PORIRUA COLLEGE
Policies

2020

Contents

Policy 1 Curriculum

Introduction

1. The Board of Trustees will foster student achievement by providing teaching and learning programmes consistent with the New Zealand Curriculum.
2. The Board of Trustees, through the Principal and staff, will develop and implement a curriculum:
   ● That is underpinned by and consistent with the principles of the NZ Curriculum.
   ● In which the values set out in the NZ Curriculum are encouraged, modelled and explored by students.
   ● That supports students to develop the key competencies set out in the NZ Curriculum.
3. The Board of Trustees, through the Principal and staff, will provide all students in Years 9-10 with effectively taught programmes of learning in:
   ● English
   ● Creative Arts
   ● Health and Physical Education
   ● Languages - Te Moana Nui-a-Kiwa
   ● Mathematics and Statistics
   ● Science
   ● Social Sciences, and
   ● Technology, Transition, Personalised Learning
4. The Board of Trustees will, through the Principal and staff:
   ● Gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement.
   ● Identify students and groups of students who are not achieving, who are at risk of not achieving, or who have special needs and identify approaches to support their learning.
   ● In partnership with the school's Māori community, develop and make known its plans and targets for improving the achievement of Māori students.
   ● In consultation with the school's Pasifika community, develop and make known its plans and targets for improving the achievement of Pasifika students.
5. The Board of Trustees will, through the Principal and staff, implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines.
6. Where a policy of Porirua College addresses a situation where student needs are or may be perceived to be greater than those of the general body of students, and these policies entail moving resources from the general body to the students in question, the policy shall take effect only to the extent to which it is practical and reasonable to reduce the resources available to the general body of students.

Policy 1.0 Curriculum

Rationale

Porirua College will foster student achievement by providing a curriculum that puts students at the centre of teaching and learning, engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

Purpose

To ensure that Porirua College provides programmes that meet students' learning needs and are consistent with the New Zealand Curriculum.

Guidelines

1. The Board of Trustees, through the Principal and staff, will ensure that the curriculum of Porirua College is consistent with the following principles:
   - The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.
   - The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te reo Māori me ōna tikanga.
   - The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.
   - The curriculum will not contain material that is sexist, racist or discriminatory; it will ensure that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed. The selection and presentation of curriculum material will be sensitive to students of differing religious, ethnic, cultural and family backgrounds.
   - The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.
   - The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.
   - The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.
   - The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.
   - The curriculum provides challenge and is expanded in breadth, depth and pace to match all students learning needs.
2. Students of Porirua College will be encouraged to value:
   - Excellence, by aiming high and by persevering in the face of difficulties
   - Innovation, inquiry and curiosity, by thinking critically, creatively and reflectively
   - Diversity, as found in our different cultures, languages and heritages
   - Equity, through fairness and social justice
   - Community and participation for the common good
   - Ecological sustainability, which includes care for the environment
   - Integrity, which involves being honest, responsible and accountable, and acting ethically.
   - They will also be encouraged to respect themselves, others, and human rights.
3. The curriculum of Porirua College will promote key competencies by encouraging students to develop:

- Creative and critical thinking skills and intellectual curiosity that will assist them in making sense of information, experiences and ideas, asking questions and challenging the basis of assumptions and perceptions, and in developing ideas of their own.
- Skills in the use of different kinds of languages and symbols that allow them to use words, numbers, images, movement, metaphor, and technologies in a range of contexts and to use ICT to provide information and to communicate with others.
- Self-motivation and personal management skills that will allow them to establish personal goals that set high standards, meet challenges, and develop leadership skills independence.
- The skills to interact with a diverse range of people in a variety of contexts including the ability to listen, recognise different points of view, negotiate, share ideas, and an awareness of how their words and actions affect others.
- A capacity and enthusiasm for active involvement in the community inside and outside Porirua College, and an understanding of the importance of these contributions for the health of our society as a whole.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with staff.

Policy 1.1 Curriculum Delivery

Rationale

Delivery of the curriculum to provide every student with the best possible learning opportunities requires the co-ordination of a range of different resources including timetabling and funding.

Purpose

To provide a policy framework for timetabling and the allocation of teaching resources that reflects the needs of the students, the College Charter, the requirements of the New Zealand curriculum, and the terms of the Collective Contract.

Guidelines

1. The Board delegates curriculum delivery to the Principal, who will report at least annually to the Board of Trustees on the processes that he/she has developed for the development of a School timetable, for the allocation of teaching resources, and for students and their parents to be advised of the curriculum options available to them at Porirua College.
2. When the school plans significant curriculum changes this should be discussed at a BoT Committee or full Board meeting.

Policy 1.2 Access to Resources

Rationale

The Board of Trustees will provide all students enrolled at this College with equal access to learning programmes and physical resources, and will implement policies and procedures designed to achieve equitable outcomes for all groups of students within the College.

Purposes

- To ensure that all students can fully participate in the College's Curriculum.
- To ensure access by all students of the College to the physical resources of the College.
- To develop strategies which will aim to achieve equitable outcomes for any group of students identified as experiencing outcomes materially different from those of the College as a whole.

Guidelines

1. No student enrolled at the College will be prevented from participating in a programme of learning within the curriculum because of financial hardship.
2. All students enrolled at the College will have equal access to all learning programmes provided that they meet the academic entry qualifications.
3. Acceptance of enrolment of a student will be conditional upon adequate resources being funded in the Operations Grant from the Ministry of Education for the College to provide for the specialist needs of the student. This requirement shall in no way limit enrolment on the grounds of family financial resources.
4. All students enrolled at the College will have equal access to the physical resources of the College.
5. Wherever it is possible to do so without requiring an impractical or unreasonable reduction in the resources available to the general body of students, Porirua College will:
   - Provide assistance for any individual or group of students identified as not experiencing successful outcomes.
   - Allocate staffing to meet the needs of students who are not experiencing successful outcomes at the College.
   - Provide opportunities for success in service, aesthetic, cultural, social, academic and sporting activities.
   - Consult contributing schools to identify those students who will need attention to ensure that they experience equitable opportunities when they commence education at the College.
   - Encourage liaison between staff, parents/caregivers and the students.

Approval

The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.

When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 1.3 Treaty of Waitangi

Rationale

The College will fulfil its obligations under the Treaty of Waitangi recognising that Māori are the Tangata Whenua of Aoteoroa and that their language and culture are a living part of New Zealand society.

Purposes

- To ensure the curriculum reflects Māori perspectives and provides all students with an understanding of Tikanga Māori.
- To make equitable provision in the curriculum and the programmes of the College for the instructional and general educational needs of Māori students.
- To provide opportunities for students who wish to learn Te Reo Māori.
- To recognise Māori values in the provision of resources and facilities in the College.
- To make staffing and financial provisions to enable the College to meet the requirements as noted in the points above.

Guidelines

1. A Māori perspective should be provided in all appropriate aspects of the curriculum.
2. The history and the points of view of both parties to the Treaty of Waitangi should be presented whenever appropriate.
3. The appointment and continuing support of a teacher of Te Reo and Tikanga Māori shall be a high priority.
4. The Board and the Principal will meet, when appropriate, parents of Māori students to discuss relevant matters.
5. There will be equitable allocation of resources and facilities to promote Māori language and culture in the College.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 1.4 Teaching Māori Language and Culture

Rationale

Porirua College is committed to providing opportunities for all students to learn Te Reo Māori and develop an understanding of Tikanga Māori.

Purposes

- To acknowledge and value the special place of Te Reo Māori in New Zealand.
- To staff the College with suitably qualified teachers of Te Reo Māori.
- To provide opportunities for parents of Māori students and the parents of Māori language students to be consulted on the best and most appropriate means to promote Te Reo Māori and Tikanga Māori in the school.
- To utilise Māori protocol and language for appropriate ceremonial occasions.
- To ensure that all students recognise the value of learning Te Reo Māori and understanding Tikanga Māori.

Guidelines

1. Māori students and students of Te Reo Māori should be encouraged to learn and value Māori language and culture.
2. Māori students and students of Te Reo Māori should take an active part in the ceremonial protocol of the College when appropriate.
3. Opportunities should be made available for students to extend their knowledge and experiences of Tikanga Māori.
4. The College should endeavour to strengthen its links with the parents of Māori students and the parents of Māori language students.
5. The College will do all in its power to retain and resource qualified teachers of Te Reo Māori and Tikanga Māori.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 1.5 Extra-Curricular Activities

Rationale

Extra-curricular activities are those aspects of the College programme which are staffed by teachers in addition to their appointed academic teaching positions and are normally outside the regular timetabled class hours and duties. Because of their essential part in the philosophy and programme of the College, some refer to these as "Co-Curricular Activities". In accepting a position at this College, teachers accept that their part in managing, coaching, or in other ways assisting in the extra-curricular programme is essential to the ethos and character of the College.

Purposes

- To recognise the need and seek to provide resources for students to gain a wider educational experience than that provided solely in the classroom, and to encourage students to complement their academic studies with extra-curricular activities that will enhance their enjoyment of their schooling.
- To uphold the traditions and history of the College by continuing its strong commitment to extra-curricular activities that have been an integral part of its ethos.
- To encourage the development of a broad range of activities so that all students will find one or more in which they can participate with enjoyment.

Guideline

1. The Board of Trustees will receive regular reports on the extent of staff and student participation in extra-curricular activities, and on ways in which the Board of Trustees can provide the resources needed to support a high quality and broadly-based extra-curricular programme.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 1.6 Editorial Guidelines for Student Publications

Rationale

Official guidelines define the rights, restrictions and responsibilities of student journalists, the teachers of such subjects as Media Studies and the College administration, including the College Board. Editorial policy is a statement of intent written by the staff with the approval of the Principal and, where appropriate, the Board of Trustees. Editorial policy concerns the entire content of publications produced by or under the auspices of the College. For the protection of all associated with the College and in the pursuit of the aims of the College it is essential that students and staff conform to agreed editorial policy guidelines.

Purposes

- To provide a means for prior review of any publication produced by any student or staff member of the College in any official capacity (including as part of any teaching and learning programme) before issuing the publication for public view.
- To define the rights of and limitations on student journalists within the overall objectives and programmes of the College.

Guidelines

1. No publication prepared or published on College premises by any student or staff member of the College should contain material that may expose the College to possible legal action as a result of libel, obscenity, offence to people on racial, and sexual, religious, ethnic, cultural, difference in ability, socioeconomic or any other such grounds.
2. Any publication prepared or published on College premises by any student or staff member of the College must have an editorial policy approved by the Principal and/or the Board of Trustees. The preparation of such an editorial policy will take time and should not be rushed in an attempt to meet an unrealistic deadline.
3. Distribution or sale of any publication on the property of the College, or using any distribution list or distribution mechanism provided by the College, requires the permission of the Principal.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 1.7 Students with Special Needs

Rationale

Some students have special learning needs such as hearing and visual impairment. Their learning should be supported through the provision of additional resources of time, material and expertise.

Purpose

To ensure that students with special needs are provided with assistance and programmes of learning designed to obtain for them the greatest possible benefit from their school experience.

Guidelines

1. Students with special needs will be identified by contributing schools, independent assessments and parental notification.
2. When identified as having a special need, the student will be provided with:
   a) Access to advisory services, dependent on student eligibility, and information as to additional resources that are available.
   b) Consideration of the need for an Individual Educational Plan (IEP).
3. All students with special needs will be encouraged and enabled to participate in the wider life of the College no matter what the special need or disability.
4. Students with special needs will be given every opportunity to succeed and excel in their areas of choice.
5. The HOF Personalised Learning will maintain a Special Needs Register of those students meeting the criteria for assistance.
6. The HOF will be responsible for the co-ordination and monitoring of programmes.
7. To be eligible for special examination conditions the school must be in possession of a report from an independent assessor which is no more than three years old. The HOF will maintain a register of students eligible for special assessment conditions and will apply to NZQA for them as appropriate.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 1.8 Providing For the Individual Needs Of Students

Rationale

The Board of Trustees recognises that parents/caregivers are the foremost educators of their children and must have opportunities to communicate the individual needs of their children and find out how the College will meet those needs.

Purpose

To provide the appropriate means for all parents/caregivers to make known the individual needs of their children and be informed of steps taken to meet the individual needs of their children.

Guidelines

1. At the time of enrolment the parents/caregivers will be invited to explain the particular needs of their children.
2. Through parent-teacher consultations, parents/caregivers will be able to make relevant staff aware of the individual needs of their children.
3. Pastoral and Learning Coaches, together with the Guidance Counsellor, will make known the processes by which the parents/caregivers may consult with them about the particular needs of their children.
4. The College will endeavour to create an atmosphere in which parents/caregivers feel comfortable about making known the individual needs of their child. The College will encourage such communication.
5. The needs of the mainstreamed, ESOL, and high or low achieving students will be met by the consultation process, the oversight of which will be the responsibility of the ESOL and Learning Support staff.
6. Individual Education Programmes will be established for those students with specific needs and monitored and reported on by the relevant staff assigned to meet the individual student's needs.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 1.9 Assessment

Rationale

It is crucial that there are common practices throughout the College to ensure that assessment is fair, valid, reliable and consistent. With the implementation of NCEA at Levels 1, 2 and 3 a standards-based methodology of assessment is central to assessment practices at each year level. However, this policy will not preclude some norm-referenced assessment when the ranking of students is appropriate. This policy is an overarching statement but should be read in conjunction with the detailed information contained in the Curriculum, Assessment and Reporting policy documentation.

Purposes

Porirua College will utilise both formative and summative assessment opportunities to improve students' learning outcomes. The primary form of assessment at all levels will be standards-based. The key aspects of assessment include the following:

- The identification by teachers and learners of learning goals, intentions or outcomes and criteria for achieving them.
- The provision of effective, timely feedback to enable students to advance their learning.
- The active involvement of students in their own learning.
- Teachers responding to identified learning needs and strengths by modifying their teaching approach(es).
- Appropriate feedback to parents on students' progress and achievement.

Guidelines

1. Teachers must actively manage the partnership with students and parents, finding ways of involving students and parents in learning and achievement.
2. Teachers must also engage their own peers in discussion about effective assessment and teaching strategies. There should be a focus on improving student and staff learning.
3. Teachers need to be clear about school-wide goals, the curriculum, learning intentions and standards.
4. Teachers should be knowledgeable in a range of assessment practices, which may include the ability to:
   - Gather dependable information about the status of a student's (or group of students') learning
   - Gather, interpret and evaluate information for individuals and groups of students to enhance the further development of learning
   - Know how to teach students self and peer assessment strategies
   - Contribute evidence to partnerships of learning (parents, colleagues, Board).
5. In the junior school (Years 9 and 10), each faculty will create and deliver assessments which are informed by the New Zealand Curriculum and will comply with Porirua Colleges' Junior Assessment Framework and Porirua Colleges' Assessment Procedures.
6. Assessment marking and reporting should be according to the Junior Assessment Frameworks specified criteria and should make it clear to students and parents what a student needs to do to develop his/her thinking skills within any subject. These Junior Assessment Framework grades will be supported by literacy and numeracy data to ensure parents are aware whether a student is performing below, at, or above the level appropriate for his/her year group.

7. For full year courses of at least 3 periods per cycle, HOFs will ensure that a minimum of 4 summative assessments are completed in the school year. Courses with less time allocated for teaching may offer fewer assessments.
8. HOFs will ensure that students are exposed to a range of assessment types in keeping with future assessment requirements in the senior school.
9. If a faculty offers NCEA external standards in the senior school, HOFs will conduct end-of-year examinations in Years 9 and 10. These examinations must reflect work covered over more than one term, so students learn the skills of preparing for and sitting examinations.
10. In the senior school (Years 11, 12 and 13), assessment will be according to NZQA Assessment Rules and Procedures, as well as Porirua Colleges' Assessment Procedures.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 2 National Education

Introduction

Each Board of Trustees with the principal and teaching staff is required to:

1. 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, assessment and staff professional development
2. Maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement
3. Report to students and their parents on the achievement of individual students; and to the school's community on the achievement of students as a whole and on the achievements of groups of students identified as requiring particular focus from the School.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 2.0 Reporting To the College Community

Rationale

The Board of Trustees has a responsibility to provide the College community with information about the operation and performance of the College.

Purposes

- To provide appropriate reporting strategies so that all levels of the College community may be effectively informed about the College.
- To provide information as a basis for consultation.

Guidelines

1. As and when appropriate, a wide range of media will be used to report to the College community, including written reports, newsletter, open days, assemblies, telephone communications, letters, meetings, the news media, hui, and publications such as the College Magazine (Ako) and the College Prospectus.
2. "Ako", Porirua Colleges' newsletter, will periodically feature aspects of Board policy and statements about the direction and programmes of the College.
3. The Board will support the Principal in her arrangements for an annual internal College Review which will be reported to parents and students.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3 Personnel

Introduction

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

1. 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.
2. 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.
3. The school will follow collective agreements with all staff employed irrespective of whether they are union members. Disciplinary and competence procedures will follow the collective agreements.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.0 General Personnel Policy

Rationale

Porirua College will be a good employer. By fostering a committed and stable staff the College will provide the best learning environment for students.

Purpose

To provide staff with optimum working conditions, adequate resources, effective on-going training, career opportunities and encouragement. In doing so it is intended to foster staff well-being and promote high levels of performance which in turn will provide an excellent learning environment for our students. The Board will seek to ensure:

- NCEA is creatively and sensibly implemented.
- Excellence is promoted and recognised across all sporting and cultural activities and that an infrastructure that values and ensures participation, and achievement is maintained. While the College will be inclusive with these activities, the school will continue to be unashamedly competitive and will encourage all students to achieve at their optimum level of performance.
- Cultural diversity will be celebrated and we will encourage equal participation in cultural activities as for sport. Of the three broad activities offered – sporting, cultural and service – each student will be encouraged to participate in at least two. The school will strive to have pre-eminence in all of these activities in the Porirua region and a consistent profile nationally.
- Ongoing improvement of the grounds, with the best possible facilities to support the various sports using those grounds. Our aim is to ensure that we provide well-functioning classroom blocks with appropriate levels of technology.
- The school will seek to ensure that there is a body of happy, highly-trained and motivated staff and that professional development of individual teachers will be closely linked to school-wide emphases.

Guidelines

1. Smoke-free environment
   - The school will provide a smoke-free environment for students and staff
   - The school will comply with any current smoke-free legislation.
2. EEO (Equal Employment Opportunities)
   - All school policies and procedures will incorporate EEO requirements
   - The Board of Trustees will specify an EEO programme in consultation with its employees
3. Sexual Harassment
   - Sexual harassment is not acceptable at Porirua College and the Board and the College will specify procedures to deal with this. Procedures can be located in the Staff Hand book in hard copy and digitally under the Google 'Shared' team drive.
4. Staffing
   - All staff will be employed under an individual or collective employment agreement
   - The Board will abide by the provisions of the relevant agreements that affect the staff
   - The school will have management procedures that are outlined in a staff handbook which can be found under the Google 'Shared' team drive .
5. Appointments
   - The Board will appoint a Principal in accordance with written procedures.

- The Principal will consult with the Board (or its delegated Personnel Sub-Committee) for senior appointments. This will include all appointments to SLT positions, Finance/Office Manager or Property Manager.
- All other staff will be appointed by the Principal or his/her designated authority.
- Internal vacancies are to be advertised formally within the college.

6. Staff Leave
   - Leave is generally covered by the relevant collective or individual employment agreements.
   - Short-term leave outside these parameters may be granted at the discretion of the Principal.
   - Application for long-term leave of absence is specified in the policy on 'Staff Leave'.
   - Leave should be applied for on the "Application for Leave Form" which can be downloaded from the Google 'Shared' team drive or collected from the Principal's PA or from the Finance/Office Manager. Communication about the leave requested, approval or otherwise, will be communicated as soon as practicable.

7. Performance Appraisal
   - The school will have a performance appraisal system which is consistent with national standards and in keeping with the goals of the school.

8. Staff Development
   - The school will have a staff development programme for all staff.

9. Dealing with Complaints about Staff
   - Matters of concern will be directed to the person/s involved.
   - The Principal or a Board member may receive a complaint in writing and will direct it to the person/s concerned.
   - The Principal may act as a facilitator in a meeting between the parties concerned.
   - The College and the Board will have compatible procedures for managing complaints.
   - The investigation or consideration of a complaint should be on a scale appropriate to the complaint, and should not escalate the issue beyond those who are immediately involved.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.1 Good Employer and EEO Procedures

Rationale

The fair treatment of all staff is required by law and it is fundamental to the Board's obligations as a good employer. An Equal Employment Opportunity Policy is also legally required of the Board of Trustees.

Purpose

- To ensure that all employees and applicants for employment shall be treated fairly and according to their skills, qualifications, abilities and aptitudes.
- To ensure appointments are made on merit.
- To comply with the State Sector Act in providing an EEO programme 'that is aimed at the identification and elimination of all aspects of policies, procedures and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality in respect to the employment of any person or group of persons'.

Guidelines

1. The school will review and implement procedures to ensure that the College complies with the principle of being a good employer as specified in section 77A of the State Sector Act 1988.
2. The school will ensure that the best and most suitable applicant for any position is appointed to that position.
3. The school will ensure compliance with this policy and report in its annual report on the extent of its compliance.

Appendix 3.1.1 Checklist for Recruitment and Selection of Employees

1. Job Descriptions
   - Non-sexist job titles.
   - A clear list of duties.
   - Conditions of service stated.
   - Only relevant and necessary qualifications included, relevant voluntary work of community-based skills emphasized.
   - A certain standard of written and spoken English is to be included if it is an inherent requirement of the position.
   - Personal qualities needed for the position are to be specified.
2. Advertisements
   - Use non-sexist titles and language.
   - Include only necessary qualifications.
   - Give a clear list of duties.
   - State conditions of service.
   - Do not set age limits.
   - Ask about applicant's knowledge of other cultures and other languages, where appropriate.
   - Translate advertisements into the languages of the community as needed.
   - Offer the opportunity for whanau or other supporters to attend interviews, where appropriate
3. Interviewing
   - Use standard questions, avoiding any that are discriminatory or not relevant to the specific job.

- Use standard assessment forms for each applicant, whanau or other supporters are invited to attend the interview, if appropriate.
- The interview is at a place that is accessible to people who are mobility-impaired.

4. Selection
   - Ensure that the views of all members of the panel are considered before the final decision is made.
   - Check that the appointment is being made on the basis of the appointment criteria for the particular position.
   - Ensure all necessary pre-employment checks are conducted to comply with the Vulnerable Children Act 2014
   - Consider re-advertising if the criteria are not met.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 2 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.2 Personal Grievance

Rationale

The personal grievance procedures in the Employment Relations Act 2000 requires that the College has a standard procedure for resolving personal grievances.

Purpose

- To establish set procedure for handling cases of personal grievance.
- To ensure all staff know that there are fair and confidential means available for resolving personal grievances.
- To ensure that all matters relating to personal grievance are dealt with in complete confidence.
- To minimise the likelihood of personal grievance situations arising through preventative action and education.
- To seek resolutions that are satisfactory to all concerned.

Guidelines

1. It is desirable to settle grievances as near as possible to the point of origin.
2. Persons raising personal grievance are to be advised of the procedures that shall be followed.
3. All persons considering that they have a grievance have 90 days from the date of the alleged action giving rise to the grievance to submit the grievance to the Principal or the Board Chairperson.
4. The complaint and all subsequent actions/decisions must be documented. The complaint should be in writing, and the complaint acknowledged in writing. The Principal (or Chairperson of the Board if the grievance is against the Principal) is to be given copies of all documents generated by the grievance.
5. All documents/actions/information must be kept strictly confidential. The rights of every person involved in the grievance must be protected.
6. All grievances must be treated seriously and investigated thoroughly and expeditiously.
7. Grievances should be resolved as soon as possible and all concerned parties notified of the outcome.
8. In resolving grievances, regard should be given to:
   a) any damage and suffering sustained;
   b) the prognosis for the future;
   c) improvement of the circumstances that gave rise to the complaint; and
   d) the need for formal disciplinary action.

Appendix 3.2.1 Personal Grievance Procedures Definitions

To assist the interpretation of the terms and conditions under which personal grievance claims might be lodged, definitions, notes and procedures are appended to this policy.

Grievance: Refer to: Employment Relations Act 2000

Secondary Teachers' Collective Employment Agreement (the "Award"), Part 9

Some relevant notes are given below.

Employee: A teaching or non-teaching member of the staff, in present employment OR who has accepted an offer of employment

Employer: The Board of Trustees of the College or the Principal as the employer's representative.

Remedy: See Employment Relations Act 2000, PDF 61B.

Appendix 3.2.2 Procedures for Grievances Not Including Sexual Harassment

Sexual Harassment is dealt with as a special case leading to a personal grievance claim. The procedures for such a case are appended to this policy.

1. Complaint should be submitted in writing to the Principal (or the Board of Trustees if the complaint is against the Principal) as soon as possible after the grievance has arisen and within 90 days of the action taking place that gave rise to the grievance. The written statement should include:
   - specification of the type of grievance;
   - surrounding pertinent facts;
   - a statement about the remedy sought.
2. The complainant may request a representative (e.g. union) to pursue resolution of the grievance where:
   - the grievance is not remedied; or
   - the grievance is of such a nature that direct discussion between the complainant and the Principal or the Board is regarded by the complainant as inappropriate.
3. If within 60 days of being dismissed, an employee requests a reason for the dismissal. The employer must then supply a written statement within 14 days.
4. If the grievance is not resolved through discussions between the complainant and the employer, he/she may seek free mediation assistance from the Ministry of Business Innovation and Employment.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.3 Sexual Harassment

Sexual harassment can be defined as:

- Unwelcome verbal or physical conduct of a sexual nature by one person towards another (including the misuse of visual or written material)
- Unwelcome and offensive conduct of a serious or persistent nature that has sexual connotations and that detrimentally affects the work performance and/or well-being of the person subjected to it.

Below are some examples of behaviours that can constitute sexual harassment if they meet the points above:

- touching, hugging, encroaching on someone's personal space or kissing
- staring or leering
- insults or taunts of a sexual nature
- unwanted invitations to go out on dates
- requests for sexual favours, or pressure for sex or other sexual acts
- repeated or inappropriate advances on email or social networking websites
- intrusive questions or comments about a person's private life, clothing or physical appearance
- sexually explicit pictures, posters, gifts, emails or text messages
- sexual gestures, indecent exposure, or inappropriate display of the body
- sexually suggestive comments or jokes, or other forms of inappropriate language
- stalking or sexual assault
- examples of what may not be sexual harassment:
    - friendly banter, mutually acceptable jokes
    - occasional appropriate compliments
    - behaviour based on mutual attraction

Rationale

- To ensure that staff and students are able to work and learn in a safe environment free from sexual harassment
- To ensure the College meets all legal requirements governing sexual harassment.

Purpose

- To educate students, staff and parents about sexual harassment
- To inform staff and students of their right to freedom from sexual harassment in the College environment
- To provide procedures for both staff and students to follow which readily enable the reporting of sexual harassment and which provide support for the victim while also recognising the rights of the accused. Procedures to be outlined in the staff handbook and the online Google 'Shared' team drive
- To discourage students and staff from engaging in problematic or inappropriate behaviours.

Guidelines

1. Designated contact persons for both staff and students will be nominated by the Principal, provided with appropriate training (e.g. by the PPTA Field Officer) and their names published every year in the staff handbook. Contact person for students is the Pastoral Leader and or guidance Counsellor and contact person for staff is the Health and Safety Officer.

2. Procedures will be promulgated so that staff and students are aware of the steps to be taken should sexual harassment occur.
3. The Health Education programme will inform students about the nature and effects of sexual harassment and familiarise them with this policy and complaint procedures
4. All formal complaints made to a designated contact person will be passed on to the Principal (or his/her nominated representative)
5. In the case of complaint against the Principal, that complaint will be passed to the Chairperson of the Board (or his/her nominated representative).
6. All parties involved will be informed of the action taken and the outcome regarding the complaint as expeditiously as possible (usually this would be within 7 days), notwithstanding the need for natural justice to be followed.-
7. Counselling and support will be offered to both the complainant and the alleged offender.

Appendix 3.3.1 Sexual Harassment Complaint Procedures

The procedure involves a two-tiered structure:

1. Initial Consultation - The contact person should assist the complainant to determine which of the following would be the best option:
   ● self help

Self-help actions could be that the employee:

- tells the person directly about the behaviour they do not like, and asks them to stop it
- writes a letter on a 'private and confidential' basis to the person
- takes a support person to tell the person that the behaviour needs to stop.

Employees should not approach someone directly about their behaviour if by doing so they would feel unsafe or threatened in any way.

Resolution may involve a verbal or written apology or agreement on how the parties will behave towards one another in future.

If the employee is uncomfortable with this approach or if this approach does not resolve the issue then the employee can contact either their manager or the Health and Safety Officer to take the matter further.

- informal intervention (by the contact person e.g. Health and Safety Officer/ Pastoral Leader/ Guidance Counsellor)
- mediated restorative conversation or
- formal complaint.

2. Formal Complaint

Formal procedures may be invoked when initial consultation procedures have failed or when the nature of the allegation make informal procedures inappropriate.

- The contact person and/or complainant must advice the Principal (or his/her nominated representative) who initiates an investigation, upon receipt of a written complaint.
- Following an investigation (and the involvement of the Board if necessary), the complainant and the alleged offender must be informed of the outcome of the complaint as expeditiously as possible.

Confidentiality

- All discussion and investigations must be conducted in strict confidence.
- Notwithstanding the above, documentation about the complaint, including, where it occurs, a record of the mediation is to be lodged with the Principal.
- Where appropriate, other senior managers will be informed of the complaint in consultation with the complainant.

Individual Rights

- The complainant may halt procedures at any stage of the process.
- No one may exert pressure on a complainant to withdraw a complaint.
- The rights of the alleged offender (which include the right to natural justice and the right to be treated fairly) must also be considered and appropriate assistance offered.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.4 Privacy of Information

Rationale

The Board has a responsibility to comply with relevant legislation affecting privacy of information.

Purposes

- To understand and implement the legislative requirements contained in the Privacy Act 1993, specifically the privacy principles
- To provide information when requested by staff, students, or parents about the procedures the College has to ensure privacy of information and compliance with the Act.

Guidelines

1. Ensure all privacy complaints are reported to the Board, and that they are responded to a manner that is consistent with the College's obligations under the Privacy Act and related legislation.
2. Maintain a file of procedures to be followed in all cases of storage and enquiry about personal information. If a case arises when there is no procedure approved the person in charge of the administrative routine in question must consult with and gain the approval of the PO for appropriate action.
3. The PO shall periodically check procedures for storage and release of information.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.5 Records: Document Filing

Rationale

All documentation relating to staff and students must be recorded and kept in strict compliance with the Privacy Act. Documents must be easily and conveniently accessible for disclosure to the individual to whom the documentation relates. Information required for the efficient operation of the College must be effectively stored and retrieved.

Purposes

- To ensure that the Board members and staff know the limitations on legitimate storage of and disclosure of personal information.
- To develop and maintain systems that are both secure and readily accessible.
- To publish the range and nature of files held by the College and the procedures whereby an individual can gain access to his or her personal files.
- To identify costs and charges relating to the purposes listed above.
- To develop efficient and cost-effective procedures for storage and retrieval of information in all sectors of the College administration.

Guidelines

1. The Principal and senior staff will continue to review and refine the procedures for the storage and retrieval of information relating to:
   - Staff records
   - Student records
   - Administrative information (circulars, legislation, etc.).
2. The Finance Manager will:
   - maintain procedures for the storage and retrieval of financial records and information.
   - maintain procedures for the storage and retrieval of property records and information.
3. The Board, through the Principal and Principal's PA, will maintain procedures for the storage and retrieval of Board reports, minutes, and correspondence appropriate to the time requirements for the storage of the information.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.6 Staff Leave

Rationale

The Board is obliged to act as a good employer and should clearly state the terms under which staff may seek leave from the workplace.

Purposes

- To identify the conditions under which staff may seek leave from attendance at College during normal school days.
- To provide guidance to teachers about their rights and responsibilities when taking leave from normal classes.
- To advise support staff of their rights and responsibilities when seeking leave from the workplace during normal school days.

Guidelines

1. The Board and senior staff will comply with the Secondary Teachers' Employment Award in all matters regarding annual leave, sick leave, bereavement leave, and all such types of leave specified in the Award. Details will be available from the PPTA Branch or the Deputy Principal. The Board and senior staff will comply with the appropriate support staff Employment Award in all matters regarding annual leave, sick leave, bereavement leave, and all such types of leave specified in the Award. Details will be available from the Principal
2. Applicants for long-term leave without pay are required to have been teaching at or in the employment of the College for at least two years.
3. For subsequent long-term leave the Board would expect at least three years' further service before a second application is made.
4. Applications for long-term leave must be made in writing addressed to the Principal, describing the reasons for the request for leave. On the official leave request form. A year's leave of absence should coincide with the normal New Zealand school year, as far as possible. A shorter period should coincide with a College teaching term. Applications for such leave should be made by the end of August in the year preceding the request for leave
5. The Principal is authorised to grant short-term leave of periods less than a month, a report being made to the Board of such leave at its usual monthly meeting
6. All leave is to be notified in the appropriate time required (stated in the Staff handbook) so that alternative arrangements can be made.
7. The Staff Handbook will outline procedures to be followed for all forms of leave taken by teachers.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.7 Allowances

Rationale

As a good employer the Board of Trustees wishes to ensure that staff will not be financially disadvantaged because of costs incurred when undertaking College-related activities.

Purposes

- Staff are encouraged to participate in the College extra-curricular activities and professional development. They are entitled to fair and adequate reimbursement of out-of-pocket expenses associated with such endeavours.
- To detail what allowances are available to staff for out-of-pocket expenses.

Guidelines

1. Travelling allowances for accommodation, meals and incidental costs will be paid, following verification of application, when a teacher is required by the College to travel on official College business.
2. Meal allowance and field allowances will be paid, following verification of application as appropriate.
3. Expenses incurred in attendance at courses will be paid following verification of application.
4. All local travel reimbursements for extra-curricular activities will be paid according to the schedule available from the Deputy Principal. This reimbursement is usually made at the end of the appropriate season and in one payment.
5. If students are being charged for a College trip/activity and a vehicle belonging to staff member or parent is used, then staff in charge of the event are to build vehicle costs into the overall charge to the students.
6. All out-of-area travel reimbursements will be paid for at the equivalent public transport fares/rates.
7. Prior approval is to be sought where the cost of travel is expected to exceed 80km per trip. All claims are to be made within 7 days, except those detailed in 4 above.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.8 New Staff Induction

Rationale

The effective operation of the College in its provision of quality education depends upon the knowledge, skills and understanding of staff. New employees require a programme of introduction to the College routines and induction into their role in the services provided by the College. Such an induction should be the beginning of an ongoing development process which the employee and senior staff plan jointly to achieve high staff morale through continuing improvement.

Purposes

- To ensure that an induction programme is provided for new staff
- To provide advice and guidance leading to full professional development for Provisionally Certificated Teachers (PLTs) and teachers whose registration is subject to confirmation (STCs)
- To provide advice and guidance for support staff to ensure that their role is understood and their full participation in the work of the College is promoted and enhanced
- To ensure that supervisors and supervising teachers are aware of the expectations of them in their supervision of staff for whom they have responsibility.

Guidelines

1. All new staff will be given an induction and orientation programme. For teachers commencing at the beginning of the new year the programme should be in the week prior to College opening. New staff to be issued with a printed selection of key sections from the Staff Handbook available in Google 'Shared' team drive.
2. Each new teacher will be paired with a host teacher, with the association continuing as long as necessary for the new staff member to feel fully integrated into the life of the College.
3. Each PRT and STC will have a supervising teacher, usually the HOF of the teacher's main subject area, who will be responsible for overseeing the teacher's professional development as described in the College's programme.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.9 Complaints

Rationale

A procedure is needed to guide trustees when a complaint is made to the Board or a member of the Board relating to activities or personnel within the College.

Purposes

- To have a recognised channel for handling complaints
- To ensure that all complaints are overseen in a manner that ensure there is an objective overview taken of the matter
- To ensure that reasonable steps are taken to investigate a complaint fairly and to protect the rights and privacy of staff, students, and other members of the College community during such an investigation. The purpose of this policy is to uphold natural justice in the process for all parties involved in a complaint or expression of concern.

Guidelines

1. All complaints received by a Board member from a parent, student, staff member, or member of the community will be discussed first with the Principal and Chairperson before referring to the full Board for discussion
2. Board members must be available to receive comment about the College from any source, but shall redirect that comment in the first place to the Principal for action
3. The Principal shall take action about the complaint or matter of concern, following which, if there is not a satisfactory resolution as far as the complainant is concerned, the matter shall be referred to the full Board by the Principal or the Board Chairperson or Board member, ensuring always that the Principal is kept informed of the intended referral and the reason for it
4. The guidelines of the School Trustees' Handbook is to be followed with respect to complaints, the procedural details of which are in the attached appendix to this policy statement.

Appendix 3.9.1 Procedural Requirements in Dealing with Complaints to the Board

1. The complaint should be dealt with by a formally established sub-committee which is charged with the responsibility of investigating the complaint and reaching preliminary conclusions
2. Sub-committee deliberations in dealing with the complaint in accordance with the requirements of any relevant legislation should be formally recorded.
3. The sub-committee reports to the Board on its findings and recommends a course of action, which could range from no action to dismissal. Issues of contention or on which there is no agreement should be highlighted in the report.
4. The Board (excluding the Principal and other trustee(s) who formed the sub-committee and who were therefore involved in reaching preliminary conclusions about the alleged matter) considers the sub-committee's report and recommendation.
5. After giving the person against whom the complaint has been made the opportunity to be heard, the Board makes its assessment of the matter and determines the decision.
6. The Board makes its decision by a majority of at least a quorum of trustees.

Notes on Acceptable Implementation of the Policy

1. The size of any sub-committee will need to relate to the size of the Board as a whole, to ensure a quorum can be formed from the remaining trustees. A quorum may not be necessary where the Board has formally delegated the power to make a decision on behalf of the Board to one or more remaining trustees.

2. It is clearly desirable that the Board adopt a process which will, wherever possible, avoid any possible suggestion of interest, bias, or predetermination.
3. Conflict of interest should be avoided by any member withdrawing from the deliberations if such conflict is possible. Such withdrawals should be formally recorded in the minutes.

A point not raised by the STA 'Trustee Handbook' is that the sub-committee does not have to comprise members of the Board. The Board can establish an independent group to review the matter, provided that there is acceptance by the accused of the membership of a sub-committee which will receive confidential information about the accused.

Process flow chart 1

Complaints procedure for Porirua College for Parents and Carers

Process flow diagram 2

Complaints procedure for Porirua College Students Level 2

Student has a concern about something happening at the College. Restorative process not worked.

Matter remains unresolved. Student arranges to meet with Principal or member of Senior Leadership team.

Matter resolved to both parties' satisfaction – either concluded, or an understanding in place for future action. Documented.

Continues to be unresolved.

Board complaints process to be followed.

Process flow diagram 3

Complaints procedure for Porirua College for Staff

Staff member has a concern about something happening at the College. Restorative processes not worked.

↓

Staff asks for an appointment with HOF/SLT. Issue discussed.

Matter resolved to both parties' satisfaction – either concluded, or an understanding in place for future action. Documented.

↓

After an agreed period of time, say 2 weeks, action unsuccessful - problem has resurfaced.

Matter unresolved or has resurfaced. Make an appointment and discuss with principal with/without union rep. Documented.

Matter resolved to both parties' satisfaction – either concluded, or an understanding in place for future action.

↓

After an agreed period of time, say 2 weeks, action unsuccessful – problem has resurfaced.

Matter unresolved. Complaint put in writing and addressed to the chairperson of the board of trustees. The chairperson then follows the board process for handling complaints. All documentation to be included.

Process flow diagram 4

Board of Trustees complaints procedure for Porirua College Level 3

Letter of complaint is acknowledged by the chairperson and the complainant advised of the next steps in the board process. The letter becomes part of the correspondence that will be dealt with at the next board meeting while the public is excluded, unless urgent steps need to be taken e.g. investigation.

Letter is tabled at board meeting (with the public excluded) and referred to relevant parties for reporting back to the board. The board decides whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the board.

At the meeting of the board or committee, the reports are received and the parties may be invited to speak to their complaint or answer questions. The board/committee considers the evidence and/or information and comes to a decision or recommendation.

Depending on the delegated powers of the committee either they or the board as a whole come to a resolution as to how the board will respond and/or what action will be taken.

The board's response is communicated to the parties to the complaint. This may be either publicly or confidentially depending on the case.

Any of the parties may request the board to reconsider their decision – however normally for such a reconsideration to take place new information that would have been relevant to the board's deliberations must be produced.

– shaded area denotes 'public excluded' meetings

Policy 3.10 Protected Disclosures

Introduction

1. 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.
2. The Board agrees that this Policy must be published widely in the School, will be provided to all new employees and will be re-published at regular intervals (at least annually).
3. The purpose of this policy is to provide information and guidance to employees of the School who wish to report serious wrongdoing within the school. The policy is issued in compliance with the Protected Disclosures Act 2000 and the Education Act 1989.

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

1. 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.
2. 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

1. Any employee of the School who wishes to make a protected disclosure should do so using the following procedure:
2. How to submit a disclosure.
   - The employee should submit the disclosure in writing.
3. 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.
4. 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 you believe that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Board Chairperson.
5. 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
6. 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.

7. 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.
8. 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
9. 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

1. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
2. The School policy folder shall be made available to staff, 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 approved by the Board.

Policy 3.11 Use of Information Technology Facilities

Rationale

The purpose of this Policy is to ensure that staff and students at Porirua College are aware of the guidelines that all users must adhere to when using the College network.

Background

The College provides a range of Information Technology facilities for use by the College community. These facilities are provided to assist staff and students to conduct authorised academic and administrative tasks. To ensure that users can obtain the maximum benefit from these facilities, a support service is also provided.

The College depends on reliable and effective Information Technology facilities for its academic, research and administrative functions. The College expects that each user will be aware of the contents of this document. Where any information technology facility is subject to further guidelines, approved by staff members responsible for the management of the facility, such guidelines are accorded a status equivalent to this policy.

Definitions

Information Technology

Includes the application of computing, telecommunications, media and other electronic technologies to the collection, processing, transformation, organisation, storage, transfer, and presentation of information in all its forms, in order to enhance the performance of individuals and organisations in a wide range of activities.

Information Technology Facilities

All equipment and materials, software, services, data and dedicated building space used in connection with information technology, which is owned by, leased by or used under licence to the College; or owned by, or used under licence to other bodies and which is available for use through an agreement or agreements with the College; or wherever situated where access is by means of College Information Technology Facilities.

User

Any person using the Information Technology Facilities.

Manager: Information and Communication Technologies

The person appointed by the College as having responsibility for the security and management of all or part of the College's Information Technology Facilities under this policy.

Usage of Information Technology Facilities

Subject to this policy, the following persons are entitled to use the College's Information Technology Facilities:

- Enrolled students.
- Staff members – both academic and support.
- Affiliated users, determined from time to time by the IT Manager.
- Other users may be provided access to certain information stored on College Information Technology Facilities through the Internet and the World Wide Web. Such access does not

constitute permission to use Information Technology Facilities in any other way or for any other purpose.

Authorised Work

Students

For a student, 'authorised work' is work which is lawful and which is consistent with the specified requirement of the subject/subjects for which the student is enrolled. In cases of doubt the student's teacher/teachers can advise what 'authorised work' is.

Staff

For staff members, 'authorised work' is work which is lawful and is teaching, research, consultancy, administration, Information Technology support activities or other agreed College employment-related work.

Affiliated Users

For affiliated users, 'authorised work' is work which is lawful and is defined by the terms of agreement between the affiliated user and the College.

Disclaimer

The College accepts no responsibility for any damage or loss arising directly or indirectly from the use of any Information Technology Facilities or for any consequential loss or damage. The College makes no warranty, expressed or implied, regarding the Information Technology Facilities offered or their fitness for any other purpose.

The College will not be responsible for the loss of any data or software stored on the Information Technology Facilities. Although standard back-up procedures may be in operation on some Information Technology Facilities, the user is responsible for the maintenance of copies of data or software controlled by the user.

While reasonable care, consistent with good business practice, is taken, the College does not guarantee the confidentiality of any data stored on any College Information Technology System or transmitted through any network. For the purpose of managing the Information Technology Facilities it may be necessary to monitor files and usage. The College reserves the right to examine or copy files or data on College Information Technology Facilities to maintain a secure, efficient and effective Information Technology environment and to ensure compliance with this policy. In many cases user files will be copied to provide back-up for disaster recovery, and network traffic will be sampled to ensure correct functioning of equipment.

Guidelines

1. User Responsibilities
   - Information Technology Facilities may be used only for authorised work. Where users have doubt concerning their authorisation to use an Information Technology Facility, they should seek the advice of the staff members responsible for managing that facility or a member of Information Technology Services Team. On request the user must provide evidence of their authority to use Information Technology Facilities.

- Users of Information Technology Facilities shall have due regard to the rights of others to use Information Technology Facilities in accordance with this policy.
- Users must not behave in a manner which, in the opinion of relevant staff members, unduly inconveniences other people, or which causes or is likely to cause damage to College Facilities, materials or equipment.
- Persons may not eat or drink in areas where there are Information Technology Facilities.
- Users must not behave in an abusive or offensive manner or in any way which may cause loss, injury or damage to any person. It is a condition of use of College Information Technology Facilities that all users comply with the provisions of any other policy in place within the College.
- Users must not make their password available to others to use any account set up for another user or make any attempt to find out the password of a facility or an account for which they do not have authorised access. Rights to use Information Technology Facilities are non-transferable without the authority of the IT Manager (or nominee).
- Persons must not attempt to interfere with the operation of Information Technology Facilities. This includes removal of any equipment, furniture or any other materials from offices, classrooms without explicit permission of relevant staff members. Permission is automatically granted to remove user's own printouts, files, disks and belongings. Equipment may be connected to and disconnected from the College's network only by the express permission of the IT Manager.
- Users must not install software on any College Information Technology Facilities, unless the installation is designated as part of their authorised work.
- Misuse of any network or Information Technology Facilities at other sites where access is by means of the College's Information Technology Facilities will be treated as misuse of Information Technology Facilities at the College.
- Persons may use the Information Technology Facilities only in ways which do not breach the law or cause loss, injury or damage to other persons.
- In those areas designated by the IT Manager as restricted access areas, only those staff members who are named have the right of normal access. Where access by other persons is necessary, approval must be obtained in advance from the IT Manager.
- Users must not attempt to subvert the security of any of the College's Information Technology Facilities or attempt to bypass restrictions or quotas placed on usage.
- Users must not access any data in the Information Technology Facilities unless the data belongs to them or has been specifically and intentionally designated for public use or for the use of a group to which they belong.
- Users inadvertently obtaining any data to which they are not entitled, or becoming aware of a breach of security pertaining to data from any Information Technology Facility should immediately report this to the IT Manager or relevant staff member. Unauthorised release or use of data inadvertently obtained may lead to legal action being taken.
- Users must not under any circumstance, in messages or otherwise, represent themselves as someone else, fictional or real, without providing their real identity or username.
- Students shall not publicise their home phone number or address in messages or otherwise.
- Staff members and students must not use Information Technology Facilities for the purpose of profit making which does not fall within the definitions of authorised work.
- Users must not use College networks, infrastructure, tools, or time, to access, view, and store or download any inappropriate material. Inappropriate material includes but is not limited to material of a sexual or pornographic nature, or which is derogatory or demeaning

of people, hateful, or generally inappropriate in a school. This includes use of personal equipment while on College premises.

2. Copyright and Software Licensing
   - Users must not use the Information Technology Facilities to infringe the copyright of any person. Users must be aware of the law of copyright as it affects Information Technology software. Software must not be copied except with the express permission of the copyright owner.
   - Users may not make use of or copy any Information Technology software contrary to the provisions of any agreement entered into by the College in order to obtain that software. The onus is on users to consult with the IT Manager to clarify the permitted terms of use if they wish to use any software for purposes other than those for which the College has a license.
   - Hard disk copies of software used in a multi-access or network environment to allow simultaneous access by more than one use can be provided only if specifically permitted in the contract or software license, or if a copy of the software has been purchased for every simultaneous user of the hard disk copy.
   - Copyright Act, 1994. Software used on College Information Technology Facilities may be subject to the Copyright Act, 1994 and therefore usage may be subject to conditions.
   - Members of the College are personally responsible for complying with the Copyright Act relating to the use of Information Technology software and to the terms and conditions of the particular contract or software license relating to each item of leased or purchased software.
   - The Copyright Act makes specific provision for the making of a backup copy of either the original or an adaptation of an Information Technology Program. This reproduction can be made only for the purpose of being used in the event that the original copy is lost, destroyed or rendered unusable. Such a backup copy cannot be made from an infringing copy of the software or where the copyright owner has given express directions to the contrary.
   - Other than for authorised backup copying, the reproduction of Information Technology Software constitutes a breach of the Copyright Act and may result in legal action against the offender.

3. Consequences of Misuse
   - Restriction or termination of a user's access to College Information Technology Facilities and Network resources, and/or rights pending further disciplinary and/or legal action.
   - The initiation of legal proceedings by the College and/or law enforcement officials including but not limited to, criminal prosecution under appropriate laws.
   - The requirement of the violator to provide compensation for any improper use of or damage to the College's Information Technology Facilities.
   - Disciplinary sanctions, which may include dismissal or expulsion.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.12 Electronic Mail Code of Practice Policy

Rationale

The purpose of this Policy is to ensure that staff and students at Porirua College are aware of the guidelines that all users must adhere to when using Electronic Mail at the College.

Background

The College provides a range of Information Technology Facilities for use by the College community. These Facilities include physical as well as electronic communication systems. This document sets out guidelines for use of the College's electronic communication systems.

Definitions

Electronic Mail

Includes any form of mail delivery system including facsimile, simple mail messaging, internet messaging, instant messaging or any other technology which addresses the need for people to convey information between individuals or groups electronically.

Information Technology Facilities

All equipment and materials, software, services, data and dedicated building space used in connection with information technology, which is owned by, leased by or used under licence to the College; or owned by, or used under licence to other bodies and which is available for use through an agreement or agreements with the College; or wherever situated where access is by means of College Information Technology Facilities.

User

Any person using the Information Technology Facilities

Manager: Information Technology

The person appointed by the College as having responsibility for the security and management of all or part of the College's Information Technology Faculties under this policy.

Junk or Spam Mail

This generally refers to any Electronic mail that is sent on-mass and is unsolicited.

Usage of Information Technology Facilities

Subject to this policy, the following persons are entitled to use the College's Information Technology Facilities:

- Enrolled students
- Staff members – both academic and general
- Affiliated users, determined from time to time by the IT Manager.
- Other users may be provided access to certain information stored on College Information Technology Facilities through the Internet and the World Wide Web. Such access does not constitute permission to use Information Technology Facilities in any other way or for any other purpose.

Authorised Work

Students

For a student, 'authorised work' is work which is lawful and which is consistent with the specified requirement of the subject/subjects for which the student is enrolled. In cases of doubt the student's teacher/teachers can advise what 'authorised work' is.

Staff

For staff members, 'authorised work' is work which is lawful and is teaching, research, consultancy, administration, Information Technology support activities or other agreed College employment-related work.

Affiliated Users

For affiliated users, 'authorised work' is work which is lawful and is defined by the terms of agreement between the affiliated user and the College.

Disclaimer

The College accepts no responsibility for any damage or loss arising directly or indirectly from the use of any Information Technology Facilities or for any consequential loss or damage. The College makes no warranty, expressed or implied, regarding the Information Technology Facilities offered or their fitness for any other purpose.

The College will not be responsible for the loss of any data or software stored on the Information Technology Facilities. Although standard back-up procedures may be in operation on some Information Technology Facilities, the user is responsible for the maintenance of copies of data or software controlled by the user.

While reasonable care, consistent with good business practice, is taken, the College does not guarantee the confidentiality of any data stored on any College Information Technology System or transmitted through any network. For the purpose of managing the Information Technology Facilities it may be necessary to monitor files and usage. The College reserves the right to examine or copy files or data on College Information Technology Facilities to maintain a secure, efficient and effective Information Technology environment and to ensure compliance with this policy. In many cases user files will be copied to provide back-up for disaster recovery, and network traffic will be sampled to ensure correct functioning of equipment.

Procedures

1. User Responsibilities
   - The College's Electronic Mail Services may not be used for unlawful activities; commercial purposes not under the auspices of the College; personal financial gain or uses that violate other College policies or guidelines.
   - Users shall not give the impression that they are giving opinions, or otherwise making statements on behalf of the College or other users/persons.
   - Users must not make their password available to others to use any account set up for another user or make any attempt to find out the password of a facility or an account for which they do not have authorised access. Rights to use Information Technology Facilities are non-transferable without the authority of the IT Manager (or nominee).

- Users must not under any circumstance, in messages or otherwise, represent themselves as someone else, fictional or real, without providing their real identity or username.
- Users must not send Electronic Mail anonymously; all Electronic Mail must have a correct return address.
- An attempt to obscure the origins of any Electronic Mail also constitutes an infringement of this policy.
- Users must not create or distribute chain letters, "junk" or "spam" mail.
- Users must not distribute, propagate or create viruses on or through any Information Technology Facilities.
- Users must not read, delete, copy or modify Electronic Mail under the control of other users without authorisation.
- Users must not cause harassment or damage to other person or persons through the distribution of offensive material.
- Users shall not engage in activities that do not constitute authorised work.

2. Personal use

   The personal use of College Electronic Mail services may incur personal cost and may be used provided that such use does not:

   - Directly or indirectly interfere with the College operation of Information Technology services or Electronic Mail services;
   - Burden the College with noticeable incremental cost; or
   - Interfere with the User's employment/study or other obligations to the College.
   - Conflict with any College policies, regulations or other laws.
3. Electronic Mail Ethics
   - Forged Electronic Mail
   - No Electronic Mail may be sent so as to appear to originate from another person, with the intention of thereby deceiving the recipient or recipients.
   - Menacing Electronic Mail
   - No Electronic Mail may be sent that is abusive or threatens the safety of a person or persons.
   - Harassing Electronic Mail
   - No Electronic Mail may be sent such that a person or persons thereby suffers sexual, ethnic, religious or other minority harassment or in contravention of the Human Rights Act 1993. The charge of harassment may be based on the content of the Electronic Mail sent or its volume or both.
   - Privacy of Electronic Mail
   - No person may access or attempt to access electronic mail sent to another user, without the permission of that user, except when necessary as part of that person's duties in respect of the operation of the Electronic Mail system or as part of a formal investigation.
   - Privacy Act
   - No Electronic Mail may be sent that contravenes the rights of a person or persons under the Privacy Act 1993.
4. Guidelines for Good Practice in the Use of Electronic Mail

The "Guidelines for Good Practice" set out the conventions which should be adhered to, so as to maximise the effectiveness of Electronic Mail as a medium of communication and to minimise the

possibility of negative effects. While breaching the guidelines is not in itself a breach of College Regulations, doing so persistently or blatantly may constitute a breach of College Regulations.

Junk Mail

There is a considerable volume of unsolicited Electronic Mail sent to users. Never respond to unsolicited Electronic Mail. Doing so only confirms the validity of your electronic mail address. Use filters to discard and trash unwanted and repetitive messages or send the repetitive messages to junkmail@Porirua-college.school.nz where it will be assessed and filtered globally if appropriate.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.13 Theft and Fraud Prevention

Rationale

The Board accepts that it has a responsibility to protect the physical and financial resources of the College. The Board has agreed that through the Principal, the College has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the College or who receive services from the College. 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 is procedurally just and fair.

Introduction

The Board 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 Board chair as prescribed in the procedures set out below.

Guidelines

1. As preventative measures against theft and fraud the Board requires the Principal to ensure that:
   - The College's physical resources are kept secure and accounted for.
   - The College'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
   - Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are competent to carry out such responsibilities and that such persons are held accountable for the proper executive of their responsibilities.
   - 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, contracts, students or other persons associated with the College (see 3.10 Protected Disclosures).
2. In the event of an allegation of theft or fraud the Principal may, as deemed appropriate, undertake the following procedures:
   - Decide to either immediate report the matter to the New Zealand Police or proceed as outlined in this paragraph.
   - 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 Board Chair of the information received and consult with them as appropriate.
   - On the basis of advice received and after consultation with the Board Chair, 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.

- The Principal may, as deemed appropriate, undertake 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 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.
- Once all available evidence is obtained, the Principal must consult the Board Chair. The Board Chair may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- 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 to be 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 College and related to any instance of supposed or actual theft or fraud shall be made by the Board Chair, who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

3. Allegations Concerning the Principal or a Trustee.
    - Any allegation concerning the Principal should be made to the Board Chair. The Chair will then investigate in accordance with the requirements of paragraph 2 of this policy.
    - Any allegation concerning a member of the Board of Trustees 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 2 of this Policy.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 3.14 Timetabling

Rationale

The Board of Trustees shall ensure that all full time permanent and non-permanent staff shall be entitled to ten non-contact hours throughout the ten day cycle.

Purposes

The Secondary Teachers Collective Agreement requirements on employers for 2017-2019 are that the school must:

- ensure that every teacher has no more than 20 hours (20 periods) contact per **week** in 2018-2019, which equates to 24 periods throughout the six-day cycle, and
- provide 1 hour per week additional non-contact time for permanent unit holders (up to 3 hours) and endeavour to provide additional non-contact time for those on more than 3 permanent units
- use reasonable endeavour to achieve, for each individual teacher with more than one class, an average class size of no more than 26 students and where this cannot occur the compensatory mechanisms will apply
- the school will provide **Part-Time** teachers non-contact time as outlined in the STCA as part of their timetabled hours (please refer to clause 5.2.6) e.g. for a teacher who teaches **at least** 18 periods (per week) the entitlement commences at 0.5 hours per week and climbs to 3 hours per week. For those teaching **less than** 18 periods, there is no compensation mechanism; however, the school will *endeavour* to provide non-contact time. The placement of these timetabled non-contact hours will be part of the consultation process between the employer (or its nominee) and the employee.

Guidelines

Every attempt will be made to ensure that the non-contact time is distributed as evenly as possible throughout the six-day cycle.

Tutor time is not considered part of the timetabled day unless it is extended into a normal timetabled period, and as such comes under 'other duties'.

Assemblies are normally short events that fall outside the normal timetabled day and are not related to curriculum delivery. If attendance is not required, then they constitute non-contact time.

The entitlement of non-contact time in 2018-2019 is five hours per week (300 minutes), which equates. However, the entitlement can be met by a combination of timetabled time that is less than an hour each.

In exceptional circumstances, it may be necessary to instigate the use of the '**compensatory mechanisms**' [see Appendix 3.14.2] that the Board (or its advocate) has discussed and agreed to with the staff member who is affected.

Full-time Year 1 beginning teachers [PLT1] are entitled to five hours per week for beginning teacher advice and guidance and five hours minimum non-contact time giving a staffing entitlement of 15 hours (16 periods).

Full-time Year 2 beginning teachers [PLT2] are entitled to 2.5 hours per week for beginning teacher advice and guidance and five hours minimum non-contact time giving a staffing entitlement of 17.5 hours (18 periods).

The board will endeavour to maintain an average class size per teacher with more than one class of at most 26 students in conjunction with those critical aspects regarding Timetabling, which are covered in Appendix 3.14.1.

This policy will be reviewed tri-annually in November 2021.

Appendix 3.14.1 Compensatory Mechanisms

Circumstances where, for genuine reason during Timetable construction [or at short notice], it is not possible to provide the entitled non-contact time or average class size, a teacher may, for genuine reason, be asked to forgo, on a temporary basis, their non-contact or average class size entitlement.

This may on a day to day basis, be a sudden emergency that requires supervision of a class for its ongoing safety. It may be due to the absence of any [or a sufficient number] of day relievers available in the area.

It could however be that on a longer term basis, a small number of staff members are asked to teach for a term, a half year, or a year, at a higher level of contact in order to allow the timetable to operate.

In all foreseeable circumstances the teacher will be offered the opportunity to review the timetable and suggest possible changes that would allow the allocation of their non-contact entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement within the timetable, then the Principal (or his/her nominee) and the teacher may mutually agree to compensate the teacher with:

1. an equivalent reduction in non-teaching or supervisory duties outside the schools timetabled teaching periods [e.g. no Tutor Class]; or
2. compensatory relief cover or time in lieu for the teacher at a time suitable to the teacher; or
3. some combination of the above; or, if none of the above are possible,
4. Year One [PLT1] and Year Two [PLT2] teachers who commence employment during the year may be asked to teach the average number of periods across the year based on their particular entitlement
5. Payment of a middle management allowance (MMA) or fixed term unit (FMU) or a board-funded responsibility payment (RRR) per annum (or part thereof) for lost non-contact time for the period during which the entitlement reduction occurs
6. Release from school events
7. Reduced contact at other times
8. Removal from other duties, or any other mechanism negotiated by the teacher with the Principal

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.0 General Policy on Finance and Property

Rationale

Porirua College will comply with its financial and property obligations to maximise the learning environment.

Purpose

To maximise the benefit to students through appropriate allocation and control of financial and property assets.

Guidelines

1. The Board will allocate funds to reflect the College's priorities as stated in the Charter by:
   - developing a long-term strategic plan
   - ensuring that the College provides an annual operational budget that reflects the Board's strategic plan, for the Board's assessment and approval.
2. The operational budget will be completed annually, and approved prior to the beginning of the new school year.
3. The Board and the College will have management procedures for monitoring and controlling expenditure:
   - income including fundraising
   - expenditure
   - accounting
   - internal spending
   - capital assets
   - reporting
4. The Board will ensure that the annual accounts are prepared and audited as required by the Public Finance Act 1989, Crown Entities Act, and the Education Act 1989.
5. The Board will comply with any current asset management agreement, including the Property Occupancy Agreement. The Board will have written procedures designated in a Property Management Plan documenting this responsibility. This will include a system for maintaining resources, furniture, furnishings and equipment.
6. Buildings and facilities at Porirua College will be safe and healthy.
7. The school will comply with all current legislations regarding property. The Resource Management Act 1991, the Building Act 1991 and the Fire Act 1991 will be included in this compliance. The school will have a documented management process which details these requirements. Compliance Reporting is documented in National Administration Guideline 2.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.1 Financial Management

Rationale

The Board of Trustees is responsible for ensuring that the finances of Porirua College are managed and controlled in an effective manner and that all statutory obligations relating to finances are complied with.

Purposes

- To ensure that the funds received by the College are used effectively to promote the goals and objectives of the College.
- To ensure that the College is able to meet its financial obligations.
- To ensure that appropriate controls are in place for the receiving of income and authorising expenditure.
- To ensure that adequate financial records are maintained and that accurate and timely financial information is made available to the Board and management.

Guidelines

1. Resource Sub-Committee: The Board will convene a Resource Sub-Committee to oversee the finances of the College and report to the Board. The Board shall appoint Board and management representatives to the Resource Sub-Committee.
2. Where the Principal believes that the subjects offered in the school curriculum should be extended or reduced, the Principal will provide the Board of Trustees with a case in writing. The case will include an analysis of the costs and benefits for students, and the resource implications of the recommendation, and will be provided to the Board of Trustees in time for the resource implications to be considered alongside other major changes to planned expenditure as part of the development of the draft budget for the following year.
3. Forecast Update: The Principal is responsible for ensuring a financial forecast update to the budget is prepared in consultation with all staff members who have a responsibility for an expenditure cost centre.
4. The budget will be reviewed by the Resource Sub-Committee and presented to the Board for approval, no later than the April Board meeting each year.
5. Monthly Financial Report: A monthly financial report shall be provided to the Board that reports on income and expenditure, and the financial position including the uncommitted funds position.
6. Procedures and delegated authorities: The Resource Sub-Committee will ensure that appropriate procedures are in place for the receipt of income, authorisation and payment of expenditure and capital expenditure. Authority to incur and approve expenditure within budgetary-approved limits is delegated to the Principal for operating expenditure and agreed capital expenditure, who may delegate to other staff members.
7. Annual Financial Statements: Annual financial statements will be prepared, and audited by the approved Government Auditor. The annual financial statements will be presented, approved and signed by the Board.
8. The college Office Manager will be responsible for tax compliance.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.

2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.2 Sponsorship

Rationale

The Board of Trustees supports the acquiring of sponsorships which will help to provide resources for the College and educational opportunities for the students. The Board accepts its responsibility to ensure that discretion is exercised as to the selection of appropriate sponsors and the use of sponsors' logos. A distinction must be drawn between identification of College representation (by way of uniform) and identification of the sponsor in areas other than uniform.

Purposes

- To ensure that all sponsorship agreements and related publicity are in keeping with the values espoused by the College and expressed in its Charter.
- To ensure that all sponsorship agreements or arrangements entered into are fully and properly documented.
- To maintain all representative (playing) uniform as distinctively and only for the College logo when the representative activity is within New Zealand.

Guidelines

1. All sponsorship arrangements must be entered into by the Principal, Senior Leadership or Heads of Faculty on behalf of the College. The Heads of Faculties must advise the Principal of the agreements. Any sponsorship value above $10,000 must be approved by the Board.
2. In cases of doubt the Principal will consult with the Board.
3. All teams and activities may seek sponsorship provided the terms of the financial assistance are within the constraints of representative identification.
4. All sponsorship agreements entered into shall:
   - clearly describe the obligations placed on the College
   - specify the exact term of the sponsorship
   - be a maximum of five years
   - be approved and signed either by the Principal or the Chair of the Board on behalf of the College as appropriate.
5. Every new offer of sponsorship shall be considered on its merits irrespective of any prior sponsorship agreement with another sponsor, taking into account the terms of such prior agreement.
6. All sponsorships must be reviewed every 3 years to ensure they:
   - meet the original criteria
   - need revision and new approval.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.3 Property Management

Rationale

The efficient and careful management of the College property within the constraints of the budget available is a major item in the governance of the College by the Board of Trustees. To assist the Principal in the oversight of the property the Board will (i) appoint appropriate staff to manage the buildings, grounds and amenities of the College and (ii) present them in a manner and to a standard which reflects the College's Charter and Mission statement emphasising excellence.

Purposes

- To appoint property management staff within budget and in order to achieve the Board's goals for excellent presentation of the College in all areas of its amenities and services.
- To ensure that the Board's obligations as trustees are properly complied with, both in their spirit and legal requirements.
- To provide an environment for the students, which assists and motivates their learning and achievement at College.
- To provide the best possible teaching environment to enable staff to undertake their duties and deliver the curriculum effectively.
- To provide the best possible access by the community for use of the College facilities, thereby returning funds to the College for the betterment of the facilities for students and staff.
- To assist, by every possible means, the staff and students and students associate with the promotion of the extra-curricular activities of the College.

Guidelines

1. The Board will appoint a Resource Committee to oversee the property management of the College. The Convenor shall be a member of the Board of Trustees. The Principal and property management staff shall be represented on the Resource Committee.
2. The Resource Committee will arrange for the preparation and upkeep of a current Property Maintenance Plan and a Property Development Plan.
3. The Resource Committee will approve and recommend to the Board in February each year a property budget, which will be administered according to guidelines prepared from time to time by the Resource Committee. Property management will be accountable for the maintenance of expenditure within budget.
4. The Finance/Office Manager will advise the Property Manager of the needs for improvements or maintenance in the classrooms and other learning areas. The work will be scheduled in the Maintenance Plan and/or Development Plan.
5. The Deputy Principal or other relevant supervisors of extra-curricular activities will advise property management of the needs for improvements or maintenance in the areas of the extra-curricular facilities. The work will be scheduled in the Maintenance Plan and/or the Development Plan.
6. The work of all property management staff will be supported to the extent that they shall know and be assured of the vital part they play in ensuring that the students gain maximum benefit from their time at the College. To that end, property management and the Principal will take every opportunity to affirm and encourage the high standard work of property staff. Property staff are regarded as having full and equal part in the staffing amenities, social activities and staff facilities of the College.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.4 Vandalism

Rationale

The College is a potential target for spontaneous and premeditated damage to buildings, grounds, amenities, fittings and contents. Through effective planning, administration, education and insurance cover it is possible to minimise the effects of vandalism on the College amenities and financial resources to make good the results of vandalism.

Purposes

- To develop among students and the wider community pride in, and respect and care for, the College as their place of learning and development in the community.
- To develop and implement operating instructions for all staff and students for the security of buildings, equipment, amenities, records, teaching resources and other valuable items.
- To develop and implement inspection, reporting, investigation, repair and recording procedures for factual and potential incidents of vandalism.
- To develop and implement a security survey and a security development plan.
- To ensure that there is cost effective insurance cover for loss or damage to buildings, grounds, amenities, fittings and contents caused by vandalism.

Guidelines

1. Maintain ongoing advice to students through regular meetings, and further develop educational programmes which engender student and wider community pride, respect and care of the College.
2. Annually negotiate insurance cover with optimum cost-cover effectiveness, consistent with an annual risk assessment.
3. Internal and external inspection procedures will be set up and regularly reviewed, so that any act of vandalism once identified will be reported to the Office Manager or Property Manager. Repairs to vandalism are to be arranged by the Office Manager within 24 hours and as soon after the damage as possible. If the damage cannot be repaired within insurance cover, the Principal and Board's Property and Finance Convenor are to be advised so that alternative special funding can be arranged and approved by the Board.
4. Procedures for the hireage of facilities, notification of Police, employment of security agents, and details of programmes for inspection are to be developed by the Finance/Office Manager.
5. The security plan, including monitoring should be reviewed and updated at least annually by the Property and ICT Sub-Committees of the Board. This is a key requirement to provide a safe environment for learning.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.5 Donations and Allocations

Rationale

The Board of Trustees acknowledges and supports the need to seek, and receive donations, to support the activities of the College. Donations are received from specific fund raising activities, and by donors giving to the College. The Board accepts its responsibility to ensure that donations are requested appropriately e.g. in accordance with Ministry of Education guidelines, and used for the purposes requested or given. Donations are received by the College, and other organisations associated with the College to support the activities of the College, now and in the future.

Purposes

- To ensure all donations are appropriately requested.
- To ensure all donations are used for the purpose they are given.
- To ensure the correct entity receives the donation e.g. The Porirua College Foundation receives donations requested in its name.

Guidelines

1. School Donations. The College may request donations from parents and caregivers to support a range of activities for pupils and staff. The request is to be made by the Principal, in accordance with the activities and monetary amounts approved by the Board of Trustees.
2. Other Donations Received By the College. The College may seek through fundraising donations for specific activities and projects, with the approval of the Board of Trustees. The request for donations will generally be by the Principal.
3. Other Organisations Receiving Donations. Organisations associated with the College may fundraise to provide funds for use by the College. The Board of Trustees should endeavour to ensure the purpose and approach to fundraising is appropriate for the College. (Also refer to N.A.G.6, Policy Title 6.5, Parent Groups, Guideline No. 7)
4. Use of Donations. It is the responsibility of the Board of Trustees, and the staff of the College to ensure donations received are used for the purpose they were requested and/or received. The Board of Trustees should endeavour to ensure that other organisations receiving donations ensure the funds are used for the purposes originally provided.
5. The Board of Trustees will ensure the confidentiality and privacy of donors, and only publicly announce details of a donation, with the approval of the donor.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed in 2019. The provisions of this agreement may be varied by the Board following consultation with workers.

Policy 4.6 Asset Management

Introduction

1. 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 Policy, and has delegated responsibility for the implementation and monitoring of this Policy 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 Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
3. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy 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 conflicts of interest appropriately.

Information Technology Assets

1. All information technology assets, such as computers and 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

1. 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   10–15 years

Information and communication technology   3-4 years

Motor vehicles	5 years
Textbooks	8 years
Library resources	8 years

Maintenance of Assets

1. 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 that cost less than $500 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

1. 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.
2. The Board Resource Committee 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

1. The Policy was approved and adopted by the Board at its meeting held on 30 August 2018 and became effective from that date.
2. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
3. The school policy folder shall be made available to staff, 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 approved by the Board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.7 Schedule of Delegations

Introduction

1. This Schedule of Delegations (the Schedule) was approved by the Board of Trustees (the Board) of Porirua College (the School) at its meeting on 20 May 2013 and became effective at this date. The Schedule sets out those responsibilities that can only be exercised by the Board, the responsibilities delegated to the chief executive (the Principal), and those responsibilities that the Principal can delegate to specified staff positions.

2. The purpose of the Schedule is to ensure that the effectiveness of the governance and management of the School is maintained, to provide an agreed basis by which the School's executive management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored. It is the Board's expectation that delegations made will be properly exercised and the persons who hold such delegations will be held accountable. If these principles are observed then the Board can be certain its responsibilities in terms of the Education Act 1989, the Crown Entities Act 2004 and the Financial Reporting Act 1993 will have been properly fulfilled.

3. If persons who exercise responsibilities on behalf of the Board have any doubts or concerns in the execution of a specific action the expectation is that they will check with the person or group who made the delegation in the first place. The intention of this expectation is that should doubt arise in the exercise of a delegated responsibility it is preferable to verify the bona fides of the intended action rather than make an error of judgement and be held accountable for this.

4. This Schedule does not in itself provide the right to executive management and staff to exercise the responsibilities delegated. The right to exercise these responsibilities must be set out in a Memorandum of Delegations which sets out the delegations and is signed by the parties involved. An outline example is set out at the end of this Schedule.

5. The Principal shall ensure that a copy of each memorandum is safely retained and shall be made available to the Board, the school's auditors and officers of any Court hearing a case related to the School's finances.

Delegations Retained by the Board

1. The Board retains for itself and does not delegate to any executive management or staff position the following responsibilities:
   - Approval of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets;
   - Commitment of any unbudgeted operating expenditure for any invoice in excess of $5,000;
   - The commitment or purchase of capital expenditure greater than $20,000 or, if unbudgeted capital expenditure, $5,000;
   - The disposal of fixed assets with a cost price in excess of $20,000;
   - The transfer of money between any Board cheque and term deposit for a period longer than 12 months and any investment or deposit outside of a major trading bank (ANZ, Westpac, BNZ, ASB, Rabobank and Kiwibank).
   - Approval to appoint any permanent staff and the salary and terms of conditions on which they are employed which are in excess of positions funded by Ministry of Education salaries grants;
   - Leave on full pay granted to non-teaching staff to attend training sessions or courses outside the school for a period greater than 10 half-days;
   - The termination of employment of any paid employee who is a direct report to the Principal;

- Signing applications for special grants for additional buildings, agreements to build via the Ministry of Education's local office;
- Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
- Responses to the Secretary of Education or any other permanent head of a Government faculty which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson;
- The initiation of any legal actions and any communications in relation to these actions;
- Signature of any formal or legal agreement which is in the name of the School and must involve the Board.

Note: These responsibilities are in addition to those specified in Acts and regulations by which the Board is bound.

Board Delegations to the Principal – who in turn will delegate to members of the senior leadership team or the Office and Property Managers.

1. The Board delegates to the Principal the responsibilities listed below:
   - The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents;
   - The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a Government department and for individual and collective employment contracts;
   - Approval of any orders for goods and services up to the value of $5000 that was not provided for in a Board approved budget. Transfers to less than 12 month deposits from cheque accounts, with those deposits being with major trading banks. Ordering fixed assets for which the capital expenditure has the prior approval of the Board or if unbudgeted, no more than $5,000;
   - The appointment of staff ....
   - Communication with parents, officials, media representatives of educational organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities; and
   - Delegation in writing to specified staff positions of responsibilities according to the format set out below.

Notes: These responsibilities complement those responsibilities and achievements specified in the Principal's annual performance agreement with the Board.

During any absence of the Principal from the School for more than 5 days these delegations shall be exercised by the Acting Principal with the separate and prior approval of the Board Chairperson. In such an absence the Acting Principal shall sign a copy of this Schedule.

Principal's Delegations

I have read and understood this Schedule of Delegations. I accept responsibility for the proper execution of the delegations assigned to me as Principal and I will exercise these in terms of the requirements set out in the Board's Schedule of Delegations.

Signed by:

_____ (full name)

_____ (name of position)

Date: _____

Approval

1. This Schedule was unanimously agreed by the Board and approved as a policy document at its meeting held on 31 October 2018.
2. When the Board approved this Schedule it agreed that no variations of this Schedule or amendments to it can be made except by the majority approval of those trustees present at the Board meeting.
3. As part of its approval the Board requires the Principal to make available this Schedule to all staff and for a copy to be included in the School Policy Folder (copies of which shall be available to all staff). The Board requests that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.8 Supplementary Schedule of Responsibilities

The list below shows financial tasks alongside the person responsible for carrying out each task. This Schedule is supplementary to the School's Schedule of Delegations, and when carrying out these tasks Trustees, staff, contractors and volunteers must not exceed the authority delegated to them via their Memorandum of Delegation.

Banking and Cash Handling

What	Who
Opening mail and receipting the cash and cheques received	
Receipting of all student cash received	Accounts Receivable
Preparation of banking	Accounts Receivable
Signature of bank deposit	Finance/Office Manager
Deposit of banking	Finance/Office Manager
Reconciliation of daily receipts with banking	Accounts Receivable
Periodic bank reconciliation	Finance/Office Manager
Review of bank reconciliation	Finance/Office Manager
Custody of cash and cheques	Finance/Office Manager

Purchases and Payments

What	Who
Raising purchase orders – paper, phone or internet	Budget Holders
Verifying receipt of goods or services	Budget Holders
Approval of invoices for payment	Budget Holders/ Finance/OfficeManager
Signing cheques/approving bank payment including checking supporting documentation	5 Authorised staff

Investments

What	Who
Transfer to and from general, at-call and term deposit accounts	2 Authorised staff
Reconciliation of transfers	Finance/Office Manager

Accounting System

What	Who
Accounting systems daily backup	ICT Faculty

Weekly off-site backup storage	ICT Faculty
Monthly history file backup	ICT Faculty
Annual archive backup safe deposit	ICT Faculty

Payroll

What	Who
Check of fortnightly SUE report	Finance/Office Manager Deputy Principal
Reconciliation with bank debit with errors followed up	Finance/Office Manager Deputy Principal
Verification of SUE reconciliation report and bank debit	Finance/Office Manager
Staff expense claim – voucher approval	Finance/Office Manager/HOF

Income

What	Who
Preparation of receivables invoices	Accounts Payable Officer
Certification of invoices	Accounts Payable Officer
Reconciliation of receivables ledger	Finance/Office Manager
Verification of reconciliations	Finance/Office Manager
Debt write-off approvals	Finance/Office Manager Board Chair

Fixed Assets

What	Who
Fixed asset purchase approval	Board
Fixed asset purchase order approval	Finance/Officer Manager Budget holder
Fixed asset delivery acceptance check	Budget Holder
Fixed asset invoice certification	Finance/Office Manager
Fixed asset register update	Finance/Office Manager

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
3. The school policy folder shall be made available to staff, 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 approved by the Board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.9 Cash Management

Introduction

1. 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 Policy, and has delegated responsibility for the implementation and monitoring of this Policy 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 Policy. The Principal may, from time to time, further delegate some of his/her responsibilities, and all such delegations must be attached as appendices to this policy.
3. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Cheque and Call Deposit Accounts

1. The Board agrees that one cheque account shall be operated for Board general receipts and payments.
2. The signatories to this cheque account shall be as follows:
   - the Principal
   - the Deputy Principals
   - the Finance/Office Manager
   - the Accounts Administrator
3. All cheques for operating expenses shall be signed by two signatories and all electronic payments must be authorised by two signatories.
4. All cheques for fixed assets and long-term investments are to be signed by two signatories.
5. Under no circumstances is a cheque signatory to sign a blank cheque.
6. All cheques, except those for petty cash reimbursement, must be issued as 'Not Transferable – Account Payee Only'.
7. At no time shall the cheque account be operated in overdraft without permission from the bank and the Ministry if the overdraft exceeds the borrowing limits.
8. One at-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 Finance/Office Manager.

Trust Fund Account

1. 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. Investments 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. Term deposit transactions may be processed by the Finance/Office Manager. Other investments may only be made with the written authorisation of the Principal and Board Chairperson.

Fundraising

1. 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 and cheques received must be paid into the school Bursary/Stationery Shop 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 day of receipt.
5. All cash and cheques 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 fees, must be supported by a copy of the:
   - an official school order form
   - the invoice, with certification by the authoriser that each item has been received, prices and quantities are correct and the payee details are correct
   - the correctly completed cheque ready to be signed, where applicable.
2. The invoice must be certified by the person who authorises the expenditure – budget holder or in their absence the Finance Manager.
3. Expense reimbursements must be certified by the manager of the individual being reimbursed, provided the certifier has delegated authority to sign. 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. For accounts paid by electronic funds transfer, the school must obtain from the vendor verification of bank account details, i.e. bank deposit slip.

Petty Cash

1. A petty cash fund of no more than $300.00 shall be held.
2. Reimbursement claims from the petty cash fund shall not exceed $20.00 and must be accompanied by a receipt and approved petty cash voucher.
3. Petty cash advances will only be made for amounts up to $20.00. They must have an approved petty cash voucher. A receipt for the actual expense with any unspent cash must be provided within two 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 Finance Manager shall prepare financial reports showing:
   ● Statement of Financial Performance, including comparison to budget
   ● a summary Statement of Cashflow and
   ● a summary Statement of Financial Position.
2. For each month the Finance Manager shall present a written summary report that describes:
   ● key (financial) achievements from the previous month
   ● expectations for the month ahead and
   ● significant matters and/or risks that must be addressed by the School.
3. This report shall be presented to the Finance Committee one week before the Board meeting, and tabled at the next meeting of the Board.
4. 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 cashflows for the next 12 months.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
3. The school policy folder shall be made available to staff, 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 approved by the Board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.10 Gifts

Introduction

1. 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. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy 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 Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.

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

Giving Gifts

1. All gifts should be purchased through the School's normal purchase procedures. Gift purchases are not to be made using manual cheques.
2. A full register must be maintained of all gift purchases, including what was purchased, costs and recipients. The Board will review this register periodically.
3. The cost of a gift should be reasonable and appropriately reflect the benefit received. The following guidelines were suggested for BoT contributions towards gifts for staff leaving as discussed at meeting held on 22 September 2016.   The following amount was agreed:
   a base rate of $30.00, plus $10 per year of service thereafter.

4. If the gift is to be given during international travel, then the staff member should 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 added to the gift register. The cost of such a gift should be justifiable to the Board.

Receiving Gifts

1. Gifts should not be accepted if there is concern that 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 $100), then the recipient may keep the gift.
3. If the gift is larger and more valuable, or in the form of cash, then the recipients must advise the Board of the gift. 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 should be declared to the Principal.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.

3. The school policy folder shall be made available to staff, 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 approved by the Board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.11 Sensitive Expenditure

Introduction

1. 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).
2. The board acknowledges that at times there are expenses which may be considered to be 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.
3. The board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fundraising specific to that expenditure.
4. Particular reference should also be made to the board's travel policy in considering expenditure which may benefit individuals or groups of individuals.
5. The board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal (as the chief executive and the board's most senior employee).

Principles

1. 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?
2. 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

1. 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

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the board.

3. The School policy folder shall be made available to staff, 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 approved by the board.

Policy 4.12 Credit Card

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 Policy, and has delegated responsibility for the implementation and monitoring of this Policy 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 Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
3. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy 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. A register of cardholders should be maintained.
3. 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.
4. Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.

Procedures to be followed when using the Card

1. The credit card is not to be used for any personal expenditure.
2. The credit card will only be used for:
   - payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or
   - purchase of goods where prior authorisation from the Board is given.
3. All expenditure charged to the credit card should be supported by:
   - A credit card slip
   - A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
   - 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
4. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
5. 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.
6. 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

1. 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 should never allow a person not employed by the school in a responsible position to use the card.
2. The cardholder must protect the pin number of the card.
3. The cardholder must only purchase within the credit limit applicable to the card.
4. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
5. The credit card should not be used on the internet without prior approval of the Principal or their delegated person.
6. The cardholder must return the credit card to the School upon ceasing employment there or at any time upon request by the Board.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
3. The school policy folder shall be made available to staff, 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 approved by the Board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.13 Travel

Introduction

1. 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 Policy, and has delegated responsibility for the implementation and monitoring of this Policy 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 Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
3. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

Principles

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

Process for Making Travel Arrangements

1. All travel, both domestic and international, must be approved by the Finance/Office Manager before any bookings are carried out. Travel for the Finance/Office Manager must be approved by the Principal.

Travel within New Zealand

1. 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 Principal). However the Principal is able to authorise his/her domestic travel arrangements and subsequently inform the Board Chair of this travel.
2. All domestic air travel is to be economy class.

International Travel

1. Prior to international travel being undertaken, the traveller must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.
2. 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. The Board will approve the travel in writing.
3. A the end of the trip overseas, the traveller must 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.
4. All international air travel is to be economy class.

5. Premium Economy class travel may be approved, where the Board considers appropriate, for travel more than 10 continuous hours in duration, however this will require specific Board approval. If travelling with students, this doesn't apply.
6. If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

Accommodation

1. Staff should opt for good but not superior accommodation, for example Qualmark 2 star accommodation and must be prepared to justify exceptions to this rule to the Board.
2. 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. (Refer to Gift Policy)

Vehicles

1. 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.
2. Use of private vehicles is to be approved on a one-up basis and reimbursement will be at the rate specified by the relevant award
3. 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

1. Travel benefits, including airpoints 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.
2. Staff must travel by the most direct route unless scheduling dictates otherwise.

3. 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

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
3. The school policy folder shall be made available to staff, 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 approved by the Board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 4.14 Entertainment

Introduction

1. 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 Policy, and has delegated responsibility for the implementation and monitoring of this Policy 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 Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
3. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy 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:
   - Building relationships and goodwill
   - Representation of the school in a social situation
   - Hospitality provided in the course of school business to external parties
   - 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

1. The school should only purchase alcohol for entertainment purposes.
2. 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. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.

3. The school policy folder shall be made available to staff, 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 approved by the Board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.0 General Policy on Health & Safety

Policy

This policy should be read in conjunction with the Health and Safety at Work Act 2015.

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. We will achieve this 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 – this includes engaging with union and worker representatives
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- providing appropriate induction, training and supervision for all new and existing 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
- 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 workplace 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.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
3. The school policy folder shall be made available to staff, 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 approved by the Board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.1 Worker Engagement and Participation

Purpose

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

Person Conducting a Business or Undertaking (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 Policy 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

1. Under this policy 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
     o where a HSR is elected - liaise with elected HSR
     o provide support and ensure the HSR has the resources, time and information to undertake the role
     o allow for the representative to attend approved training
     o 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.
2. 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.

Making this policy work

Issue resolution

- 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.
- If the school leader cannot resolve the matter to the worker's satisfaction, the HSR will be approached if they are not already involved.
- The school leader, worker and the HSR will work together to get a satisfactory resolution.
- 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.
- Operational matters, including workload or work process, should be raised with the relevant manager as appropriate.
- Building facilities matters should be raised with the principal in the first instance.
- Policy concerns should be raised with the board.
- 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:

- The worker will advise their relevant member of school leadership immediately.
- The worker and school leader will attempt to resolve the matter as soon as practicable.
- 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.
- If the matter cannot be resolved, WorkSafe NZ will be contacted.
- 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—

- Remedy the contravention; or
- Prevent a likely contravention from occurring; or
- 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.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.2 Health and Safety Policy/Procedure: Risk Management

Policy and Procedure

This policy should be read in conjunction with the Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

Purpose

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 policy is to explain how we manage risks effectively in the school environment and work carried out by the school.

Scope

This policy 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 policy can also be applied where an adequate risk policy 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.

1. Identifying hazards: finding out what situations and things could cause death, injury or illness
2. 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
3. Controlling risks: implementing the most effective control measures that are reasonably practicable in the circumstances
4. 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 for the work group
- 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 policy and procedures in the workplace
- comply with any reasonable instruction in relation to risks given by the board or the PCBU 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 & 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

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.3 Health and Safety Policy/Procedure: Injury and Incident Management and Reporting

Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

Purpose

Incident management is key to any workplace's Health and Safety systems/processes. Incident management requires a school wide approach with clear points of accountability for reporting and feedback. The purpose of this policy is to:

- outline the principles of incident management
- standardise the incident management process
- ensure consistency in definitions
- outline roles and responsibilities for incident management

How does the school manage incidents effectively?

The principles of accountability, obligation to act, and collaboration should be applied at each step of the incident management process. The six steps include identification, notification, classification, investigation, action and evaluation.

Step 1: Identification

It is important for all workers to recognise when an incident or near miss has occurred. Workers need to act immediately to make sure those who are involved are safe and that the workplace poses no further risks. You may need to apply first aid. First aiders are available to provide immediate assistance to anyone who has suffered an injury or illness while at work.

Step 2: Notification

Workers must notify their relevant school leader when an incident occurs. The board uses the incident notification form to document incidents. School leaders are required to investigate incidents lodged by their workers to ensure local action is taken. All incidents and notifiable events including near misses must be reported.

Step 3: Assessment

The relevant school leaders need to assess the level of incident that has occurred. When a 'Notifiable Injury or Illness' and/or 'Notifiable Incident' happens, WorkSafe NZ must be contacted. This is called a Notifiable Event. The site must be kept preserved to allow WorkSafe NZ to inspect it. Examples of a notifiable incident include harm that causes hospitalisation for 48 hours or more, amputation of a body part etc.

Step 4: Investigation

The investigation of incidents is an essential component of incident management. All incidents, including notifiable events, should be investigated to identify the causes. Following the investigation, corrective actions to prevent similar incidents and injuries happening again are identified and implemented as soon as possible after the event. This policy is not a requirement under HSWA, however it is an example of good practice.

Step 5: Action

Actions are developed for each recommendation. Actions may be in the form of putting in place risk controls. The HSR, the affected worker, and others in the workplace may be consulted about the action. Accountability for each action will be given to a person in the work group. Progress on the implementation of actions is monitored regularly. Mechanisms for monitoring include risk registers, team meetings, health and safety committees and aggregated information collated by the principal or the HSR. The HSR or principal collates this information to generate reports and analyse incident data to identify trends, risks and to initiate, monitor and/or evaluate system improvements.

Step 6: Review

The review step monitors whether the actions taken have been successful in preventing further incidents. Actions that have been made must be regularly monitored and reviewed to ensure they are effective. The manager is expected to do this in consultation with workers.

Roles and Responsibilities

Everyone has a part to play in managing incidents effectively.

Person Conducting a Business or Undertaking (PCBU)

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. We will achieve this through:

- making health and safety a key part of our role
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- helping workers who were injured or ill return to work safely

Officers – (principal and individual board members)

- know and keep up to date with incidents that are associated with the school's operations
- ensure resources and processes are in place to prevent incidents
- ensure processes are in place for timely information on incidents
- ensure health and safety processes are actually implemented
- monitor the health and safety performance of the school

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

- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- immediately report any incident to their relevant school leader
- report any risk or hazard to the relevant school leader to prevent injuries occurring
- cooperate with the incident management policy and its procedures in the workplace including investigations of incidents
- participate in the implementation, monitoring and evaluation of actions following an incident investigation
- comply with any reasonable instruction given by the board or the PCBU they are visiting
- encourage fellow workers and others visiting the workplace to notify identified incidents

Members of the school's leadership team

- view all incident investigation forms submitted by workers as soon as practicable
- report notifiable incidents to WorkSafe NZ via the school's principal or their designated representative
- investigate all incidents submitted by workers who report them, undertake actions in a timely manner, and document these
- consult with health and safety representatives, the affected worker, and others in the workplace during investigations and actions
- delegate actions to relevant workers, who may also need to review them
- monitor and review the effectiveness of actions taken

Health & Safety Representative

- represent workers on matters relating to health and safety incidents
- investigate complaints from workers in the workplace
- monitor the incident management approach undertaken by the board
- promote the interest of workers who have raised/reported health and safety incidents
- if requested by the relevant school leader, participate in incident investigations

First Aiders

- take reasonable care of their own health and safety
- identify themselves to workers and others in the workplace
- provide immediate assistance to anyone who has suffered an injury or illness while at work
- ensure that the workplace has adequate First Aid resources
- ensure that First Aid can be provided for the risks that are apparent within the workplace
- keep their qualifications up to date
- attend training or refresher courses as required

Others in the workplace – (visitors, students, parents etc)

- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- comply with instructions given by the board or another PCBU
- immediately report any incident to an officer

Infectious diseases

- The school will follow Ministry of Health guidelines and information on early signs of illness, length of time the student will be infectious and the length of time the child should be excluded from the schooling environment.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.4 Induction, Training and Information

Policy

This policy should be read in conjunction with the Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

Purpose

To provide new workers with information and training in health and safety, including their responsibilities and rights to 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 arranged by their principal/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 firefighting equipment, emergency exits)
- an introduction to the area Health and Safety Representative and those trained in first aid.

The principal/relevant school leader 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). All workshop and technical workers should be trained in first aid. Also, coverage can be provided in an area by other full-time workers.
- 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 handler training (4 hour ERMA course).

Contracted workers

Induction

The principal/relevant school leader 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 appropriate school leader 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 principal or their designated representative 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
- 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.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.5 Personal Protective Equipment

Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

Purpose

- The purpose of the Personal Protective Equipment (PPE) policy 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 policy 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 policy can also be applied where an adequate PPE policy 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

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.6 Others in the Workplace

Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

Rationale

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 must be informed of any interviews of students by visitors from outside agencies.

Purpose

1. To identify all visitors to the school.
2. To ensure administration workers are aware of who is in the school throughout the day for security and emergency purposes.
3. To provide clear guidelines on identifying visitors.

Process

1. Signs requesting visitors report to the school office are posted around the school 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 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.
4. Administration workers 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 must approve any non-workers attendance at 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).

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.7 Vulnerable Children Policy

Policy Summary

This policy outlines Porirua College's commitment to child protection. It includes protocols when child abuse is reported or suspected. It also includes practice notes on measures to be taken to prevent child abuse. All staff are expected to be familiar with this policy and to abide by it.

Purpose Statement

Porirua College has an obligation to ensure the wellbeing of students in our care and are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is a top priority when investigating suspected or alleged abuse.

Porirua College supports the roles of the New Zealand Police (the Police) and Oranga Tamariki in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.

Porirua College supports families to protect their children.

Porirua College provides a safe environment, free from physical, emotional, verbal or sexual abuse.

Policy Principles

- The interest and protection of the child is paramount in all actions.
- The College recognises the rights of family to participate in the decision-making about their children.
- The College has a commitment to ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response.
- The College is committed to supporting all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are consistent and high quality.
- The College will always comply with relevant legislative responsibilities.
- The College is committed to share information in a timely way and to discuss any concerns about an individual child with colleagues or the Person in Charge.
- The College is committed to promote a culture where staff feel confident that they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
- The College recognises and supports section 2(i) of the Registered Teacher Criteria requiring staff to 'demonstrate commitment to promoting the well-being of all learners by taking all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe'

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.

Identifying possible abuse or neglect

To download the Oranga Tamariki 'Signs of abuse and neglect' chart see

https://www.ecc.org.nz/Folder?Action=View%20File&Folder_id=107&File=Signs%20of%20Abuse%20and%20Neglect.pdf

For information about identifying child abuse see

http://www.cyf.govt.nz/documents/aboutus/publications/27713-working-together-3-0-45ppi.pdf

This resource produced by Oranga Tamariki is for people in social service agencies, schools, healthcare organisations, community and other groups who have close contact with children and families It includes useful information about identifying possible child abuse and an assessment framework.

Responding to suspected abuse or neglect

To download the 'Child Abuse Reporting Process' flowchart see

https://www.ecc.org.nz/Folder?Action=View%20File&Folder_id=107&File=Reporting%20Process%20for%20Child%20Abuse.pdf

All suspicions or observed incidents or reports of incidents should be reported directly to the Person in Charge as soon as possible, who will immediately take steps to protect the child(ren), record the report and report the concern to.

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

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

In many of these cases the involvement of statutory agencies would be inappropriate and potentially harmful to families. Throughout New Zealand statutory and non-statutory agencies provide a network of mutually supportive services and it is important for Porirua College to work with these to respond to the needs of vulnerable children and families in a manner proportionate to the level of need and risk.

Staff members will discuss suspicions with a senior staff member.

Where appropriate, the person making the allegation will be given a copy of this policy.

Allegations or concerns about staff

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

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

We commit to follow the Education Council requirements on mandatory reporting
https://education.council.org.nz/canter/making-mandatory-reports

Confidentiality and information sharing

The Privacy Act 1993 and the Children, Young Persons, and their Families Act 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated. Note

that under sections 15 and 16 of the CYPF Act, any person who believes that a child has been, or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Oranga Tamariki or the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

Recruitment and employment (safety checking)

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

Training, supervision and support

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

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

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

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.8 Smoke-Free Environment

Rationale

The College is required to comply with the Smoke-free Environments Amendment Act 2003. In accordance with this legislation, staff and students are to be protected from exposure to tobacco smoke.

Purposes

- To ensure compliance with smoke-free legislation which requires that 'the buildings and grounds of schools and early childhood centres are smoke-free.
- To develop a plan of action to be taken in the case of non-compliance with the College's smoke-free policy.
- To ensure that students do not smoke at or in any travel to or from College.

Guidelines

1. Smoking is not permitted within the College buildings or on the grounds at any time. This applies to staff, students and visitors alike and at all times.
2. Students are not permitted to smoke at or while travelling to and from College or at any College-related activity.
3. Non-compliance with the smoke-free policy shall be resolved using the normal disciplinary procedures set by the Board of Trustees, commencing with a warning by the Principal or his Deputy.
4. The policy will be reviewed in consultation with staff at times requested by staff, parents, or the Board of Trustees.
5. The Guidance staff will support students wishing to quit smoking, and because the programmes necessary to assist such students are outside their area of expertise, they will refer the students to the appropriate agencies.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.9 Child Abuse and Suspected Child Abuse

Rationale

Porirua College is committed to a proactive approach in dealing with cases of child abuse and suspected child abuse. The College accepts its responsibility to assist the students enrolled at the College to live safe and healthy lives in order to achieve their educative potential during their school days.

Purposes

- To provide a supportive environment free from abuse and demonstrably caring for the victims of abuse.
- To prevent further abuse taking place.
- To prevent unfair treatment of the victims of child abuse.
- To prevent unfair treatment of the perpetrators of child abuse.
- To facilitate appropriate treatment programmes for both victims and perpetrators of child abuse.
- To support the investigation, as far as the College is able and might be reasonably expected to, of cases of suspected child abuse. All procedures to follow MoE Reporting Abuse Protocols (Aug 09)

Guidelines

1. The staff will work within the bounds of the law in dealing with child abuse and suspected child abuse.
2. Unless strictly bound by confidentiality requirements, child abuse and suspected child abuse cases will be discussed with the Principal.
3. The Principal, in consultation with Guidance staff, will decide what action should follow a report of abuse or suspected abuse of a student of the College. Where appropriate, authorities (either Police or Oranga Tamariki) will be notified of serious harm and/or abuse of a student.
4. All concerns and observations will be documented by the Guidance staff (most usually the Guidance Counsellor or Social Worker) and the medical practitioner to whom the College refers cases for attention should be advised.
5. Within the terms of Guidelines 1-4 above, the College will take legal advice through the Board's solicitor, and any recommendations of the statutory Child Protection Agency (Oranga Tamariki) will be followed.
6. The Guidance staff of the College are referred to the document entitled "Basic Principles for the Management of Child Abuse and Suspected Abuse". Other documents providing suggested procedures will be referred to as necessary. The College will attempt to ensure that no student enrolled at the College is deprived of a satisfactory opportunity for effective education due to abuse of his person.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.10 Communicable Diseases

Rationale

Porirua College is committed to the positive management of all communicable diseases.

Purposes

- To support and prevent unfair treatment of people suffering from communicable diseases.
- To ensure adequate measures are taken to prevent spread of a communicable disease within the College.
- To inform and educate College pupils about communicable diseases with a view to reducing risk of infection and spread of such diseases.

Guidelines

1. People with certain communicable diseases are usually fit for work and study, (e.g. HIV/AIDS, Hepatitis B & C).
2. Staff and students suffering from blood-borne or sexually transmitted communicable diseases such as HIV/AIDS, Hepatitis B and C do not pose a significant health risk to others in a College setting where appropriate and adequate procedures are maintained. Employment, enrolment and participation in the College activities will not be denied to these people.
3. The health status of any member of the College community will be kept private and confidential at all times within the terms of the Notifiable Diseases regulations.
4. Standard safety and hygiene procedures must be applied universally in the College at all times. The Guidance Faculty and Senior Leadership will regularly remind staff and students of these procedures.
5. The Health Education programme will provide an appropriate forum for answering questions and fostering discussion about communicable diseases.
6. Students suspected of having impetigo (school sores), whooping cough, and measles are to remain isolated at home and caregivers required to get a medical clearance indicating they are fit to return to school.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.11 First Aid

Rationale

As a reasonable requirement in a school community there must be provision for effective handling of cases of sickness and injury.

Purposes

- To provide a safe and healthy environment.
- To provide education and training in health, accident prevention, and first aid for students and staff.
- To ensure that a person with training is available to assist with cases requiring first aid. Such a person shall be nominated the First Aid Officer and shall hold a current First Aid Certificate provided by a recognized training agency.
- To assist all staff to obtain certificates in first aid.
- To provide for satisfactory procedures to be followed in all cases of sickness and injury occurring at College or in association with College activities.

Guidelines

1. Procedures are to be developed and published in the Staff Handbook giving details as to action to be followed in cases of sickness or injury.
2. A person is to be nominated as in charge of first aid for the College.
3. Students and parents should be advised periodically and at least annually of procedures to be followed in the case of sickness or injury at the College or at a College activity.
4. Funding for the adequate provision of first aid care should be identified in the annual budget of the Board.
5. First aid is to be restricted to preliminary and immediate treatment. It shall not apply to any long-term condition or follow-up out-patient type care.
6. An injury occurring outside College Office hours is to be dealt with by the teacher or parent in charge of the event, according to procedures agreed by the nominated activity code or the person with first aid training available at the time. If there is no such person the teacher or parent in charge of the activity is to call the nearest available medical assistance and apply common sense as to the most appropriate care possible in the circumstances.
7. Excursions, field trips, camps, and other such outdoor activities should be approved by the College for participation by College students only when adequate and trained staffing is available to respond to any first aid emergency which may arise. All trips need to have a first aid kit available.
8. Students with chronic conditions that may likely require staff intervention based on information from the parents.
   - identify these through enrolment form
   - in consultation with parents develop a "care plan"
   - This care plan is to be distributed to the Pastoral Lead of the Learning Community who in turn will inform the teachers.
   - The plan is to be treated and stored as confidential.
   - Each year to be received and redistributed to the Pastoral Lead and teachers of the student's next year.
   - Epi-pen dependent students to be published to all staff so the student is known to all in the case of an emergency.

9. Students with diabetes to be encouraged to keep clearly labelled a "hypo kit" in the unlocked diabetes drawer in the First Aid room and extra insulin in the First Aid fridge.
10. Epi-pen dependent students to carry pen with instructions in their clearly marked school bag. Also to be encouraged to keep an extra Epi-pen clearly labelled in the anaphylaxis drawer in First Aid room. Epi-pens and glucagen pens (diabetes) are only to be used for the students whose name appears on it.
11. Students with medication specific to them can have their clearly labelled medication kept securely in the locked medical cupboard in the first aid room. To be dispensed as indicated in written instructions by caregiver. Keys are always to be secured.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.12 Creating a Safe, Non-Violent and Bully-Free Environment

Rationale

Porirua College is required to take all reasonable steps to provide a 'safe physical and emotional environment' for its students and staff.

In order to promote the College as a safe learning environment, the Board of Trustees recognises the need for reinforcement of behaviour which is non-threatening and non-violent. All students and staff have the right to expect their place of work at the College and in all events associated with the College to be without fear of violence, whether physical, verbal, against property, or against self. The Board also recognises its responsibilities to implement an effective anti-bullying programme.

The effects and implications of bullying can be far reaching. Bullying can create an atmosphere of intimidation and insecurity which extends far beyond the direct victims and perpetrators, affecting the entire community of a school. It can stunt the educational and social development of all those involved, whether directly or indirectly. Porirua College is committed in its duty of care to deal effectively with incidents of bullying.

Definition

Bullying is seen as an attack or attacks resulting from a wilful, conscious desire to hurt, threaten, frighten or humiliate an individual or group of people.

Purposes

- To state and uphold the Non-Violent Conduct Rule of:
  - No physical violence
  - No verbal violence
  - No violence to property (including theft)
  - No violence to self (including use of harmful and/or illegal substances)
  - No cyber bullying
- To provide an orderly environment.
- To enhance the tone of the College in order to facilitate the achievement of best learning outcomes for students.
- To encourage respect for all members of the College community.
- To assist all members of the College community to feel safe and secure, experiencing no fear or threat in the workplace.
- The school is to continue implementation of an anti-bullying programme.

Guidelines

1. Bullying can take a number of forms and needs to be identified and addressed. These forms include:
   1.1. Physical bullying – any assault on another person which can range from a "prod" to grievous bodily harm.
   1.2. Psychological bullying – the reduction of a person's self-esteem or confidence through threatening behaviour and/or looks, taunting or teasing about race, gender, sexual orientation or identity, disability, lack of ability, family circumstances, appearance or any other feature of their lives which can be used to wound them.
   1.3. Social bullying – ostracism, exclusion, threats and coercion, rejection by the peer group.

1.4. Verbal bullying – the use of language in a derogatory or offensive manner such as swearing, racist or sexist abuse, sexual innuendo, homophobic bullying, spreading rumours and harassment.

1.5. Cyber bullying including the use of mobile phones, internet, facebook etc to bully or harass.

1.6. Other, including interference with or damage to property, extortion and gesturing.

1.7. Positive behaviour is to be regularly and consistently reinforced and encouraged in simple and appropriate language. Speakers and learning situations are to be used to promote a positive behaviour environment at the College. Where appropriate, students exhibiting signs of inappropriate behaviour are to be referred to the Guidance staff

1.8. Incidents of bullying should be dealt with by the teacher in the first instance *(see Appendix 5.13.1)*. If the behaviour is repetitive or serious it should be referred to the relevant Pastoral Lead. The Pastoral Lead will either deal with the situation or consult with or refer to the Guidance Counsellor or Senior Leadership. The most serious incidents may be referred to the Principal, who may then convene the Disciplinary Subcommittee of the Board of Trustees. Very serious incidents of bullying may be referred directly to the Police.

1.9. The positive consequences of appropriate behaviour will be stressed where possible e.g. in the promotion of the Pride Guide. Such values as courtesy, consideration for others and co-operation will be upheld by affirmative action by staff, and between all members of the College community.

1.10. Senior Leadership and Guidance Faculty including Guidance Counsellor, Pastoral and Learning Coaches are to make students aware of the school's attitude to bullying and the strategies to be followed if incidents of bullying arise.

1.11. Cyberbullying is defined as 'the use of information and communication technologies to support deliberate, repeated and hostile behaviour towards another person. It is recognised that this form of bullying has potentially more serious consequences because of the way in which the technology increases the power of the bully and the sense of helplessness of the victim i.e.
   ● The potential to include a wider audience
   ● The more enduring nature of the written word
   ● The ability to reach the target at any time and place
   ● Significant breaches of privacy through the use of photos
   ● Bullies cannot see their victim, which reduces the possibility of empathy
   ● The intensity and length of the attacks may be greater than if they were face to face
   ● Bullies believe their anonymity protects them; and Inadequacy of changing schools as a remedy because of the far-reaching nature of cyberbullying

1.12. The school recognises that the control of cyberbullying is limited when it occurs out of school on personal computers at home but accepts that it has some supervisory responsibility when carried out under the school's name. The college has strict guidelines regarding the appropriate use of college computers/server and access to the internet in or outside of school hours.
   Any student, staff member, parent or other person wishing to set up a website or page on a website, that uses the name of Porirua College or any reference to Porirua College (Black and Gold; PC; etc), must have the permission of the Principal to do so. Any student setting up or posting on such a website, or page on a website, without the Principal's permission will face disciplinary action.

1.13.   In dealing with incidents of bullying, priority will be given to the right of the victim to be safe at school. It also recognises parents' expectations that the school will use its authority to ensure student safety and that there will be consequences for those that choose to bully others.

Appendix 5.12.1 Suggestions for the classroom teacher.
- Model positive behaviour.
- Talk to possible perpetrators or victims on their own.
- Discuss bullying with your form class.
- Establish yourself as someone students can talk to.
- Be aware of personalities when seating students.
- Develop Porirua College's Pride guide:
  - Be Responsible
  - Build Positive Relationships
  - Become a Powerful Learner
- When reprimanding a student for a mild breech keep it simple e.g.:
  - Name it
  - Judge it
- Say what you want
- That would look like
  - That's bullying
  - That's not fair
  - I want everyone in my class to be treated with respect.
- As soon as possible, after a reprimand re-establish a positive relationship with the offender.
- Reassure victims that they are not to blame.
- Promote and discuss friendship. What does it mean to be a friend? How do we maintain friendships?
- Seek help and resources from Guidance staff to use (e.g.) at form or class time.

Appendix 5.12.2 Suggestions for the College Community.
- The duty team, to have a knowledge of "danger areas".
- Involve senior students more.
- Increase awareness of bullying from time to time.
- Use surveys as necessary.
- Treat different incidents differently e.g.: a one-off low level incident is different to a serious offence or a repeat offender.
- Involve parents.
- Encourage the silent majority, there is no such thing as an innocent bystander.
- A whole-school approach should give a constant message that bullying is not acceptable.
- Develop a climate of openness.
- Encourage the reporting of bullying.
- Carefully record all incidents of bullying.
- Support victims.
- Ensure that everyone in the school knows what to do if they come across bullying.

Policy 5.13 Food and Nutrition Policy: Canteen Service

Rationale

This policy has been developed using the health promotion guidelines for schools: Healthy Schools – Kura Waiora (Ministry of Health). Through the development of this policy, a commitment has been made to several important aspects of the environment that contribute to creating a healthy school. These include:

- Promoting healthy food and nutrition for all students
- Where food and beverages are sold on school premises, making only healthy options available
- Development of consistent messages about healthy eating throughout the school
- Establishment of a food service that supports and reinforces healthy nutrition
- Recognition of the positive influence that staff can have as role models for healthy eating.

Our school recognises that in order to achieve its mission statement, we must provide a healthy and safe environment. We acknowledge that students and staff who follow healthy, nutritious practices will create a foundation for future achievement.

Purposes

- To establish and ensure the maintenance of healthy eating practices.
- To develop systems that actively promote the National Food and Nutrition Guidelines.
- To apply methods to support healthy nutrition that are consistent across the entire school.

Guidelines

1. The canteen area should be attractive and enable fast and efficient service.
2. The canteen should be profitable for the College.
3. The canteen will be required to hold and display a current certificate of compliance with Health and Hygiene regulations.
4. The range of food offered should be negotiated between the College and the Canteen Manager with the Board being consulted.
5. There should be a pro-active approach to encouraging the sale and purchase of nutritious and healthy food.
6. Students will be encouraged to take responsibility for their own health through classroom programmes.
7. All staff members will be encouraged to model healthy eating behaviours.
8. Food choices made available in the school canteen will be based on Heart Foundation recommendations and will support and reinforce what students learn about nutrition in the classroom.
9. The College will discourage the consumption of foods high in fat, sugar or salt.
10. Food will be prepared in a smoke-free environment.
11. Students will not be permitted to leave school grounds during the school day to purchase food or beverages.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the Board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the Board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the Board following consultation with workers.

Policy 5.14 Emergency Closure of the School

Rationale

The Education Act 1989 (s65c) authorises the Board of Trustees to close the school at any time because of epidemic, flood, fire, or other emergency. The Board and administration staff of the College need to formulate procedures by which the decision and process of closing the College can be done in an orderly and properly publicised manner.

Purposes

- To ensure that the health, safety and welfare of the staff and students of the College are given all due care and attention during events of potential hazard to people.
- To establish procedures by which the College administration is alerted to potentially general and widespread hazards so that the senior staff can communicate to all members of the College community appropriate guidelines for action.
- To close the College when necessary in compliance with the Education Act 1989 with adequate publication and notification and the date of its reopening.
- To secure the College during closure, irrespective of emergency, both for the protection of the property and potential users of it during the emergency.

Guidelines

1. An evacuation plan for the College will be prepared and reviewed annually in accordance with guidelines provided by NZSTA and other appropriate advisory services.
2. All staff and students will receive instructions on the College evacuation procedures.
3. Practice evacuations of the College buildings will be held not less than three times a year.
4. Food and water supplies are kept on the school premises and regularly replenished.
5. Whenever there is public warning of electricity cuts, the Principal, the Deputy Principal, and the Finance/Office Manager will ensure as far as possible that the College receives advance warning of these cuts to enable appropriate preparations to be made.
6. The Chair of the Board of Trustees, in consultation with the Principal, shall be authorised to exercise the Board's statutory powers to close the College in an emergency.
7. All members of the Board of Trustees shall be informed by the fastest means available of any decision taken by the Chair to close the College because of the emergency.
8. Parents/caregivers of students will be informed as soon as practicable and by the most appropriate available means of an emergency closure of the College, with guidelines as to the intended means to announce the reopening of the College.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.15 Truancy

Rationale

The Board and staff at Porirua College accept their responsibility to make every endeavour to eliminate truancy from the College. The learning of students is seriously impaired by non-attendance at school. Reasons for truancy must be understood before action is taken to deal with truants.

Purposes

- To provide reliable and up-to-date information on students who are absent from school without leave.
- To provide a supportive environment through which students can seek solutions for their difficulties in legitimate ways.
- To ensure that students are encouraged to accept responsibilities for their actions.
- To establish good communication and partnership between the truant student his parents/caregivers, and the guidance staff of the College.
- To encourage all staff to provide teaching programmes which affirm students and facilitate their achievement of success at College.
- To facilitate the development of a supportive and positive environment among students at the College so that attendance at school is their preferred option.

Guidelines

1. The College will establish and maintain effective attendance monitoring systems.
2. Truancy will be identified as "the persistent, unjustified failure to attend school" and will be referred by the Pastoral Lead to the Deputy Principal for the initiation of appropriate action, including referral to the Guidance staff and parents/caregivers.
3. Truancy will be recognised as an indicator of other difficulties the student may be having and as harmful to the student's education. The College recognises that "school phobia" is associated with psychological and/or emotional difficulties.
4. Truancy may become a care and protection issue and Guidance staff will work with the Principal and/or Deputy Principal in such cases.
5. The Guidance staff may recommend to parents and seek their approval for the referral of a case of truancy to agencies to specialist supports.
6. The College will carry out its responsibilities under the 'Truancy and Non-Enrolment of Children in Schools' Protocols.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.16 Theft

Rationale

Theft is a generic term for dishonesty which deprives others of their property. It is unacceptable at the College. The College Charter states that "members of the College can expect… their property to be secure." All staff, in particular the Senior Leadership, are expected to promote conditions that protect potential victims from dishonesty, that reduce temptation to potential offenders, and that rehabilitate offenders.

Purposes

- To provide a supportive environment both for victims of theft and for thieves (in respect of thieves to the extent that is reasonable and possible).
- To provide programmes and counselling for students found guilty of theft, with a view to rehabilitation and to preventing repetition.
- To guide staff in establishing and maintaining an environment where both adult attitudes and peer pressure deter people from theft.

Guidelines

1. All staff will be encouraged to adopt and maintain systems of storage and retrieval that to the extent that is practical do not place temptation in front of students.
2. Educational programmes will emphasise the inherent value of honesty.
3. Because problems with dishonesty at College often have their roots in attitudes prevalent outside the College, family and community support will be sought in all detected cases of theft. Guidelines will be supplied to parents and caregivers.
4. Appropriate respect for confidentiality in dealing with suspected or confirmed offenders and their victims will be maintained, with the proviso that the College will use all information available to investigate offences and to discipline offenders.
5. Thieves must face the consequences of their actions. Guidance staff will support the decisions of the Principal and Board. Guidance staff will be consulted about appropriate disciplinary action.
6. The Police Education Officers and officers from the Youth Aid Section of the Police will be consulted as necessary for support and guidance of staff and students.
7. In cases of proven dishonesty the College will notify perpetrators' parents or caregivers in writing.
8. Where a student is suspected of dishonesty, and where there are grounds to suspect that the student is at risk of further dishonesty or at risk in any other way, the College will advise the student's parents or caregivers.
   - By way of exception to guidelines 7 and 8 above, the College will not notify parents or caregivers if in the circumstances the Principal determines that it is inadvisable to do so. An example of such circumstances is where the Principal suspects that such notification might lead to harm to the student in question.
9. The College's response to theft will be proportionate to the nature of the offence in question, taking into account the value of the property taken, the general behaviour of the student involved, the likelihood of repetition, and other relevant circumstances.
10. The fact that theft is a serious offence that may entail serious consequences for perpetrators does not exclude the possibility of the College providing full and appropriate programmes that endeavour to rehabilitate offenders.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.17 Drugs and Alcohol

Rationale

Porirua College is committed to ensuring an alcohol and drug-free learning environment. Drug use by young people has been shown to be a health risk that can result in injury, problem behaviours, and failure to achieve educational potential.

Purposes

- To document Porirua College's agreed position on and accepted procedures for dealing with alcohol and drug-related issues.
- To promote and maintain a College environment in which the well-being of all College community members is paramount.
- To increase the knowledge and understanding of students and College staff about alcohol and drug issues.
- To provide education, guidance and support for family about alcohol and drug issues and referral agencies.

Guidelines

1. Detection and incidents are to be first reported to the Principal/Deputy who will investigate.
2. Reasonable efforts must be made to notify the parents or caregivers if there is a serious concern.
3. Incidents of seizure of illicit drugs may be reported to the Police in accordance with the Standard Operating Procedure.
4. Search and seizure will be carried out in accordance with the law.
5. Students found in possession of or under the influence of alcohol and/or drugs may be suspended.
6. The College will assist with advice, guidance, and referral to support agencies as appropriate.
7. The College will have a comprehensive alcohol and drug education programme.
8. The College community will be involved in parent and community health programmes wherever possible and, if appropriate, could include parent awareness programmes and ongoing interaction with key community groups.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.18 Education Outside The Classroom

Rationale

All activities formally associated with the College are the responsibility of the College. Each such activity outside the normal timetabled classroom should be managed in a way that ensures the safety and good conduct of all those involved, and brings credit on the participants and the College.

EOTC (Education Outside the Classroom) is an important cross-curricular activity. The framework around the management of student safety for EOTC rests on N.A.G.5, the Health and Safety in Employment Act 1992, Education Act 1989, Crimes Act 1961 and all legal obligations under general law in respect to duty and standard of care.

Purposes

- To ensure that any activity which is organised for students of Porirua College, as a result of their being students of the College, must be in total accord with the accepted practices and code of conduct required by the College and the Safety Management Plan.
- To ensure adherence to the Ministry of Education Guidelines as detailed in the Ministry of Education Manual 'Safety and EOTC – a Good Practice Guide for NZ Schools'.
- To provide an appropriate training and development of staff to enhance their expertise in management of activities outside the classroom.
- To communicate to all associated with any College activity that there are expectations on those taking responsibility for students outside the classroom.
- To inform parents, students and staff of the responsibilities of each group when students are on College-approved activities outside their normal timetabled classes.
- Review the appropriateness of proposed programmes in terms of the capabilities and needs of students, curriculum requirements and staff expertise to run them.

Guidelines

1. People accepting responsibility for an out-of-class activity must be appropriately trained and skilled in the management of the activity. Each activity must be planned to ensure safety and learning outcomes are met.
2. All College rules and expectations apply to activities organised for students by the College or those officially representing the College.
3. No student, as a consequence of his/her membership of a College activity, should be expected, explicitly or implicitly, to participate in a social activity at which consumption of alcohol, smoking or other unacceptable conduct is condoned by the function organisers.
4. The name of the College shall not be used in association with any function, nor shall any function be arranged in the name of the College or any group associated with it, without the express permission of the Principal and/or College Board of Trustees.
5. The College Safety Management Plan should include the following:
   - an EOTC event approval process (Board, Principal, EOTC Co-ordinator)
   - clearly stated educational objectives and expected learning outcomes for the event
   - staff/volunteer competence assessment
   - a venue/facility safety check
   - outside provider check and contract process
   - adult volunteer preparation
   - transport safety procedures
   - planning tools (checklists or RAMS or SAP)

- accident / incident recording and analysis
- parental consent and health profile process (for all involved)
- a student contract (where appropriate)
- equipment usage, repair and replacement logs (for school's own EOTC equipment)
- swimming competence and aquatic safety procedures (where appropriate)
- emergency procedures, and
- review processes (programme, systems).

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.19 Student Group Travel

Rationale

The need for safety and proper planning of Group Travel is essential. The Board and Principal must be satisfied that adequate and proper measures have been taken by those responsible for the students involved in College trips.

Purposes

- To provide for adequate supervision of students when travelling in recognised College groups.
- To ensure that any trip undertaken by a group of students is in keeping with the general goals of the College.
- To ensure that parents/caregivers are adequately informed of all arrangements regarding travel which will include their sons.
- To ensure that costs of travel are reasonable and that no student is deprived of an essential educational programme in group travel because of financial hardship.
- To ensure that all group travel enhances the education and learning of the students.

Guidelines

1. The Principal (and her Deputies) shall have the delegated authority to give permission for all group travel within New Zealand.
2. The duration of the trip will not be requested for longer than the minimum time required to achieve the objectives of the travel.
3. After approval is granted and at an appropriate time frame ahead of the departure date, all procedures must be completed to the satisfaction of the Senior Leadership Team.
4. All trips will be self-funding.
5. Overseas trips will be dealt with as special cases requiring Board approval at least 12 months in advance. In the case of overseas travel financial hardship will not be a cost on the College or any group associated with the College. If funding cannot be arranged by the touring group to meet the costs of all members, those without funds cannot travel.
6. All College Regulations apply to students during travel in association with the College, the uniform regulations being an exception for trips involving outdoor tramping and similar excursions

Appendix 1:

Prior to approval to tour, the following matters will be addressed by Senior Leadership;

- In order for trips to be inclusive (based on links to the curriculum) there must be clearly defined/suggested mechanisms for fundraising opportunities.
- Senior Leadership has the opportunity to approve staff accompanying each group.
- All students must be registered on the current roll at time of travel.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.20 Unexpected Death Associated With the College

Rationale

When a member of the College community dies the family and friends of the deceased have their own grief and trauma to deal with, while at the same time there are requirements relating to the continued operation of the College. Acknowledgement of a death is essential for a healthy resolution of the trauma experienced by family and friends of the deceased. The College administration needs to have processes established which assist members of the College to deal adequately with both the acknowledgement of the death and its associated trauma.

Purposes

- To provide guidelines for action following the death of a member of the College community according to the MOE guide 'Managing emergencies and traumatic incidents'
- To encourage peer support among students when bereavement occurs.
- To encourage peer support among staff when bereavement occurs.
- To support and extend practical sympathy to the family and friends during their bereavement.

Guidelines

1. The Principal will visit the bereaved family as soon as possible after the death, possibly accompanied by another staff member.
2. The Principal will convene an initial meeting of staff and possibly family members to share information and make plans for the procedures necessary for the College community to appropriately support and identify with the bereaved.
3. The Principal informs staff at a full staff meeting of the death and may give directions as to how staff should advise the students and respond to their grief.
4. The College will be aware that students most affected by the death are not always those who knew the dead person best. Those who have had major losses, have family problems, or who are unstable in some other way find school bereavement especially hard to cope with and will be given due care and attention by Guidance staff.
5. Depending on the circumstances the College may recognise the death at a full Assembly of the College, led by the Principal. The College will also determine if there are ways in which it might assist the family at such funeral or final ceremony as the family plans for the deceased.
6. Outside professional agencies may be called in, if considered necessary by the Principal. This may include the provision of temporary additional pastoral resources for the College.
7. As far as possible the College will maintain normal routines, thereby encouraging a feeling of stability and minimising the internal disruption caused by the bereavement.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.22 Personal Belief and Lifestyle

Rationale

Porirua College embraces diversity. The fair treatment of all staff, students, and families associated with the College is essential for the establishment and maintenance of an effective learning environment. There is no justification for requiring to know or pass judgement upon an individual's beliefs, values, or orientation of private behaviour where that individual's conduct does not infringe the rights of others, statute law, or the rules and regulations of the College. Equally, there should be no expectation of the College to affirm publicly, endorse or condone any given private beliefs, values, or orientation.

Purposes

- To affirm the dignity of the individual.
- To monitor the exercise of the authority of the College in the setting of expectations, rules, and regulations.
- To uphold and support the basic rights and freedoms of individuals, given that the exercise of those rights shall be within statute law and the rules of the College.
- To establish appropriate codes of practice for staff of the College in relation to matters of belief, values, and orientation among students and staff.
- To promote the rights of all individuals to expect "their opinion and beliefs to be respected… and their relationships to be without prejudice", as stated in the College Charter and Prospectus.

Guidelines

1. Every year Guidance staff and general subject faculty shall ensure that staff are reminded of their responsibility to acknowledge the right of all students to express their opinions in ways that do not belittle the beliefs, opinions, or preferred private conduct of another person.
2. Teaching within a formal classroom (required) course shall at no time either promote or seek to discredit a particular belief. Statements of belief, opinion, or lifestyle, if made, must be open to challenge in a non-threatening, formal, controlled and objective environment.
3. Teachers shall be required to ensure that in the classroom every student may hold and objectively defend a personal belief provided that no people of contrary opinion in the class are denounced. Selection of course material shall ensure that particular beliefs or practices are neither promoted nor denied.
4. The Principal and senior staff will affirm the dignity and uniqueness of individuals in the College.
5. The Guidance Faculty and senior staff will be available on any school day to discuss the concerns of any parent about allegations of negative discrimination on any grounds.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 28 November 2019 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 5.24 Sun Protection

Rationale

Adolescence and childhood are critical periods during which exposure to sun is likely to contribute to skin cancer later in life. This policy has been used in coordination with the Cancer Society guidelines which specify the importance of sun protection required from September to April inclusive, especially between the hours of 10am and 4pm. Therefore, this policy particularly applies during terms 1 and 4 where the risks of sunburn are higher.

Purpose

The safety of staff, students and visitors is of primary importance to the Board of Trustees at Porirua College. The purpose of this Sun Protection policy is to strongly encourage students and staff to be well protected from too much UV exposure, by using a combination of sun protection measures whenever UV levels are high. Scope

This policy applies to all employees, students and visitors during school day hours.

Guidelines

1. Sunscreen SPF30+ will be available at the school office and on outdoor school activities, at which students will be strongly encouraged to use SPF30+ sunscreen and wear hats.
2. Strongly encourage students and staff to use SPF 30 + broad spectrum sunscreen and for students to wear the Porirua College school uniform and the broad-brimmed hat when they are outside at interval, lunch, and for sport, excursions and activities.
3. Staff are encouraged to role model Sun Smart behaviour, particularly the use of appropriate hats within the grounds and at school outdoor activities.
4. Encourage students to act as positive role models for other students in all aspects of Sun Smart behaviour.
5. Porirua College will make available to students, staff and visitors SPF 30 + broad spectrum sunscreen at school outdoor activities and excursions.
6. Encourage students, staff and visitors to use shady areas when possible.
7. To review this policy at least every three years to ensure that it is regularly monitored for its effectiveness and revised when required.

https://cancernz.org.nz/assets/Sunsmart/Schools/Secondary-schools/IS-SunProtectionPolicySecondarySchools-31May2012.pdf

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 6.0 General Policy on Legislation and Regulations

Rationale

Porirua College will comply with all general legislation and regulations concerning requirements for the operation of the school.

Purpose

To ensure that the laws of New Zealand concerning school operations are fully met.

Guidelines

1. The College will have policies and written management procedures that are actively practised and regularly reviewed for compliance. These will include:
   - Length of the school year
   - Structure of the school year
   - Attendance
   - Enrolment
   - Truancy
   - Suspensions
   - Student privacy
   - School bus transport
   - Police in the school
   - Child Youth and Family in the school.
2. Management procedures will reference current legislation.
3. Compliance reporting is documented in National Administration Guideline 2.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 6.1 Composition of the Board of Trustees

Rationale

The composition of the Board should be in sympathy with the philosophy and traditions of the College as well as reflecting the composition of the School community.

Purposes

- To provide for proper governance of the College.
- To ensure effective management of the College.
- To meet the requirements of the Code of Conduct for Trustees.
- To comply with Part IX of the Education Act 1989.

Guidelines

1. The Board shall consist of:
   - Five parent representatives elected by parents/caregivers of students at the College
   - The Principal
   - One staff representative elected by the teaching and non-teaching staff at the school
   - One student representative elected by students at the College in Years 9 to 13.
2. The Board can choose to:
   - Co-opt members
   - Appoint members to fill a casual vacancy
   - Allow a body corporate to appoint members.
3. The elected parent representatives must outnumber all co-opted and appointed members.
4. The members of the Board of Trustees shall ensure that they:
   - Have in place a strategy to provide sound financial and resource management and achieve appropriate educational and other outcomes for the College
   - Work with the School staff to provide resources and support to adequately achieve curriculum goals and objectives
   - Require that, whether co-opted or elected, no Board member shall represent the interests of a particular interest group, but shall regard their role as a trustee on behalf of the whole College community.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 6.2 BoT Code of Behaviour Policy

Rationale

Purpose

The Board ensures a Charter, Strategic Plan and Policy Framework is established to guide and direct the management of the school. The Board monitors the implementation of these through school self-review. Trustees act in the best interests of the school through the governance role of the Board.

The following key responsibilities define the expectations of a member of this Board.

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

1. Maintain and understand the values and goals of the school.
2. Protect the special character of the school.
3. Ensure the needs of all students and their achievement is paramount.
4. Be loyal to the school and its mission.
5. Publicly represent the school in a positive manner.
6. Respect the integrity of the principal and staff.
7. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school.
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making.
9. Ensure that individual trustees do not act independently of the board's decisions.
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board.
11. Avoid any conflicts of interest with respect to their fiduciary responsibility.
12. Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff.
13. Recognise that only the chairperson (working within the board's agreed chairperson role description or delegation) or a delegate working under written delegation, can speak for the board.
14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools.
15. Be available to undertake appropriate professional development.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 28 November 2019 and became effective from that date.

Policy 6.3 Board Meeting Format

Rationale

The accepted practices and required procedures for the conduct of meetings of statutory bodies should guide the Board and be balanced with sufficient informality to ensure that matters are debated with frankness and understanding.

Purposes

- To ensure the effective conduct of meetings of the Board of Trustees.
- To provide an effective forum for discussion of policy with the Principal.
- To provide optimum access to information in decision-making through the efficient convening of a closely limited number of sub-committees.
- To ensure that the Board meets the duties expected of Board of Trustees under the relevant sections of Education Act 2000, and other legislation.

Guidelines

1. The Board shall elect a Chair at the first meeting in each calendar year, and the Chair will be responsible for the setting of the Agenda for Board meetings, and for the conduct of the Board meetings.
2. Board members shall receive an Agenda, Principal's Report, reports from sub-committees and such other reports necessary for effective decision-making.
3. Board papers will be distributed to members of the Board not less than two days prior to the meeting.
4. The conduct of the meeting will follow accepted practices as stated in the School Trustees' Handbook.
5. The secretary of the Board will normally be the Principal's personal assistant except on those occasions (suspension hearings, etc) where the Principal is excluded, at which times a minute secretary shall be elected.
6. Members of the public may attend meetings except those from which the public has been specifically excluded.
7. Reports from various support groups, staff and students, College Parent Associations will be received as necessary throughout the year.
8. Minutes shall be available for staff online and for members of the public and students at the College Reception.

Approval

2. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
3. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 6.4 Community Consultation

Rationale

The Board is required to consult with its community, parents, staff, and students.

Purpose

To ensure good communication between the Board and members of the School community.

Guidelines

1. Copies of the Board meeting agenda will be available in the school reception.
2. Meeting times and venues will be advertised well in advance.
3. The public may attend meetings, but may not speak unless invited to do so.
4. The Board may provide for special forums as part of the Board meeting or separately in special meetings, and at these forums members of the public may be invited to speak and Board members may ask questions of them.
5. The Board will put in place a communications strategy to ensure that through College publications and other mechanisms the members of the College community are aware of the major issues being considered by the Board.
6. The Board will put in place a strategy to ensure that it has an effective mechanism for communication and liaison with the major groups and organizations representing members of the College community.
7. No matter shall be discussed in open meeting which shall be sensitive commercially or personally to any member of the school community.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 6.5 Parent Groups

Rationale

The College community is made up of students, parents and friends of the College. Most groups have a formal structure to facilitate their work in support of the College. The well-being and learning of our students will be enhanced by the contributions of time, resources and wisdom the parent and community groups bring to the College.

Purposes

- To enhance learning by establishing a responsive and effective partnership between the College and parent and community groups.
- To welcome and utilise the expertise, experience and enthusiasm of parents in cooperative endeavours that will improve and strengthen the College so that no student is disadvantaged by material or other constraints in their learning programmes.

Guidelines

1. The College recognises the association of parents through such groups as the Samoan Parents Association, Whanau Maori and other groups established as required from time to time.
2. Outlines of College policies and curriculum matters, as well as procedures for participation in regular College strategic planning, will be regularly communicated to the parent groups. Parents will be invited to participate in the periodic review of College programmes, discussions of possible plans and directions for the College and formulation of College policies.
3. Parent groups will be encouraged to seek the involvement on their executive committees of people who represent as wide a range of parents as possible.
4. Parent participation in and responsibility for the extracurricular life of the College will be encouraged.
5. The parent groups will be given every encouragement by the College Board and administrative staff to continue the generous financial support which they provide through their administration of the donations and other fundraising contributions made by parents.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 6.6 Attendance

Rationale

It is important that students attend all classes. Being absent without leave can have a serious effect on a student's academic and social progress and development on his/her welfare. The Education Act 1989 (s25) requires that any student who is enrolled at the College must attend whenever it is open. Under s31 of the Act, the Board of Trustees is responsible for "taking all reasonable steps to ensure attendance of students enrolled at its school."

Purposes

- To ensure that school attendance is effectively monitored.
- To respond promptly and appropriately to attendance problems.

Guidelines

1. Parents and caregivers have the responsibility for advising the College of non-attendance by a student through sickness or unavoidable cause. Any absence from school must be explained by a letter from a parent or guardian, provided on the day the student returns to school.
2. An absence of a student which is planned by the family for family reasons must be advised in writing by letter to the Principal at least two weeks in advance.
3. Attendance at the College will be monitored on a daily period-by-period basis.
4. Learning Coaches and Pastoral Leaders will be responsible for ensuring that absences are recorded and unexplained absences are appropriately dealt with.
5. A summary of attendance patterns will be reported to the Board regularly.
6. In cases of persistent truancy the action taken will be in accord with College Policy on Truancy.
7. The College will maintain procedures which provide for parents to be made aware of any problems with attendance of their son/daughter, and that involve parents in resolving these problems.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Policy 6.7 College Uniform

Rationale

The wearing of a uniform provides for clear identification and a sense of belonging among students; reduction of socioeconomic difference; and maintenance of a feeling of pride by association with the College. The Board of Trustees is committed to the retention of a College uniform and to students wearing it in a manner which reflects the standards of the College.

Purposes

- To ensure that parents enrolling their son's/daughter's understand, support and accept the uniform requirements.
- To maintain clear statements about the College uniform.
- To provide high quality uniform and maintain high standards in the wearing of the uniform.

Guidelines

1. The uniform requirements will be stated in the Prospectus and other documents published by the College from time to time.
2. Wearing of the uniform will be a condition of enrolment at this College.
3. The Principal and staff will be required to monitor the wearing of the uniform and to ensure that it is correctly worn by all students.
4. Students with genuine financial hardship will be assisted to purchase their uniform through the funds controlled by the Principal on behalf of the Board.
5. Changes to the uniform will be by consultation and negotiation.

Approval

1. The Policy was approved and adopted by the Board at its meeting held on 31 October 2018 and became effective from that date.
2. When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review

This policy will be reviewed at least every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.