Heights Board of Trustees is committed to providing a school environment where all people feel safe and promote a positive and caring school ethos which actively negates any form of bullying. This procedure specifies the aspects seen as crucial to the successful implementation of this procedure.

To promote a positive and caring school ethos which actively negates any form of bullying.
To make provision for training, education, and social action requirements within the existing curriculum framework.

Guidelines

1. Successful implementation requires consultation with staff, students and parents, as well as the wider community.
2. The emphasis will be placed on prevention. It will be linked with other relevant policies, and the classroom and curriculum used as agents for change.
3. Once all procedural steps have been agreed to, they will be consistently applied and carried out, with a satisfactory outcome for major parties.
4. Support for victims and bullies is a priority. Care should be taken with consequences, lest results become punitive, e.g. as in gang bullying.
5. Refer to our PB4L - Schoolwide 2021 Classroom Behaviour Management Procedures.

Definition

Bullying usually has four common features:

- It is deliberate
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves
- It is difficult for those who bully to learn new social behaviour

There are four main types of bullying

- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, teasing, insulting and racist remarks
- Indirect: spreading nasty stories, excluding from groups
- Technological: phone, text messaging, email, internet (refer Cyber Policy)

Bullying can be defined as the “wilful conscious actions which hurt, threaten, or frighten someone else”. We believe all children have the right to feel secure and happy at school, therefore we actively seek to provide an environment that is safe from all forms of intimidation.

Anti bullying programmes such as PB4L, Kia Kaha, Life Education Trust will be part of the school curriculum.

Will include a focus on

- Racist bullying
- Bullying students with high needs
- Homophobic, transgender, sexual harassment bullying
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Updated 9 August 2022

Attendance Procedures

The following procedures are in place in accordance with the Education Act. Section 36, 48, 49 and 242 of The Education and Training Act 2020 which requires every board to take all reasonable steps to ensure students attend school when it is open.

Guidelines

1. Staff, parents and guardians are made aware of their legal obligations through notices and the newsletter.
2. To ensure student safety and welfare.
3. Procedures for recording information in the electronic attendance register will be followed as per the Ministry of Education and Legislative requirements.
4. Parents/guardians are expected to inform the school on each morning of a child's absence for sickness. An email or phone call from the parents/guardians explaining the absence must be received.
5. Absence of more than five days for sickness will require a medical certificate.
6. Students may not be withdrawn from school for extended lengths without the prior approval of the Principal or Deputy Principals.
7. All students arriving late (after 9.15am) must sign in vistab, or being withdrawn must be signed out on vistab by their parents/guardians at the school office.

Relevant Legislation and Regulations

- Education and Training Act 2020, Sections 36, 48, 49 and 242
- Health and Safety
- First Aid
- Fire Evacuation
- Emergency / Civil Defence

Summary of Legislative Requirements

The Education and Training Act 2020 ("the Act") and the Education (School Attendance) Regulations 1951 ("the Regulations") impose legal obligations on school boards of trustees, principals, teachers, and parents that relate to students' enrolment and attendance at school.

Every person who is required to be enrolled at a registered school must attend the school whenever it is open unless they are exempted from attendance in accordance with the Act.

The Regulations require that all schools must:

- maintain accurate daily attendance registers for all students enrolled in the school
- use an attendance register in the approved form to record student attendance.

School attendance registers are legal records which may be used in court proceedings.

These registers must be retained for at least seven years from the date of the last entry. After seven years, the attendance registers may be destroyed with the approval of the Board of Trustees in the case of state and state integrated schools, or with the approval of the manager in the case of private schools.

Updated 10 August 2021

Blood Borne Viruses

The Board of Trustees is required to provide a safe physical environment to students and employees.

To comply with this requirement the Board's legal and contractual obligations are set out in the following legislation:

- Education and Training Act 2020
- Human Rights Act 1993 s21 and s57 (1)
- Health Act 1956
- Health (Infectious and Notifiable Diseases) Regulations 2016
- Privacy Act 2020
- Health and Safety in Employment Act 2015

Guidelines for infection control

1. Wear gloves for all procedures and treat all blood as if it is infectious.
2. Before treating a child who is bleeding, make sure you cover any cuts or abrasions with a water-proof dressing.
3. Don't delay treatment of a child who is bleeding, under any circumstances because gloves are not immediately available. Use an absorbent barrier such as a towel, paper towel, handkerchief etc. for an actively bleeding child.
4. Dispose of used gloves, soiled dressings, sanitary towels, tissues, etc, in a place where they will not be handled, e.g. in bags which are burnt or buried.
5. Wipe clean and then sterilise all surfaces and instruments contaminated with blood. Make sure you use an effective disinfectant, e.g. one volume of household bleach to nine volumes of cold water. The disinfectant is located in the first aid cabinet.
6. Soak surfaces for 20 minutes and then wipe dry. Prepare a fresh solution immediately before you want to use it.
7. Wash hands thoroughly when you have finished. Hand washing is usually adequate for non-blood secretions, but the above precautions (i.e. gloves, etc) can also be used.
8. Make sure first-aid kits include disposable gloves, disposable wipes or towels, plastic bags for contaminated waste, skin disinfectant and bleach solution (or hypochlorite solution/or granules) with instructions for use.
9. All incidents involving students must be recorded in the student management system and all other incidents must be recorded following the school's health and safety procedures.

Information about HIV/AIDS and hepatitis B and C

Definition	
Human Immunodeficiency Virus (HIV)	This is a virus which attacks the immune system. It is both immune suppressing and opportunistic, not only depleting the immune system but replicating within the body as the immune system becomes more damaged. People with HIV become increasingly likely to develop certain infections, or some forms of cancer, which the body would normally be able to resist easily.
Acquired Immune Deficiency Syndrome (AIDS)	This is the most severe clinical expression of infection with HIV. AIDS is diagnosed according to clinical criteria established by the Ministry of Health. These criteria include the diagnoses of one of several opportunistic infections, including Kaposi's sarcoma, lymphoma, and a rare form of pneumonia.
Hepatitis B	This is a vaccine preventable viral infection of the liver that causes nausea, loss of appetite, vomiting and jaundice (yellow skin).
Hepatitis C	is a blood-borne viral disease that affects the liver and can cause serious long-term liver problems.

Definition

"Notifiable" diseases	The Health Act (1956) determines that there is a list of diseases specified as infectious and a list of diseases that are notifiable. Examples of notifiable diseases include AIDS, new cases of Hepatitis C, Hepatitis B and meningococcal disease.
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A medical doctor is legally required to notify the Medical Officer of Health that a person has AIDS. **Boards of trustees, principals and parents are NOT required to carry out the notification.**

Although AIDS is a notifiable disease, the doctor does not use the patient's name when he/she is making the notification. Thus this information remains confidential between the doctor and the patient.

The reason for notification is to monitor the number of cases occurring in New Zealand and not to take specific action with any particular case.

HIV is **not** on the Ministry of Health's list of infectious or notifiable diseases. There is **no legal requirement for this infection to be notified to health authorities.**

How these viruses are transmitted

HIV can only be transmitted through sexual intercourse/activity involving the exchange of body fluids (semen and vaginal fluids); the exchange of blood by sharing needles and syringes, by injecting drug users. It can also be transmitted from mother to baby during pregnancy, delivery and breastfeeding.

HIV positive children represent a minimal risk to others. It has not been conclusively demonstrated that HIV (and hepatitis B) infected children who bite others transmit the virus. **Any child** who is bleeding from an injury should be removed for the protection and safety of all other participants in whatever sport they are playing. The injury should be treated following the safety procedures set out in these guidelines. (Appendix A)

HIV is not transmitted by casual contact, such as sneezing, handshaking, and the sharing of eating and toilet facilities.

Hepatitis B is transmitted through close contact with blood or other body fluids of an infected person. This can happen in a number of ways: by close physical contact; by sexual intercourse; from mother to baby when the baby is born; by injecting drug users sharing non-sterilised needles; and by tattooists using non-sterilised needles.

Hepatitis C is transmitted through contact with infected blood. It occurs through sharing contaminated injecting equipment and contaminated skin piercing such as tattooing and body piercing.

Privacy Act 1993

Children have a right to privacy, therefore the school's privacy policy and procedures must be applied in conjunction with these procedures. Contained in the Privacy Act 1993 are [12 information privacy principles](#) of note are:

- Principle 3 - collection of information from subject and
- Principle 11 - Limits on disclosure of personal information.

Reviewed 9 August 2022

Behaviour Management

A positive behaviour management system is active in each classroom following the PB4L- Schoolwide Classroom Behaviour Management Programme. The PB4L - SW programme was introduced in 2018 and runs alongside, and enhances, our existing Values Programme and School Dispositions. A positive behaviour management system in each classroom is set up and managed by the classroom teacher. It is used to positively teach appropriate behaviour in students.

At all times teachers should show respect and understanding for each student and use preventative and de-escalation techniques to help students manage behaviour challenges.

The SENCo or the Deputy Principals and Team Leaders support teachers to set up a classroom behaviour management system. The SENCo manages behaviour schoolwide.

Behaviour Management Steps

The PB4L - SW classroom Behaviour Management Plan has been set up not only to support the students to learn appropriate behaviour in all contexts but also to help staff be consistent when dealing with situations.

A. For minor behaviour such as:

- Disrespect or disruption of the learning environment -task avoidance, non-completion, being late
- Unkindness - teasing, name calling, minor language
- Disrespect for rules - out of bounds
- Disrespect towards staff - back chat
- Dishonesty - lying
- Minor device misuse such as off-task behaviour, minor inappropriate searches, inappropriate communication

Follow these steps

Action:

- Reminder of appropriate behaviour, monitoring, conferencing student, restorative conversation
- Repeat of the behaviour: To class thinking spot
- Ongoing unacceptable behaviour: Positive behaviour management strategies with support of Team Leader or SENCo. Reteaching of the expected behaviour, proximal praise, reward system, superstar behaviour chart or name on board as a visual reminder.
- Call parents: “I just want you to know..... has been..... on 3 occasions. Perhaps we can work together to help him settle down”. Consistent positive intervention with parent support.
- At times it is helpful to send a child to another room, this is when behaviour management has been tried but is still not working. The child may be sent to the team leaders thinking spot or to a neighbouring class thinking spot, with the explanation from their own teacher. (Team leader to discuss behaviour with child).

If behaviour is **repeated or escalating** so that the child does not respond to positive intervention, teachers will speak to their team leader to look at next steps.

Parents will be informed of escalating behaviour and the next steps. Team leader may refer the issue to the SENCO.

B. For major behaviour such as:

- Disrespect to staff - swearing, non-compliance, defiance
- Disrespect for property (school or peers) - stealing, vandalism, tagging
- Cultural disrespect
- Dishonesty - lying, stealing
- Extreme unkindness - bullying, intimidation, swearing directed at another student
- Disrespect for rules - fighting, aggression, physical
- Major device misuse such as online bullying, major inappropriate searches
- Bullying

Action:

Refer the child to Team Leader who will inform the SENCo or refer directly to SENCo.

Your Team Leader or the DP will provide support and an action plan.

This could involve: contacting parents, meetings with parents, students being sent home, time out (lunchtimes and playtimes), in-school stand down, RTLB referrals, stand down (in extreme circumstances) monitoring and reward systems etc. (Explanation of some of the consequences are below.)

Time Out

Organised by the SENCO or Team Leader. This requires a child to spend time in a designated, supervised area with their morning tea or lunch, not in an enclosed space - see below for guidelines

In-school stand down

Organised by the SENCO/DP or Principal. This is for more serious behaviours and continual inappropriate behaviour or when other children are at risk from the child. This could be for a period of up to a week until the behaviour improves or the child can be trusted to return to the classroom/playground. DP/Principal would work with parents in this situation to gain their support and build a partnership to support the child.

Official Stand down

The Ministry of Education is informed. Students can be stood down for a maximum of 5 school days in a term and 10 school days in a year.

Time-out and seclusion

Seclusion is prohibited at Pakuranga Heights School. Seclusion is defined as placing a student, involuntarily, into a room by themselves for any amount of time, where they cannot leave of their own will. It is inappropriate, and can be emotionally (and physically) damaging to students.

Time-out is different from seclusion, and can be used at school. In time-out, a student may be asked to go to a specified area, either within the classroom or in another part of the school, in order to calm down. In these situations, the student may be separated from others, but is not secluded. Any student in time-out is checked regularly by staff and remains within staff sightlines.

Parent concerns about student behaviour

If a parent has a concern about an incident at school, the parent should contact the school and the school will deal with the concern. Parents should not approach other students or parents about behaviour incidents that occur while students are under the care of Pakuranga Heights School.

Contact between staff and students at school

According to MoE guidelines, there is a difference between physical contact and physical restraint.

- Physical contact happens every day in schools and is when a staff member needs to assist a child or children for example:
- Temporary physical contact, such as an open hand on the arm, back or shoulders to remove a student from a situation to a safer place
- Supporting a student to move them to another location, or help them to get in a vehicle or use the stairs
- Younger students, especially in their first year of school, sometimes need additional help. For example, teachers may 'shepherd' a group of younger students from one place to another
- Staff may hold the hand of a young student who is happy to have their hand held for a short time
- Assisting a student with toileting, including changing a nappy

Physical restraint may not be used by staff members unless it is necessary to prevent imminent harm to the student or another student or person. The staff member must believe that there is no other option than to restrain the child to prevent the harm.

Physical Restraint

New rules and guidelines on understanding student/akonga distress and minimising physical restraint are in force as of February 7 2023. Relevant policies and procedures will be updated in line with the dates and requirements of these rules. The first changes have been made for February 7 2023. These relate to new mandatory training and new reporting requirements. A new policy for student/akonga distress and a new policy for the use of physical restraint will be added for May 7 2023.

Pakuranga Heights School has procedures in place for managing student behaviour and guidelines around the care and management of students. The key point is to safeguard the well-being of students, staff, and others whenever behaviour management issues arise.

Staff Authorisation

All teaching staff are authorised to apply restraint. Non-teaching staff can apply restraint if they have been authorised, in writing, by the board. Physical restraint applied by an unauthorised staff member is not covered by the Education and Training Act. In this case, other legislation or common law may apply.

Staff use de-escalation techniques (see the guidelines below) if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention that may cause physical or emotional harm to the student and the person using physical restraint. Physical restraint is a last resort and is only used when directly necessary to protect the health, safety, or wellbeing of the student or another person. It may be necessary to move people out of the area to de-escalate the situation and keep them safe. In some cases, it may be necessary to involve the police.

Mandatory training

Pakuranga Heights School teachers and authorised staff will complete all mandatory training modules on the updated physical restraint rules and guidelines within specified timeframes. All school staff will complete the first online training module covering legislation, rules and guidelines by February 2024.

Guidelines on the use of physical restraint

The Ministry of Education has issued [Aramai He Tetekura - Arise our Future Generations: A guide to understanding distress and minimising the use of physical restraint](#). [click here](#)

These guidelines outline relevant legislation about physical restraint and physical contact in schools, and provide practical approaches to embed positive environments and experiences in all school settings.

If physical restraint is warranted, the level of restraint should be proportional to the level of risk the student or their behaviour poses, and should end as soon as the safety of everyone involved is assured. The student's physical and psychological state should be monitored during the restraint. The student, and the person who applied the physical restraint, should be monitored for signs of distress or shock in the aftermath of the incident.

The school holds a debrief after the incident, examining the events leading up to it, the interventions used, and what could have been done differently. The Ministry of Education, and the board, is notified of any incident involving physical restraint.

Parents/caregivers whose child was involved in the incident should be notified as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents should be dealt with through the school's complaints process, and the Ministry of Education is contacted for advice, if necessary.

Students with high-risk behaviours should have an individual behaviour plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the particular student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student.

Monitoring the use of physical restraint

The Ministry of Education requires all incidents of restraint to be reported.

The principal, or delegate, monitors the use of physical restraint and collates information about any incidents. The principal shares this information with the board through the principal's report at board meetings (in a public-excluded session).

The principal assures the board that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. The principal confirms that any non-teaching staff have been authorised in writing, and that staff authorised to apply restraint have received appropriate training and support.

Legislation

- Education and Training Act 2020
- Children's Act 2014
- Health and Safety at Work Act 2015
- Crimes Act 1961

Resources

Ministry of Education Te Tahuhu o te Matauranga: [Minimising the use of physical restraint in New Zealand schools and kura](#)

Last reviewed 27 September 2022

Education Trips, Visits and EOTC

The Pakuranga Heights Board of Trustees is committed to protecting the welfare and safety of children and staff involved in off site school activities and is committed to comply in full with current legislation and/or best practice guidelines or those that may be developed to ensure the safety of students and employees.

Relevant Legislation and Regulations

- Education and Training Amendment Act 2022
- Health and Safety in Employment Act
- Crimes Act
- Health and Safety Code of Practice for State Integrated Schools
- Ministry of Education Safety and EOTC guidelines

Guidelines

1. The person responsible for organising the activity will have gained the approval of the Principal, or delegated DP for that area of the school, regarding its educational value. The appropriate forms, as contained in the Safety and EOTC - A Good Practice Guide for New Zealand Schools, must be completed and signed by the parties involved.
2. Any activity that involves children participating in a medium to high-risk activity must gain Board of Trustees approval prior to the activity going ahead. By definition these refer to sleepovers, camp etc. The Board of Trustees will then decide if the health and safety factors have been adequately considered.
3. The Principal will present to the Board of Trustees an outline of the organisational details and a risk management report on activities/trips deemed medium to high risk. This will be in accordance with the Ministry of Education guidelines for best practice.
4. Activities deemed low risk must have completed risk assessment and method statement (RAMS) forms at least one week before the trip is to take place. RAMS forms are shared with all staff attending the trip.
5. Adult supervision ratios are set as:
 - a. Very low risk (walk in surrounding area) 1:10
 - b. Low risk (trips to the library, supermarket) 1:8
 - c. Medium risk (sleepovers) 1:6
 - d. High risk (water) 1:4
 - e. Students with ORRS 1:1
 - f. Students with high needs 1:1
 - g. The Principal, or delegated DP for that area of the school, will determine the level of risk for each activity
6. Relevant information must be given to parents with adequate time for them to respond appropriately. In high risk situations this will be in the form of a meeting for parents and staff responsible.
7. Supervising teachers must have sound management and leadership skills, and teaching skills appropriate to the environment. They should initiate personal growth of children, be trained and prepared in meeting emergencies and be aware of all legal responsibilities.
8. All general school rules and policies must be followed by all participants
9. Children that remain at school will be provided with an alternative programme with supervision that meets ratio guidelines.
10. In the event of a group being unexpectedly delayed, emergency contact details of the trip leader or school mobile phone will be posted on the school office window when the office is unattended and children are off site. Details will include location address and method of contact.

- a. Cell phone (a school cell phone is available from the office)
 - b. Expected arrival time at school
 - c. Parent leaders will have emergency details
11. When the whole school has planned an activity off site with no alternative programme at school, parents will be given adequate notice.
 12. A suitable medical kit must accompany any trip leaving the school grounds.
 13. A teacher must be identified as the designated first aider for each trip.
 14. Details of any accident or incident must be recorded on the Accident/Incident Form and transcribed as soon as the group returns into the Incident/Accident or Near Miss register located on the Staff Launchpad dashboard.

Reviewed 29 October 2019

Emergency Evacuation Procedures

Evacuation

The school employs Harrison Tew and is audited annually

An emergency instruction card will be kept in each classroom in the emergency relievier folder.

An emergency evacuation will be signalled by:

Continuous Ringing of the external bell

Evacuate to the school field

<p>Teachers</p> <p>Learning assistants</p>	<ul style="list-style-type: none"> • If in the classroom, collect emergency relievier folder which contains instructions and a class list. The class list is updated each term. If you are not in the classroom, proceed directly to evacuation point and obtain a class list from the warden (Principal or Acting Principal). • Check resource rooms, cloak bays and toilets around own area to ensure all students are evacuated. Close all doors and windows. • Evacuate to field in an orderly and quiet way, staff must accompany the class or group of students they have at the time, to the assembly area on the far side of the field where students will line up in their classes. Ensure you walk in the following positions. • Complete roll, teachers are to immediately check each student off the class register. • Report to team leader once class roll is complete. • Team leader to report to Deputy Principal once all classes are accounted for. • Deputy Principal reports to Warden when all classes accounted for.
Office staff	<ul style="list-style-type: none"> • Receptionist (or delegate) to collect <ul style="list-style-type: none"> ○ Red emergency folder ○ Vistab chrome book ○ Manual Roll sheets • Check sickbay, IT room, meeting room, art cupboard, toilets for any children or visitors who may be in the administration area. • Evacuate to assembly point and advise Principal of your presence. • Executive Officer (or delegate) to meet emergency services at the front gate.
Caretaker	<ul style="list-style-type: none"> • Unlock front gate (Udys Road) to allow emergency services onto the premises. • Evacuate to assembly point and advise Principal of your presence.
<p>Warden</p> <p>(Principal or acting Principal)</p>	<ul style="list-style-type: none"> • Call emergency services 111 to confirm alarm has been activated. • Evacuate to assembly point. • Deputy Principals to report to Principal (or Acting Principal) once all classes are accounted for. • Use visitor book and red emergency red folder to confirm all students, staff and visitors at school are present at the assembly area. • Contact BOT Presiding Member and advise of emergency.

<p>Contractors</p> <p>Visitors</p>	<ul style="list-style-type: none"> • Evacuate to the school field in an orderly and quiet way, Visitors/contractors must accompany their class or group of students they have at the time, to the assembly area on the far side of the field. Students must line up in their classes. Ensure you walk.
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Civil Emergencies – hazards – man made/natural

1. On receiving an emergency warning or other indication of an emergency, all pupils will be kept under the control of the teaching staff.
2. All pupils will return immediately to classrooms unless there is a call to evacuate the buildings.
3. The Principal will make contact with Civil Defence Headquarters as soon as possible.
4. Pupils will only be released from school to parents who collect them personally or who personally authorise their removal.
5. Any unclaimed students will be moved to a Civil Defence Welfare Centre where they will be accommodated by Civil Defence personnel until reunited with their parents or guardians.

Missing Child

1. Confirm student has been present during school hours.
1. Student is missing.
2. Notify main office and senior management.
3. Search school.
4. Student returns or is found - advice parents.
5. If student not found - advise parents/guardians immediately.
6. Seek police support - student found.

Violence/Personal Threat Emergency Response

1. Try to keep calm.
2. Acknowledge the person's problems and/or feelings. Speak quietly, slowly and calmly.
3. Move carefully and explain your actions as you move - AVOID SUDDEN MOVEMENTS.
4. Avoid provocation by careful use of words or body language (attempt to understand the person's problem).
5. If safe to do so:
6. Contact the school office
7. Dial 111
8. Wait for help to arrive
9. Complete Incident Form when situation resolved

Armed Intruders

1. Shots are heard or armed offender seen.
2. Office to Dial 111 - give specific location, description if possible.
3. Get all students and staff under cover.
4. Reassure students - ask students to stay calm.
5. Initiate lock-down if intruder outside.
6. Isolate/evacuate if offender inside.
7. Try and identify source and location if safe to do so.
8. Follow police directions.
9. Keep everyone in a safe location until "All Clear".
10. Determine what follow up / intervention is necessary.
11. Document the incident.

Traumatic Incidents

1. If an event of some magnitude occurs in the lives of staff or students of the school, enquiries will be made as to the emotional safety of those associated with the events.
2. Contact Ministry of Education Traumatic Incident Team. Offers will be made of support, pastoral care, time-out, therapy or counselling, depending on the seriousness of the occasion or event.

3. Wherever possible the school will attempt to meet the needs of staff or students who are traumatised by events associated with school life, a school activity or misadventure relating the school activities.
4. Referrals will be made to appropriate agencies to support individuals or groups who need specialist help.

Pandemic

In the event of a pandemic, the school will abide by the instructions of the Ministry of Health and/or Ministry of Education. Follow PHS Pandemic Plan.

Reviewed 21st February 2023

Emergency Lock Down Procedures

Lock down

The school employs Harrison Tew and is audited annually

An emergency lock down will be signalled by:

Repetitive intermittent ringing of the external bell

Teachers/learning assistants

1. **If in the classroom, collect red reliever** folder which contains instructions and a class list. **If you are not in your classroom**, remain in the room or proceed directly to the closest lockable room.
2. **Check resource rooms, cloak bays and toilets** around your own area to ensure all students are accounted for.
3. **Lock** exterior doors and do not open until lock-down is declared over by the Principal or Deputy Principal in person.
4. **Open blinds and curtains** to ensure an unobstructed view to allow visual inspection by police.
5. **Control movement** in the class as best as possible and remain hidden.
6. **Further information** may take some time to reach you, please be patient. Either the Principal or Deputy Principal will text any information directly to all staff when information is received.
7. **The all clear** will be announced in person by the Principal, Deputy Principal or emergency services.

Principal/Deputy Principal – emergency contact

1. **Lock** all external doors.
2. **Dial 111** and advise Police of situation if they have not already been contacted. Otherwise, advise Police that you have had instruction to lock down the school and ask if this is still required. Remain on the phone with emergency services for as long as it is safe to do so.
3. **Open blinds and curtains** to ensure an unobstructed view to allow a visual inspection by police. Remain as hidden as possible within your room.
4. **Follow instructions** from emergency services
5. **Text** staff to advise of situation eg, “the police called and requested the school go into lock down due to...”. Keep it simple and brief. This can be done via eTap>pupil details>contact lists and other options (pink line)>send text messages to this group (at bottom of page)>staff admin (right side of screen).

Office staff

1. **Receive information from Police**, notify the Principal and Deputy Principals of the event.
2. **Receptionist (or delegate) to collect**
 - a. **Red emergency plan from the office**
 - b. **Vistab print-out of visitors onsite and students**
3. **Lock** all external doors.
4. **Clear sickbay, toilet, IT room, meeting room, art room** of any children or staff, bring them into locked office.
5. **Open blinds and curtains** to ensure an unobstructed view to allow a visual inspection by police. Ensure all people remain as hidden as possible in the room.
6. **Follow instructions** from emergency services until the all clear is announced.

Caretaker

1. **Lock** all external doors or relocate to closest building.
2. **Open blinds and curtains** to ensure an unobstructed view to allow a visual inspection by police.
3. **Further information** may take some time to reach you, please be patient. Either the Principal or Deputy Principal will text any information directly to all staff when information is received.
4. **The all clear** will be announced in person by the Principal, Deputy Principal or emergency services.

Reviewed 21st February 2023

Induction, training and information

This procedure is designed to provide new workers with information and training in health and safety, including their responsibilities and rights in a safe and healthy work place.

Health and safety is everybody's responsibility. Effective health and safety management requires the involvement of all school workers.

Induction

Workers: all new workers must have a school induction, managed by the school Executive Officer, by their relevant school leader. This will include the identification of:

- risks and hazards within their work area
- appropriate risk control procedures
- the risk register which will be provided to be read and signed by the worker
- relevant school health and safety policy and procedures for reading
- emergency procedures (sight first aid cabinet, fire alarms and fire fighting equipment, emergency exits)
- an introduction to the area Health and Safety Representative and those trained in first aid.

The school Executive Officer is responsible for ensuring the workers induction checklist is completed.

Health and Safety Training

Compulsory health and safety training for all workers includes:

- fire drills
- computer health and safety
- harassment and bullying prevention
- other training as directed by the Principal, necessary to ensure risks associated with specific work are managed in a safe manner.

Optional training available, relevant to specific work areas and/or potential hazards:

- First Aid (to be approved by Principal). Training can be provided in an area by other full-time workers as agreed.
- Back care/manual handling
- CPR
- Defensive Driving
- Hazardous Substances: Workers who handle chemicals must meet the training requirements of the Hazardous Substances and New Organisms Act 1996 (HSNO) and Regulations: this includes chemical safe handling training (2.5 hour course)
- Approved hazardous substances handler training (4 hour ERMA course).

Contracted workers

Induction

The Executive Officer will:

- provide health and safety induction, as appropriate, including hazards and controls within their area and scope of work
- a walk-through of emergency procedures
- relevant school health and safety policies and procedures

Service, maintenance and construction contractors

The Executive Officer will ensure that all health and safety requirements and responsibilities are carried out in accordance with the policy on contractor health and safety.

Criteria for Health and Safety Trainers

To ensure our workers and external trainers have appropriate qualifications and experience to teach Health and Safety in their field of expertise. It is the responsibility of the Executive Officer who will then report to the Principal, to check the following:

- Qualifications of the trainer
- Industry Experience
- Current competency and registrations
- Person specifications for the role, as described in the position description/profile and expectations for each worker

Monitoring

- Completion of training is reported and recorded
- A competency register is maintained
- Principal or nominee monitors renewal/refresher needs for First Aid and Fire Warden training

Review and assessment

The effectiveness of information and training programmes will be assessed at the same time as health and safety components of the Annual Plan. The assessment needs to determine whether:

- Programmes are effective and still appropriate
- Any updates are required
- Further topics should be added.

Individual training needs can be reviewed, in consultation with worker, when professional development and job training plans are updated.

Last updated 21st February 2023

Medical Procedures

The wellbeing of staff and students is a prime concern of the Board of Trustees and as such, the Board of Trustees provides a health room to administer first aid and medication. These procedures are designed to ensure the Board of Trustees complies with Ministry guidelines and best practice for managing injury and illness at school and the administration of medication.

Health Room

The purpose of the health room is to treat minor injuries and prevent the escalation of injuries.

1. The receptionist will maintain a current first aid certificate and ensure the reception area and health room are supervised at all times. When leaving the reception area, the receptionist will delegate responsibility to the Executive Officer, who will also maintain a current first aid certificate.
2. The receptionist will ensure first aid supplies are regularly replenished and expiry dates are on all medicines including student medicines and replenished when expired.
3. Children to be sent to the health room when they have sustained an injury or if they are feeling unwell.
4. The receptionist (or delegate) will assess the student's condition and record all injuries and illness in the sick bay register on eTap.
5. For minor injuries, the student will be given first aid and returned to class.
6. Students who feel unwell will be monitored by the receptionist (or delegate), the student's parent/guardian will be called to either take the student home or to seek further medical treatment.
7. In circumstances where a serious incident or injury has occurred (for example head trauma or bone fracture), the following procedures will be followed:
 - Notify the Principal or delegate of all serious incidents or injuries.
 - Contact the parent/guardian and advise if an ambulance is called. The parent/guardian may choose to pick up their child instead of waiting for an ambulance.
 - If the parent/guardian cannot be contacted within 15 minutes of the incident, the first aid officer or a member of staff will accompany the student. Staff are to use discretion and common sense when life threatening situations occur and the need arises for an ambulance to be called without the consent of the parent/guardian.
 - When calling the ambulance, obtain an estimated time of arrival and determine whether it would be preferable for a staff member to take the child to an accident and emergency centre.
 - The nearest accident and emergency centre is:

The Doctors, Ti Rakau
316 Ti Rakau Drive
East Tamaki, Auckland 2013
Phone: (09) 273 8980
 - WorkSafe NZ will be contacted within seven days of the injury/incident.
 - An injury/incident investigation form will be completed.
 - The Board of Trustees will be notified.
8. Parents/guardians are asked to sign the visitor register when collecting their child from the health room.
9. The receptionist will monitor health room attendance to determine potential patterns of student usage and advise the SENCo accordingly.
10. All decisions regarding any action taken by the school are the responsibility of the Principal or his delegate.

11. The health room is for short term assistance and acts as a first aid station only. Children who are ill need to be at home.

Administration of medication

Students have the right to receive prescribed medication at school during school hours to enable them access to education. These procedures are designed to protect staff from any claims of mismanagement of medication and to ensure the proper use of medication.

1. Prescribed medication held at school must have the written authority from the parent/guardian.
2. The school promotes the administration of antibiotics at home when required three times a day with doses before school, after school and at bed time.
3. Medication must be in the original container (box/bottle) issued by the pharmacist at the medical practitioner's direction. This includes analgesics, puffers and nebulisers and antihistamine for allergies. These will be stored safely in the reception area.
4. The label must show the child's full name and prescription. Medication prescribe for a sibling will not be administered by the School.
5. When medicating a student, staff must complete the following checks:
 - a. Confirm medication has child's name on container (a sibling's name is not acceptable)
 - b. Expiry date.
 - c. Confirm recommended dosage on the container before administering
 - d. Confirm the child's name
6. Each child's medication will be stored in a separate container with the child's name on the outside and will include instructions specific to their needs.
7. The instructions on the medication container must indicate specific times at which medication is to be administered (eg before or after eating at morning tea or lunch time).
8. Children are to come to the health room for their medication, at the required time, where they will be supervised and the dosage recorded. At no time are students to administer their own medication.
9. A parent/legal guardian must complete the request for medication form before the administration of any medication. This will be kept on file as a legal document of authorisation.
10. The receptionist will maintain a record of all medication held at school which will include:
 - a. The child's name and room number
 - b. Type of medication
 - c. Expiry date
 - d. Completed permission form

This list will be reviewed each term and parents will be advised if their child's medication is due to expire. It is the responsibility of the parent/guardian to ensure any medication held at school is replaced if past the expiry date.

Reviewed 10 December 2019

Others in the workplace

For the safety of visitors and the school's students and workers, the school must be able to identify who is on the school site. The Principal, Deputy Principal or SENCo must be informed of any interviews of students by visitors from outside agencies.

Pakuranga Heights School must be able to identify all visitors to the school. Administration staff must be aware of who is in the school throughout the day for security and emergency purposes. The following guidelines provide details on identifying visitors.

1. Signs are posted around the school requesting visitors to report to the school office and the administration block is clearly marked.
2. On reporting to the office, visitors are requested to sign in with the date and time of their arrival, agree to the school's health and safety rules and receive a visitor's label to wear while on the school grounds.
3. Any visitor wishing to speak to a student other than a child under their care must have the permission of the Principal or his delegated representative eg DP/SENCo.
4. Administration staff will locate the appropriate person to meet with the visitor and escort them around the school.
5. School workers are expected to challenge any visitors to ensure they have reported to the office, and that their presence is understood.
6. The Principal or Deputy Principal must approve any non-workers attendance at school including school aged children of staff not attending their school with the exception of parent helpers.
7. Those meeting with workers or students, going to other parts of the school, or working on the school site must sign in. Persons unknown to the school must produce recognised photo identification (being driver's licence, passport or other formal identification with a photo).

Last updated 10 December 2019

Personal protective equipment

The purpose of the Personal Protective Equipment (PPE) procedure is to protect our workers from risks we have in the workplace. PPE is not a substitute for more effective control methods. It is considered when all other means of hazard and risk control are not satisfactory or possible. It will be used with other controls unless there are no other means of control.

Scope

This procedure applies to and is to be followed by all of our workers and others at the school. This includes all members of the schools leadership team, workers, contractors, temporary workers, volunteers and visitors.

The board will consult, co-operate and co-ordinate with other workplaces on PPE that is to be used. For that reason, this procedure can also be applied where an adequate PPE procedure does not exist at other workplaces.

Standards

- We will meet the requirements of WorkSafe NZ Regulations
- Our people must have access to PPE when it is required
- PPE must meet the relevant AS/NZS compliance standards:
 - equipment provided must fit the person correctly for example: hard hats/helmets fit and adjusted correctly
 - foot and eye wear must be the right size
 - our people must be trained in using the PPE
 - PPE must be maintained in good condition and available for use when needed.

Roles and Responsibilities

We will provide the right tools to get the job done safely.

Workers – (employees, temporary workers, contractors, volunteers)

- Wearing PPE properly as required
- Attending the required training sessions
- Properly caring for, cleaning, maintaining and inspecting PPE as required
- Following the board's PPE policies and rules
- Informing the relevant school leader of the need to repair or replace PPE

Officers

- Conducting workplace and activity hazard and risk assessments
- Determining the presence of hazard and risks which need PPE
- Selecting and purchasing PPE and making it available to our people:
 - Reviewing, updating and conducting PPE hazard and risk assessments whenever a job changes
 - New equipment is used
 - There has been an incident
 - A person or manager requests it, or at least every year
- Maintaining hazard and risk assessment records
- Providing training, guidance and help to our people on the proper use, care and cleaning of approved PPE
- Ensuring that PPE training certification and signed evaluation forms are in the person's PPE and training records
- Maintaining records of PPE issued and training undertaken

- Ensuring that our people properly use and maintain their PPE
- Ensuring that our people follow the board's PPE policies and rules
- Notifying the school leadership team and health and safety representatives when new hazard and risks arise, or processes are added or changed
- Ensuring the immediate disposal and replacement of defective or damaged PPE
- Periodically re-evaluating the suitability of previously selected PPE
- Reviewing, updating, and evaluating the overall effectiveness of PPE use, training and policies

Last reviewed 10 December 2019

Prevention and Resolution of Harassment Procedures

Racial / Sexual / Other

Harassment is defined, in this procedure, as any form of discrimination or intimidation which can adversely affect the learning chances, personal development and performance of pupils and staff. Harassment can cause an unhappy work and learning environment. Students and staff should be free of any form of harassment at school or in a school related environment. Any form of harassment is unacceptable.

Sexual harassment is not acceptable in the school, and the Principal and the Board of Trustees are responsible for considering complaints of sexual harassment sympathetically and seriously in order to create and maintain a working environment in which equal employment opportunities can be realised.

The Board of Trustees is committed to fulfil the legal requirements of the Human Rights Act 1993 and Employment Contracts Act 2000

1. To clarify the nature of harassment, including sexual harassment.
2. To outline procedures followed by the school to safeguard against harassment.
3. To outline procedures for making and dealing with complaints of harassment.

Guidelines

1. Harassment means any form of discriminating behaviour which may result in the loss of equal opportunities, personal dignity or privacy. Harassment refers to a situation where a person is subject to undue pressure from another.
2. Harassment includes:
 - a. being shouted at in an offensive manner by another person,
 - b. being physically assaulted,
 - c. being spoken to in a racist or prejudiced manner.
3. Sexual harassment includes:
 - d. unwanted or deliberate physical contact,
 - e. being referred to by a sexual name, particularly sexist jibes,
 - f. offensive gestures or comments,
 - g. misuse of visual or written material of a sexual nature,
 - h. implies threats to coerce someone to accept conditions that restrict learning opportunities and / or advancement.
4. The Board of Trustees will appoint a member of the staff as an initial contact person.
5. No one will be required to make a complaint unless they wish to.
6. The complainant may inform the contact person, who will assist them to document the case, and will give advice and information about the various options available.
7. Any formal complaint concerning sexual harassment should be made in writing to the Principal or Presiding Member of the Board of Trustees.
8. Both the complainant and the person about whom the complaint is made should be encouraged to seek union advice. If the complaint is against an employee, following receipt of the written complaint, the Board will investigate the complaint following the Complaints Against Employees policy.
9. The employee's employment contract should be checked to see if there are any particular procedures required for dealing with cases of sexual harassment.
10. If the complaint is not against an employee, then the contact person will advise the complainant of the courses of action open to them.
11. Children are also able to make complaints - these should be handled under this procedure or the Child Abuse Policy.

Reviewed 28/9/2021

Risk management

Risk management is the cornerstone of the Health and Safety at Work Act 2015. It allows the board to perform its primary duty of care, as far as reasonably practicable, to its workers and others. The purpose of this procedure is to explain how we manage risks effectively in the school environment and work carried out by the school.

Scope

This procedure applies to and is to be followed by all of our workers and others in the workplace. This includes all members of the school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

The board will consult, cooperate and coordinate with other duty holders on matters when there are overlapping health and safety duties. For that reason, this procedure can also be applied where an adequate risk procedure does not exist in other workplaces.

The board will keep a risk register and record information from the risk management process. For each identified hazard, the following information will be recorded:

- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the effectiveness of current controls
- what further controls are needed
- how the controls will be implemented - by whom and by when
- review date

How do we manage health and safety risks effectively?

Health and safety is everyone's responsibility and together we will keep our workplace safe and secure. To do this, we will manage health and safety risks effectively. The four steps below describe how we do this.

- **identifying hazards:** finding out what situations and things could cause death, injury or illness
- **assessing risks:** understanding the nature of the risk that could be caused by the hazard, what the consequences could be and the likelihood of it happening
- **controlling risks:** implementing the most effective control measures that are reasonably practicable in the circumstances, eliminate risks if possible
- **reviewing control measures:** ensuring control measures are working as planned

Roles and Responsibilities

Everyone has a part to play in managing risk effectively.

Officers

- ensure workers and others know about health and safety risk processes and procedures
- ensure that workers receive the right health and safety risk training and are aware of the risks on induction into the work area
- hold and maintain the risk register
- inform 'others in the workplace' of any known risks and controls in place
- assess risks that are reported to you
- consult with workers on the most effective controls to manage the risks
- regularly review and monitor risks and the controls that are in place
- Workers - (employees, temporary workers, contractors, volunteers)
- take reasonable care of their own health and safety
- take reasonable care that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are first identified
- report any risks to their relevant school leader, including those that have already been eliminated
- seek support from the health and safety representative on health and safety risk matters if required
- comply with this procedures in the workplace
- comply with any reasonable instruction in relation to risks given by the board or the PCBU (person conducting a business or undertaking) they are visiting

- inform others of known risks
- may cease or refuse to carry out work if they believe the work would expose them to a serious risk

Health and Safety Committee

- facilitates co-operation between the Board of Trustees and school workers in instigating, developing, and carrying out measures designed to ensure the school workers' health and safety at work
- assists in developing any standards, rules, policies, or procedures relating to health and safety that are to be followed or complied with at the school
- makes recommendations to the Board of Trustees about work health and safety.

Health and Safety Representatives

- represent workers on health and safety risk matters
- promote the interests of workers who have raised health or safety risks
- monitor risk controls undertaken by the board
- investigate complaints from workers about health and safety risks
- after first consulting with the relevant school leader, issue provisional improvement notices if risks in the workplace are not managed so far as is reasonably practicable
- direct workers to cease work if they believe the work would expose them to a serious risk

Others – (visitors, students, parents etc)

- take reasonable care of their own health and safety
- take reasonable care that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are first identified comply with any reasonable instruction given by the board in relation to risks

Last updated 19 September 2023

Safe driving procedures

The Board of Trustees is committed to ensuring staff who drive vehicles in the course of their work demonstrate safe, efficient driving skills and other good road safety habits at all times. The Board of Trustees are also committed to maintaining all vehicles owned by the school in a safe, clean and roadworthy condition to ensure the maximum safety of the drivers, occupants and other road users, and reduce the impacts of school vehicles on the environment - this also applies to personal vehicles used for work purposes.

Code of conduct

It is expected that while driving school vehicles or their own vehicles for work purposes, staff must comply with traffic legislation, be conscious of road safety and demonstrate safe driving and other good road safety habits.

The following actions in school vehicles or their own vehicle for work purposes will be viewed as serious breaches of conduct and further action may be warranted:

- drinking or being under the influence of drugs while driving
- driving while disqualified or not correctly licensed
- reckless or dangerous driving causing death or injury
- failing to stop after a crash
- acquiring demerit points leading to suspension of licence
- any actions that warrant the suspension of a licence.

Responsibilities as an employee

Every driver transporting students or driving a school vehicle will:

- be aged between 25 and 70, with a full driving licence and have at least five years driving experience with a full motor car licence.
- ensure they hold a current driver licence for the class of vehicle they are driving and this licence is carried when driving
- immediately notify the Principal or Executive Officer if their driver's licence has been suspended or cancelled, or has had limitations placed upon it
- be responsible and accountable for their actions when operating a school vehicle or driving for the purposes of work
- display the highest level of professional conduct when driving a school vehicle
- regularly check the oil, tyre pressures, radiator and battery levels of school vehicles they regularly use. This will generally be the responsibility of the caretaker who has day to day use of the school van
- comply with traffic legislation when driving
- assess hazards while driving and anticipate 'what if' scenarios
- drive within the legal speed limits, including driving to the conditions
- wear a safety belt at all times
- never drive under the influence of alcohol or drugs, including prescription and over the counter medication if they cause drowsiness - to do so will merit disciplinary measures
- avoid distraction when driving - the driver will adjust car stereos/mirrors etc before setting off, or pull over safely in order to do so
- report any near-hits, crashes and scrapes to the Principal or Executive Officer, including those that do not result in injury, and follow the crash procedures outlined in this procedure
- report infringements to the Principal at the earliest opportunity
- report vehicle defects to the Principal before the next vehicle use.

In addition, it is required that all drivers:

- take regular and adequate rest breaks, at least every two hours
- stop when tired
- plan their journeys, taking into account pre-journey work duties, the length of the trip and post-journey commitments
- stay overnight if driving time and non-driving duties exceed 10 hours in one day
- for long distance travel, extreme care and vigilance must be given to prior activity when there has been physical activity, such as hiking reasonable distances for several days, prior to a road trip. Permission must be sought from the Principal prior to any long distance travel and the Principal may recommend that

there be an observer in the vehicle who is awake at all times and trained to recognise the signs of driver fatigue.

If an employee is driving their own vehicle for the purposes of work, the same policies apply. In addition:

- the employee must seek the Principal's agreement before using their vehicle for work
- the car must be legally registered, warranted and insured for the purposes of work - the employee must show evidence of this on request
- the employee must not carry loads for which the vehicle is unsuited, nor may they carry more passengers than for whom there are seat belts
- the vehicle must not be used in conditions for which it was not designed (such as off-road).

Child Restraints

As the driver, you are responsible for ensuring any child under 7 years of age is properly restrained by an approved child restraint that is appropriate for the age and size of the child. They must not travel in the vehicle if you cannot put them in an approved child restraint. The vehicle's safety belt on its own is not an approved child restraint.

Pakuranga Heights School will provide approved booster seats for use by children travelling on school excursions.

Responsibilities as an employer

The school will take all steps to ensure school vehicles are as safe as possible and will not require staff to drive under conditions that are unsafe and/or likely to create an unsafe environment, physical distress, fatigue, etc.

The school will do this by undertaking the following tasks:

Giving priority to safety features when selecting new vehicles, including:

- only buying and/or hiring vehicles that rate four or more stars on the ANCAP (Australasian New Car Assessment Program) tests
- choosing vehicles with ESC (Electronic Stability Control), ABS brakes and side head-protecting airbags
- only buying and/or hiring vehicles that are light coloured
- fitting all vehicles with a first aid kit, fire extinguisher, reflective vest, torch and emergency triangle.

The person/position responsible for ensuring this is followed is the Principal.

Ensuring all vehicles are well maintained and that the equipment promotes driver, operator and passenger safety by:

- servicing the vehicles according to manufacturers' recommendations
- setting up procedures where employees check vehicles' oil, water, tyre pressures and general cleanliness on a monthly basis, then record the inspections
- keeping maintenance schedules in the glove boxes of all vehicles, which are completed each time the vehicles are serviced in any way
- following the maintenance schedules in the vehicles' manuals
- setting up a procedure to identify and rectify faults as soon as practicable.

The person/position responsible for ensuring this is followed is Principal.

Collecting and collating statistics on incidents, crashes and their causes, including:

- the number of crashes
- who was thought to be at fault?
- the probable causes of the crashes and other contributors, such as unrealistic work schedules
- the financial cost of all crashes
- the number of prosecutions
- the number of near-miss events
- other costs, such as downtime, ACC compensation claims, temporary workers and lost productivity.

The person/position responsible for ensuring this is followed is the Principal.

Monitoring and managing work schedules to ensure they do not encourage unsafe driving practices by requiring drivers to take 10-minute breaks every two hours of driving.

The person/position responsible for ensuring this is followed is the Principal.

Identifying driver training needs and arranging appropriate training or retraining, including providing:

- a thorough induction to the company's road safety policies and procedures
- driver training opportunities to all staff
- driver assessment and required training as part of all staff inductions
- advanced driver training or specific practical training as required and identified
- regular staff seminars or refresher meetings on safety features, fatigue, driver responsibility, drink-driving and fuel-efficient driving
- driver training log updates on personnel files.

The person/position responsible for ensuring this is followed is the Principal.

Encouraging safe driving behaviour by:

- not paying staff speeding or other infringement fines
- forbidding the use of mobile phones in vehicles while driving
- encouraging regular breaks while driving
- providing taxis and designated drivers to and from work social events
- providing food and non-alcoholic drinks at work functions
- encouraging the use of taxis and buses whenever necessary
- ensuring the employer is informed if existing staff become unlicensed.

The person/position responsible for ensuring this is followed is the Principal.

Encouraging better fuel efficiency by:

- setting up and promoting a car pool scheme for work car use
- setting up and promoting a workplace travel plan
- providing training on, and circulating information about, travel planning and efficient driving habits
- encouraging the use of other transport and/or remote conferencing whenever practical.

The person/position responsible for ensuring this is followed is the Principal.

Procedures when there is a crash in a school vehicle

Immediately stop your vehicle at the scene or as close to it as possible, making sure you are not obstructing traffic. Ensure your own safety first. Help any injured people and call for assistance if needed.

Obtain the following information:

- make, model and registration number of all vehicles involved
- name and address of owner and driver of all vehicles involved
- name and address of all witnesses
- name of all insurers
- Take photos of the following:
 - photograph all drivers involved and their license
 - the position of vehicles involved in the accident
 - damage sustained to vehicles involved

Give your name, home address and the school's details to those involved in the crash.

If you damage another vehicle that is unattended, leave a note on the vehicle with your contact details.

Contact the police if there:

- are injuries
- is a disagreement over the cause of the crash
- is damage to property other than your own
- is damage to the vehicle which looks to be worth more than \$2500.

Report the crash to the Principal as soon as possible.

Reviewed 18 February 2020

Search, Surrender and Retention of Property Procedure

Pakuranga Heights School Board of Trustees is committed to honouring the mana and dignity of all persons and will follow due process in the event of the search, surrender and retention of property.

The Pakuranga Heights School Board of Trustees will comply with all relevant legislation and regulations concerning requirements for the operation of the school. The Pakuranga Heights School Board of Trustees will endeavour to provide a safe physical and emotional environment for students and staff.

Parents, students, staff and the public have a legitimate expectation that the school environment will be free from illegal and/or potentially harmful or injurious items against the school policies or rules. In order to achieve this, the school may, in accordance with the Education and Training Act 2020, conduct searches and seize property.

Students are protected under Section 21 of the New Zealand Bill of Rights Act 1990 which provides that “everyone has the right to be secure against unreasonable search and seizure, whether of the person, property, correspondence or otherwise”. Therefore, all searches must be reasonable and necessary in order to maintain a safe environment.

Guidelines

- The Ministry of Education “Guidelines for the surrender and retention of property and searches” (January 2014) shall be followed and where possible, shall be reviewed prior to undertaking a search, surrender or retention of property.
- A search is only permitted where there is reasonable grounds to believe that a particular student has an item that is harmful. A blanket search and a search for non-harmful items is not permitted. It is unlawful to search a student’s person.
- A search and seizure can only be undertaken by the Principal, Deputy Principal or SENCo. In delicate cases, the staff member undertaking the search must be of the same gender as the student.
- A search required during off-site activities, without access to the Principal or Deputy Principal, may be conducted at the discretion of the teacher in charge, and with reference to the spirit of this procedure.

Retention and disposal

- All due care will be taken with items retained, but staff and the school cannot be liable for these items.
- The Act provides guidelines for when items seized may be disposed of. Items shall only be disposed of by the Principal. Note that this includes the deletion of seized items such as texts, videos or photos from electronic devices.

Records

- In the event of retention, the Principal shall be advised and will prepare a written record in accordance with ‘Education (Surrender, Retention, and Search) Rules 2013’, Rule 10.
- In the event of a search, the Board of Trustees must be advised in writing at the next scheduled meeting. The report shall be in accordance with ‘Education (Surrender, Retention, and Search) Rules 2013’, Rule 11.
- Records shall be retained for a minimum of seven years.

Police involvement

- The Principal will determine if it is appropriate to contact the Police in case of any item seized or where Police or another agency involvement is required in relation to providing a safe physical and emotional environment.
- The School will not retain or destroy unlawful drugs, but hand these over immediately to the Police.

Key considerations

- The New Zealand Bill of Rights Act 1990 prohibits unreasonable search and seizure.

- The Human Rights Act 1993 protects people from discrimination, including where a person is treated unfairly or less favourably than another person in similar circumstances because of age, race, colour or disability.
- Personal information may be involved or generated after the search or surrender of an item. The School's privacy procedures and the Privacy Act 1993 shall be followed.
- These procedures do not limit the School's rights to search any part of its own property (including digital property).
- The School's discipline and behaviour management practices shall also apply.
- This procedure does not limit staff's ability in emergency situations to take action in accordance with Sections 41 and 48 of the Crimes Act 1961.

Last reviewed 18 February 2020

Worker engagement and participation

Worker Engagement and Participation

The purpose of this procedure is to further support and improve health and safety in the workplace. It promotes engagement between the board, officers and workers. The procedure provides all workers with a reasonable opportunity to be actively involved in the ongoing management of health and safety. This procedure includes the roles undertaken by health and safety committees and elected health and safety representatives.

PCBU

As part of the board's commitment to promote and maintain a safe and healthy working environment, the board acknowledges that health and safety training will be included for all workers.

Duties

- provide accurate and timely information and advice to management and workers
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place
- to escalate unresolved issues to the relevant member of the school's leadership

Health and Safety Representatives (HSRs)

Function and Powers

The functions and powers of the health and safety reps are to:

- represent the workers in the work group in matters relating to health and safety
- investigate complaints from workers in the work group regarding health and safety
- if requested by a worker, to represent the worker in relation to a matter relating to health and safety in the work group (including a complaint)
- monitor the measures taken by the board that are relevant to health and safety
- inquire into anything that appears to be a risk to the health and safety of workers in the work group arising from the conduct of the business or undertaking
- make recommendations relating to work health and safety
- provide feedback to the board about whether the requirements of the Health and Safety at Work Act 2015 and Regulations are being complied with
- promote the interests of workers in the work group who have been harmed at work, including in relation to arrangements for rehabilitation and return to work.

Election of HSRs

- Elections for HSRs are held triennially, or as required in the event of a HSR vacating their role.
- The election organiser calls for nominations for the HSR position by a certain date - all workers in the workgroup must have the opportunity to nominate and elect their HSR
- Elections may be undertaken using any form of voting. Voting may be by a secret ballot (if requested by a member of the workgroup, a candidate for election or the board)

Training for health and safety representatives

The HSR training will be based on need and will reflect their function and powers.

- All newly elected HSRs must complete initial training. Initial training is considered completed when the HSR is assessed as having achieved the NZQA Unit Standard 29315 39
- HSRs will register for appropriate health and safety training in the first two months after becoming an HSR. Each HSR may undertake further training as courses become available and the board budget permits.
- As part of the HSRs' continual learning, the board will periodically coordinate and deliver active development and knowledge sharing.

NB: Refer to Health and Safety Procedures Training and Induction for information for training for HSRs and general worker training.

Committees

An effective way to work on health and safety matters is through a health and safety committee. Holding an election for a health and safety committee is not a requirement under HSWA. However, a school may choose to do so. HSRs are automatically members of the committee. The board and workers agree on the membership of the health and safety committee. HSRs have an automatic right to sit on the committee.

Objectives

- encourage co-operation and collaboration in meeting the board's health and safety objectives
- ensure there is a consistent, co-ordinated approach to health and safety on-site
- look for initiatives to ensure health and safety continuously evolves and improves the health, safety and wellbeing of workers
- provide accurate and timely information and advice to management and workers
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place
- to escalate unresolved issues to the relevant member of the school's leadership
- wherever possible and practical health and safety committees should represent all workers, including team leaders and school management, working at the site.

Officers

Duties

Under this procedure officers should:

- actively promote positive health and safety and adhere to their responsibilities
- provide all workers with the opportunity to participate in health and safety
- promote and encourage discussion on the election processes
 - where a HSR is elected - liaise with elected HSR
 - provide support and ensure the HSR has the resources, time and information to undertake the role
 - allow for the representative to attend approved training
 - where appropriate, act on recommendations made by the HSR
- where a recommendation is not adopted, discuss with the HSR and confirm in writing the reason/s for the decision
- where there is neither a HSR nor a committee, the manager will discuss with workers how their best interests in health and safety will be met.

It is recognised that Officers have the right to make health and safety decisions after consulting and considering any recommendations made by the school's health and safety committee, and that they are accountable for all health and safety decisions made within their respective locations:

Where there is more than one Officer responsible for workers in the workplace, the Officers will work cooperatively with each other and the HSRs in order to identify and resolve the issues. 40

Making this procedure work

Issue resolution

1. Any matter that concerns a worker about their health and safety should be raised with that worker's school leader. This can be raised by that worker, or a HSR.
2. If the school leader cannot resolve the matter to the worker's satisfaction, the HSR will be approached if they are not already involved.
3. The school leader, worker and the HSR will work together to get a satisfactory resolution.
4. If a satisfactory resolution cannot be reached with the school leader, the worker, HSR, or worker representative may look to the options below to resolve the issue.

5. Operational matters, including workload or work process, should be raised with the relevant manager as appropriate.
6. Building facilities matters should be raised with the Principal in the first instance.
7. Procedure concerns should be raised with the board.
8. School leaders involved should make every effort to find satisfactory and timely resolutions.

Right to refuse unsafe work

The board recognises a worker may cease or refuse to carry out work, if the worker believes carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health and safety arising from an immediate or imminent exposure to a hazard.

In this event the following steps will be taken:

1. The worker will advise their relevant member of school leadership immediately.
2. The worker and school leader will attempt to resolve the matter as soon as practicable.
3. If the matter is not resolved the worker may continue to refuse to carry out the work, if the worker believes on reasonable grounds that carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health or safety arising from an immediate or imminent exposure to a hazard.
4. If the matter cannot be resolved, WorkSafe NZ will be contacted.
5. The worker will perform any other work the employer reasonably requests within the scope of their employment agreement.

Provisional Improvement Notices

An HSR who has received the appropriate training may issue a provisional improvement notice (notice) to a person if the HSR reasonably believes that the person is contravening, or is likely to contravene, a provision of the Act or Regulations. The notice may require the person to:

1. Remedy the contravention; or
2. Prevent a likely contravention from occurring; or
3. Remedy the things or activities causing the contravention or likely to cause a contravention.

The HSR must not issue a notice to a person unless he or she has first consulted the person.

The HSR must not issue a notice if an inspector has already issued a notice in relation to the same matter. If a notice is issued, the HSR must provide a copy of that notice to the relevant school leader as soon as practicable.

Last updated 18 February 2020

NAG 6: Legislation

Policy

The Board of Trustees is expected to comply with all general Legislation.

Pakuranga Heights School Board of Trustees meets its obligations to NAG 6, by ensuring that the following documentation is developed, implemented and reviewed as part of the Board's self-review process.

Procedures

- Length of school year
- Police Interviews
- School Closure
- Copyright
- Privacy
- Te Tiriti O Waitangi

Supporting Documents

- Newsletters to Parents
- Charter Strategic Plan
- Ministry Gazette Notices and Circulars Board Order papers
- School Trustees Publications Education Act 1989
- Student Management systems

This policy is reviewed on a cycle in line with the Board's documented self-review plan.

Reviewed 30 June 2020

Privacy

Purpose

To promote and protect individual privacy with regard to the collection, use, storage and disclosure of information relating to individuals, and for the right of each individual to access personal information currently being held by the school

Guidelines

1. To comply with the provisions of the Privacy Act 1993 the Board of Trustees must appoint at least one Privacy Officer.
2. The Board of Trustees will develop procedures to assist the Privacy Officer(s) in the task of ensuring the Principal and Staff adhere to the principles contained in the Act in all aspects of their work.
3. The procedures will comply with the principles in the Privacy Act 1993 in terms of:
 - a. The purpose of collecting personal information.
 - b. Who can be asked for information and what should be explained when collecting information.
 - c. The manner of collection.
 - d. The storage and security of personal information.
 - e. Access to personal information including the individual's right to obtain information held on them and to whom information may be disclosed.
 - f. The correction of personal information.
 - g. Accuracy of personal information held and checking for correctness.
 - h. Ensuring personal information is not kept for longer than necessary.
 - i. Unique identifiers.
4. Any complaint regarding a breach of privacy should be dealt with through the Complaints Policy.

If this does not resolve the issue the complainant may lodge a complaint with the Privacy Commissioner.

Procedures to assist the privacy officer

1. The duties of the Privacy Officer include:
 - a. Ensuring the Information Privacy Principles (IPPs) are adhered to correctly
 - b. Handling information requests
 - c. Assisting the Privacy Commissioner with investigations under the Privacy Act
2. The Privacy Officer must be familiar with the 12 IPPs.
3. The Privacy Officer must regularly audit personal information held by the school about employees and pupils to ensure the information is necessary to the school, it is stored in a secure place, it is accurate and it is not held for longer than necessary.
4. The Privacy Officer must regularly audit forms used for the collection of information to ensure the forms explain the purposes for which information is collected, who has access to the information, where the information will be stored and an individual's right to correct the information held.
5. The Privacy Officer must be able to report to the Board of Trustees at any time; showing the application of the Privacy Act in the steps taken to collect information (e.g. enrolment forms and job application forms), the steps taken to keep the information secure and the steps taken to deal with information requests.

Information requests

1. Receive a request for personal information.
2. Establish which IPP applies (i.e. is it an individual making the request under IPP 6 or a third party making the request under IPP 11).

3. Check the identity of the person making the request. If it is an agent representing the individual, then check that the agent is authorised to act.
4. Identify exactly what information is being requested.
5. Establish that the information is held by the school.
6. Provide the information within 20 working days or;
7. Give a reason for the refusal to disclose the information.

Reviewed 30 June 2020

School Copyright

See also Creative Commons Procedures

The school will respect all copyright including:

- the rights of owners of third party material used in teaching,
- the rights of students in all material they create in and for school,
- the rights teachers have in material they created prior to being employed at the school and in material created while employed at the school.

The school will comply with New Zealand copyright legislation including sections relating to educational and library use.

The school will purchase appropriate copyright licences where its use of copyright material exceeds that permitted under the Act and the school will comply with the terms of these licences.

While acknowledging that the school cannot control all actions of its students, the school will endeavour to educate students on copyright use, including referencing, approved copying, and proper use of electronic material and downloadable music.

Permissions and exceptions

Permission to copy a work can come from:

General permission from the owner - such as a website statement like "Acknowledged and un-adapted use for non-profit educational purposes is permitted"

Specific permission for use of all or part of a named copyright work - special permission is obtained from the copyright owner in each case

General permission under a copyright licence - but only within the terms of that licence

Specific exceptions under the Act (Sections 42-57) - most relevant to schools are the exceptions to copyright infringement that permit copies to be made by students or teachers for research or private study, by educational establishments for educational purposes, and by prescribed (school) libraries for teachers' and students' research or private study.

Guidelines

Literary, dramatic, musical or artistic works, sound recordings, films, broadcasts and cable programmes are protected by the Copyright Act 1994 which provides copyright owners with the exclusive rights to copy or adapt the work, issue copies to the public, perform the work in public, show the work in public, broadcast the work or include it in a cable television programme. Dealing with copyright works, without a licence or the copyright owner's approval, is likely to be an infringement unless there is a statutory exception allowing such use.

To balance the rights between creators and users, the Act also provides a number of exceptions to copyright that allow for copyright works to be used by schools for educational purposes. Exceptions are also provided to allow for fair dealing of a work for criticism and review, research and private study, copying by prescribed libraries (including school libraries) and copying for handicapped readers.

Copying of published works by schools

Under Section 44 of the Act, schools may copy literary, dramatic, musical or artistic works for educational purposes within the following prescribed limits:

1. One copy of the whole or part of a work may be copied for instructional purposes as long as no more than one copy of such work is made on any one occasion; and
2. Multiple copies of the whole or part of a work may be made where the copying is not by reprographic process (i.e. copying by hand); and
3. Multiple copies of up to 3% or 3 pages (whichever greater) of a work may be copied as long as such copying amounts to no more than 50% of the work. This means that no more than half of a poem, short story or newspaper article or other work can be copied; and
4. No charges can be made for supplying copies of such material to students; and

5. No copying is allowed from the same work within 14 days

If the copying permitted above incidentally includes any artistic work, then copyright in that work is not infringed.

Section 46 of the Act provides for schools to copy short passages from published literary, dramatic or musical works for inclusion in compilations of non-copyright material prepared by the school within certain limitations as long as they are accompanied by sufficient acknowledgement.

Section 49 of the Act allows schools to use copyright material to set and answer examination questions.

Under Section 45 of the Act, schools may copy films and sound recordings to provide instruction on how to make films or film sound-tracks. Sound recordings can also be copied to providing instruction in the learning of a language or where lessons are conducted by correspondence where such copying is not covered by a licensing scheme made available to schools. No charge can be made for supplying copies of such material to students.

Section 48 of the Act allows recordings to be made of broadcast or cable programmes for educational purposes where licences authorising such use are not available.

Performance / showing of works

Under Section 47 of the Act, students, staff members and those directly connected with the activities of a school are permitted to perform, play or show literary, dramatic, or musical works in the course of school activities.

Sound recordings, films, broadcast or cable programmes can also be played or shown for instructional purposes to students, staff members or those directly connected with the activities of the school.

To perform, play or show works to a wider audience (including parents, guardians, and the paying public), authority must be obtained from the copyright owner or from the appropriate licensing body.

Reviewed 30 June 2020

School Hours/Police Interviews/School Closure

Length of school year

1. The school will conform to the requirements of legislation in this area.
2. The number of half days prescribed for primary schools can vary between a minimum of 380 half days and a maximum of 390.
3. The school will comply with any Ministry directed change to school years.

Police interviews

1. In the event of a Police Officer wanting to interview a child at school every effort will be made to contact the child's parents/guardians at the earliest opportunity.
2. If the child's parents/guardians are unable to be contacted no interview is to take place unless the Principal (or delegate) is present.

School closure

1. In times of emergency the Board of Trustees will have the right to close the school for instruction.
2. Any such closure will be in accordance with MOE directives, guidelines and procedures.
3. Parents/Guardians and the MOE will be informed immediately.

Reviewed 19 September 2023

Child Protection Policy

Our vision states 'Reaching new heights together'

- Everyone treated with dignity, respect, and have the right to have their needs met in a safe, secure environment.
- Abuse and harassment in any form is not acceptable and we promote the elimination of such behaviour in the school community. The school environment will provide for the physical and emotional wellbeing of students.

Guidelines

This policy refers to any issues or incidents of abuse or sexual harassment. These include but not limited to sexual, physical, emotional and sexual harassment.

A member of the senior management team (comprising Principal, Deputy Principals) will deal with complaints unless the complaint is against the Principal. If this is the case, the Presiding Member will deal with the complaint.

Procedures

1. If the child or young person is in danger or unsafe, act immediately to secure their safety.
2. Teachers will be receptive and sensitive to students; they need to feel listened to and believed. Reassure them, but do not make promises or commitments that cannot be kept.
3. The school will use Oranga Tamariki - Ministry for Children and/or the Police as the most appropriate agency for investigating abuse.
4. Ensure that any information or disclosures by the student are written down and check that comments and events surrounding the concern have also been recorded objectively.
5. In the case of a report from a third party to the school, the school will direct the third party to Oranga Tamariki - Ministry for Children
6. Ensure that the student has a teacher with whom they feel comfortable supporting them through this process and that the support role is clearly defined.
7. Keeping Ourselves Safe and (Self Esteem) units will be taught as part of the Health Curriculum to increase children's assertive skills in dealing with inappropriate situations, and to help raise teachers' consciousness of the issues.
8. The agency involved in the cases will be responsible for informing parents, as they have the skills to handle the situation, in the most appropriate way to support the student.
9. The school accepts responsibility to provide staff with ongoing training and resources in recognising and responding to signs of abuse.
10. The school will not formally interview the student. We will record disclosures and only obtain necessary, relevant facts if and when clarification is needed.
11. Parents may be consulted about changes in students' behaviour to help identify a cause.
12. All information/discussions will be confidential to the staff involved. Data will be stored in one place known to the Principal and Staff. It will be kept for the duration of the child's time at the school or longer if the matter is unresolved. The matter will remain open until Oranga Tamariki - Ministry for Children informs the school in writing otherwise. Whether this information is passed on to the next school will be decided in consultation with the appropriate agency.
13. Once an agency has been involved, that agency and where appropriate the Police, will investigate. The school will act on the advice from those agencies. The Presiding Member of the Board of Trustees will be advised at this stage.
14. Whenever an outside agency interviews a child, an adult on the staff with whom the child has confidence in, if deemed appropriate can be present. The welfare of the child must be first priority and wherever that is compromised, the interview must be terminated. Any staff members attending such interviews would need to have the ability to make this judgement.

When a child discloses abuse, the teacher will:

- Listen to the child and reassure them that they did the right thing
- Record your concerns and observations
- Do not interview the child but one or two open-ended questions may be used to clarify concern
- Write down what the child has said
- Contact a member of the senior leadership team immediately

Key child protection policies and procedures are required under the Childrens Act 2014 to be reviewed at least once every three years as part of the schools review cycle. Our schools designated person for child protection is involved in reviewing and policies and procedures related to child protection.

Custodial Procedures

Separated Parents, Day-to-Day Care and Guardianship

Pakuranga Heights School aims to ensure the safety, wellbeing and security of all students by practising open and accountable child-centred decision making.

Parents are responsible for informing the school of the day-to-day care, pick-up and contact arrangements in place for their child, whether agreed informally, recorded in an agreement or provided for in court orders.

Usually, a child's parents are joint guardians of their child from birth (often referred to as natural guardians) if they are both recorded on the child's birth certificate, and/or were at any time between the child's conception and birth in a legally recognised relationship (ie marriage, civil union, de facto relationship)

- **Separated parents** remain guardians of their children, subject to any court orders that are in place
- **Guardians** have a responsibility for the child's care, development and upbringing. Guardians are responsible for making education decisions about their child, and have a duty to consult with each other. If they cannot agree about an education decision, the dispute needs to be determined by the Courts.

The Family Court can appoint other adults, such as a new partner or grandparents, as guardians. A child can have more than two guardians.

The Family or High Court may appoint itself as a child's legal guardian and may appoint Oranga Tamariki - Ministry for Children, to act as its agent. In this case, other guardians will still be consulted and asked for consent to any education decisions made for the child (unless there is a court order otherwise)

Any dispute over the rights of separated parents regarding their child's education, day-to-day care arrangements and communication, should be resolved by the parents, or through the courts. It is not the job of the school to adjudicate.

Agreements and court orders

Day-to-day care arrangements for children can be agreed informally, recorded in a formal agreement, or determined by a parenting order from the Family Court. Pakuranga Heights School requires that parents and guardians provide the school with a copy of any agreement or court order related to the care of their child as soon as possible. Parents and guardians are also responsible for informing the school if there are and changes to the day-to-day care arrangements for a child. This makes it easier for the school to support the family in following such agreements/orders. It is also very important that family contact details are kept up to date. This information will be shared with the student's main teacher and any other key staff, as considered necessary by the principal. The school must follow any changed arrangements, particularly if a court order has been made under urgency. If the school has concerns about a change, it will follow the steps outlined below in [Contact Rights and the School](#).

All personal information is managed according to our Privacy policy.

The Rights of the Guardian and the School

Except where there are any court orders in place, both parents, and any other guardians, are entitled to:

- Receive school newsletters and a copy of the child's school reports
- Discuss their child's educational progress with the principal and teachers
- Contribute to major education decisions - for example, which school the child attends, special class admission, religious instruction, etc.
- Vote in board elections
- Participate in parent groups or meetings and other school functions
- See their child's school records, subject to any legal requirements

The guardians themselves must take the initiative in exercising these rights.

Contact Rights and the School

Any parent, guardian or other person wishing to have contact with a student during school hours must follow the schools visitors procedure.

If the school has concerns about a person wanting to contact a student at school (eg doubt over identity, good faith, or legal rights), they should:

- Contact the parent and any guardian or third party to ascertain the person's identity and contact rights
- Ask to see any agreement or court order (if not already held by the school) or contact the person's solicitor, if the person claims contact under a parenting order. If the order says "reasonable contact" then the school may refuse contact until after school hours so that the running of the school is not unnecessarily disrupted, nor the child's schooling inhibited.
- Deny unrestricted contact with the student, especially if it is suspected the person may remove the student from school, and act as necessary to protect the welfare of the student, including contacting third parties such as the police.
 - Supervise the meeting with the student, if appropriate
 - Use professional judgement, with the student's welfare as the paramount consideration

A students learning should not be disrupted by unnecessary communication throughout the day (eg texts, social media, phone calls or email). The school also considers it inappropriate for personal mail or emails to be sent to a student at school by someone who is subject to a court order or other legal restriction. School staff will question such communication in these situations and may take steps to prevent further contact if deemed necessary.

Surnames

Pakuranga Heights School uses the student's name as provided at enrolment, unless advised otherwise. Where conflict arises, the school uses the student's legal name (ie the name on their birth certificate or as changed by court proceedings).

Reviewed 27 May 2016

Suspected or disclosed child abuse procedures

The following procedures set out to safeguard the physical and emotional safety of children and ensure the school meets its obligations with regard to child abuse and safety.

Definitions

Child abuse: Includes physical, emotional and sexual abuse as well as neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential or effect of serious harm to the child.

Guidelines

Whenever child abuse, neglect, relationship violence, or cyber bullying is reported, the following guidelines should be followed: (see flowchart)

1. All reports of abuse must be listened to and acted on and the tenets of confidentiality applied.
2. The child's safety should always be the paramount consideration in the notification process.
3. No decisions or actions in respect of suspected or actual child abuse, neglect, relationship violence, or cyber bullying are to be made by any staff member in isolation unless there are concerns for the immediate safety of the child.
4. A consultative approach is essential to ensure the safety of the child and the staff member. Staff must discuss their concerns with the Principal or Deputy Principal person/advocate.
5. The school recognises that all staff must act within the legal requirements of the Privacy Act, Children, Young Person's and their Families Act, Health information Act, Vulnerable Children's Act and other statutes. There are provisions within each of these Acts for sharing information needed to protect children and enable other people to carry out their legitimate functions.
6. The school encourages the sharing of information when appropriate steps have been taken.
7. Staff may be asked to provide information to Oranga Tamariki, the Police, Court or lawyers and psychologists.
8. Information sharing will be restricted to those who have a need to know in order to protect children.
9. When any of the above contacts a staff member for information that staff member must first refer to the Principal/SENCo for clearance before providing the information.
10. Information will be given only after the staff member has identified the person making the request, the actual purpose of the request, what use the information will be put to, and who will see the information.
11. In the case of a social worker or counsel for child wishing to interview a child while in the care of Pakuranga Heights School, the staff member must consult the Principal or Deputy Principal to be certain that such an interview will be undertaken legally and in the best interests of the child.
12. A child's records will be kept as factual as possible, and nothing will be recorded as fact without evidence to back it up. This means, for example, that no entry will be made on a child's record about guardianship of a child without sighting the appropriate documentation.
13. Pakuranga Heights School will maintain a good working relationship with Oranga Tamariki and with Police, and be familiar with the laws that serve to protect children from abuse. We will consult with Oranga Tamariki, the Police, and with other appropriate agencies that have specialist knowledge to help us protect children from abuse.
14. Pakuranga Heights School believes that in order to keep children safe, people who suspect or uncover abuse should not be tempted to deal with cases themselves. When there is a relationship of trust and understanding with the statutory agencies, people are more likely to report and enable professional investigation to ensue.
15. Pakuranga Heights School will ensure the Principal/Deputy Principal has contacts for Oranga Tamariki and Police. The Designated Person for Child Protection will maintain this information.
16. The school recognises that by law, [Sec 15 of the Children, Young Persons and their Families Act 1989] any person may report a case of suspected abuse to the statutory agencies.

17. The Designated Person for Child Protection will meet regularly with a contact person from a specialist agency to ensure that a trusted relationship is maintained in order that Pakuranga Heights School can seek help easily and appropriately.
18. Pakuranga Heights School will also maintain relationships with non-governmental organisations and agencies that provide services to children and families.
19. Decisions about informing parents or guardians about suspected or actual child abuse or neglect should be made after consultation between the school, Police and Oranga Tamariki.

For further information on signs of abuse and neglect visit the Oranga Tamariki: <https://www.orangatamariki.govt.nz/>

The school will regularly review these procedures as part of the BOT review cycle.

Last reviewed 30 June 2020

FLOWCHART FOR SUSPECTED OR DISCLOSED CHILD ABUSE

