

BUCKLANDS BEACH INTERMEDIATE SCHOOL

BOARD OF TRUSTEES

GOVERNANCE POLICIES

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GOVERNANCE POLICIES

These policies indicate how this school is working towards the implementation of the National Education Goals and the National Administration Guidelines.

While it is recognised the Board is responsible for overall school policy, the Principal is responsible on a day-to-day basis for what happens in the school.

Under Section 75g the Education Act, 1989, Boards control the management of the school:

“Except to the extent that any enactment, or in general law of New Zealand provides otherwise, a school’s Board has complete discretion to control the management of the school as it thinks fit.”

Section 76 of the Act outlines the Principal's role: -

1. *“A school’s Principal is the Board’s chief executive in relation to the school’s control and management.*
2. *Except to the extent that any enactment or the general law of New Zealand, provides otherwise, the Principal*
 - a) *Shall comply with the Board’s general policy directions; and*
 - b) *Subject to paragraph (a) of this subsection, has complete discretion to manage as the Principal thinks fit the school’s day to day administration.”*

These Governance policies should be read in conjunction with the following documents: -

- Management Policies and Procedures (following these Governance Policies).
- The Bucklands Beach Intermediate Charter and Strategic Plan.
- The Bucklands Beach Administration Handbook.
- The Bucklands Beach Intermediate Curriculum Plan
- The Bucklands Beach Intermediate Code of Practice for International Students.

These policies replace all previous policy documents issued and become effective from the dates noted.

Alan Figgins
Chairman
Board of Trustees

Date: 29 July 2020

1. CURRICULUM

NAG 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
- b. through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

1. CURRICULUM DELIVERY

- 1. Programme Delivery**
- 2. Reporting to the Board**
- 3. Career Education and Guidance**

1.1 Programme Delivery

- 1.1.1 The Board recognises its responsibilities under Nag 1 and delegates the day-to-day implementation with respect to the delivery of the curriculum to the Principal.
- 1.1.2 The Principal is required to ensure curriculum delivery follows the requirements as set out in the NZ National Curriculum Statements and regular reports are given to the Board on progress and achievement.
- 1.1.3 The Principal will ensure that programme delivery gives priority to student achievement in Literacy and Numeracy as well as ensuring all students receive a balanced delivery in all curriculum areas.

1.2 Reporting to the Board

- 1.2.1. Supported by the use of assessment information, the Principal will report to the Board a minimum of twice a year on: -
 - the numbers of students who are not achieving, or who are at risk of not achieving, in the areas of English and Mathematics.
 - the numbers of students with special learning needs and gifted and talented students.
 - the steps being taken to assist identified students achieve in English and Mathematics.
- 1.2.2 Each year within the first school term, the Principal will report to the Board on: -
 - those aspects of the curriculum identified as requiring attention and how they are to be met. The report will include any recommendation for additional resources required to meet any goals set. The Principal will report against these goals throughout the school year as appropriate.
 - how consultation is to be undertaken with the Maori community for the year, and on plans and targets established for improving the achievement of Maori students.
- 1.2.3 The Principal will develop a plan for reporting to the Board on progress being made in each Curriculum area. English and Mathematics progress will be reported upon annually. Other Curriculum areas will be reported upon within the two-year planning timeframe.

- 1.2.4 The delivery of the Curriculum and achievement of Nag 1's goals will form part of the Principal's performance appraisal.

1.3 Career Education and Guidance

- 1.3.1 The Board recognises its responsibilities under NAG 1 to provide career education and guidance to all students.
- 1.3.2 Annual reporting on how Career Education Guidance is to be given.

NAG 1 Governance Policies – Curriculum Delivery

Confirmed by the Board of Trustees

Chairperson _____ Date: 29 July 2020

Principal's Acknowledgement _____ Date: 29 July 2020

2. PLANNING, ASSESSMENT, SELF REVIEW

NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
- c. on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and
 - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

2. PLANNING, ASSESSMENT, SELF REVIEW

1. **Planning and Reporting**
2. **Achievement of students**
3. **Community Consultation / Transition**
4. **Consultation with the Maori Community**
5. **Consultation on Health and PE Programmes**
6. **Assessment of student achievement**
7. **Reporting to Parents**

2.1 Planning and Reporting

- 2.1.1 The Board, in conjunction with the Principal, will prepare and maintain a school charter.
- 2.1.2 The charter will include a Strategic Plan to document how the National Education Guidelines are to be implemented.
- 2.1.3 Within the framework of the Strategic Plan, the Principal will develop an Annual Plan setting specific target goals for the school year. The Annual Plan will link to the Strategic Plan showing how long-term goals are to be achieved. The Annual Plan will record policies, plans and programmes for review. It will provide a timeline for implementation along with resource requirements.
- 2.1.4 Prior to the end of each school year, the Principal will formally report to the Board on progress made against target goals set in the Annual Plan.
- 2.1.5 The community will be surveyed to provide feedback on the progress of the school, and for input into future Strategic and Annual plans. The Principal shall ensure a summary of the survey's results is given to the community.
- 2.1.6 The Principal will develop a cyclic plan for reviewing policies, plans and programmes.

2.2 Achievement of Students

- 2.2.1 The Principal will report annually on student progress against targets and goals set.
- 2.2.2 This information will be presented to the BOT prior to the end of the school year.
- 2.2.3 Reporting will include:
 - a) School wide testing data.
 - b) Reports of progress achieved relative to the goals set in the School's Annual Plan.
 - c) Progress achieved by students or groups of students identified as being at risk of not achieving.
 - d) Progress achieved by Maori and Pasifika students.

- 2.2.4 The Principal will include in each monthly management report to Board of Trustees, information related to student achievement.
- 2.2.5 An 'At Risk Register' will be established annually by the teacher with responsibility for coordinating Special Needs programmes (SENCO), identifying students at risk of not achieving, along with current testing data.
- 2.2.6 Supporting learners with special education needs

This school planning resource is provided for boards of trustees to help them prioritise their aspirations for learners with special education needs.

Learners with special education needs are a priority group in our drive to ensure all learners achieve. This document will help guide you to ensure you include learners with special education needs in your planning and reporting cycle.

Use the resource to:

- improve the board's confidence to plan for and lead a fully-inclusive school
- show ethical, inclusive leadership
- meet the community's societal expectations for learners with special education needs
- meet the board's legal responsibilities.

<http://www.minedu.govt.nz/Boards/SchoolPlanningAndReporting/Planning/SupportingSENeeds.aspx>

2.3 Community Consultation

- 2.3.1 Parent support and partnership will be valued.
- 2.3.2 Consultation will be an on-going part of school life.
- 2.3.3 Board of Trustees meeting dates will be regularly advertised in newsletters and on the school website.
- 2.3.4 The Board will delegate authority to one member whose task will be to ensure there is a strong liaison between the Board and the PTA.
- 2.3.5 The community will be surveyed. A summary of results will be made available to parents and will be posted on the school's website. This will be carried out in accordance to changes, trends, governmental changes.
- 2.3.6 Additional surveys with a specific focus will be held as required to ascertain parental views.
- 2.3.7 Students will be transitioned to and from our school with consideration of inclusiveness.

- 2.3.8 Student led conferences will be formally scheduled on at least two occasions during the year.
- 2.3.9 The Board of Trustees will co-opt members as required to ensure significant ethnic minority group views are represented.

2.4 Consultation with the Maori Community

- 2.4.1 Parents of Maori students will be identified through information supplied on enrolment.
- 2.4.2 The Principal will report to the Board annually as to how communication and consultation with the Maori community is to be undertaken.
- 2.4.3 The achievement of Maori students will be reported annually as part of the school wide monitoring and reporting processes.

2.5 Consultation on Health and PE Programmes

- 2.5.1 Parents of students will be invited into the school for a Consultive Health Meeting on a biennial basis.
- 2.5.2 The meeting will outline the Health aspects of the curriculum and the programmes to be covered at Year 7 and Year 8 levels.
- 2.5.3 Outside resource personnel will be invited to attend and contribute i.e. Police, Health Services.

2.6 Assessment of Student Achievement

- 2.6.1 The Board recognises that it is the school's responsibility to develop appropriate assessment procedures to monitor student progress.
- 2.6.2 It is expected that a range of assessment practices will be used to gather comprehensive information that enables the evaluation of student progress and achievement.
- 2.6.3 Priority for assessment data will be given to student achievement in literacy and numeracy.
- 2.6.4 Assessment information will be used to inform teachers and to identify students who are not achieving or who are at risk of not achieving.
- 2.6.5 The Principal will report to the Board annually on student progress using hard data wherever possible, indicating gains made.

2.7 Reporting to Parents

- 2.7.1 Teachers will report to students and their parents on individual student progress a minimum of twice a year. The timeframe for reporting shall be advised to parents, by the Principal, through the school's newsletters. The Principal is responsible for ensuring that teachers report to students and their parents.
- 2.7.2 Teachers will be available for discussion with parents at any reasonable time by request.
- 2.7.3 The Board and the Principal will report to the parent community annually on the achievement of students as a whole, on groups who are not achieving or who are at risk of not achieving or those with special needs and on the achievement of Maori students, against goals set.

NAG 2 Governance Policies – Planning, Assessment, Self Review

Confirmed by the Board of Trustees

Chairperson _____ Date: 29 July 2020

Principal's Acknowledgement _____ Date: 29 July 2020

3. PERSONNEL AND EMPLOYMENT

NAG 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. 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.

The Board acknowledges its responsibilities under the Employment Relations Act 2000 and the State Sector Act 1998. Specific policies to ensure that its responsibilities are met include:

3. PERSONNEL AND EMPLOYMENT

1. **EEO (Equal Employment Opportunities)**
2. **Staff Appraisal**
3. **Principal's Appraisal**
4. **Staff Appointments and Beginning Teacher Support**
5. **Smoke Free**
6. **Complaints Against Staff**
7. **Leave of Absence**
8. **Staff Dress Code**
9. **Staff Development / Travel**
10. **Staff Remuneration**
11. **Sexual Harassment**
12. **Compulsory Police Vetting**
13. **Protected disclosures**
14. **Classroom release time**
15. **Conflict of Interest**

3.1 Equal Employment Opportunities

- 3.1.1 It is the policy of the Board of Trustees to promote an environment where all staff have an equal chance to fulfil their potential in the workplace regardless of gender, race, political views, ethnicity, age, disability, ethical or religious beliefs, family responsibilities and sexual orientation.
- 3.1.2 In implementing this policy the Board will take appropriate action:
- To eliminate all discriminatory policies and practices and promote and implement affirmative employment practices that foster fairness and equity.
 - To create a positive and safe working environment free from sexual, racial or other forms of harassment and free from physical barriers.
 - To develop a staff that reflects the composition of the community and students, and who are able to be responsive to current educational needs.
 - To acknowledge the beliefs and values of cultural and minority groups in the workplace.

3.2 Staff Appraisal

- 3.2.1 As a good employer and under the provision of the State Sector Act 1998, the Board seeks to raise the performance standards of all staff.

- 3.2.2 Responsibility for managing staff appraisal is delegated to the Principal.
- 3.2.3 The Principal will develop and implement procedures to meet appraisal requirements.
- 3.2.4 The prime focus for appraisal will be the appropriate professional standards along with any goals set as a consequence of previous appraisals.
- 3.2.5 The Principal will report to the Board annually that requirements have been met.
- 3.2.6 Any documentation relating to staff appraisal will remain confidential to the appraisee, the appraiser and the Principal unless the appraisee agrees otherwise.

3.3 Principal's Appraisal

- 3.3.1 As a good employer and under the provision of the State Sector Act 1998, the Board seeks to raise the performance standards of all staff.
- 3.3.2 Responsibility for managing the Principal's appraisal is delegated to the Chairperson of the Board of Trustees.
- 3.3.3 The Chairperson may, if deemed appropriate, engage in consultation with the principal, a person or persons with appropriate skills to contribute to the process.
- 3.3.4 The Chairperson and the Principal will through consultation determine a process for conducting the appraisal.
- 3.3.5 The prime focus of the appraisal will be the Principal's professional standards assessed against performance indicators, along with any further goals decided upon through consultation between the Principal and the Chairperson.
- 3.3.6 The appraisal process will be recorded in the performance agreement and implemented annually.

- 3.3.7 Any documentation relating to the Principal's appraisal will remain confidential to the Principal and the Board unless the Principal agrees otherwise.
- 3.3.8 Any dispute related to the appraisal process will be referred to an independent arbitrator mutually agreed upon by the Principal and Board of Trustees Chairperson. In the final analysis the Board, as employer will have responsibility for the final decision.

3.4 Staff Appointments and Beginning Teacher Support

- 3.4.1 The Principal has delegated authority from the Board for the appointment of support staff and Scale A teaching staff.
- 3.4.2 For the appointment of Senior Teachers a committee will be formed to carry out the appointment process. This committee will consist of a minimum of one senior management representative. A board representative will be consulted through the process.
- 3.4.3 For the appointment of a Deputy Principal or Assistant Principal the Board will form a subcommittee consisting of the principal and a minimum of two other Board members to carry out the appointment process. The subcommittee can have delegated authority to make a job offer for a D.P. or A.P. Where not agreed, the sub committee is to present a recommendation or consult with the full board prior to the job offer.
- 3.4.4 For the appointment of the Principal all Board members will be involved in the appointment's process. A subcommittee may carry out initial short-listing with all available Board members being involved in final decision making.
- 3.4.5 The Board shall employ a consultant or recruitment agent to assist with the appointment of a Principal.
- 3.4.6 A designated person will be appointed, and/or responsibility given to an existing staff member to oversee the pastoral care and homestay care of International students.
- 3.4.7 Beginning Teacher Support. There will be Beginning Teacher support as set out by the Ministry and detailed in the Management section.

3.5 Smoke Free

- 3.5.1 Smoking will not be permitted anywhere within the school's buildings and grounds at any time.
- 3.5.2 The Principal is required to implement management procedures so that:
- all staff are aware of this policy and failure to comply will be a serious disciplinary breach.
 - all contractors employed by the school are aware of this policy.
 - all people using the school's facilities are aware of this policy.

3.6 Complaints Against Staff

- 3.6.1 It is the policy of this Board to receive, investigate and take appropriate action, including follow up, on any and all complaints made by concerned persons against any staff member of the school.
- 3.6.2 In implementing this policy the Board will take appropriate action: -
- a) To ensure all complaints are responded to. In the interests of natural justice, unsigned or anonymous complaints will be disregarded.
 - b) To ensure that all concerns / complaints are directed to the appropriate person(s) and the School responds to complaints in a fair and consistent manner and in accordance with relevant contracts and legislation.
 - c) To ensure the person making the complaint is given a fair hearing and that the concern is taken seriously, given due deliberation and followed up appropriately.
 - d) To ensure that all collective or individual contract provisions are adhered to.
 - e) To ensure that appropriate actions are carried out to address the situation which generated the concern, if or when found to be of substance and, that appropriate on-going monitoring takes place.
 - f) To guarantee that all staff, students and caregivers are treated fairly and are informed of and provided with access to complaints procedures.

3.7 Leave of Absence

- 3.7.1 Leave for up to one school week can be granted at the discretion of the Principal.
- 3.7.2 Applications for leave for more than one week (over one year) must be submitted to the Principal in writing a minimum of one week prior to a Board meeting. At least three months' notice must be given. The Principal will provide a recommendation to the Board including the likely effect that granting such leave will have on students. The final decision to grant leave of greater than one school week will rest with the Board.
- 3.7.3 If the applicant has had leave for more than one week in the previous three years, and/or is not a permanent staff member of more than five years, the

request is unlikely to be considered favourably. The Board has the right to delay making its decision to grant or decline personal leave, on the proviso that the decision will be made at least three months prior to the leave being taken.

- 3.7.4 Should a staff member require leave at short notice of more than one school week due to special, unforeseen circumstances, such leave may be granted at the discretion of the Principal following discussions with the Board Chairman. The Board should be advised as soon as is practical.
- 3.7.5 Any leave of absence from school duties and absence of communications from the school working week needs to be prior approved or communicated to the Principal or Board of Trustees in writing. (Unless in hospital or unfit to communicate.)
- 3.7.6 Travel and accommodation expenditure should be economic and efficient having regard to urgency, purpose, distance and time.
- 3.7.8 All international travel is to be shared with the Board of Trustees, and approved by a Board member.
- 3.7.9 Where staff are away from home for identified professional development, or school business, a daily allowance will be paid. Within New Zealand this will be at the rate specified in the appropriate collective contract. Outside New Zealand, the rate will be determined by the Principal for all staff. The rate for the Principal will be determined by the Board.

3.8 Staff Dress Code

Our school demands a high standard of dress from our students. No less can be expected from the staff.

- 3.8.1 All staff members are expected to present themselves in a clean and tidy manner at all times.
- 3.8.2 Clothing worn will be such that it is appropriate for the teacher's professional position as a role model for students.
- 3.8.3 The Principal shall set the guidelines as to what is considered to be appropriate clothing and advise the staff accordingly.

3.9 Staff Development and Travel

- 3.9.1 Professional Development funding must comply with the National Guidelines as set out by the Auditor General (see also Finance NAG 4).

- 3.9.2 All international travel is to be shared with the Board of Trustees, and approved by a Board member.

3.10 Staff Remuneration

- 3.10.1 All teaching staff will be paid on the appropriate salary step commensurate with experience and qualifications in accordance with the appropriate Primary or Secondary Teachers' Collective Contract.
- 3.10.2 Units under the contract will be allocated to meet obligations under the CEC.
- 3.10.3 The principal will consult with staff to develop a policy for the allocation of units.
- 3.10.4 Support staff will be paid according to the appropriate CEC or IEC, as per the Support Staff C.E.C. Those paid on the Administrative Scale Grade C or D range of rates will have their salary reviewed annually.
- 3.10.5 If staff are paid on an hourly rate, then payment for additional hours will need prior approval by the Principal, or at the discretion of the Principal.
- 3.10.6 All Teaching staff are responsible for keeping their must keep registrations current. Reminders will be given each term.

3.11 Sexual Harassment

- 3.11.1 It is the policy of the Board to make it explicit that sexual harassment and abuse in any form is not acceptable and to vigorously promote the elimination of such behaviour in the school community.
- 3.11.2 In implementing this policy the Board will take appropriate action: -
- a) to create a climate in which sexual harassment and abuse is seen as totally unacceptable.
 - b) To ensure there are procedures for addressing any issues or incidents of sexual harassment and abuse in a manner in which the complaint is considered sympathetically and seriously and the complainant is not subject to victimisation.
 - c) To ensure all students and staff are free from any form of sexual harassment and abuse at school or in the school-related environment.

3.12 Compulsory Police Vetting

- 3.12.1 The Principal will ensure procedures are in place for compulsory police vetting including: -
- a) The police vetting of non-teaching and unregistered employees.

- b) The police vetting of contractors and their employees who regularly work at the school.

3.12.2 The Principal is nominated as the 'requester' and as such will ensure that: -

- a) strict confidentiality is observed for police vetting.
b) where information causing concern is received no adverse action will be taken until the person concerned has been given a reasonable opportunity to validate the information.

3.13 Protected Disclosures

3.13.1 It is the policy of the Board to provide an effective means to enable employees to make a declaration where they believe serious wrongdoing has occurred.

3.13.2 In implementing this policy the Board will take appropriate action: -

- To ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.
- To ensure school procedures are known to school employees who wish to report serious wrong doing within the school.
- To protect retaliatory or disciplinary action or liability for civil or criminal proceedings to the disclosure.

3.14 Classroom Release Time

3.14.1 The Primary Teachers' C.E.C. and the Post Primary Teachers' C.E.C. specify that each employer shall provide classroom release time as specified in the appropriate contract.

3.14.2 The Principal will, following consultation with the staff, develop a policy indicating how the terms of these contracts are to be met.

3.14.3 The policy is to follow the principles of addressing teacher workload while maximising benefits for student learning.

3.15 Conflict of Interest

3.15.1 As per the Education Act 1989, any Staff member, Board of Trustee member or parent is to declare a conflict of interest should the possibility of such a conflict arise.

3.15.2

Conflicts of interest may include:

- bias – where a member or official may exercise powers that can affect the rights or interests of others e.g. unfairly regard with favour (or disfavour) the case of a party to the issue under consideration
- financial interest
- have an interest in contracts within their entity
- holding or expressing strong political or personal views that may indicate prejudice or predetermination for or against a person or issue
- being a relative or close friend of someone who has one of these interests, or who could otherwise be personally affected by a decision of the Board / School Management.

NAG 3 Governance Policies – PERSONNEL AND EMPLOYMENT

Confirmed by the Board of Trustees

Chairperson _____ Date: 29 July 2020

Principal's Acknowledgement _____ Date: 29 July 2020

4. FINANCE AND PROPERTY

NAG 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. 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; and
- c. 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, healthy learning environment for students.

4. FINANCE AND PROPERTY

- 1. Finance**
- 2. Internal Approval Levels/ Money Handling**
- 3. School Credit Card/ Reimbursements**
- 4. Entertainment**
- 5. Travel**
- 6. International Students**
- 7. Property**
- 8. Appointment by Board of a Consultant**
- 9. Theft and Fraud**
- 10. Related Parties and Conflicts of Interest**
- 11. Motor Vehicle**
- 12. Stationery/ Resources/ Security**
- 13. Contribution / Donation**

To fulfil its responsibility of safeguarding the school's assets, the Board requires:

- The Principal to establish systems and procedures to ensure that all receipt of monies and bank deposits are accounted for.**
- The Principal to establish systems and procedures to ensure that all payments are duly authorised and accounted for.**
- The Principal to establish systems and procedures to secure and recognise all the school's assets, and recognise liabilities.**
- The Principal to communicate on the financial status of the school.**

4.1 Finance

- 4.1.1** The Board shall ensure that appropriate financial management of the school occurs and that it complies with the Public Finance Act 1989 and the Education Act 1989.
- 4.1.2.** The Board shall appoint an external service provider to provide an independent review of the day-to-day financial records of the School, and the preparation of monthly and annual accounts.
- 4.1.3** The Principal will ensure that an operating budget is prepared each year, after consultation with those responsible for the various curriculum areas, for presenting to the Board. The draft budget for the following year will be presented to the Board prior to the end of each year with an explanation as to expenditure areas; in particular, those areas deemed by the Principal to be in need of prioritised expenditure in accordance with the school's strategic plan. The Board will approve the final budget no later than 28 February each year.

- 4.1.4 On a monthly basis, the Principal will provide the Board with a financial report covering:
- A list of all payments made in the preceding calendar month.
 - A summary of all payments for the preceding month over \$1,000.
 - Financial reports showing income and expenditure, working capital position, and balance sheet for the preceding month.
 - A report showing budget areas where expenditure has either exceeded budget, or where a revised budget figure is required to prevent excess.
 - Such other information as requested by the Board to enable it to fulfil its financial management role.
 - Updated statement of Banked Staffing.
- 4.1.5 The Principal will update the Board as to the school's compliance with all statutory deadline requirements for financial reporting.
- 4.1.6 The Board will set and review activity fees, and contributions on an annual basis.
- 4.1.7 An external service provider is to do random checks of bank accounts for Internet banking.
- 4.1.8 A unit Allocation Policy will be shared with the BOT annually.

4.2 Internal Approval Levels

- 4.2.1** To ensure that commitments and decisions made by the School are properly authorised and approved, the following Internal Approval levels will be used:

Note: **Budgeted** refers to the expenditure planned and approved by the Board of Trustees for the year.

Note: This refers to approved budget request forms.

Budgeted and within Budget	
Up to \$1,000	Budget Holder
Up to \$2,000	Deputy Principal plus Holder (2 signatures)
Over \$2,000	Principal plus holder (2 signatures)

Note: **Unbudgeted** refers to any expenditure not approved within the annual process forms.

Unbudgeted or over budget	
Note: These must all be pre-approved and the purchase order / payment form signed as below BEFORE any purchase is placed.	
Up to \$1,000	Deputy Principal plus Holder (2 signatures)
Up to \$2,000	Principal plus Holder (2 signatures)
Over \$2,000	Principal plus Deputy Principal (2 signatures)
Over \$5,000	Board of Trustees
All Fundraising Expenditure will be treated as "unbudgeted".	Principal plus Deputy Principal (2 signatures)

- 4.2.2** Long term contracts of more than 12 months, greater than \$5,000, that are signed on behalf of the school, must be signed off by a delegated person acting on behalf of the Board of Trustees.

4.3 School Credit Card

- 4.3.1** The Board accepts its responsibility to ensure that credit card expenditure is clearly linked to the business of the School. The Board therefore requires the Principal to establish systems and procedures to ensure that this occurs. These systems and procedures must conform to the Internal Approval Levels.

- 4.3.2 The Board requires the Principal to implement and manage these systems and procedures.

4.4 Entertainment

- 4.4.1 The Board accepts responsibility to ensure that entertainment expenditure is clearly linked to the business of the School. The Board therefore requires the Principal to establish systems and procedures to ensure that this occurs. These systems and procedures must conform to the Internal Approval Levels.
- 4.4.2 The Board requires the Principal to implement and manage these systems and procedures.

4.5 Travel

- 4.5.1 The Board accepts is responsibility to ensure that travel expenditure is clearly linked to the business of the School and that the School obtains an appropriate benefit for the travel when considered against its cost. The Board therefore requires:
- The Principal to establish systems and procedures to ensure that this occurs. These systems and procedures must conform to the Internal Approval Levels.
 - Expenses are reimbursed on an actual and reasonable basis.
 - Staff that are required to travel on business do not suffer any negative financial effect.
- 4.5.2 The Board requires the Principal to implement and manage these systems and procedures.

4.6 International Students

- 4.6.1 See separate International Student Policy document (International Procedures Nag 6.)
- 4.6.2 Any net income generated from International Students will be applied at the discretion of the Board.
- 4.6.3 International Students – money will be allocated to assist with the purchase of resources additional staff, and/or staff related to international students.
- 4.6.4 Any agreements involving exchange of monies for short term groups signed between the school and any other party need to have a witness signature.

4.7 Property

- 4.7.1 The Board will develop and maintain a long-term property and maintenance plan to ensure buildings and facilities provide a safe, healthy learning environment for students and staff.

- 4.7.2 Annually, the Principal in conjunction with the Board property subcommittee, will ensure the budget includes an allocation of funds for on-going property maintenance. This will be derived from the Property Plan with consideration given to current need.
- 4.7.3 The Board will ensure all statutory requirements with respect to property maintenance are met.

4.8 Appointment by Board of a Consultant

- 4.8.1 From time to time, the Board may seek the advice of an expert/consultant.
- 4.8.2 The selection and engagement of the consultant shall be the Board's prerogative. The Board Chairperson shall sign the contract on behalf of the Board. The consultant shall report directly to the Board, unless otherwise agreed.
- 4.8.3 The Board may delegate to the Principal the task of submitting a list of at least 2 suitable candidates for the Board and/or Board Chairperson to select. Prospective candidates may be requested to provide references.
- 4.8.4 Once a consultant is chosen, the Principal shall draw up an agreement, which is expected to include the following points:
- Terms of Reference
 - Expected date of completion
 - Milestones, if the contract's duration is more than 6 months
 - Procedures for changing the Terms of Reference
 - Contract Amount
 - Procedure for approval of payment
 - Remedies for missed deadline
 - Mediation procedures over disagreement regarding the performance of the consultant
 - Termination Clause
 - Confidentiality Clause

4.9 Theft and Fraud

- 4.9.1 The Board accepts its responsibility to protect the physical and financial resources of the School. The Board therefore requires:
- The Principal to establish systems and procedures to guard against the actions of theft or fraud.
 - The Principal to inform the Board of the systems in place to guard against theft or fraud.
 - The Principal to immediately report any suspected theft or fraudulent activity to the Board Chairman.
 - The Board Chairman to immediately refer the matter to the Board.

- 4.9.2 The Board accepts that any investigation into any theft or fraudulent actions will be undertaken in accordance to legal requirements and will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.
- 4.9.3 Any suspected theft or fraudulent activity may, or may not be, covered by the Protected Disclosures Policy.

4.10 Related Parties and Conflict of Interest

- 4.10.1 The Board accepts its responsibility to eliminate any conflict of interest situations. The Board therefore requires the Principal to establish systems and procedures to eliminate any conflict of interest situations.
- 4.10.2 The Board acknowledges the Attorney General Guidelines and Ministry of Education Guidelines on Related Parties and Conflicts of Interest:

Situations where Conflict of Interest may arise

This may be financial or non-financial, direct or indirect, professional or family related. These may arise from, but not limited to:

- Directorships or other employment
- Interests in business enterprises or professional practices
- Share ownership
- Beneficial interests in trusts
- Existing professional or personal relationships associated with the school
- Professional associations or relationships with other organisations
- Personal associations with other groups or associations
- Family relationships
- Decisions taken which may have a benefit to the decision-maker.

Managing potential Conflict of Interest situations at Board of Trustees meetings.

- The issue is to be set as an agenda item with information circulated together with Board papers.
- The person with the potential conflict of interest is to declare their interest.
- The person involved must be excluded from any meeting of the board while the board discusses, considers and decides the matter.
- The school to maintain Conflicts of Interest register.

Conflicts of Interest with no Financial Element

These could be assessed on the basis of whether an independent observer might observe a real risk of bias in the decision.

Conflicts of Interest with a Financial Element

These are identified when a trustee with a 'pecuniary interest' where they stand to benefit from the actions of the board.

Examples:

- A teacher who is a union member and on strike is the staff representative of the board of trustees. They have an interest in the actions of the board when it is considering whether to deduct pay for strike action by teachers
- A painting and decorating company owned by the sister-in-law of a board member tenders for a painting contract, that member has an interest in the contract.

Recommended Board procedure for where the actions of board of trustees may benefit a family member, whānau or friend.

- Conflict of interest in the relationship of a board member and member of staff.
- Conflict of interest where a work is to be done of a financial matter e.g. buildings, contracts etc. – A written outline should be made and 3 quotations should be received. The 'best' contract should be accepted at all times.

Conflicts of Interest with a Financial Interest Greater than \$25,000

- All school officers, employees and Board members would adhere to the Education Act.

Disclosure of Related Party Notes

- Any financial transaction with a related party must be recorded in the Annual Report stating the person, company, services and the amount paid.

4.11 Motor Vehicle

- 4.11.1 The Board of Trustees may own vehicles to transport students and staff.
- 4.11.2 The mini bus is available for staff and school approved volunteer use on school business only.
- 4.11.3 The Board appoints the Principal to implement and manage the systems and procedures on the use of the school mini bus.
- 4.11.4 The Property Manager will ensure that the vehicle has current Warrant of Fitness and that Vehicle Registration is maintained.
- 4.11.5 The Board requires the Principal to report on the use of the school minivan.
- 4.11.6 The vehicle will be fully insured.
- 4.11.7 The driver must have a full unencumbered driver's license on the day they drive the van.

4.12 Stationery/ Resources / Security

- 4.12.1 All staff must clear follow the procedures when purchasing any new items.
- 4.12.2 Stationery purchased by the school must be accounted for.
- 4.12.3 All ICT equipment purchased by the school must be cared and stored safety for by all staff and students.

4.13 Contribution

- 4.13.1 The school contribution will be reviewed annually. The contribution is expected to be paid by all parents for activities and consumables used during the year.
- 4.13.2 Consideration will be given to families who have a limited budget. Opportunities for part payments or alternative payments will be discussed confidentially.
- 4.13.3 Donations will be gratefully received and acknowledged. This will not be an expectation.

NAG 4 Governance Policies – FINANCE AND PROPERTY

Confirmed by the Board of Trustees

Chairperson _____

Date: 29 July 2020

Principal's Acknowledgement _____

Date: 29 July 2020

5. HEALTH AND SAFETY

NAG 5

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;**
- b. promote healthy food and nutrition for all students; and**
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.**

5. HEALTH AND SAFETY

- 1. Health and Safety**
- 2. Food and Nutrition**
- 3. Attendance**
- 4. Safe Schools**
- 5. Administration of Medicine**
- 6. Sun Safe**
- 7. Education Outside the Classroom**
- 8. Child Protection**
- 9. Crisis Management**
- 10. Pandemic Planning**
- 11. Animals at School**
- 12. Incidents / Physical Restraints**

5.1 Health and Safety

- 5.1.1 The Board will take all reasonable steps to provide a safe physical and emotional environment for students, staff and visitors to the site.
- 5.1.2 A set of procedures will be developed to minimise the likely risk of harm to students whilst they are at school.
- 5.1.3 A Health and Safety Committee, with responsibility for health and safety issues, will be appointed. The Health and Safety Committee will be responsible for ensuring hazard identification audits are conducted regularly with action taken to rectify hazards found. The Health and Safety Committee will keep written records indicating action taken to eliminate hazards identified.
- 5.1.4 The staff and students will be made aware of emergency procedures: for the evacuation of the buildings; lock down procedure and natural disasters. Emergency drills will be carried out a minimum of once a term.
- 5.1.5 As part of their contract conditions, all contractors will be required to accept the school's Health and Safety plan before commencing work on site. In addition, all contractors will be required to have their own Health and Safety Plan.
- 5.1.6 All visitors to the school are to report to the office on arrival and departure. They will sign in on arrival and wear a visitor's badge while on site.
- 5.1.7 Where practical all students will be under supervised care. When in case of immediate assistance, funding and assistance will be sought from MoE Interim Response Fund.

5.2 Food and Nutrition / Haurora

- 5.2.1 The school will provide an environment that encourages and supports healthy eating.
- 5.2.2 The school has a programme to promote Haurora / Well Being.

5.3 Attendance

- 5.3.1 The school has in place appropriate procedures to account for the attendance of staff and students.
- 5.3.2 Transition and orientation of new students will be planned for.

5.4 Safe Schools

- 5.4.1 The Principal will ensure a 'Safe-Schools' policy is in place to eliminate bullying or the threat of bullying. Bullying includes physical, emotional, and verbal violence including personal derogatory comments.
- 5.4.2 Students will be made aware of this policy and the actions they should take should they believe they are the victims of bullying.
- 5.4.3 Students will feel that they are treated fairly with consideration of their needs.
- 5.4.4 The school will emphasise the importance of cyber digital safety.
- 5.4.5 Students will sign in and sign out with a staff member's knowledge.
- 5.4.6 Students can contact parents / guardians directly during school hours with a staff member's permission.
- 5.4.7 Parents / guardians can visit classrooms when invited or registered through the office.

5.5 Administration of Medication

- 5.5.1 Students have the right to receive prescribed medication at school during school hours where this enables them to access education.
- 5.5.2 Before prescribed medication is held at school written authority must have been received from the parent/caregiver.
- 5.5.3 A set of procedures for the safe storage of medication.
- 5.5.4 Accidents requiring an accident form will be reported to the Principal or Deputy Principal.

5.6 Sun Safe

- 5.6.1 Students will be made aware of the hazards of excessive exposure to the sun.
- 5.6.2 Regulation hats or a similar approved style will be worn between Labour weekend and Easter.
- 5.6.3 Sun cream will be made available to all students while at school, (minimum standard SPF 50).
- 5.6.4 Shaded areas will be considered when making property plans.

5.7 Education Outside The Classroom

- 5.7.1 The Principal will develop a set of procedures for teachers to follow when planning any out of school programmes.
- 5.7.2 Prior to undertaking any class visit outside the school, teachers are to provide a risk management safety plan to the EOTC coordinator for approval two days prior to departure.
- 5.7.3 Adult/student minimum ratios for activities away from the school are set as follows:
 - Water based activities 1:4
 - Swimming pools with registered instructors 1:11
 - Bush walks 1:6
 - General class visits 1:11
 - Other activities or variations to this will be at the discretion of the Principal.
- 5.7.4 All overnight camps, water based activities and high risk activities, (activities requiring high adult to student ratio or specialised assistance) must have approval from the Board. RAMS will be approved by the Board prior to the EOTC programme
- 5.7.5 When travelling outside the greater Auckland area, specific mention of transportation will be included and RAMS will be approved by an appointed BOT member.
- 5.7.6 A staff member and board representative will co-ordinate RAMS documents.

5.8 Child Protection

The school has obligations to meet requirements under the Vulnerable Childrens' Act 2014.

Child abuse means the harming (whether physically, emotionally or sexually) ill treatment, abuse, neglect or deprivation of any child or young person.

You can contact the Vulnerable Children's Hub 0800 367 687.

- 5.8.1 Any staff member who believes that any child has been or is likely to be harmed (whether physically, emotionally or sexually), ill treated, abused, neglected or deprived is to report this matter to the Principal.
- 5.8.2 Health units and self-esteem units will be taught as part of the Health Curriculum to increase students' assertiveness skills in dealing with uncomfortable situations, and to help raise teachers' consciousness of the issues.
- 5.8.3 A 'Health Team' comprising the Principal, the Deputy Principal, a BOT member, the school SENCO and other such parties as may seem appropriate, will be formed where any disclosures of a significant nature are made. This team will make decisions as to the appropriate agency for further referral.
- 5.8.4 Any student requiring support due to Child Abuse, must be reported to Oranga Tamariki and/or Police.

5.9 Crisis Management

- 5.9.1 Crisis Management refers to providing a school structure to assist members of our community (staff, students parents etc.), when an event occurs which is likely to cause trauma to staff or students.
- 5.9.2 Crisis Management Procedure guidelines will be followed (see Management Policies and Procedures)
- 5.9.3 Students, staff and the school community will be informed of the incident and briefed appropriately at regular intervals.
- 5.9.4 Documentation will be available for perusal by the Board of Trustees and relevant parties.
- 5.9.5 The Board of Trustees shall receive a report following any traumatic incident period outlining the effectiveness of the Traumatic Incidence Response plan. A review of the Plan shall take place if necessary.

5.10 Pandemic Planning

The Board will ensure:

- 5.10.1 That our school has in place appropriate procedures to protect students and staff from any possible pandemic outbreak.
- 5.10.2 In the event of a notified pandemic outbreak the pandemic Manager will be the school Principal.
- 5.10.3 In the event the Principal, due to ill health or other reasons, is not available the Deputy Principal will take on this role.
- 5.10.4 The Principal will develop a set of guidelines to be followed in the event a pandemic, or the threat of a pandemic is declared.
- 5.10.5 This plan will include:
 - Procedures to minimise risk to students and staff.
 - Protocols for dealing with sick students and/or staff.
 - Consultation procedures to be used in each stage of the pandemic.

5.11 Animals at School

- 5.11.1 Students bringing animals to the school for reasons other than specific curriculum or learning related experiences must have the prior approval of the Principal / and / or Science Lead teacher.
- 5.11.2 Students or teachers conducting any study using animals must abide by the current Animal Ethics code and must receive prior approval of the Science Lead teacher and / or Principal before proceeding with the study.

5.12 Incidents / Physical Restraints

- 5.12.1 The school will comply with Ministry of Education guidelines on incidents, accidents and physical restraints.
- 5.12.2 Serious Accidents and Physical restraints will be reported immediately to the BoT, the Principal and to MOE or Worksafe NZ.

NAG 5 Governance Policies – HEALTH AND SAFETY

Confirmed by the Board of Trustees

Chairperson _____

Date: 29 July 2020

Principal's Acknowledgement _____

Date: 29 July 2020

6. LEGISLATION

NAG 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

- 1. Including Gifted and talented students**

6. LEGISLATION

The Board shall comply with all general legislation requirements. Specifically:

1. **Human Rights Act 1993 / Bill of Rights Act 1990**
2. **Privacy Act 1993**
3. **Enrolment**
4. **Treaty of Waitangi**
5. **School Hours/ School Year**
6. **Community Consultation**
7. **Disciplinary Action**
8. **International Students**
9. **Gifted and Talented**
10. **Annual Reporting**
11. **Personally Owned Digital Devices for Students**
12. **Attendance registers**
13. **Copyright**
14. **Religious Instruction**

6.1 Human Rights Act 1993 / Bill of Rights Act 1990

- 6.1.1 The Board will ensure that all people employed at Bucklands Beach Intermediate School and all students enrolled at BBI will be treated fairly and equally.
- 6.1.2 The Board will ensure that complaints are dealt with fairly and equally.

6.2 Privacy Act 1993

- 6.2.1 The Board will ensure that the privacy principles are upheld and will appoint for this purpose a “Privacy Officer”. The “Guidelines to BOT’S – Privacy Act 1993” are noted.
- 6.2.2 The Principal will be the school’s Privacy Officer.
- 6.2.3 When information is requested, the Principal or the Deputy Principal, as appropriate, will determine whether in their view it is appropriate to supply or refuse to supply such information. Where the decision is made not to supply information requested, the person requesting such information will be advised of the relevant provisions of the Act under which the decision was made not to disclose.

- 6.2.4 Complaints received by the school with respect to alleged non-compliance with the Act shall be immediately passed to the Privacy Officer who shall investigate and take appropriate action.

6.3 Enrolment Policy

- 6.3.1 The Board shall implement the enrolment requirements of the Education Act. The home zone of the school is:- Bucklands Beach Peninsular to Mellons Bay valley including all side roads to the intersection of Gills Rd and Bleakhouse Rd round-about, along Gills Road (both sides) excluding the roads on the Highway side of Gills Road (but including Bain Place), through to Pigeon Mountain Road (both sides), excluding all roads to the west of Pigeon Mountain Road and ending at the water.
- 6.3.2 International Fee Paying students may be accepted for enrolment at Bucklands Beach Intermediate. There will be no conditions on a given level of English proficiency. All enrolments are at the discretion of the school principal and will not be accepted at the expense of local zoned students. All applicants shall meet NZ immigration requirements and a designated administrator will establish and implement procedures for the ongoing monitoring of compliance with the Code of Practice.
- 6.3.3 The school has requirements for student, staff and visitors that need to be adhered to: being such areas as school dress and understanding the Policy and Procedures.

6.4 Treaty of Waitangi

- 6.4.1 Maori are the Tangata Whenua of Aotearoa New Zealand and their language and culture are a living part of the rich tapestry that is New Zealand society. All New Zealanders should recognise and understand the dual cultural heritage of New Zealand.
- 6.4.2 The Treaty of Waitangi places certain legal obligations on all New Zealand institutions, including schools.
- 6.4.3 It is the policy of the Board of Trustees of this school to ensure that students recognise and understand the bicultural heritage of New Zealand and fulfil their obligations under the Treaty of Waitangi.
- 6.4.4 In implementing this policy, the Board will take appropriate action:-
- (i) To value and celebrate the cultural diversity of our school community.
 - (ii) To ensure that all aspects of the Charter relating to equity are met.
 - (iii) To ensure all students have opportunities to learn te reo.
 - (iv) To enable students to understand, respect and show sensitivity for Tikanga Maori (language, values, attitudes and behaviour).
 - (v) To provide curricular experience to meet the learning needs of Maori students.
 - (vi) To provide experience where students can display their talents through Maori craft and cultural experiences.
 - (vii) To recognise the school's obligations to the Treaty of Waitangi.

- (viii) The Principal will report annually to the Board and the community on the achievement of Maori students.
- (ix) The Board will ensure that provision is made for this policy in the budget.

6.5 School Hours/School Year

- 6.5.1 The Board shall ensure that the requirements of the legislation in respect of the school hours and the school year are met.
- 6.5.2 The Principal shall, as appropriate, report to the Board with respect to details of compliance.

6.6 Community Consultation

- 6.6.1 The Board will adopt an open policy and welcome community input on all aspects of the School's operation.
- 6.6.2 The Board shall ensure that the consultation requirements of legislation are met.

6.7 Disciplinary Action

- 6.7.1 The Board will comply with M.O.E / Education Act disciplinary requirements.

6.8 International Students

- 6.8.1 The Board will ensure that the "Code of Practice" conditions for International Students are met
- 6.8.2 The school will adhere to the "Code of Practice for International Students" and will review it annually.
- 6.8.3 All enrolments will be at the discretion of the school Principal.
- 6.8.4 Parents must sign an enrolment form, fee refund policy and tuition agreement prior to the student beginning instruction. Parent details are recorded by both the school and homestay pastoral care co-ordinator. Contact is made with parents to update student progress and /or if major concerns arise.
- 6.8.5 The school enrolment representative will adhere to guidelines set out by the school in line with the Code of Practice.

6.9 Gifted and Talented

- 6.9.1 The Principal will develop a set of procedures to ensure identified student needs are met.

6.10 Annual Reporting

- 6.10.1 As soon as is practical after the end of each financial year the Board will provide the Ministry with an annual report which will include:
- (a) the names of all the Board's trustees.
 - (b) the date on which each trustee goes out of office.
 - (c) the Board's annual financial statements.
 - (d) a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities or targets set out in the school charter.
 - (e) a statement of responsibility signed by the Chair of the Board and the Principal as required by section 42 of the Public Finance Act 1989.

6.11 Personally Owned Digital Devices for Students

All personally owned digital devices are brought to the school at the responsibility of the student.

(See also Management Policies.)

6.12 Attendance Registers

- 6.12.1 Legally the school staff must mark students attendance twice daily throughout the school year. Any concerns are shared with the Deputy Principal and discussed with parents. Certain circumstances may require outside assistance.

6.13 Copyright

- 6.13.1 The Principal will ensure all staff members are aware of their responsibilities under Copyright law. A breach of copyright law is a serious disciplinary offence.
- 6.13.2 The Board will maintain a Copyright licence that enables teachers to make use of appropriate resource material up to Copyright limits.

6.14 Religious Instruction

Rationale:

The school will be inclusive to all individuals. The notion of belongingness and uniqueness are often featured when discussing inclusion in the workplace. According to (Harrison et al., 2018), inclusion is the level to which the individual feels they are a welcome and valued member of the work environment, and an inclusive work environment fulfils the need for belonging and welcomes uniqueness.

Policy:

- 6.14.1 Our education law requires that teaching in all state primary schools must be entirely of a secular character (non-religious) while the school is open.
- 6.14.2 The school will be inclusive to all individuals. The notion of belongingness and uniqueness are often featured when discussing inclusion in the workplace. According to (Harrison et al., 2018), inclusion is the level to which the individual feels they are a welcome and valued member of the work environment, and an inclusive work environment fulfils the need for belonging and welcomes uniqueness.
- 6.14.3 Personal faith will not be instructed by staff or the community while the school is open. It is not appropriate to discuss religious observances while the school is open. It may deem appropriate to discuss religious education in accordance with the NZ Curriculum.
- 6.14.4 The difference between religious instruction, religious observance, and religious education are:**
- Religious instruction is the teaching or endorsing of a particular faith. It is the non-neutral, partisan teaching of religion which supports or encourages student belief in the religion being taught.
 - Religious instruction is not part of the New Zealand Curriculum or Te Marautanga o Aotearoa. Religious observances are ceremonial or devotional acts of religion, such as prayers, the singing of hymns, or religious readings.
 - Religious observances are not part of the New Zealand Curriculum or Te Marautanga o Aotearoa, and are not covered in these guidelines.
 - Religious education is the neutral teaching and presentation of information about religion, sometimes in the context of studying customary and cultural practices in curriculum subjects, such as the social sciences learning area of the New Zealand Curriculum or within Te Marautanga o Aotearoa Tikanga-ā-Iwi.

NAG 6 Governance Policies – LEGISLATION

Confirmed by the Board of Trustees

Chairperson _____ Date: 29 July 2020

Principal's Acknowledgement _____ Date: 29 July 2020

7. CHARTER

NAG 7 Governance Policies – CHARTER

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

- 7.1.1** The School Charter will reflect the needs of the community and align itself with the New Zealand Curriculum and the International Baccalaureate PYP framework.

NAG 7 Governance Policies – CHARTER

Confirmed by the Board of Trustees

Chairperson _____ Date: 29 July 2020

Principal's Acknowledgement _____ Date: 29 July 2020

8. ANALYSIS OF VARIANCE

NAG 8 Governance Policies – ANALYSIS OF VARIANCE

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8.

*Schools that have students in years 1–8 that use The New Zealand Curriculum must use National Standards for those students and schools that have students in years 1–8 that use Te Marautanga o Aotearoa must use Ngā Whanaketanga Rumaki Māori for those students.

- 8.1.1 The School will set annual targets
- 8.1.2 Action plans related to annual targets will be shared with the Board of Trustees.
- 8.1.3 The School's annual budget will be related to the school's priorities.
- 8.1.4 Midyear analysis will be shared with the Board of Trustees.
- 8.1.5 A summary of the analysis of variance will be available on the school website.

NAG 8 Governance Policies – ANALYSIS OF VARIANCE

Confirmed by the Board of Trustees

Chairperson _____ Date: 29 July 2020

Principal's Acknowledgement _____ Date: 29 July 2020