



**BURNSIDE HIGH SCHOOL**

**2017**

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# **POLICIES**

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As at 11 November 2016

**November 2016**

## **POLICY PROCESS**

- **DISCUSSION DRAFT**

**This is just a draft for comment and is not school policy. A copy will be published in the Staff Notices. It will invite comment, and who to approach.**

- **POLICY DRAFT**

**This is now in a more or less final form and is due to go to the Board, or has been tabled for the Board of Trustees to ratify. Further changes may still be made, and it may be referred back for further discussion.**

- **POLICY STATEMENT**

**This has been ratified by the Board and is now official school policy.**

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**NOTE:** Policies are reviewed on a 3-year cycle

## Policy Review Schedule

<b>2015</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	6.1 Enrolment (+ Enrolment Scheme)	6.2 International Fee-Paying Students	3.11 Coping with Workplace Stress	3.6 Equal Employment Opportunity
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	5.4 Attendance	5.0 Child Protection Policy (new)	5.12 Sexuality Education	5.9 Student Appearance
<b>2017</b>	6.1 Enrolment (+ Enrolment Scheme)	5.3 Search & Seizure of Personal Property	2.1 Community Liaison	4.1 Property Management
	6.6 Funding of Board Expenses	5.6 Reporting Child Abuse	1.1 Treaty of Waitangi	5.2 Student Behaviour
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	3.13 Appendix Only - review Annually			

# **CURRICULUM**

**(NATIONAL ADMINISTRATION GUIDELINES 1)**

## 1.1 POLICY STATEMENT: TREATY OF WAITANGI

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### PURPOSE

#### *To Acknowledge that:*

- The Treaty of Waitangi is the founding document of New Zealand because it is the agreement/document of understanding signed between the Crown and Maori in 1840.
- The Treaty of Waitangi means that for New Zealand to be a bi-cultural society there must be political, economic and social equity as well as awareness and understanding.
- The school has the responsibility to ensure its practices reflect the bi-cultural nature of New Zealand society as contained in the Treaty of Waitangi.

### POLICY

The school will endeavour to:

- Give its students and staff an understanding of the Treaty of Waitangi.
- Ensure each student is educated in an environment which acknowledges a commitment to the Treaty of Waitangi.
- Ensure that a commitment to the Treaty of Waitangi is reflected across the curriculum as indicated in the '*New Zealand Curriculum*' document.
- Make provision for Maori students to participate and gain confidence in their own culture and language, and for other students and all staff to have the opportunity to develop and expand their knowledge of Te Reo Maori and their understanding of Tikanga Maori.
- Ensure that aspects of Maori culture are visually represented within the school.
- Promote the use of Te Reo Maori and Tikanga Maori whenever it is appropriate.

Promote the retention at school and achievement of Maori students and staff.

#### **Note:**

The school is also aware of its responsibility to foster the wellbeing and educational achievement of Pasifika students. It is therefore important that staff and students gain an understanding of Pasifika cultures and those students with Pasifika heritage are supported in their language and culture wherever possible.

### CONCLUSION

New Zealand has a bi-cultural heritage, and it is the duty of this school to acknowledge and promote Tikanga Maori. While Burnside High School also has representation from other ethnic groups, the culture of these groups is preserved in their own country so the focus of this policy is therefore on promoting and preserving what is unique to New Zealand.

However, this does not have to be at the expense of recognising and celebrating any other culture, and it is expected that by promoting understanding of the Treaty, students will also gain insight into, an understanding of, and respect for other cultures represented at the school.

## **1.2 POLICY STATEMENT: CURRICULUM DELIVERY AND STUDENT ACCESS TO THE CURRICULUM/ENTRY TO COURSES**

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### **PURPOSE**

This policy outlines the means by which the New Zealand Curriculum is delivered at Burnside High School.

The school is committed to the provision of the National Curriculum as required by the New Zealand Government and Minister of Education.

### **POLICY**

- The Curriculum Leaders Team and Teaching & Learning Team are responsible to the Principal.
- The Curriculum Leaders Team is required to maintain an overview of curriculum in terms of compliance with National Curriculum Statements and Key Competencies, as well as providing students with balanced course structure and a logical progression.
- Each Faculties' systems and corresponding documentation should cover the following:
  - Faculty organisation, philosophy, annual goals and systems for evaluating them
  - Guidelines on such things as homework, work standards and discipline
  - Guidelines on pedagogy, including the use of modern learning practices such as e-learning
  - Staff allocations and delegations, staff development, appraisal and attestation
  - Resource management
  - Approaches to addressing the needs of priority learners and other at risk students
  - Approaches to addressing the requirements of the front end of the NZC, such as the Key Competencies
  - Health and safety procedures
  - Careers and transition to work considerations

All new courses must satisfy the Curriculum Leaders Team (who will advise the Principal) as to the need, resourcing, delivery and assessment before the Committee will recommend any course for inclusion into the school curriculum.

- The Teaching Programme for each Faculty or Department within a Faculty must be documented and should include the following:
  - topic/content lists for each course at each level, including time allocation and student course outlines
  - suggested teaching strategies and approaches, sample worksheets and advice on use of resources
  - differentiated learning objectives for students of differing ability
  - linkages between planning and curriculum levels at Years 9 and 10
  - linkages between planning and NCEA requirements at Years 11, 12 and 13
  - consideration of Maori perspectives and equity issues

- The school will assist students in selecting a course which ensures students in Years 9 and 10 receive tuition in all areas of the New Zealand Curriculum. Course counseling is available for students at all levels to help ensure they select subjects best suited to their ability, interests and goals. Advice given shall have regard to:
  - Whether any course prerequisite has been met – this may include external limitations by relevant agencies (e.g. NZQA) or providers (e.g. CPIT).
  - Vocational aspirations and prerequisites for later study
  - Balance in terms of general education and specialization
  - The interests of the student
  - The requests of the parent(s)
  - Any special talents the student has.
  - Resources available in the school including staffing levels and facilities.
  
- The school will place students in classes which are appropriate to their ability with regard to one or more of the following:
  - Previous attendance, progress and attainment levels
  - Assessment results and the ability of the student to cope with course requirements  
Recommendation of previous school's year level teachers and the school's Student Support Faculty
  - Special needs, including a consideration of services or support available
  - Student/parent requests where appropriate.

## **APPLICATION**

- Each Faculty and each associated SLT member will review curriculum delivery through review days on a rotational basis.
- The Board of Trustees also receives a formal report on specified aspects of curriculum delivery from each Faculty on a rotational basis.
- Each Faculty and each Department must develop and maintain schemes of work available to each member of their staff which set out how the curriculum will be delivered and reported on.

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## 1.3 POLICY STATEMENT: ASSESSMENT AND REPORTING

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### PURPOSE

- To enhance student achievement through the use of quality assessment practices.
- To ensure there is a system for providing parents with fair and regular feedback on progress and fair reporting on final achievements.
- To ensure there is a reliable system for archiving information on final student achievements.
- To comply with NZQA “best practice” and the *Education Act*.

### POLICY

#### Assessment

- The Assessment and Reporting Committee, which includes the NZQA Principal’s Nominee, is required to maintain an overview and make recommendations to the Principal on assessment practices across the school.
- Faculties and subject departments are required to have Assessment Guidelines in place to ensure that all formative and summative assessment procedures and practices in the senior school meet the requirements of NZQA.
- Similar guidelines need to be in place for all courses delivered in the junior school.
- The Principal’s Nominee must annually inform students (Years 11, 12 and 13) and teachers of current NCEA procedures and associated school guidelines.
- Assessment procedures at Burnside High School must ensure:
  - students are fully informed ahead of all assessment arrangements;
  - assessments are valid, fair, reliable and manageable;
  - assessments are linked to the learning objectives of the curriculum and the level the student is studying at;
  - within subject departments, formal assessments should be common across classes of similar ability, have common marking schedules and be moderated, recorded and reported on, so that students and parents receive valid feedback on achievement.
- The use of formative assessment is encouraged in all departments. This may include self, peer and teacher assessment and provides constructive feedback on what has been achieved and helpful feed forward on what needs to be done next to improve achievement further.
- Assessment information should be used by subject departments to both plan and evaluate teaching programmes and to identify students for extension or remedial assistance

#### Reporting

- The format, timing and nature of reports is to be reviewed annually.
- The school normally gives feedback to students/caregivers at mid-year and end of year by way of ‘formal’ written reports (hard copy or on-line)
- Formal reports are official documents and guidelines are established on the style and content (reviewed annually by senior management and/or an assessment co-ordinator or committee).

- Formal reports are provided for the attention of parents/caregivers.
- Copies of reports are retained by the school (hard copy or electronic).
- Parents/caregivers may request, through the Divisional Principal, special reports on progress between formal reports. The school may also issue special reports (e.g. interim reports or weekly notes) as appropriate.

## **APPLICATION**

- Staff receives guidelines for report writing and the school aims to fulfill the requirements of NZQA 'best practice'.
- This policy applies to all student assessment at all levels.
- Procedures for NQF assessment are set out in details in the Student and Staff NCEA Handbooks, as well as the school's Quality Management System.
- Subject Faculty Heads meet annually to assure their Supervising Principal or the Principal that the schools and relevant NZQA Assessment Guidelines are current, complete and are being implemented appropriately.



## **1.4 POLICY STATEMENT: STUDENT PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES**

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### **PURPOSE**

This policy is designed to;

- encourage students to actively participate in extra-curricular or co-curricular activities.
- define the school's responsibility with regards supervision, training, coaching, management, facilities and equipment.

### **POLICY**

- The extra-curricular activities offered by the school provide students with an opportunity to:
  - develop their skills and aptitudes
  - build on the skills acquired in the school programmes
  - develop their awareness of and responsibility for *'Fair Play'/respect for others/team work*.
  - enjoy experiences of group membership, pride in self and school, self-discipline and provide opportunities for leadership and responsibility
  - compete in inter-school exchanges and competitions
  - compete at the highest level
- The school will endeavor to acknowledge student involvement and success in their chosen activity
- Staff and students are encouraged to take roles of supervising, directing, coaching, managing and organizing extra-curricular activities.
- The school will foster community support for extra-curricular activities by:
  - encouraging parent involvement and support in general.
  - participating in co-operative ventures with local clubs and societies etc.
- The role of the Arts and/or Sports Co-ordinator is to:
  - encourage staff to become involved and assist in a variety of ways.
  - liaise with management and property staff regarding facilities and grounds.
  - arrange inter-school fixtures and associated travel and accommodation arrangements.
  - organise relevant Prizegivings and the allocation of Distinction Awards.
  - inform the Principal of concerns, issues and developments as they relate to extra-curricular activities.
  - support and promote sport/the arts in the school.
- The school encourages the use of non-staff where added expertise in the relevant activity is available in the community. In such situations a school staff member is expected to be a contact person/manager.

### **APPLICATION**

- The school will endeavor to maintain a 'Sports Office' with personnel who will oversee the promotion and delivery of a school sports programme.
- The school will endeavor to maintain an 'Arts Co-ordinator', who will oversee the promotion and delivery of a comprehensive 'Arts'/'Culture' programme.

## **1.5 POLICY STATEMENT: SPECIAL NEEDS: LEARNING SUPPORT /GATE**

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### **PURPOSE**

To identify those students in need of supportive programmes in order to help them fulfil their potential in areas of learning where they do not achieve because of specific inhibiting factors.

### **POLICY**

- The aim of this policy is to help meet the needs of students identified as having special needs:
  - (i) Students with learning difficulties/barriers.
  - (ii) Students whose education is affected by physical difficulties/barriers.
  - (iii) Gifted students.

### **Learning Centre Students**

- The Learning Centre will adhere to the guidelines and principles that provide the basis for the Special Education policy and the New Zealand Disability Strategy by:
  - To encourage partnership between parents/caregivers, school, and supporting agencies in the best interest of the student;
  - To ensure that funding such as ORRS (Ongoing and Reviewable Resourcing Scheme) and SEG (Special Education Grant), is used for the delivery of services and equipment for targeted students, while other services such as the support of the RTLB (Resource Teacher of Learning and Behaviour) are available to moderate needs students;
  - To comply with Ministry requirements for target initiatives under SE2000, such as Individual Education Plans (IEP's) for ORRS funded students.
- Students' needs should be identified by teachers, by the guidance network staff, and divisional management. Referral by parents or students must in the first instance go through one of the above. New entrants in need of learning support are to be identified during the enrolment process where possible.
- The Learning Centre Co-ordinator in consultation with staff must co-ordinate the identification and assessment of students requiring learning support, matching student's need with the most appropriate support programme, given the resources available.
- Special Assessment conditions will be provided for eligible students.
- Classroom teachers will be involved in developing the individual programme, and will be given strategies to support the individual student within their classroom
- Student progress will be monitored through regular reviews and communicated to teachers, Deans, parents/caregivers and interested parties.

### **APPLICATION**

- The Learning Centre is available to all students through the Referral Process, Teaching Programmes and identification upon enrolment.
  - The following criteria suggest eligibility:
    - Disability - physical, intellectual, sensory, social or emotional needs including funded students such as ORRS, SEG, ACC, GSE
- Medical reasons**

- Prolonged absence
- Those suffering from emotional stress and needing time out
- Prerequisite learning skills require attention
- Language or communication deficit
- Catch-up work
- Assessment awaiting appropriate placement of new entrants
- Correspondence school tutoring – remedial and extension
- Supervised study
- Special assessment conditions

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## **GATE Students**

- The identification process will be co-ordinated by classroom teachers, Deans, Divisional Principals and parents/caregivers. Initial identification will begin before year 9 students enter the school as part of the pre-enrolment process.
- Information will be gathered from contributing schools, existing in-school testing, parent/caregivers, teachers, Deans, student, peer group and outside agencies (eg RTLB, SES, Psychologists.)
- There will be consultation with the identified student, care-giver, teachers and if necessary specialist agencies to establish an appropriate programme. Such a programme will be co-operatively planned and may be recorded in the form of an Individual Educational plan (IEP) for some students.
- Monitoring of the student will be through normal departmental processes. Student progress will be reviewed and evaluated and IEPs modified accordingly.
- Departments, the GATE Coordinator and outside providers will participate in activities outside timetabled class time to provide lateral extension programmes.
- The school recognises that the provision of emotional and social support is essential for Gifted and Talented students by providing resources and opportunities for students to come together on a regular basis with each other and with the designated support person.
- The school will provide professional development opportunities to inform staff about current research in this area and to develop their skills in working with these students.
- Heads of department will be responsible for promoting the needs of gifted and talented students in their areas, and for helping their staff to develop and implement appropriate strategies.
- Staffing will be provided for the GATE programme, in terms of time allowances, management units and teacher relief. This will be established in the annual budget round.

## **APPLICATION**

- Information regarding the Gifted and Talented programme will be available through the school prospectus, parent meetings, the staff homepage and the school website.
- Giftedness designates the possession and use of untrained, spontaneously expressed natural abilities (called aptitudes or gifts). Talent designates the superior mastery of systematically developed abilities. These are sometimes identified in underachievers, students with learning difficulties and ESOL students.
- A gift is natural ability or potential distinctly above average and talent is performance distinctly above average. A student may be gifted in one domain or in more than one domain, such as intellectual, academic, creative, leadership. Gifts may develop into talents through learning, training and practice.

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## **1.6 POLICY STATEMENT: E.O.T.C. (EDUCATION OUTSIDE THE CLASSROOM)**

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### **PURPOSE**

- While a few EOTC activities occur on the school site, activities such as Physical Education and sport which occur outside of a classroom but which are part of the 'normal' curriculum or co-curriculum life of the school are not covered by this policy or associated procedures.
- Learning experiences of our students are enhanced by relevant, enjoyable and safe experiences outside the classroom.
- EOTC can contribute to meeting the physical, social, intellectual, emotional, recreational and career related learning needs of students.
- Safe and enjoyable participation in EOTC requires careful planning, promulgation of the plan to relevant parties and the implementation of the plan.

### **POLICY**

- All EOTC activities should be appropriate to meet the educational needs of students and be based on sound teaching and learning practices.
- The Second Principal has responsibility for approving all EOTC activities, and ensuring that the expected planning, promulgation and implementation of the plan and associated procedures have been correctly followed. The Principal must approve all overnight trips and the Second Principal must ensure the completion of Risk Analysis and Management Systems forms, and gaining parental/caregiver consent.
- All significant incidents that occur in the context of any EOTC activities are to be reported to the Principal in writing. Note significant includes injury or sickness requiring medical intervention from a doctor, nurse or ambulance assistance, or damage/ loss incurring a cost to the school.
- EOTC activities are categorised in to three types:

#### **Type One**

Those occurring on the school site.

- For those considered to be part of normal school instruction, the EOTC procedures/guidelines do not apply.
- For those beyond normal instruction and involving high risk, these activities are to be treated as a Type Three EOTC activity.

#### **Type Two**

Wednesday sport, Friday night sport, Saturday sport.

- The EOTC Guidelines apply, with the variation that blanket permission is to be obtained at the start of the season by the teacher in charge or Sports Coordinator, and RAMS form are to be completed by teacher in charge or Sports Coordinator prior to the start of the season.

#### **Type Three**

Off-site events, other than type two events.

- The EOTC procedures apply to all events. See attached.

### **APPLICATION**

1. This policy applies to all school trips and activities which involve experiencing and learning outside the boundaries of Burnside High School and which are organised by or on behalf of Burnside High School.
2. Refer also Policy 5.9 (Student Trips) and 5.10 Transporting Students on Extended Trips.
3. Risk management procedures are set out in the Risk Assessment Management form. See attached.

## **1.7 POLICY STATEMENT: S.T.A.R. FUNDING**

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### **PURPOSE**

- The Secondary Tertiary Alignment Resource is additional funding provided for programmes in non-conventional subjects for senior students. The specific objectives are:
  - To facilitate transition to the workplace for students, particularly those intending to go straight into the workforce or those likely to leave school without any formal qualifications.
  - Provide or purchase tertiary level courses which will better meet students' needs, which will motivate them to achieve, and which will facilitate their smooth transition to further education, training or employment.
  - Support students to explore career pathways and help them make informed decisions about their schooling and future work or study.
- STAR objectives reflect the requirement in the National Education guidelines that Burnside High School is required to provide appropriate career education and guidance for those students the school has identified as being at risk of leaving school unprepared for the workplace or further education/training [NAG 1 [vi]]

### **POLICY**

- The STAR Co-ordinator will recommend to the Principal the planned allocation of STAR funding. This will be determined through a documented programme of identifying students, establishing needs and evaluating courses in respect of the requirements for STAR funding. It is accepted that STAR cannot be used purely for extension purposes
- All STAR funding allocations will be in accordance with the objectives and guidelines provided by the Ministry of Education, and those responsible for administering STAR courses will ensure it is used only for the purpose for which it has been allocated.
- Students and staff and outside providers will be involved in the evaluation of STAR courses delivered, and the STAR Co-ordinator will report to the Principal each year as part of the Guidance Department report.
- Through the STAR Co-ordinator, new opportunities of employment will be explored as well as partnership possibilities with industry. Gateway activities and STAR activities will be co-ordinated where possible.
- In accordance with the Ministry of Education guidelines for the delivery of STAR, this Policy will be reviewed every two years or sooner if required.

### **APPLICATION**

The application of this policy is through:

- Support being provided for individual students within vocational pathway areas such as Hospitality, Early Childhood Studies, Information & Communication Technology, Tourism, Building and Engineering, Computing for Employment and Transition.
- Contact being maintained with regional Tertiary providers including Ara Institute of Technology and Trades Academy for students seeking training.
- Each year an allocation of money is set aside to target the needs of individual students at risk of not achieving level 1 or 2 NCEA.
- STAR funding will be used to support individual students exploring career pathways.
- Support is provided for individual students to enable them to follow industry related pathways linked to schemes such as the Youth Guarantee.

## **1.8 POLICY STATEMENT: THE CARE, STORAGE AND SECURITY OF SCHOOL RESOURCES**

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### **PURPOSE**

To ensure the adequate care, storage and security of school resources in such a way that they are safe and available for staff use.

### **POLICY**

- School resources will be stored and made secure according to their nature and value.
- Machinery and equipment will be stored or located in a manner consistent with legal requirements and with regard to their protection and safe use. Dangerous equipment must carry warnings and be especially guarded or secured to prevent misuse.
- Dangerous goods must be stored in accordance with legal requirements and will be handled by appropriately skilled and authorised staff.
- Where appropriate, instruction in the issue and use and storage of curriculum resources will be the responsibility of the HOF and HOD.
- All resources will be appropriately covered by insurance. The value of such items may be determined with reference to the school's asset register.
- All theft or vandalism of resources will be reported to the Property and Services Manager.
- Burglary involving theft or damage to resources will be reported by the Property and Services Manager to the police.
- Wilful damage or theft of resources by Burnside students will be dealt with by the appropriate member of staff and reported to the relevant Deputy Principal. This includes actions which jeopardise the security and functions of the school computer system.
- Malfunctioning equipment which is being assessed for faults or damage will be handled by qualified staff to prevent further damage or injury.

### **APPLICATION**

This policy applies to all school-owned resources.

# **OPERATIONS AND REVIEW PLANNING**

**(NATIONAL ADMINISTRATION GUIDELINES 2)**

## **2.1 POLICY STATEMENT: COMMUNITY AND WHANAU LIAISON**

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### **PURPOSE**

- To recognise the value to the school of building strong links with whanau and the community.
- To establish and maintain lines of communication with Burnside High School whanau and Community.
- To define the availability of school property and facilities and staff to the community.

### **POLICY**

#### **A - COMMUNICATIONS**

- Electronic media, newsletters, the Billboard and newsprint media will be used to communicate important information to members of the community as and when necessary.
- Kamar and the Parent Portal will provide individual student information to caregivers, parents and whanau on a continuous basis.
- Targeted gatherings will be held as necessary to share information with students, parents, whanau and community members. For example; Year Level meetings, Report evenings, E-learning meetings, Showcases, Prize Givings, Maori and Pasifika evenings
- Specific publications will be produced in hard copy or electronic form when required throughout the year. For example; prospectus, course selection information, school magazine.
- School staff will establish clear lines of communication with parents/caregivers/whanau in order to work with them in the best interests of their students.
- School staff will establish links with agencies, organisations and businesses in the community that meet the educational, cultural, health and social needs of our students.
- The school will establish links with schools in our Learning Clusters, such as Hereora, Burnside and the Greater Christchurch Secondary School Cluster.
- The school will encourage members of the community to initiate communication with the school as and when required

#### **B - FACILITIES AND STAFF**

- School facilities will be available for hire or use by members of the community provided that such use does not restrict the school's access or have a negative impact on the school
- Charges for the use of facilities/equipment and any associated personnel costs, will be determined by the Principal and reviewed annually. A bond to indemnify the school for damages or loss may be required.
- Conditions relating to the use or hire of the Aurora Centre are set out in a separate document available from the school.

#### **C - PARENT TEACHER ASSOCIATION**

- The school acknowledges that the Parent Teacher Association provides a special means by which communication between parents/whanau and the Board and the Principal and school can occur throughout the year.

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**NEXT REVIEW: Term 3, 2017**

## **2.2 POLICY STATEMENT: SCHOOL'S SELF-REVIEW**

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### **PURPOSE**

- The school, its various departments and staff, need to regularly review performance, systems and structures so as to ensure:
  - best practice standards are met and maintained by all staff in the performance of their duties
  - health and safety requirements are met
  - legal and statutory obligations are met
  - resources are allocated and used efficiently and effectively.

### **POLICY**

- Systems and Structures
  - Reviewed by staff involved on an on-going basis with concerns brought to the attention of relevant staff as required for modification and/or improvement (e.g. Senior Leadership Team, Heads of Faculties, Heads of Departments, Curriculum Group, Reports/Assessment Committee, Property Manager, Finance and Administration Manager, etc).
- Teaching staff performance review (see also Policy 3.2 and 3.3)
  - Teaching staff are required to formally review their own performance against the Education Council (EDUCANZ) criteria each year.
  - Teaching staff are encouraged to informally review their performance on an on-going basis.
  - Line Managers will consider each teacher's self-appraisal and advise and guide them in this regard on an on-going basis and arrange professional development as required.
  - Teaching staff are attested by the Principal upon the advice of HOF against the relevant teaching criteria in the collective agreement.
  - Self-review, goal-setting and on-going support and guidance is an essential element of the school's appraisal and attestation process.
- Support Staff
  - Support staff will be given the opportunity to review their own performance, set goals and discuss with line managers progress towards and support required to meet their annual goals. Performance is appraised by the relevant line manager, having considered their job description and/or the relevant award,
- Student Achievement
  - Each teacher is expected to review, and report on, the progress of students in terms of their achievement compared with their potential. Teaching programmes, styles, etc. should be modified in response to these reviews as appropriate.
  - Each Department Head and Faculty Head is expected to review student progress (having considered their ability levels) across all classes. Such reviews inform the development and delivery of teaching programmes within the department/faculty.
  - Senior staff are expected to work with Faculty and Department leaders to review student achievement and to modify programmes of work, teaching methods, resources and facilities accordingly.
- Students
  - Students will be encouraged to monitor their own progress and review programmes of work, and to set goals as part of their own learning development.

- Curriculum Delivery
  - Heads of Faculties are appraised by their Supervising Principal, or by the Principal, annually (including their management role)
  - Faculties are to be reviewed by the Senior Leadership Team on a rotational basis over a 2-3 year cycle via '*Department or Faculty Days*'. These to include class observations and a review of schemes and assessment/moderation/reporting practices by the supervising principal.
  - Faculties (and Guidance) to report to the Board on a cyclic basis over a 2-3 year cycle. The guidelines for information to be provided are available from the Board secretary.
  - Senior staff, management unit holders and peers are encouraged to observe and critique teaching programmes on an on-going basis with a view to continued improvement in teaching and learning.
  
- Strategic Plan and Annual Report
  - The Principal is to report to the Board on aspects of the school's annual and/or long term Strategic Plan via the '*Principal's Report*' within the regular Board meetings.
  - The Principal to contribute to the Annual Report and provide the Board with the '*Variance Report*' on an annual basis - in keeping with Ministry of Education requirements.
  
- Self-Review by the Board of Trustees
  - Policies. The school's policies are set out in accordance with the *National Administration Guidelines (NAGs)* and are reviewed on a cyclic basis over a 2year cycle.
  - The following aspects of the NAGs are reviewed continuously with Board support over a 2 year cycle  
in association with the Senior Leadership Team:
    - Property/Health & Safety
    - Personnel
    - Curriculum
    - Finance
    - Operations
    - Administration
  
- Other
  - External reviewers are engaged as required to help review particular aspects of the school's operation.
  - The Education Review Office conducts reviews in accordance with the Education Act following a review cycle determined by the Education Review Office and agreed with the school.

**GOOD EMPLOYER/BOARD OF  
TRUSTEES**  
**(NATIONAL ADMINISTRATION GUIDELINES 3)**

### **3.1 POLICY STATEMENT: APPOINTMENT OF STAFF**

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#### **PURPOSE**

To ensure Burnside High School attracts, selects and appoints staff of the highest calibre.

*To comply with:*

State Sector Act 1989: Good Employer Requirements  
Human Rights Act 1993: Equal Opportunity Employer  
Education Standards Act 2001  
Employment Relations Act 2000

#### **POLICY**

- The Board of Trustees:
  - i) is the legal employer of staff,
  - ii) will observe the principles of equal employment opportunities in appointment procedures,
  - iii) will act as a good employer as defined in the State Sector Act,
  - iv) will comply with employer obligations as described in individual or collective employment contracts for staff
  - v) will confirm appointments on the recommendation of the Principal
  - vi) will be represented by an appointments committee which will include the Finance Manager.
- All vacancies will be advertised, wherever practicable, in a manner sufficient to enable suitably qualified persons to apply for the position.
- The nature of the position and the level of responsibility will be determined by the Principal after appropriate consultation.
- Teacher appointees must hold current provisional or full teacher registration, or a Limited Authority to Teach.
- Membership of selection panels and interview panels will be determined by the Principal. In general line managers will contribute to the appointment process for staff in their area of responsibility.
- A merit based short-list will be compiled from the applications for a given position, and interviews held where necessary.
- Consideration for an appointment to a position will be consistent with the schools *Equal Employment Opportunities Policy*.
- Positions of Deputy Principals and above are full Board appointments. All other appointments to teaching positions are covered by this policy.

- The school reserves the right not to make an appointment, re-advertise or review the position.
- The Board will delegate its authority to the Principal to employ non teaching staff and staff required for fixed term appointments.

#### **APPLICATION**

- This policy involves appointments of staff where an actual vacancy exists, and aspects are also relevant for internal promotions and relieving positions.
- Part-time positions are covered by this policy.

## **3.2 POLICY STATEMENT: STAFF DEVELOPMENT**

---

### **PURPOSE**

- Staff professional development helps to meet the charter objectives by providing opportunities for staff to up skill and gain knowledge and understanding of best practice.
- Arrange of opportunities will be provided including: in service courses, mentoring, secondments, professional learning groups, on line learning conferences etc.
- The Board is committed to providing professional learning opportunities and development opportunities for all staff.
- Funds will be allocated annually through the Budget process to meet the needs of the school.
- The Principal will identify staff (or a committee of staff) to oversee
  - (a) the allocation of Professional Development funds
  - (b) the monitoring of professional development to ensure it meets the needs of staff and the and is effective
  - (c) arrange as required Professional Development opportunities.
- Professional Development may also be accessed via sabbatical or study options.

### **POLICY GUIDELINES**

#### **1. Professional Learning Opportunities**

- The Staff Development Budget will be disbursed as follows:

For approved in-service courses/conferences the cost of employing relief teachers and registration fees will be met and discretionary payment of other expenses will be considered.

- Requests for teachers to attend in-service courses are made through the Faculty Head/HOD and or through Deputy Principals or the Principal. In determining which Professional Development opportunities should be attended and by whom the following should be considered:
  - outcomes of the Performance Attestation process and goal setting (School, Faculty and Individual)
  - the needs of all teachers in their Faculty/Department
  - the priorities of the school; for example curriculum changes or assessment changes
  - the relevance of the training being offered to their teaching programmes
  - charter requirements
  - cost
  - the possibility of one staff member attending a course and reporting back to other staff on it
  - the school's Strategic Plan including annual and longer term goals.
- For other staff development spending, priority will be given to:
  - teachers who are of supernumerary status
  - cases where it has been identified by the ERO or by the Board of Trustees that Charter goals are not being met
  - extra staff training involved with the implementation of curriculum change/new courses/new technology
  - staff who have been identified as having particular needs
  - support staff needs

#### **2. Sabbatical and Study Opportunities**

##### **Staff Sabbatical Leave and/or Payment or Support with Study**

- To provide staff at Burnside High School with the opportunity to take leave with the option of applying for financial support from the Board.
- Encourage all staff to keep up with, and participate in, developments in their areas of expertise.
- Set out the criteria and procedures in applying for sabbatical leave and/or payments.

- A - Those available through the Collective (PPTA sabbatical)
- B - Those available through outside agencies (e.g. Woolf-Fisher, Royal Society)
- C - Those available through Burnside High School.
- A and B above - Applications will be in accordance with the provisions of the Collective or relevant agency. The Principal to be advised that an application is being made no less than one term prior to the application.
- C above - Application for sabbatical leave and/or payments should be made in writing to the Principal using the appropriate form. Applicants are required to make an appointment with the Principal to discuss the proposal. The Principal will present the application to the Board.
- The Board expects that employees granted sabbatical leave and/or payments will enrich the school as a result. Any recipient who fails to return to duty at the school, or who returns for less than one year, shall refund the grant in full or on a pro rata basis as the case may be unless there are extenuating circumstances.
- The granting of sabbatical leave and/or payments will be based on the length of the applicant's service and the merit of the application.
- Successful applicants may be granted a sum of money, as decided by the Board, to assist in their travel and leave expenses.
- Teacher relief is likely to be charged against any funding allocated by the Board.
- The Board will require a written report outlining the benefits to the school from the sabbatical within two months of the return of the staff member.

### **Study**

- Applications for support for study and/or training beyond the ability of the school to provide via professional development programmes may be of two types:
  - A - Those through the Collective provisions (PPTA)
  - B - Those through the school via the Principal
- Applications should be discussed with the Principal in the first instance. Financial assistance usually up to half the cost of the course/training, may be available by applying to the Principal. Length of service and benefit to the school will be considered when deciding on funding levels.

### **3.3 POLICY STATEMENT: STAFF PERFORMANCE APPRAISAL AND ATTESTATION**

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## **1 APPRAISAL**

### **PURPOSE**

- To monitor and report on non-teacher, teacher and management performance.
- To establish formal channels for the promotion and encouragement of continuous improvement in staff performance.
- To comply with the requirements of the Ministry of Education and the relevant Collective contract

### **POLICY**

- Appraisal at all levels is a fair, open, consultative, positive process.
- The procedure to be followed for the appraisal of staff is set out in Appendix A.
- Where there is disagreement on the achievement of specific criteria, the system allows for
  - dissenting comment to be written on or added to Appraisal documentation
  - reappraisal by agreement of all parties
  - mediation by the immediately senior supervisor or line manager
  - appeal to senior management with support people if requested
- Appraisal and the setting of development goals for individual staff is carried out annually. See Appendix A
- An outcome of appraisal may be the targeting of Staff Development resources to meet identified needs and aspirations.

## **2. ATTESTATION**

### **PURPOSE**

The purpose of this policy is to ensure that procedures are in place so that this process is completed on time, and that it is fair and open.

### **POLICY**

- \* The Principal has the final decision on whether attestation will be made.
- \* The reason[s] for withholding attestation will be given, in writing, to the teacher concerned at the earliest possible time. There will also be a meeting with the teacher, the HOF, and the Principal to review the reasons for non-recommendation. The teacher may choose another support person to also attend the meeting.
- \* The Principal requires a written assurance annually from the relevant Head of Faculty/Department that the criteria are being met. Evidence will be based on the Performance Attestation process.

- \* A teacher teaching in several departments will rely on the HOF/HOD of the department which he/she teaches the most classes.
- \* Attestation will be recommended where the teacher is considered to be satisfactorily meeting all of the criteria relevant to the salary step.
- \* The HOF will, as part of the Attestation process, bring to the attention of the teacher any aspects of his/her performance which may prevent the HOF from assuring the Principal that the criteria are being met to a satisfactory standard. A programme of advice and guidance will be agreed upon and documented as part of the teacher's professional development. The teacher will receive feedback on his/her progress with regard to attestation.
- \* Attestation may be withheld, however, for any act or omission, notwithstanding that there has been no programme of advice or guidance.

### **APPLICATION**

To comply with the Secondary Teacher's Collective Employment Contract and Teachers' Council guidelines. Before a teacher on the basic scale can progress to the next step on the date which the increment falls due, the Principal is required to attest that the teacher meets the relevant criteria.

### **PROCEDURE**

See Appendix A

### **3.4 POLICY STATEMENT: CONFIDENTIALITY**

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#### **PURPOSE**

We believe that:

The safety, wellbeing and protection of our students are the paramount consideration in all decisions staff at this school make about confidentiality. The appropriate sharing of information between school staff is an essential element in ensuring students' wellbeing and safety.

- This policy is designed to comply with:
  - The Privacy Act
  - The Official Information Act
  - The Education Act
  - Code of Conduct for Board Members, Teachers and Guidance Counsellors
  
- This policy is designed to:
  - Ensure the proper and legal collection, use and disclosure of information relating to individuals, staff and students.
  - Establish appropriate channels for the release of information as required.
  - Promote confidence in the integrity of Burnside High School in regard to the treatment of matters of a confidential nature.
  
- For the purpose of the Privacy Act, the Head of Guidance is the Privacy Officer.

#### **POLICY**

- To ensure the proper and legal collection, use and disclosure of information relating to individuals, Burnside High School follows the 12 '*Information Privacy Principles*' contained in the Privacy Act. These relate to information on students, staff and caregivers.
  
- The release of any information may only be made with the express authority of the Board Chairperson, Principal or Associate Principal (staff and general matters) or Divisional Principals (student matters). This includes requests under the Official Information Act, interviews and statements to the media or any outside party.
  
- The school will ensure that staff exercise extreme care in obtaining, keeping and communicating information of a sensitive or confidential nature. This includes the collection and release of assessment results.

### **3.5 POLICY STATEMENT : PREVENTING SEXUAL AND RACIAL HARASSMENT**

---

#### **PURPOSE**

1. To eliminate sexual and racial harassment of students and staff members at this school.
2. To outline the procedures for making and handling complaints of harassment.

#### **POLICY**

- Sexual harassment is a form of discrimination that is against the law and unacceptable at Burnside High School. It involves unwelcome and offensive conduct of a sexual nature by one person/or a group, which causes another to be humiliated, embarrassed or distressed. It includes
  - Requests for sex, including implied or overt promises, or preferential treatment, or threats concerning present or future status.
  - Sex-orientated jibes or verbal abuse.
  - Offensive gestures, comments or other forms of sexual behaviour.
  - Unwanted touching.
  - Visual displays, posters, pictures of a sexually offensive nature.
  - Unwanted personal comments about another's personal life or form of dressing.
- Racial harassment is a form of discrimination that is against the law and unacceptable at Burnside High School. It involves unwelcome and offensive behaviour that humiliates, offends or intimidates someone because of their race, colour, or ethnicity or national origin. It includes
  - Name-calling or racial comments.
  - Written comments of a racially derogative nature.
  - Visual displays/posters, etc. of a racial nature.

The school will:

- \* educate both staff and students in the recognition of what constitutes harassment.
- \* develop and conduct an on-going education programme for staff and students aimed at eliminating harassment.
- \* select and train contact persons for both students and staff who may wish to make a complaint of harassment.
- \* establish procedures and guidelines for handling harassment grievances should they occur
- \* provide resources for staff training and the implementation of education programmes aimed at eliminating harassment.

#### **APPLICATION**

This policy applies to everyone at Burnside High School and may be harassment:

staff to staff  
staff to student  
student to student  
student to staff

## **3.6 POLICY STATEMENT: EQUAL EMPLOYMENT OPPORTUNITY**

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### **RATIONALE**

The Board of Trustees has a statutory responsibility, pursuant to the State Sector Act 1988, to operate a personnel policy that complies with the principle of being a Good Employer:

- have Equal Employment Opportunities Practices in place;
- make the personnel policy including the (EEO Practices) available to its employees; and
- ensure its compliance with that policy.

### **PURPOSE**

- The Board of Trustees recognises that it needs to ensure equal employment opportunities in employment and is committed to the goal of ensuring that appointments are made which are free from discrimination.
- EEO is one of the ways Burnside High School recognises and supports the aims and aspirations of Māori, thereby contributing to the spirit of partnership envisaged by the Treaty of Waitangi.
- The school supports the ideals and requirements of the State Sector Amendment Act 1989 with regards Equal Opportunities practices.

### **POLICY**

- The Board of Trustees will work in consultation with its employees to make equal employment opportunities a reality at Burnside High School.
- The Board is committed to working towards a gender balance for all positions of responsibility, and for all senior management positions.
- The school is committed to working towards providing positive role models from a range of ethnic groups, reflecting the changing character of the student population, by encouraging the appointment and advancement of teachers who are representative of these groups.
- The Board agrees with the view that permanent part-time or job share positions can be viable and that appointments will be made where necessary and appropriate.

### **APPLICATION**

- This policy is based on the provisions of the State Sector Amendment Act 1989
- Other policies relevant to equal employment opportunities include:

3.1 Appointment of Staff

1.1 Treaty of Waitangi

## **3.7 POLICY STATEMENT: COMPLAINTS**

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### **PURPOSE**

- To resolve complaints in a fair and professional manner – this should be done in a cooperative and timely manner.
- To protect the rights of complainants by:
  - a) acting promptly to resolve the dispute or complaint;
  - b) ensuring that they are not harassed for having laid a complaint.
- To protect the rights of staff by:
  - a) ensuring the complaints are fairly investigated and decisions are made on the basis of properly evaluated evidence;
  - b) ensure the process complies with the procedure set out below and relevant contractual provisions and the Protected Disclosures Act.
- To protect the rights of students by:
  - a) ensuring that complaints are fairly investigated and decisions are made on the basis of properly evaluated evidence;
  - b) ensuring that a process is in place so that the student does not suffer adversely as a result of making a complaint.

### **POLICY**

- Complaints are to be made in writing or in person.
- The recipient of any complaint deemed to be of a serious nature is required to communicate this to the Principal in the first instance except where specifically provided for under the Protected Disclosures Act.
- Other parties i.e. class teacher, middle management; Board of Trustees Chairperson, are informed at Principal's discretion and appropriate action taken at that point as required.
- In cases of complaint against the Principal which remain unresolved in the first instance, a formal written complaint must be made to the Board of Trustees' Chairperson.
- The complainant is informed by the Principal or Board of Trustees' Chairperson of the outcomes.
- For some complaints, outside mediation may be sought from organisations such as School Trustees Association, PPTA, etc.
- In dealing with all complaints, Burnside High School will act in accordance with conditions of the relevant and current employment contract(s) and laws.
- This policy will be on the school's website (or equivalent).

### **APPLICATION**

This policy applies to:

1. Complaints about students
2. Complaints about staff
3. Complaints by staff – Protected Disclosures

[Attached]

## 1 **Complaints about students**

- All complaints (which should preferably be made in writing) must outline clearly the details of the complaint being made and the names of person/s involved. Where a complaint is not initially made in writing, the person receiving the complaint will assist the person in making it a written, signed complaint.
- The Principal (or other senior leadership team member) shall investigate the complaint to determine whether or not it is of substance. If there is no foundation to the complaint or it is capable of being remedied informally with the agreement of the parties concerned, then this shall conclude the inquiry and the outcome advised to those concerned.
- A written record shall be kept of the complaint and its resolution.
- If the complaint is not capable of being resolved informally then the Principal shall give consideration to an appropriate response in accordance with the stand down, suspension, exclusion and expulsion rules and provisions under the Education Act 1989.

## 2 **Complaints about staff**

- Complaints should be in writing, clearly setting out the details of the complaint and identifying the person/s involved. It is acknowledged in some cases a written complaint may not be practicable, but a written record of the complaint will be made
- If a complaint is received about a staff member's conduct then the Principal shall instigate an investigation. This may be conducted by the Principal, or his nominee, who shall report to the Principal. If the complaint is about or concerned with the Principal, the Board of Trustees shall carry out the investigation. The purpose of this initial inquiry is to determine whether there is any foundation to the complaint, whether it can be resolved informally or if it should be the subject of a formal disciplinary investigation.
- An investigation into a staff complaint shall comply with the requirements of procedural fairness and the relevant terms of the applicable employment agreement. The investigation process shall be determined by the investigator on a case by case basis, but shall include the following minimum requirements:
  - a) the staff member shall be fully advised of the complaint and be given the opportunity to make an initial response.
  - b) if a formal disciplinary investigation is commenced, the staff member shall be advised of this decision and of his or her right to representation during the investigation. The identity of the person(s) who will be carrying out the formal investigation on behalf of the Board of Trustees shall be notified;
  - c) the disciplinary investigation may involve interviewing those persons considered relevant to the enquiry. The staff member shall be kept advised of the scope of the enquiry and provided with all interview notes, documentation and other information obtained during the process;
  - d) the staff member shall be given the opportunity throughout the process to give responses and ensure his or her views are considered;
  - e) at the completion of the formal investigation a report setting out the tentative findings and recommendations of the Board shall be made available to the staff member who will be given further opportunity to respond to the findings and recommendation.
- The complaints procedure will be carried out in accordance with the principles of procedural fairness and relevant provisions contained in a staff member's employment agreement. It is also acknowledged that the investigation process may be varied to meet individual circumstances and that in some cases the following may apply:
  - a) The Board chairman, or the person deputising for him, may, in consultation with the principal, or the second principal in the absence of the principal, suspend a staff member at any time following receipt of a complaint provided the reason for suspension is in accordance with the relevant provisions of the relevant collective agreement. The principal is authorised by the Board of Trustees to suspend on its behalf in appropriate circumstances.
  - b) The Board may delegate all or part of an investigation to a suitable qualified person outside of the school where the Board considers such external assistance appropriate.
- During an investigation and upon its completion the applicable reporting requirements to the Teachers' Council shall be met, in particular if:

- a) the teacher is dismissed for misconduct or failure to reach the required level of competence;
  - b) the teacher resigns within 12 months of an investigation being carried out with respect to the teacher's conduct or competence;
  - c) a complaint is received within 12 months after a teacher ceases employment;
  - d) there is reasonable belief that a teacher may have engaged in serious misconduct or has not reached the required level of competence despite the school undertaking competency procedures;
  - e) any criminal conviction of an offence punishable by imprisonment for three months or more must be reported by the teacher within seven days of conviction.
- The Teacher shall be provided with copies of any notices sent to the Teachers' Council provided in accordance with the Education Act 1989.

### 3 **Complaints by staff – Protected Disclosures**

#### a) **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.

#### b) **Definition of serious wrongdoing**

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

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

#### c) **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; and
- the employee believes on reasonable grounds the information to be true or is likely to be true; and
- the employee wishes the wrongdoing to be investigated; and
- the employee wishes the disclosure to be protected.

#### d) **Who can make a disclosure**

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

- current employees and principal
- former employees and principals
- contractors supplying services to the school.

#### e) **Protection of employees making disclosures**

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

- may bring a personal grievance in respect of retaliatory action from their employers;
- may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;

- will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.

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

#### f) **Procedure**

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

##### 1 **How to submit a disclosure**

The employee should submit the disclosure in writing.

##### 2 **Information to be contained**

The disclosure should contain detailed information including the following:

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

##### 3 **Where to send disclosures**

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

*or*

If you believe that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to Chair of the Board.

##### 4 **Decision to investigate**

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

##### 5 **Protection of disclosing employees name**

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal will make every endeavour possible not to reveal information that can identify the 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
- to prevent serious risk to public health or public safety or the environment
- to have regard to the principles of natural justice.

##### 6 **Report of investigation**

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 Chairman.

## 7 **Disclosure to an appropriate authority in certain circumstances**

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

- the Board Chairman is or may be involved in the wrongdoing; or
- immediate reference to another authority is justified by urgency or exceptional circumstances; or
- there has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate Authorities include (but are not limited to)

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- Health and Disability Commissioner
- The head of every public sector organization.

## 8 **Disclosure to Ministers and Ombudsman**

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

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

### **3.8 POLICY STATEMENT: ACCESS TO STUDENTS**

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#### **PURPOSE**

To establish procedures for all staff in relation to giving information about students, and protocols to be observed in allowing access to students during school time.

#### **POLICY**

- The guardians (parents or legally appointed guardians) details of all students will be recorded by the school, as well as any protection or court orders known about, and this information will be referred to before any request for information or access is granted.
- Guardian(s) may have information about, or access to students by contacting the school office, the Divisional Principal, Guidance Counsellor or Principal.
- Persons other than the guardian(s) may be given information about, or given access to students where their identity and interest is clearly established, and a guardian has been contacted and has given permission. Where this involves access to the student, a staff member (usually a Guidance Counsellor or Dean) must be present. For this policy, the school nurse is considered a staff member.
- There will be occasions where the Principal or Divisional Principal may authorise access where in their judgment the best interests of the student are served and it is impractical or inappropriate to obtain the consent of a guardian. This would include:
  - first aid and urgent medical treatment
  - CYF or police investigating child abuse where the legal guardian(s) may be implicated
  - Urgent police investigations

## **3.9 POLICY STATEMENT: STAFF LEAVE**

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### **PURPOSE**

This policy is designed to:

- Provide guidelines with regard to requests for leave with and without pay.
- Inform staff of the factors which are considered.

### **POLICY**

- Applicants for leave for a period of two days or less are required to make an application to the Second Principal, who will decide on the granting or otherwise of the leave.
- Applicants for leave for a period of more than two days are required to make an appointment to discuss the leave request with the Principal, who will decide on the granting or otherwise of the leave.
- Leave will be approved where it is an entitlement under the collective employment contract or other legislation. Where there is discretion this will be at the discretion of the principal.
- Leave with pay will generally be approved for staff undertaking work for the Ministry of Education, NZQA, and other educational institutions where the cost of relief is reimbursed to the school by the external organization.
- If staff members are to be paid directly for undertaking work for an organization other than the school during times when they would normally be at school, they cannot also be paid by the school. However, in circumstances where staff members undertake work for the Ministry of Education, NZQA, or other educational institutions that involves time away from home or extended hours, additional remuneration may be considered appropriate. In these situations it may be a requirement that the staff member reimburse the school for the actual time spent away from classroom and other duties. Staff members seeking leave for such work are required to disclose all additional payment at the time of lodging the application.
- The policy is designed to support the NZ Secondary Teachers Staff Collective.
- The following factors will be taken into account in considering any leave application where there is discretion under this policy:
  - correct and timely application procedure being followed
  - identifiable benefits for the staff member and school in terms of professional or personal development.
  - implications for classes.
  - possible difficulties in appointing a suitable teacher to cover the period of absence
  - length of service.
  - any other matter reasonably considered by the Principal to be relevant to the application.
- In the event of the leave application being declined, the Associate Principal or Principal will provide the staff member with the reasons in accordance with criteria set out in this policy, and may invite the staff member to reapply with modifications.

### **APPLICATION**

- This policy applies to all staff
  - Application must be made on the Staff Leave Application form.
- 

**NEXT REVIEW: Term 4, 2019**

### **3.10 POLICY STATEMENT: STAFF LAPTOPS**

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#### **PURPOSE**

To establish the issue, use, ownership and respective responsibilities of the school and staff in relation to laptop computers issued through the school.

#### **POLICY**

- The Ministry of Education will reimburse up to two thirds of the cost of leasing laptop computers for full-time, permanent teaching staff. Burnside High School will fund the balance of the leasing cost, and undertake to be the lessee for the laptop computers. Ownership of the laptops will remain with the leasing company throughout the leasing period.
- As lessee, Burnside High School will determine the manufacturer and model of laptop to be acquired under this policy, and the software to be installed on the machines.
- Laptops will be issued to all full-time permanent teachers during their period of employment at Burnside High School and must be returned to the school when they terminate their employment.
- Staff issued with laptops are required to sign and abide by the 'Staff Laptop Agreement', which, based on Digital Citizenship, sets out such criteria as the conditions and requirements of use, programs, care and security.
- The School undertakes to ensure all software installed on the laptops, by the supplier or the school, is licensed and virus-free.
- The School undertakes to ensure that the laptops are insured against loss and accidental damage.
- It is the responsibility of staff members using laptops to ensure that they do not introduce programs, files, software or viruses from any source that could threaten the integrity of the Burnside High School computer network.
- It is the responsibility of staff members using laptops to ensure that the laptops are not used to view, download, run or in any other way introduce files, programs or software that does not meet the ethical standards expected of a teacher.

#### **APPLICATION**

- Although such provision is not covered by the Ministry of Education Laptop Scheme, because of the increase in E-learning and digital administration, consideration will be given to issuing laptop computers to Part-time and Long Term Relieving teacher on a case-by-case basis, if school finances permit it. The number of hours worked per week and the length of time of employment will be key factors in determining eligibility.
- When a teacher takes leave, with or without pay, the laptop must be returned to Burnside High School unless, in special circumstances, approval to retain it is sought and granted by the Principal.

### **3.11 POLICY STATEMENT: COPING WITH WORKPLACE STRESS.**

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#### **PURPOSE**

To promote awareness of workplace stress as a potential health hazard. To reduce, as far as possible, unreasonable workplace stress on employees.

#### **POLICY**

- The school will promote an ongoing awareness of workplace stress. Senior staff (HOFs, HODs, DPs, Ps) will be trained to recognise potential workplace stress situations and to deal with them within the resources of the school.
- The school has put in place clear guidelines that aim to identify, reduce and manage unhealthy stress. The school will have clear process for considering and responding to complaints and concerns from employees and for identifying and minimising hazardous levels of workplace stress.
- Staff members will be educated and trained in strategies to reduce unhealthy stress levels and to recognise unhealthy stress in themselves and their colleagues.
- The staff will be made aware of the need to take responsibility for their own stress levels including regular holidays, effective time management, effective and efficient planning and classroom management and reporting to senior leaders unhealthy levels of stress.
- The school will foster a caring and safe environment in which to work.

#### **APPLICATION**

- This policy applies to all teaching and non-teaching staff.
- The school has developed systems of recording information relevant to employees' vulnerability to workplace stress. This is in consultation with staff and in accordance with the Privacy Act.
- The school has developed an EAP (Employee Assistance Programme) for those employees who need assistance. The Employee EAP provides confidential, professional counselling or other services to assist employees who are experiencing difficult work related problems.

## 3.12 POLICY STATEMENT: TIMETABLING

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### PURPOSE

To produce a workable timetable of curriculum delivery which:

- best meets the needs of the students.
- meets the board of trustees good employer obligations.
- conforms with the current *secondary teachers' collective contract* requirements.

### POLICY

- In developing the school timetable the principal will give due consideration to the:
  - needs of the students.
  - staffing provided to the school by the Ministry of Education.
  - school's limited financial, technical and staffing resources
  - State Sector Act 2009 Good Employer Requirements.
  - Human Rights Act 1993: Equal Opportunity Employer.
  - Education Act 1989.
  - Secondary Teachers Collective Contract.
  - Employment Relations Amendment Act 2008.as well as ensuring adherence to the following relating to non-contact time, class size and work breaks.
- **non-contact time**
  - full time teaching staff will receive the non-contact time allowances as specified in the secondary teachers collective contract 5.2.3.
  - part time teaching staff will receive at least the minimum non-contact time allowance specified in the secondary teachers collective contract 5.2.6b.
  - permanent unit holders will receive additional time associated with 1 to 3 permanent units as set out in the secondary teachers collective contract 5.2.5a.
  - trained full time beginning teachers and HOD's supervising beginning teachers in their first year of full time teaching will receive the time allowances set out in the secondary teachers collective contract 3.8 in addition to any other time allowances they are eligible for.
  - the specialist classroom teacher will receive the time allowance set out in the secondary teachers collective contract 3.8 in addition to any other time allowances she/he is eligible for.
  - an overseas trained teacher will receive the time allowance as set out in the secondary teachers collective contract 3.8c subject to the conditions specified in the section.
- **class size**

In timetabling the school every possible effort will be made to achieve an average teaching class size of no more than 26 for teachers with 2 or more classes as specified in the Secondary Teachers' Collective Contract 5.9.2. Where this is unable to be achieved the Principal will negotiate appropriate compensation in association with each teacher immediately following the March 1 confirmation of the school roll and staffing.

Currently the school will endeavour to meet the following compensation for teachers at BHS:

- with an average teaching class size between 26.1 and 26.9 – relief periods given in times of high work load (e.g. marking, reports) to the equivalent of one per week.
- with an average teaching class size between 27 and 27.9 - one additional non-contact period per week **or** the removal of duty responsibilities for each week when the average is between 27 and 27.9.
- with an average teaching class size of 28 to 28.9 - one additional non-contact period **and** the removal of duty responsibilities for each week when the average is 28 to 28.9.

- with an average teaching class size between 29 and 29.9 – one additional non-contact period **and** the removal of duty responsibilities for each week when the average is 29 to 29.9 **and** relief periods given in times of high work load (eg marking, reports) to the equivalent of one per week.
- with an average teaching class size of 30 or more, a class will be removed from the teacher or changed so as to reduce the average class size.
- **work breaks**

The school is expected to meet the conditions of the Employment Relations Amendment Act 2008 in regard to work breaks.

In order to give the required 10 minute breaks at interval and to still meet the requirement for students to be supervised during all breaks. Staff may have their interval duties will be split in to two halves and teachers may opt to have a half duty on two days rather than a full duty on one day.

- Non-teaching staff will have the breaks they are entitled to and as negotiated with their line manager.

## **APPLICATION**

- This policy applies to timetabled instruction on the Burnside High School site. Off campus instruction, sports and cultural trips and other EOTC will not be bound by this policy.

### **3.13 BHS STAFFING POLICY - ALLOCATION OF MANAGEMENT UNITS & MIDDLE MANAGEMENT ALLOWANCES**

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#### **PURPOSE**

- To ensure the Management Unit (MU) and Middle Management Allowance (MMA) resource will be used in a fair and equitable way to ensure optimum educational benefit for Burnside High School students.
- To provide co-ordination and leadership for the curriculum, administrative, pastoral, developmental and co-curricular needs of:
  - Subject/faculty areas.
  - The school as a whole.
- To facilitate the school's obligations to consult with staff.
- To ascertain the best allocation of units, ensuring a fair and equitable allocation of Management Units and Middle management Allowances, also assisting the school in meeting its priorities.
- To ensure that due recognition is given to staff for the duties they undertake.

#### **POLICY**

- Units and Middle management Allowances carry remuneration and may be permanent or Fixed Term (up to 40%) tenure positions (FMU/FMMA).
- Units and MMA's will be allocated in accordance with the provisions of the current Secondary Teachers' Employment Agreement.
- Staff will have an opportunity to make submissions to the Senior Leadership Team on the areas to which they believe any Units and Middle Management Allowances available for distribution should be allocated and whether they should be Permanent or Fixed Term Units and Middle Management Allowances.
- Positions when appropriate will be advertised nationally and/or internally noting the Management Units and MMA's attached to them.
- All Units and Middle Management Allowances to which the school is entitled will be allocated.
- A list of Units/MMA's and responsibilities will be filed in the Staffing folder of Q drive and updated each year.
- The process of allocating Permanent/Fixed Term Units and MMA's will be transparent.
- The principles determining the allocation of Units and Middle Management Allowances will include the:
  - needs of students
  - administrative, curriculum, pastoral and co-curricular needs of the school
  - requirements of the School Charter and other administrative policies
  - faculty size
  - level of responsibility

- Each position to which a Unit or Middle Management Allowance is allocated will be accompanied by a job description, including key tasks and expected outcomes, which identifies the scope and responsibilities of that position.
- The fixed term units and MMA's are allocated separately each year. These may be allocated for a whole year or a term at a time. Units and MMA's allocated for key leadership responsibilities will be identified each year by the Principal. The Units and MMA's provide the opportunity to appoint teachers to positions for a specified time to carry out a particular task or as recognition for a contribution or responsibility that may be on-going over a longer period of time.
- The Principal will consult with staff allowing all teachers an opportunity to make suggestions regarding the overall use of fixed term units and MMA's. A form will be advertised as available to be submitted by a fixed date.
- All teaching staff, regardless of Fixed Term or permanent tenure, may apply for fixed term units and MMA's.
- Staff may hold a mixture of permanent and fixed term units and MMA's.
- Allocation of a Fixed Term Unit or Middle Management Allowance as recognition of an on-going contribution does not commit the school to continue to allocate a Unit or Middle Management Allowance to that task.
- Where appropriate, Fixed Term Units and Fixed Term Middle Management Allowances should be rotated to give as many staff as possible the opportunity to gain relevant professional experience.
- Fixed term units and MMA's could be used for a range of purposes such as assisting in establishing new initiatives, undertaking school-based research tasks or as recognition of involvement in curricular and/or co-curricular tasks.
- Acting positions that arise in the short term will be dealt with at the discretion of the Senior Leadership Team following the principles above.
- After consultation with appropriate staff by the Principal the final decision on allocation will rest with the Board. They may delegate this to the Principal.

***Refer to: Appendix 1 for Procedures for the allocation of Fixed Term Management Units, Middle management Allowances and Senior Management Allowances***

## APPENDIX 1:

### PROCEDURES FOR THE ALLOCATION OF FIXED TERM MANAGEMENT UNITS, MIDDLE MANAGEMENT ALLOWANCES and SENIOR MANAGEMENT ALLOWANCES

- to be read in conjunction with the BHS Staffing Policy

#### BACKGROUND:

- **Management Units**

Historically Management Units (MU's have been allocated to teachers in charge of Curriculum Areas i.e. HOF's and HOD's and teachers who have significant curriculum responsibilities. The total number is based on our entitlement staffing confirmed annually.

**Note:** Our MU allocation in 2015 is 185 Units of which 131 are permanent and 54 on fixed term basis for the 2015 school year.

- **The Middle Management Allowances (MMA's)**

**Rationale** - the MMA's were designed to alleviate problems at the level of middle management – to reward them for their work, to encourage recruitment and retention.

MMA's have been spread across the middle managers at Burnside High School and distributed to people who are Teachers in Charge of curriculum areas and to Deans on the principle that only one MMA be given per person. In 2012 this has been amended to a maximum of 1 permanent MMA per person. This could also allow a person to hold more than one MMA in a given year.

In recent years MMA's have also been used for a range of purposes such as assisting in establishing new initiatives, undertaking school-based research tasks or as recognition of involvement in co-curricular activities.

**Note:** Our MMA allocation in 2015, based on our Entitlement staffing is **101** of which **56** are permanent and **45** on a fixed term basis. There were more requests than we could allocate.

#### **Senior Management Allowances (SMA's)**

From 2 July 2008, 1000 new Senior Management Allowances (SMAs) with a value of \$1000 are available to schools to provide additional payments to teachers in secondary schools with senior management responsibilities.

The criteria for the allocation of SMAs are:

- Up to half may be allocated on a fixed term basis.
- SMAs may be allocated to a teacher who holds a position of either Deputy Principal or Assistant Principal and who formally deputises from time to time for one or more of the Principal's responsibilities (Note that the terms 'Deputy Principal' and 'Assistant Principal' are defined by role - not necessarily title. They are used to indicate the role of the senior teachers who have school-wide leadership, management and/or administrative responsibilities).
- A teacher may hold no more than two SMAs (or one each of a SMA and an MMA if the criteria for both are met).

**Note:** Our SMA allocation, based on our Entitlement staffing is currently 4. In 2015 they are allocated to Richard Barnett, Sally-Ann Goodman, Matt White and Alan Robertson.

## **PROCESS FOR ALLOCATION OF FIXED TERM MU's and MMA's**

Provisional staffing entitlement figures come through in late September each year. The allocation of MU's and MMA's are provided at this time based on our provisional roll figures for the following year.

We may choose to allocate some fixed term Units and MMA's at this time - usually those associated with Staff Professional learning initiatives e.g. ELearning and Literacy facilitators.

The rest we hold until we receive confirmation of our March 1st Roll return.

We seek applications via the CLT for the fixed term MU's and MMA's (refer template provided) in early February each year.

### **Priorities are as follows:**

1. Curriculum Areas -Subjects/Faculties (9)
2. Divisional/Schoolwide Responsibilities
3. Administration
4. Co-curricular (mainly MMA's)

**Note:** Applications for Curriculum Areas come through Heads of Faculty to the Principal.

The remainder of applications come straight to the Principal.

The Second/Associate Principal enters all applications on spread sheet to begin the selection process.

Discussion and feedback is then sought from HOF's and other key parties involved. e.g. Sports coordinators, Head of Sport, Arts and Cultural leaders.

SLT then makes recommendations which are tabled at CLT meeting for final discussion.

SLT makes recommendations to the Principal who then presents them to the Board of Trustees for approval.

**Fixed Term Management Unit (MU) or  
Fixed Term Middle Management Allowance (MMA) Application Form**

Name of Applicant:.....

Current Position (including any current fixed term or permanent MUs/MMAs):

.....  
.....

State what is being applied for:

.....

Reason for application (use extra paper if required):

.....  
.....  
.....  
.....

Expected length of tenure (minimum one term/maximum normally one year):.....

Is any resourcing needed in support of this application? Note: Fixed MU or MMA do not normally attract any time allocation.

.....  
.....

Additional information relevant to this application:

.....  
.....  
.....

If relevant, the application requires the support of your Head of Department/Head of Faculty:

Name: ..... Signature: ..... Date: .....

Applicant's Signature:..... Date: .....

NOTE: If required, a specific job description will be developed with the Principal. A report covering the outcomes of the work is required by the end of the fixed term.

Phil Holstein  
Principal

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**NEXT REVIEW: Term 1, 2017 (Annually)**

**FINANCE AND PROPERTY**  
**(NATIONAL ADMINISTRATION GUIDELINES 4)**

## **4.1 POLICY STATEMENT: PROPERTY MANAGEMENT**

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### **PURPOSE**

To ensure on-going provision of planning, acquisition and maintenance of school property in compliance with Ministry of Education requirements and relevant legislation and regulations.

### **POLICY**

- An annual property budget is approved by the Board of Trustees
- A 5 year property programme will schedule maintenance and capital works for the next five years will be prepared annually.
- A 10 year property plan will set out major and minor capital work and significant maintenance planned for the next ten years.
- Maintenance and capital works are prioritised in a formal and consultative way.
- There are channels of communication for the school community to ensure property maintenance requests and safety concerns are given immediate attention.
- The Health & Safety Committee is represented on the Board Property Committee and all property decisions are made with health and safety requirements in mind.
- All maintenance and capital works are undertaken in full knowledge of, and compliance with, legislation and local authority bylaws and all buildings and facilities have appropriate compliance certificates.
- In respect of the school's occupancy of government owned property, Burnside High School aims to be a "good tenant"

### **APPLICATION**

This policy is applied through the following decision-making processes and responsibilities:

- The Property & Services Manager is accountable to the Second Principal, and prepares a monthly report on work completed and coming up. This report is also presented to the Property Committee and included in the full Board papers.
- The Board Property Committee reports monthly to the full Board.
- The Property Committee oversees the preparation and implementation of the annual budget, the 5 year property programme and the 10 year property plan.
- The Chair of the Health & Safety Committee is a member of the Board Property Committee.

## **4.2 POLICY STATEMENT : FINANCIAL MANAGEMENT**

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### **POLICY**

Financial management is essential to the efficient and effective running of the school.

The Finance Committee of the Board of Trustees portfolio encompasses all aspects of the school's operation as covered by the annual budget.

Finance management encompasses:

- (i) Budgeting
- (ii) Accounting practices and internal control
- (iii) Reporting financial results
- (iv) Fixed assets and depreciation
- (v) Prevention and reporting allegations and incidents of theft and fraud
- (vi) Probity and financial decision making

Procedures relating to these aspects of policy are attached to this policy.

### **PURPOSE**

- To ensure that the best educational outcomes are achieved in keeping with the Charter.
- To oversee, check and approve monthly financial statements as presented by the Principal/Finance Manager.
- Monitor budgeted accounts and record variances as required/advised by the Principal.
- That the school's finances are directed effectively and efficiently to the benefit of its students.

### **GUIDELINES**

- By the beginning of each school year, adopt procedures to be used in planning and preparing the annual budget.
- Every year prepare an annual budget which reflects Charter objectives and priorities.
- Every year ensure that annual accounts are prepared in line with Audit Office requirements and are made available to the auditor by 30 March.
- Monitor expenditure regularly so that over-expenditure of the budget does not occur, at any time, without the Board's prior approval.
- To oversee, check and approve monthly financial statements as presented by the Principal/Finance Manager.
- Monitor budgeted accounts and record variances as required by the Principal.
- To monitor and review financial procedures and to modify these where required to ensure the financial security of the school's operation.
- To monitor and review financial policies and to recommend modifications where required to ensure the financial security of the school's operations.
- Fixed assets with a value of \$1,000 (exclusive of GST) or more are to be recorded on the Fixed Asset Register.

## **4.2 (i) Procedures Relating to Budgeting**

This procedure is to ensure that resources are allocated in order to achieve the Charter objectives and reflect the school's priorities.

- The ANNUAL BUDGET is prepared to facilitate:
  - the identification of funds available for expenditure within the financial period
  - the allocation of these funds to identified cost centres
  - the ongoing monitoring and control of expenditure.
- All expenditure is budgeted in identified cost centres which are the responsibility of delegated budget holders.
- For financial reporting purposes, the budget is divided into
  - i) Operations Budget and
  - ii) Capital BudgetFor planning purposes, these will be broken down into more detailed budgets for categories of expenditure - e.g. Classroom Materials Budget, Textbook Budget.
- The principle of zero-based budgeting will apply to all cost centres.
- The above principle requires that expenditure allocated for a particular period will not be carried forward to the next if unspent.
- Persons responsible for cost centres will be identified, notified that budget negotiations are to take place and invited to submit in writing a proposed budget for that cost centre.
- A period of consultation and negotiation will precede the draft Annual Budget being presented to the Board at the last meeting of the school's financial year and formal adoption at the first meeting of the new financial year. Set up work to be done on indicative adoption prior to the start of the year.
- Expenditure proposals which are not accepted may be re-submitted to be considered for inclusion in future budgets.
- Information detailing budget variances will be provided monthly to all persons responsible for cost centres and in a summarised form to the Board. Where it is foreseen that significant variances will occur (excluding differences in timing), it is expected that this will be communicated to the Principal or Finance and Administration Manager before the school is committed to the spending. Within cost centres, there can be no transfers of actual spending between budgets.
- The budget is flexible in so far as it can be reviewed periodically and a forecast produced, by the Board where additional information comes to hand which renders the original estimate inaccurate. Budgets cannot, however, be retrospectively adjusted as they are a tool for forward planning and measuring performance against this plan.
- Timelines, budget formats and instructions are made available to all cost centres by the Finance & Administration Manager.
- Procedures for Budgets are also set out in the Quality Management System document.

## **4.2 (ii) Procedures Relating to Accounting Practices and Internal Control**

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To ensure that the school has effective systems in place to monitor and control its resources.

- A school-based EDP (Electronic Data Processing) financial and management information system will be operated, incorporating appropriate and documented internal control procedures which satisfy audit requirements and can be relied upon to ensure accurate information. Bank accounts and other finance management tools will be set up through finance staff.
- The internal control procedures will ensure that there is adequate separation of duties between authorisation, recording and custody of the school's resources at all times.
- Authority to authorise spending is delegated to persons responsible for cost centres and only these persons, for curriculum areas, this is the Head of Faculty. All authorisation is to be evidenced in writing in the manner documented. Where expenditure takes place, the authorisation procedure requires an indication of expense coding.
- Accurate records of long term assets will be maintained for the purposes of financial accounting, valuation and replacement planning.
- An asset replacement plan will be maintained to set aside sufficient funds to keep school assets up to date.
- Only goods and services for the use of Burnside High School may be purchased in the school's name and with the school's order forms. The purchase for individuals in the school's name is prohibited. On occasions where the school has negotiated an attractive 'deal' on any item which may be of interest to staff, it is acceptable for the supplier to be asked whether the same deal could be made available to staff on presentation of ID or some password. It must be made very clear that these transactions are between the supplier and the individual staff member, and the school takes no responsibility for the staff member completing the transaction nor provides any guarantee as to credit worthiness.
- With the exception of staff social and P.T.A. funds, all bank deposits and investments are the legal responsibility of the Board of Trustees and as such must come under the direct control of the Principal. All bank accounts must be in the name of Burnside High School. All transactions pertaining to them must be recorded through the school accounting system and be subject to the internal control procedures in place.
- The school's bank deposits and investments will be monitored and controlled with the aims of maintaining, at all times, sufficient funds in short term deposits to cover current expenditure while investing with institutions approved by the Education Act to maximise the return on investments.
- All money charges to and collected from students is processed through Kamar.
- All staff salary and wages will be prepared by competent, experienced staff or an agency to ensure proper calculation and payment which meets all requirements of the appropriate collective agreement or individual contract.
- Contract Agreements and payments to contractors will be prepared by competent, experienced staff to ensure proper calculation which meets requirements.
- This policy excludes: operations of all activities outside the control of the Board of Trustees, in particular, Staff Social and Welfare funds, P.T.A. funds.
- Refer also to:
  - Public Sector Accounting Guidelines
  - Procedures under Finance set out in the Quality Management System document
    - Theft and Fraud Prevention
    - Credit Card use
    - Travel - staff
    - Entertainment
    - Delegated Financial Authorities

## **4.2 (iii) Procedures Relating to Reporting Financial Results**

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This procedure defines the school's financial reporting requirements to provide the necessary management information for decision making as well as annual financial accounts and other statutory reports.

- The Board of Trustees receive clear, accurate and timely information on a monthly basis to facilitate the monitoring of budget plans and good decision making.
- The Board of Trustees Finance Sub-Committee will be fully conversant with the information contained in the report. They will seek further explanation and express any concerns prior to the Board meeting and will expect the answers, as well as discussion of other financial matters, at a meeting preceding the full Board of Trustees meeting.
- The Chairperson of the Finance Sub-Committee will, if necessary, raise matters of financial interest, relevance or concern to the full Board at its meeting.
- Special purpose reports may be requested by the Board or Finance Sub-Committee when necessary.
- Monthly reports comparing actual results with budget are necessary for all persons responsible for cost centres. It is their responsibility to progressively monitor these results through the year, explain variances, seek more information where necessary and take any measures necessary where they are at variance with the budget plan.
- Annual financial statements will be prepared in accordance with section 82 of the Education Act 1989 (Refer *Attachment 1*) and included as part of the Annual Report. They will be in a format consistent with the Public Sector Accounting Concepts issued by the Institute of Chartered Accountants.

Refer: Education Act s(82)  
Statement of Public Sector Accounting Concepts  
Standard Public Sector Accounting Practice  
Statement of Accounting Policies (Annual Report)  
Procedures under Finance are set out in the Quality Management System document

## **4.2 (iv) Procedures Relating to Fixed Assets and Depreciation**

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To ensure the accurate monitoring and control of the school's major resources and facilitate effective management and replacement planning, so the value of fixed assets recorded in the Statement of Financial Position is materially correct and that the annual depreciation charge fairly represents the use of the assets over their lives.

### **Fixed asset recognition**

- Resources of the school which are owned by the Board of Trustees, which have an economic life exceeding one year and have an individual value greater than \$1000 are defined as Fixed Assets and capitalised on purchase.
- Items with an individual value less than \$1000 that are purchased in quantity (e.g. class sets) will be capitalised where the total value of the purchase exceeds \$1000.
- Sets of textbooks are capitalised when purchased. Replacement of lost or damaged books to bring sets up to the number originally purchased, are expensed through the Statement of Financial Performance.
- Land and most buildings are excluded from capitalization, except for those which are in addition to the Ministry of Education building code for a school of this size, or where improvements have been made to Crown Owned buildings.
- A fixed asset register will be maintained to record the description, location, identification, historical cost, accumulated depreciation and any other details deemed necessary of each fixed asset.

### **Valuation**

- Fixed assets are valued at historical cost and are not revalued, except for the category of Art works. The initial cost of a fixed asset includes the purchase consideration and those costs that are directly attributable to bringing the asset into the location and condition necessary for its intended use.
- The valuation of Art works is to be carried out by an independent valuer, and take place at least every 5 years.
- When assets are acquired by gift, donation, etc., they will be valued at their fair value, to be consistent with purchased assets.

### **Depreciation**

- The value of fixed assets will be depreciated systematically over the following useful lives which will be reviewed annually.

### **Replacement of fixed assets**

- Depreciation expense recognised in the Statement of Financial Performance will be matched by investment deposits to provide for the timely replacement of fixed assets.
- An asset replacement plan will be maintained to facilitate the accurate planning of funds required to replace major assets, including those which were not depreciated prior to the establishment of the present policy on depreciation.
- Replacements will be made when an asset is made obsolete, unsafe, unusable, ineffective or costly due to wear and tear, breakdown, age, or technological advancement.

- Cost centres will make requests for fixed asset purchases as part of the annual budgeting process.
- The following depreciation rates are applied:
  - Plant & Machinery 10 years
  - Software & Electronic Equipment 5 Years
  - Furniture & Fittings 10 years
  - Sports Equipment 5 years
  - Motor Vehicles 5 years
  - Buildings 50 years
  - Textbooks 4 years
  - Art Works Not Depreciated
- Library books are capitalised annually and depreciated at 12.5 % D.V.
- A Fixed Assets Register is maintained.
- Procedures under Finance are set out in the Quality Management System document

## **4.2 (v) Procedures Relating to Prevention and Reporting Allegations and Incidents of Theft and Fraud**

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1. To acknowledge the school has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School.
2. Ensure any investigation into theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.
3. To establish systems and procedures to guard against the actions of theft and fraud and to report such actions as prescribed in the procedures set out below.

### **Procedures**

- The School's physical resources are kept secure and accounted for.
- The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 42(b) 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 proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution 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, contractors, students or other persons associated with the School.
- In the event of an allegation of theft or fraud the Principal shall act in accordance with the appended procedures

See Appendix

## **4.2 (vi) Procedure Relating to Probity in Financial Decision Making**

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The National Administration Guideline (4) requires that school boards and management ensure that all funds received by the school, no matter their origin, are safeguarded and spent in the best interests of the school. As well, financial decisions such as letting tenders and supply contracts must be of the utmost integrity.

- All money received by the school, whatever the source (PTA, school trips etc) automatically becomes public funds and the Board of Trustees is accountable for all of their expenditure.
- Only expenditure which is appropriate and necessary for the effective operation of the school will be approved by the Board of Trustees.
- The Board of Trustees will consider the following before approving any proposed expenditure or undertaking any contract:
  - Does the decision represent the best value for money?
  - Does the decision further the aims of the school?
  - Could the Board of Trustees justify this decision to a taxpayer, parent or other interested party?
  - Would publicity over this decision adversely affect the school?
  - Will there be perceived to be any personal gain from this decision?

### **Application**

This policy applies to all funds and resources under the control of Burnside High School.

### ***Appended Procedures***

- 1) In the event of an allegation of theft or fraud the Principal shall act in accordance with the appended procedures
  - a) Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
  - b) So far as it is possible and within 24 hours:
    - i) Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
    - ii) 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.
    - iii) 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.
    - iv) Inform the Board Chairperson of the information received and consult with them as appropriate.
  - c) On the basis of advice received and after consultation with the Board Chairperson, 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.
  - d) The Principal shall then carry out the following procedures:
    - i) Investigate the matter further in terms of procedures as set out in sub-paragraph (d);
    - ii) If a *prima facie* case is thought to exist to continue with their investigation;
    - iii) Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
    - iv) Lay a complaint with the New Zealand Police;
    - v) If necessary, commission an independent expert investigation;
    - vi) 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;
    - vii) Seek legal advice; or
    - viii) Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
  - e) Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
  - f) If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
    - i) 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.
    - ii) Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
    - iii) 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).
    - iv) Advise the person in writing of the processes to be involved from this point on.

- 2) 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.
- 3) 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.
- 4) Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

#### **ALLEGATIONS CONCERNING THE PRINCIPAL OR A TRUSTEE**

- 5) Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then commence an investigation.
- 6) 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.

## **4.3 POLICY STATEMENT: GIFTS AND EXTRA EMOLUMENTS FOR STAFF**

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### **(i) GIFTS**

#### **PURPOSE**

From time to time, the school, teachers and school groups will receive gifts. The purpose of this policy is to lay down ethical procedures in terms of giving or accepting and keeping gifts.

#### **POLICY**

- The Board agrees that it has a responsibility to ensure that expenditure on gifts incurred by the School is clearly linked to the business of the School. The Board has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
- A register will be maintained of all gift purchases, including what was purchased, costs and recipients. The Board will review this register periodically.
- The cost of a gift should be reasonable and appropriately reflect the benefit received.
- 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.
- If gifts received are small and of little value (under \$100), then the recipient may keep the gift.
- If the gift is larger and more valuable, 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.
- 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.
- All gifts should be purchased through the School's normal purchase procedures.
- 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 as if it was pre-authorised.

(ii) **EXTRA EMOLUMENTS**

**PURPOSE**

To establish clear guidelines as to when it is appropriate for staff to receive payment for services performed relating to Burnside High School.

**POLICY**

- Any offer of payment for staff for services must have prior approval of the Principal.
- The guiding principle will be whether payment would have otherwise been offered to some other individual or organisation outside Burnside High School.
- All payments must be at a rate which can be shown to be at most equivalent to what would have been paid to an outside party.
- All contracts must be in writing, setting out specifications, timing and performance criteria.
- Other than the Aurora Centre, all payments are made through *Novopay* with appropriate PAYE deductions. A record of all payments will be kept.
- In the case of staff being contracted to conduct any kind of instruction or training, such courses must be held outside the school day, be open for the public and/or staff from other schools to attend.
- If staff members are to be paid directly for undertaking work for an organization other than the school during times when they would normally be at school, they cannot also be paid by the school. However, in circumstances where staff members undertake work for the Ministry of Education, NZQA, or other educational institutions that involves time away from home or extended hours, additional remuneration may be considered appropriate. In these situations it may be a requirement that the staff member reimburse the school for the actual time spent away from classroom and other duties. Staff members seeking leave for such work are required to disclose all additional payment at the time of lodging the application.

**APPLICATION**

This policy applies to all staff.

In general, services performed by salaried staff relating to Burnside High School are considered remunerated by salary [*and management units* where applicable].

Additional payments made to staff must be services clearly beyond this, and such payments must be properly authorised and paid through the pay authority.

## **4.4 POLICY STATEMENT: THEFT AND FRAUD PREVENTION**

### **Rationale**

The Board has a responsibility to protect the physical and financial resources of the school and has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the school or day students, foreign fee payers and community education students.

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.

The Board, therefore, requires the Principal to establish systems and procedures to guard against the actions of theft and fraud and to inform the Board of the procedures.

### **Guidelines**

1. As preventative measures against theft and fraud the Board requires the Principal to make sure that:
  - (a) The school's physical resources are kept secure and accounted for.
  - (b) The school's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the New Zealand Institute of Chartered Accountants.
  - (c) Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal should be competent to carry out such responsibilities and are held accountable for the proper execution of their responsibilities.
  - (d) All staff members should be aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the school.
  
2. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
  - b) Decide to either immediately report the matter to the New Zealand Police or proceed as follows.
  - c) So far as it is possible and within 24 hours:
    - i) Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
    - ii) 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.
    - iii) 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.
    - iv) Inform the Board Chairperson of the information received and consult with him/her as appropriate.
  - d) On the basis of advice received and after consultation with the Board Chairperson, 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.
  - e) The Principal shall then carry out the following procedures:
    - i) Investigate the matter further;
    - ii) If a prima facie case is thought to exist to continue with their investigation;
    - iii) Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;

- iv) Lay a complaint with the New Zealand Police;
  - v) If necessary, commission an independent expert investigation;
  - vi) In the case of fraud, require a search for written evidence, including computer files, of the possible fraudulent action to determine the likelihood or not of such evidence;
  - vii) Seek legal advice; or
  - viii) Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
- f) Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- g) If a case is considered to exist, the Principal, or a person designated by them, shall, unless another course of action is more appropriate:
- i) 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.
  - ii) Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
  - iii) 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).
  - iv) Advise the person in writing of the processes to be involved from this point on.
- 3 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.
- 4 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.
- 5 Any intimation or written statement made on behalf of the School, and related to any instance of supposed or actual theft or fraud, shall be made by the Board Chairperson, who shall do so, after consultation with the Principal, and if considered appropriate after taking expert advice.

### **Allegations Concerning the Principal or a Trustee**

- 6 Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy.
- 7 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 4 of this Policy.

### **Approval**

- 8 When the Board approved the Policy it was agreed that no variations of this Policy or amendments to it can be made except by the unanimous approval of the Board.
- 9 As part of its approval the Board requires the Principal to circulate this Policy to all staff, and be included on the Policies file on the school intranet. 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.

**NEXT REVIEW: Term 4, 2019**

# **HEALTH AND SAFETY AND WELLBEING**

**(NATIONAL ADMINISTRATION GUIDELINES 5)**

## **5.0 POLICY STATEMENT: CHILD PROTECTION**

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### **Introduction**

Burnside HS Is committed to modelling and providing a safe environment free from physical, emotional, verbal or sexual abuse.

### **Rationale**

To:

- Ensure THAT the interest and protection of the child is paramount in all circumstances.
- Recognise the rights of family/whānau to participate in the decision-making about their children.
- Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response.
- Work with staff and partner agencies and organisations to ensure child protection policies are understood and implemented and concerns about the wellbeing of a child are appropriately addressed.
- Promote a culture where staff feel confident that they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
- Comply with relevant legislative requirements and responsibilities.
- Recognise that children have a fundamental right to have their needs met in an environment safe from abuse and neglect.
- Accept our responsibility under the legislation for engaging in safe employment practices and playing a role in the prevention and identification of child abuse and neglect.

### **Guidelines**

- Leaders within the school work together with other children's agencies (such as the Police, Child Youth and Family, Social Workers, etc.) to improve the well-being of vulnerable children (refer Appendix 1 for details).
- Procedures are in place to identify and respond to allegations regarding abuse (refer Appendix 2a, 2b and 2c).
- Procedures are in place to deal with the possibility of an allegation involving a staff member (refer Appendix 3a and 3b).
- A Child Protection Coordinator is appointed and adequately resourced (refer Appendix 4).
- Relevant information is shared and discussed in a timely way with the board or designated person(s) when there are concerns about an individual child
- Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise

- Professional development, resources and/or advice is provided to ensure all staff can carry out their roles in terms of this policy (refer Appendix 5).
- Appropriate procedures to meet child safety requirements are developed as required.
- Explanation and discussion of this policy forms part of the initial staff induction programme for each staff member.
- Records are kept separate from the usual system of student records and access to these records will be restricted. They should be held for at least ten years.
- In accordance with the Privacy Act 1993 and the Children, Young Persons and their Families Act (CYPF) 1989 information will be shared to keep children safe when abuse or suspected abuse is reported or investigated.
- Safe recruitment practices are in place in line with the requirements of the Vulnerable Children Act of 2014 and Section 78C and 78CA of the Education Act.

## **Definitions**

### **Child abuse**

Child abuse is a broad term which includes physical, emotional and sexual abuse and neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential to cause or effect serious harm to a child.

### **Child neglect**

Child neglect is the failure or omission to care for a child. This failure or omission to care can be physical, emotional, medical or educational or involve a lack of supervision.

### **Core worker**

Core worker means a children's worker whose work in, or providing a regulated service requires or allows that, when the person is present with the child or children in the course of that work, the person is either:

- The only person present; or
- Is the children's worker who has primary responsibility for, or authority over the child or children present

**Non-core worker:** means a children's worker who is not a core worker.

## **Conclusion**

In accordance with the requirements of Part 2, Section 18 (a), (b), (c) & (d) of the Vulnerable Children Act 2014 the Board will:

- a) adopt this child protection policy
- b) ensure that the policy is available on the school website and is available upon request from the school office
- c) ensure that all agencies, contracts or funding arrangements fulfil the requirements of this policy
- d) review the policy every three years

## Supporting Policies

- Staff Code of Conduct
- Appointment (recruitment) process
- Online publication of student images and work
- All NAG #5 policies (Health and Safety)

## Supporting Documents

- Safer Organisations Safer Children – Guidelines for child protection policies to build safer organisations, Safer Children: <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>
- [Vulnerable Children Act 2014](#)
- Vulnerable Children Act 2014
- Health and Safety Reform Bill
- Children, Young Persons and Their Families Act 1989
- ‘Working together to keep children and young people safe’ is a resource for helping people recognise when families are vulnerable and how they can help, through to spotting the signs of abuse, who to talk to, how to report their concerns, and what happens when a report of concern comes through to Child, Youth and Family.
  - <http://www.cyf.govt.nz/working-with-others/working-together-to-keep-children-and-young-people-safe.html> (Click ‘Working together to keep children and young people safe’)
- The various indicators of different types of abuse that can be found here:  
<http://www.childmatters.org.nz/56/learn-about-childabuse/recognise-the-signs>
- Further information including frequently asked questions (FAQ’s) are available on the NZSTA website [www.nzsta.org.nz](http://www.nzsta.org.nz)
- Ministry of Education website [www.education.govt.nz](http://www.education.govt.nz)

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NEXT REVIEW: Term 2 , 2019

**This Policy is to be read in conjunction with the following Procedures**

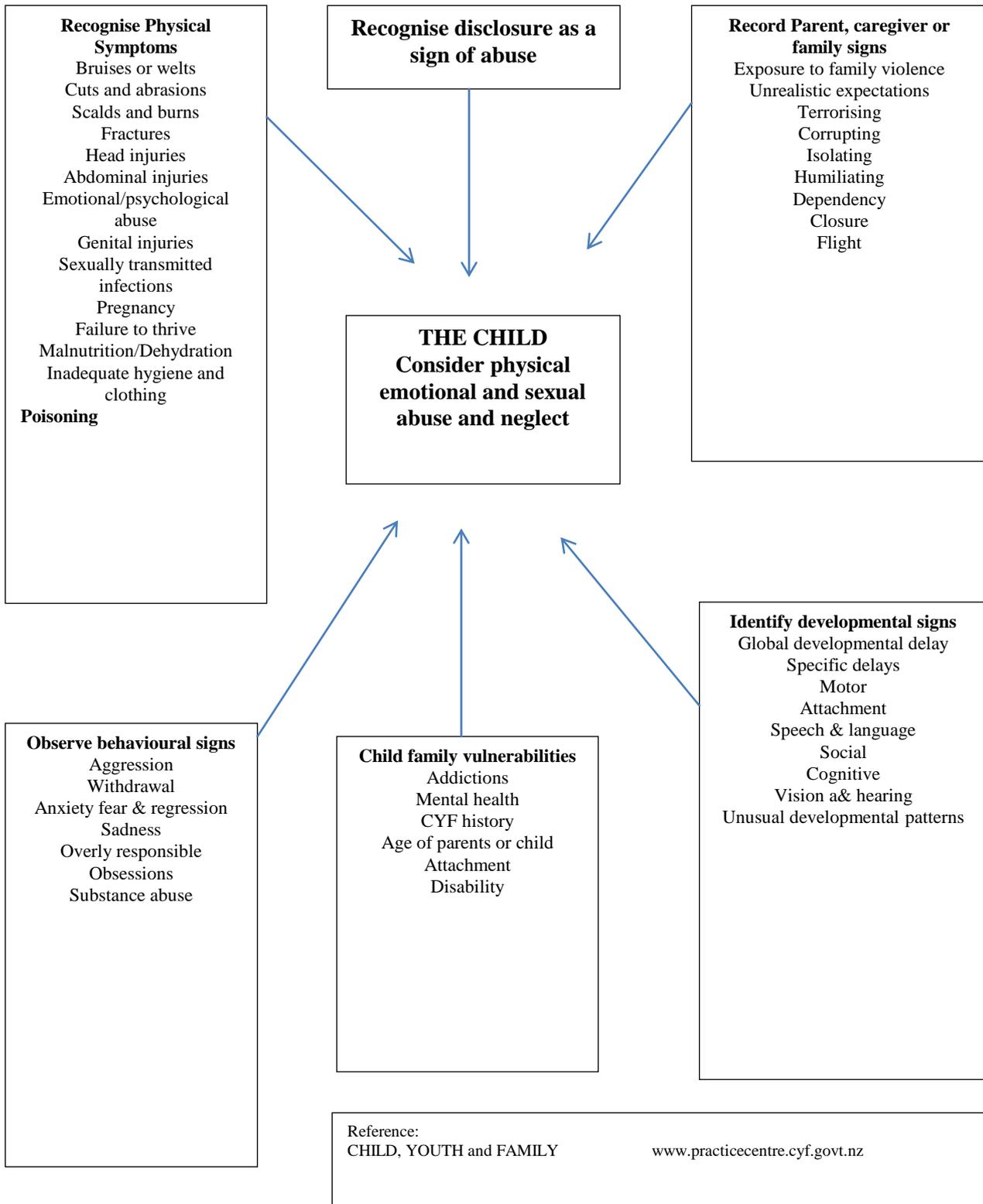
### **Appendix 1 – Improving the wellbeing of vulnerable children**

- protect them from abuse and neglect
- improve their physical and mental health and their cultural and emotional well-being

- improve their educational outcomes and their participation in cultural and extra-curricular activities
- strengthen their connection to their families, whānau, hapu and iwi, or other culturally recognised family groups
- increase their participation in self-decision making and their contribution to society
- improve their social and economic well-being

## Appendix 2a - Identifying the signs abuse or neglect

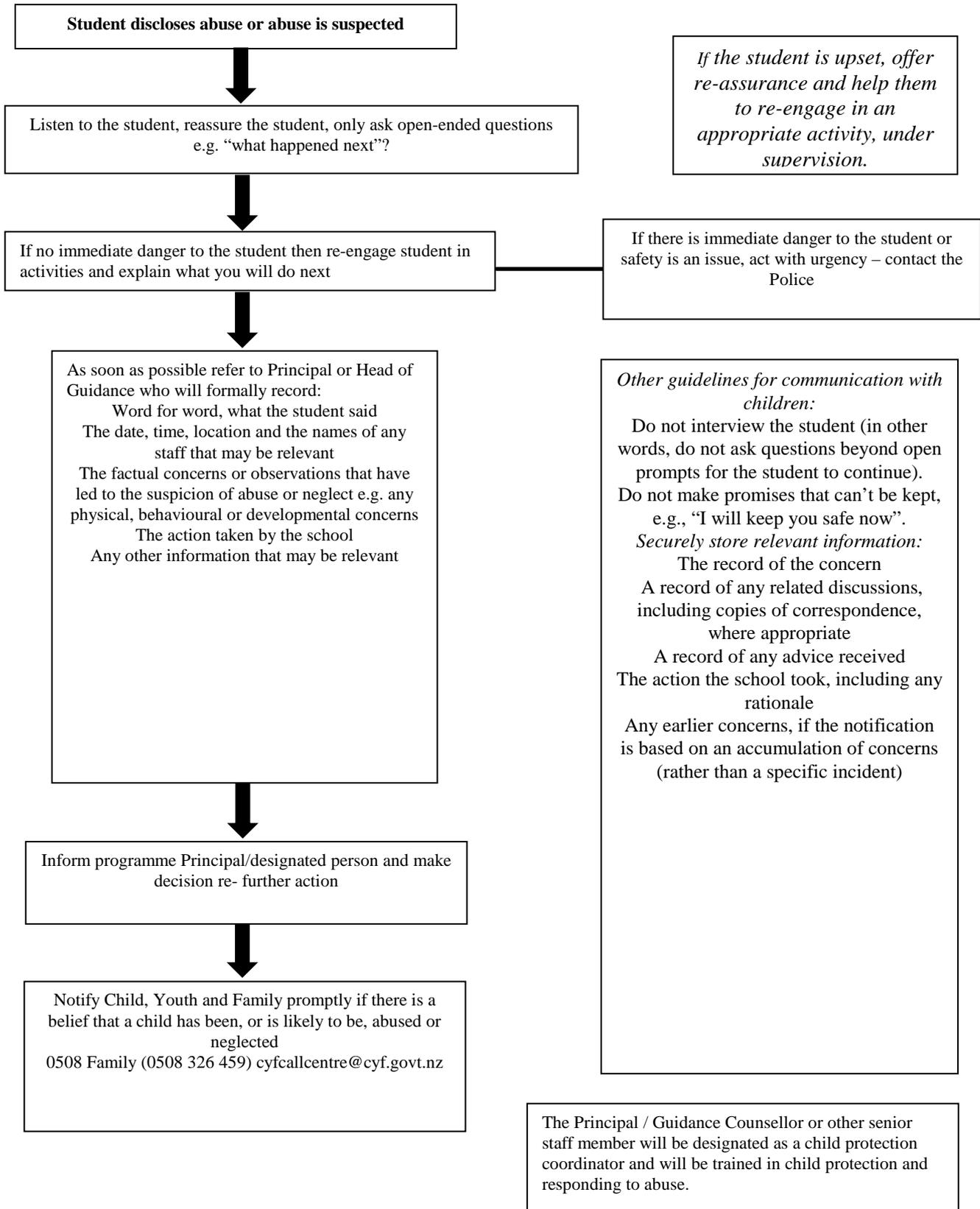
The physical and behavioural signs, symptoms and history listed below may indicate abuse or neglect. However they are not specific to abuse or neglect. In certain situations, contexts and combinations they may indicate other conditions. All signs must be examined in the total context of the child or young person's situation



## **Appendix 2b -Responding to suspected abuse or neglect**

1. There is a process to follow when an incident or suspicion of abuse or neglect is reported. See the 'Child Abuse Reporting Process' flowchart (appendix 2c).
2. All suspicions or reports of incidents will be reported to and discussed with the Child Protection Coordinator as soon as possible.
3. S/he will make a written report of the incident.
4. If there is clear evidence or reasonable cause to believe that an instance of child abuse has taken place, the Child Abuse Coordinator will immediately take steps to protect the child and may notify Child, Youth and Family.
5. Sometimes the involvement of statutory agencies will be inappropriate and potentially harmful to families. In these situations, the school will refer the family to an appropriate statutory or non-statutory agency which can provide supportive services to the family and respond to the needs of the vulnerable children in their care in a manner proportionate to the level of need and risk.

## Appendix 2c - Child Abuse Reporting Process Flowchart



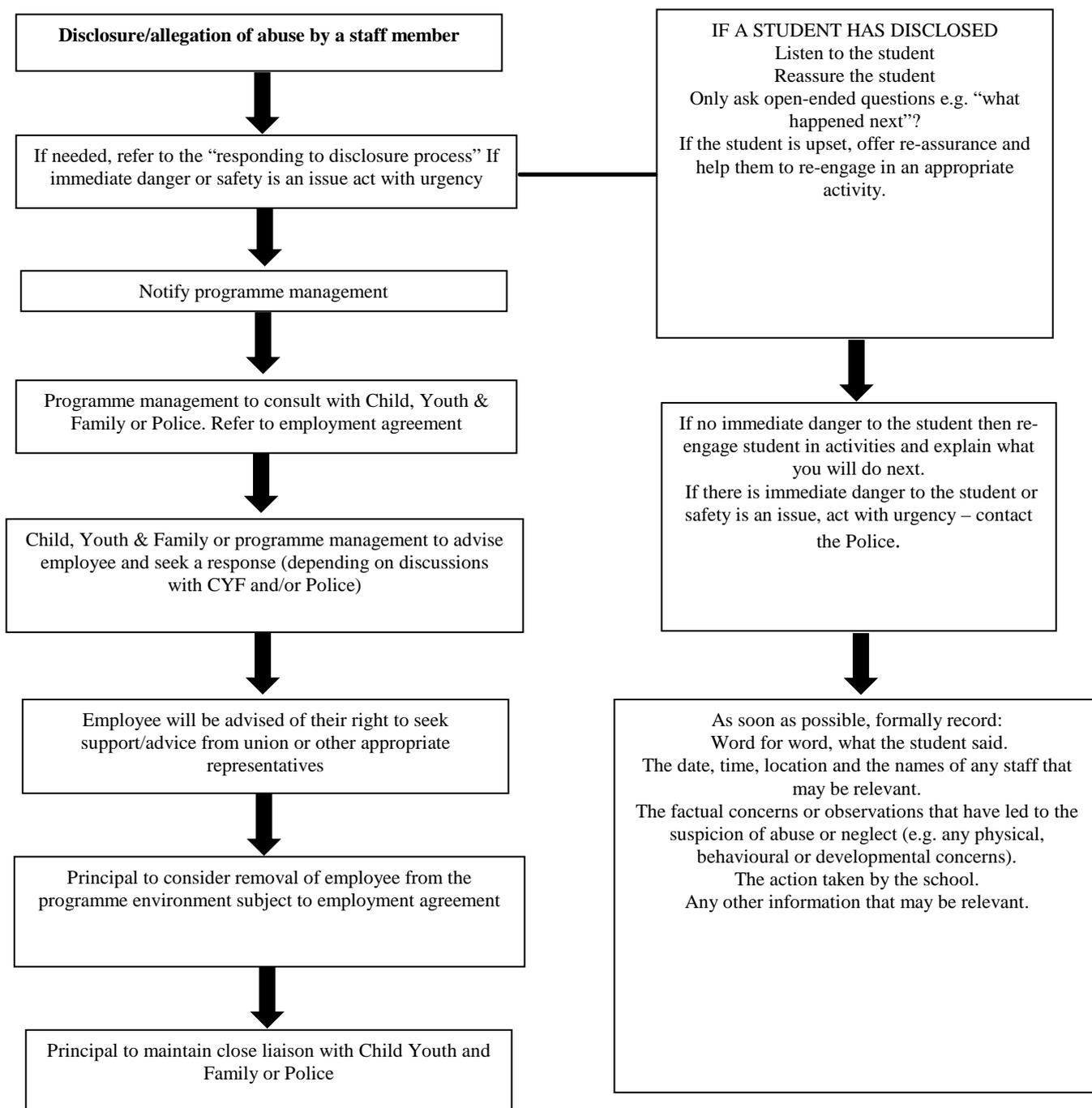
## **Appendix 3a - Allegations or concerns about staff**

1. There is a process to follow when an allegation of child abuse is made in relation to a staff member. See appendix 3b -“When an allegation of abuse is made against a staff member” flowchart.
2. If there is a need to pursue an allegation as an employer, the Principal or delegated person will consult with Child, Youth and Family or the Police before advising the person concerned and informing them that they have a right to seek legal advice. The Principal will provide the staff member with an opportunity to respond.
3. The staff member should 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.
4. The school commits to not using settlement agreements where these are contrary to a culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerns the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

## Appendix 3b - When an allegation of abuse is made against a staff member

Where it is suspected that child abuse has been carried out by a staff member (paid, unpaid or in any school-related role), the matter must be reported promptly to the Principal.

Under no circumstances should the student making the allegation be exposed to unnecessary risk. This may require the school to consider removing the staff member from the school environment subject to the requirements of the applicable employment contract. All actions will be undertaken with appropriate care to maintain confidentiality.



## **Appendix 4 - Appointment of Child Protection Co-ordinator**

The school will appoint a Child Protection Co-ordinator whose responsibilities will include:

1. Co-ordinating the review of the Child Protection Policy and procedures as required
2. Co-ordinating the school's response to child abuse and neglect
3. Developing a training plan relating to the identification and prevention of child abuse or neglect and
4. Ensure training of staff is available cyclically
5. Ensuring documentation tools are in place and accessible to staff for the recording of care and protection concerns
6. Ensuring regular audits of child protection practice occur
7. Applying for and accessing and the resources required to support the programme
8. Providing support and advice to staff regarding child abuse

## **Appendix 5 - Prevention of possible abuse or neglect**

The school is committed to ensuring that all staff can identify the signs and symptoms of potential abuse and neglect and know how to respond.

The school will provide training, resources and/or advice to enable all staff to carry out their roles in terms of this policy.

Core and non-core workers will attend training, refresher training and regular updates which will ensure that they have the competence to identify and manage actual or potential abuse or neglect and empower them to keep our students safe.

This training will ensure that staff:

1. Are conversant with the school's Child Protection Policy
2. Understand child abuse and neglect and the indicators of child abuse and neglect
3. Understand the standard of adult behaviour expected of adults in relation to children
4. Understand how to minimise the risk of child abuse
5. Understand their need to seek advice when child abuse or neglect is suspected.
6. Understand the school's process once child abuse or neglect is identified or suspected
7. Understand their legal obligations and responsibilities with regard to this process
8. Understand that the school supports the roles of the New Zealand Police and Child Youth and Family in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies

9. Understand the statutory referral processes and agency management of identified or suspected child abuse or neglect

## **5.1 POLICY STATEMENT: HEALTH AND SAFETY**

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### **PURPOSE**

The good health and safety of students, staff and visitors to the school is vital in terms of the daily operation of the various activities and functions which take place on the Burnside High School site. The Board of Trustees is committed to maintaining high standards of health and safety, complying with all relevant legislation and to the continuous improvement in health and safety for students, staff and visitors.

### **POLICY**

- To ensure that the school is a safe and healthy place of work for staff, students and visitors. Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by;
  - Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people.
  - Minimise the effects of hazards, if they can be practicably eliminated or isolated.
- To promote safe and healthy living options for both students and staff.
- To ensure staff and their representatives are consulted on, and given the opportunity to participate in, health and safety management.
- To maintain correct procedures for the maintenance of equipment and materials to ensure that they are safe and properly handled.
- To establish safe work practices and to implement procedures to ensure that these practices are followed by providing appropriate orientation, training and supervision for all new and existing staff/, and by supporting the safe and early return to work of injured employees.
- To provide plans, procedures, supervision and training relating to Health and Safety issues pertaining to the school including movement to and from school, on-site activities and off-site school-related activities.
- To ensure that all students and staff understand the concept of a safe and healthy lifestyle and workplace and that they work towards adopting such a lifestyle and maintaining such an environment so that all members of the school community have a responsibility for health and safety.
- To ensure educational programmes are in place aimed at promoting a safe and healthy lifestyle.
- To accept the need to delegate responsibility for the promotion of a safe and healthy workplace to all involved at the school.
- To ensure systems are in place which monitor the school site and activities and functions from a Health and Safety point of view, and respond should concerns in this regard be identified.
- Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors.

## **APPLICATION**

- The Principal will maintain a set of Health and Safety guidelines.
- Staff and students will be made aware of the school's health and safety requirements.
- The school will operate a Health and Safety Committee consisting of staff, and Principal or representative of.
- Staff and students will be encouraged to identify hazards and to bring forward issues concerning health and safety to the attention of the Principal and/or delegated staff responsible for the area of concern.
- Staff and students will be made aware of emergency procedures for fire, storm, earthquake, chemical spill, gas leak, explosion, structure collapse, equipment failure and lock down.
- Hazards will be identified to all staff, students and visitors where possible and remedied or removed where practicable.
- A record of on-site accidents will be maintained by the school and related notification to appropriate authorities will take place and be followed up on by the school as required.
- Training needs for staff will be available as required through the professional Development Programme of the school.
- Budgeting requirements relating to Faculty Heads/HODs should be notified to the Principal as they arise or in Term Four each year for the following year.
- The school will continue to develop, monitor, evaluate and provide educational programmes for students relating to health and safety.

## **Note**

[A] There are various appendices to this policy covering the procedures to be followed with regards:

1. Health and Safety Requirements Relating to Outside Contractors
2. Food and Food Safety
3. Promoting Healthy Eating
4. Notification of and Responsibility to Injury Accidents
5. Student Sickness and Administering of Medication
6. Critical Incidents
  - (a) Guidelines for Critical Incident Team
  - (b) Guidelines for Working with Students
  - (c) Maintaining the School Routine
  - (d) Critical Incident Plan
  - (e) Suicide Responsive Plan
  - (f) People who may be Affected by Critical Incidents
  - (g) Critical Incident Checklist
  - (h) Advice for Teachers
  - (i) Managing the Media
7. Sun-Safe School
8. Smoke-Free Environment
9. Health and Safety in the Workplace
10. Blood-Borne Viruses and Infectious Diseases
11. Health and Sexuality Education
12. Animal Code of Ethics
13. Critical Incidents
14. Guidelines for Health & Safety committee

[B] Other policies relevant to this policy include:

- 4.1 Property Management
- 5.10 Emergency Evacuation/Survival Plan
- 5.2 Student Behaviour
- 5.12 Sexuality Education
- 5.1(v) Infectious Diseases
- 5.8 Guidance of Students
- 5.6 Reporting Child Abuse

## **5.1 (i) Procedure relating to: PROMOTING HEALTHY EATING**

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### **PURPOSE**

Healthy eating patterns are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and wellbeing. Burnside High School has a responsibility to help students and staff to establish and maintain healthy eating patterns.

### **POLICY**

- To ensure that students and staff should have access to a variety of food choices that reflect the New Zealand Food and Nutrition Guidelines.
- To reinforce healthy eating practices across the school.
- To ensure students receive clear, consistent messages about the importance of healthy eating.
- To provide healthy foods that is value for money.

### **APPLICATION**

- Food and beverages sold or served to students on school grounds, at a school sport or social event shall meet the purpose of this policy. This includes the canteen, fundraising items and sports days. This will support and reinforce what students learn about nutrition in the classroom.
- The menu options should predominantly be foods that are low in fat, sugar and salt and that reflect the New Zealand Food and Nutrition Guidelines.
- All food will be prepared, packaged and stored in a hygienic, smoke free environment. The canteen manager must follow a food safety programme which is known by all canteen staff.

## **5.1 (ii) Procedure Relating to: SUNSAFE SCHOOL**

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### **PURPOSE**

To establish procedural guidelines for a sun safe school.

### **POLICY**

- Reminders in newsletters to bring named hats and sunscreen for wearing at school and on school trips.
- Incorporation of educational programmes and prevention measures in the school's Health programme.
- All staff act as role models by
  - wearing appropriate hats and clothing for outdoors activities
  - using sunscreen for skin protection
  - seeking shade for any outdoors activities where possible
- Maintain a planting programme that will provide shade.
- Provide positive reinforcement for students who wear hats and sunscreen.
- The Board annually reviews the school environment to ensure that adequate areas are available in the school.

### **APPLICATION**

References in this policy to 'staff' relate to all staff of Burnside High School

## **5.1(iii) Procedure Relating to: SMOKE-FREE ENVIRONMENTS**

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### **PURPOSE**

- To interpret the Smoke-free Environments Act 1990 and amendment 1993 as it relates to the Burnside High School site.
- To provide guidelines for staff, coaches and other adults in any supervisory role with students to provide a positive role model to students.

### **POLICY**

- Burnside High School complies with the Act in respect of signage, enforcing a total smoking ban on the school site and having in place complaints procedures.
- While not a requirement of the Act, the school extends the Smoke-free area to any place where Burnside High School students are under school supervision, which includes transportation, sports grounds, outdoor education venues and fieldtrips.
- Staff, and to some extent other adults involved in school activities, are required to act as positive role models for the students, and to this end should take reasonable precautions to prevent students seeing them smoking, or giving students any indication that they do in fact smoke. This might reasonably extend to out of school hours and to some public places, such as not smoking at a public event.

### **APPLICATION**

- This policy applies primarily to employees of Burnside High School, contractors, visitors and caregivers.
- While students are certainly covered by the legislation in regard to the school being a smokefree area, and will receive the same treatment for breaches under the Act, there are further measures in place designed to assist these students under disciplinary, health and guidance policies.
- The application of the Smoke-free Environments Act 1990 as amended in 2003 is contained in [www.smokefreelaw.co.nz](http://www.smokefreelaw.co.nz)

## **5.1(iv) Procedures Relating to: HEALTH AND SAFETY IN THE WORKPLACE**

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### **PURPOSE**

To comply with:

- (i) Health and Safety in Employment Act
- (ii) Ministry of Education: Health and Safety Code of Practice for State Primary Composite and Secondary Schools
- (iii) Relevant sections of the State Sector Act and Employment Relations Act.
- (iv) Building Act
- (v) Resource Management Act
- (vi) Food Hygiene Regulations

### **POLICY**

- The Board of Trustees undertakes the responsibility to:
  - (i) Promote health and safety in the workplace
  - (ii) Offer an employee assistance programme with regard to the management of stress. This is a confidential counselling service.
  - (iii) Ensure that the necessary minimum physical standards of health and safety as stated in the relevant Acts or regulations are complied with
  - (iv) Have in place operational procedures which will produce a healthy and safe environment for students, staff and visitors to the campus.
  - (v) Ensure that the necessary minimum standards and procedures for environmental protection are complied with.
  - (vi) Train and supervise staff in health and safety procedures.
  - (vii) Ensure that a register of accidents is kept.
- The Health & Safety Committee reports to senior management on health and safety matters.
- The Health & Safety Committee will:
  - (i) Identify hazards and notify the person responsible
  - (ii) Ensure hazards are eliminated where possible
  - (iii) Minimise, monitor, or isolate hazards that are not able to be eliminated
  - (iv) Keep informed of the results of monitoring hazards
  - (v) Supply health and safety information to staff and students through the Second Principal
  - (vi) Ensure all workshops laboratories and computer rooms have safety measures established, which are displayed and reinforced as part of lessons.
  - (vii) Ensure there is proper training in the use of all school plant and machinery operated by support staff, and that appropriate safety devices and protective clothing are available and their use mandatory.
- Burnside High School is a Civil Defence Sector Post. In the event of a Civil Defence Emergency being declared, Burnside High School staff, in relation to student safety, will work under the direction of the Civil Defence Co-ordinator. This will include post emergency procedures. The canteen stocks will be put at the disposal of the Civil Defence co-ordinator. The canteen is a stand-alone single story building.
- Management systems will be regularly reviewed and others developed to ensure the health and safety of all students, staff and visitors.

### **APPLICATION**

- From time to time, the Board will require an exploratory review of current health and safety practices at Burnside High School. This report will include recommendations to satisfy the health and safety requirements.

## **5.1(v) Procedures Relating to : BLOOD-BORNE VIRUSES/ INFECTIOUS DISEASES**

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### **PURPOSE**

This policy enables the school to request information on students infected with HIV/AIDS and other blood-borne viruses, and use that information, in a way which protects the rights of the child and his/her family, to ensure that school staff who need to know are aware and take appropriate precautions. It also sets out in general terms the school's expectations of parents/caregivers with respect to students with infectious diseases.

### **POLICY**

- It is the policy of Burnside High School to neither confirm nor deny that there are students attending the school who have HIV/AIDS or other blood-borne viruses.
- Students with HIV/AIDS and/or Hepatitis B infection in the school zone will be enrolled at Burnside High School and are able to participate in all school activities to the extent that their health permits. This may include working with other agencies [health professionals, Specialist Education Services].
- Parents of students with HIV/AIDS or other blood-borne viruses such as Hepatitis B and C are required to disclose that information to the Principal as a condition of their child's enrolment at Burnside High School.
- The Principal undertakes to keep such information confidential, and only those staff members who "need to know" will be aware of the student's identity.
- There may be occasions where the Principal will advise the parents of a student with a blood-borne virus to keep the student away from school, for his or her own protection, if classmates are known to be carrying infectious diseases such as chicken pox, measles or mumps.
- Staff who "need to know" would include all classroom teachers of the student, sports coaches, outdoor education and physical education teachers and the school nurse, doctor and sick-bay attendants.
- Other staff may be informed there are students enrolled with blood-borne diseases, but do not need to know their identity. This particularly applies to cleaners.
- All staff and students should treat all blood as infectious, and follow established procedures when dealing with any injury or bleeding.
- Health education programmes will develop knowledge, understandings, skills and attitudes necessary for students to deal confidently with matters surrounding HIV/AIDS and other blood-borne viruses.
- The Board encourages parents/caregivers to work with school management in respect of students with infectious diseases.

### **APPLICATION**

- This policy applies to all students enrolled at or applying for enrolment at Burnside High School.
- Infectious diseases include SARS, measles, mumps, chickenpox, hepatitis, influenza and other serious viral infections.

## **5.1(vi) Procedures Relating to: ANIMAL CODE OF ETHICS**

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### **PURPOSE**

Burnside High School recognises that under the Animal Welfare Act 1999 it is required to have a Code of Ethical Conduct relating to the welfare and treatment of any animals under its care.

### **POLICY**

- To encourage through example the proper care of living things within the school situation (see “Science in the NZS Curriculum”, Living World section: Achievement Objectives 3 & 4)
- To provide experiences for students to observe, handle and care for a range of animals in a humane way.
- To ensure that the care and welfare of animals must have the highest priority in any activity involving the keeping of an animal or its study on a field trip.
- To educate students through example and discussion on the importance of animal care, welfare and the responsibilities involved.

### **APPLICATION**

- “Animal” is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.
- It is generally accepted that other living creatures such as spiders, snails, worms and insects must also be treated with care and kindness.
- If the appropriate care cannot be provided, the animal is not to be kept in school.
- Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.
- Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in the school is guaranteed.
- Responsibility for the welfare of animals rests with the teacher involved, but ultimately with the Principal and Board.
- Animals must have appropriate diet, including access to water. Provision must be made for care at weekends and over holidays.
- Animals must have cages/containers of an appropriate size, and be ventilated and hygienic.
- Animals must not be subjected to extremes of noise, draught or sunlight.
- Animals must be free from injury or disease. Diseased or injured animals must be treated, and must not be kept at school.
- Animals must be handled/kept in such a way that they are not subjected to stress or fear.
- Animals must be able to express normal behaviour.

- Where an activity is planned which may cause distress or suffering to the animal, approval must be obtained from an Animal Ethics Committee. A record must be kept of procedures followed as set out in the Act (See ERO Handbook, 1994 Pages A72 R5)  
(See also A Guide to Animals in Schools (MAF 1998))

## 5.2 POLICY STATEMENT: STUDENT BEHAVIOUR

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### PURPOSE

In providing a supportive learning environment Burnside High school has a responsibility to ensure the safety, welfare and educational progress of all students in its care. High standards of student behaviour are expected in order to achieve this and therefore systems and principles of good behaviour and of self-discipline are necessary.

### POLICY

- Students are guided towards good behaviour through the school rules and the general expectation of “*showing concern for others*” both within the school and beyond. Good behaviour is to be recognised and reinforced. It is also modelled by staff.
- Disciplinary measures are designed to be corrective and, where appropriate, a deterrent. Under no circumstances can any punishment involve physical contact. There may be occasions where the use of force is justified to restrain a student from harming others or him/herself, but not in any way as a punishment.
- Emphasis is put on the development of self-discipline; care for others and on recognition of improvement.
- Students are encouraged to take responsibility for their own actions and decisions and to be responsively aware of other’s needs.

### APPLICATION

- This policy is applied through the school’s values for Learning, and expectations of students are listed in the student planner, and in the School Bylaws.
- Student behaviour should be of an accepted standard at all times. The basis for student behaviour is common sense, courtesy, being respectful, consideration for and safety of others.
- There are different types of unacceptable behaviour which will be monitored and followed up by teachers in the classroom, and by staff around the school, or wherever the student is in school uniform in public. When incidents of misbehaviour increase in frequency or seriousness the students concerned will be referred to Form Teachers, Deans, Divisional Principals or Guidance Counsellors.
- Parents and caregivers will be contacted when a student’s behaviour causes serious concern or is repeated.
- Assistant Principal/Principals Nominee and the Assessment Coordinator can also be involved in contacting parents/caregivers about NCEA assessment concerns.
- Serious misbehaviour can lead to consideration of a stand-down or suspension from school in terms of the Education Act 1989:
  - a) The student’s gross misconduct or continual disobedience is a harmful or dangerous example to others at the school or
  - b) Because of the student’s behaviour it is likely that the student or other students at the school will be seriously harmed if the student is not suspended.

- Serious misbehaviour can involve:
  - Constant defiance or disobedience of instructions or rules
  - Acts of violence against people (unprovoked physical violence and verbal abuse).
  - Acts of vandalism
  - Any act endangering the safety of others
  - Any illegal drug use, consumption of alcohol, smoking tobacco or solvent sniffing.
  
- Cases of criminal activity may be reported to the police.

## **GUIDELINES**

- Definition: A ‘student’ is any person enrolled at Burnside High School, identifiable as a student by the wearing of a Burnside High School uniform or engagement in Burnside High School activities.
- Given the extensive catchment area of the school the school community conceptually encompasses any geographic area where the uniform is worn. This policy, therefore applies to any student who sets a bad and dangerous example to other students or members of the wider community.
- All students are expected to abide by this by-law.
- Students are expected to meet the standards of the school both within the school and in the wider community. Such activities as (but not limited to) offensive language, violence, smoking, purchasing or consuming drugs or alcohol or engaging in any illegal activities are all encompassed in this by-law.

## **CONSEQUENCES**

Any student found to be in breach of the behaviour code may be subject to the normal disciplinary procedures that apply to students within the school grounds.

## **5.3 POLICY STATEMENT: SEARCH AND SEIZURE OF PERSONAL PROPERTY**

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### **PURPOSE**

To ensure the safety of all people at Burnside High School, there will be occasions when it is necessary to require students to show they are not contravening the School Bylaw by possessing banned instruments or substances or material.

### **POLICY**

- The surrender, retention and search rules are set down in section 139AAH of the Education Act.
- Burnside High School staff will act in accordance with the rules of the Surrender, Retention and Search processes as attached.
- The Ministry also provides guidelines in this regard - See the Ministry of Education website.

### **APPLICATION**

This policy applies to all students of Burnside High School, whether at school or out of school on a school trip or event, and covers students from other schools visiting on official school visits or exchanges.

## **5.4 POLICY STATEMENT: ATTENDANCE**

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### **PURPOSE**

- Non-attendance has been identified as a major barrier to learning
- Parents/caregivers have a responsibility to ensure students attend, and need to be aware of the attendance requirements, procedures and penalties.
- The school has a responsibility to ensure attendance, and this policy sets out the ways attendance is encouraged, monitored, followed up and reviewed.

### **POLICY**

- All students of Burnside High School are expected to attend scheduled classes, form meetings, assemblies and other activities during the school day.
- Attendance will be recorded for each student on a period by period basis, and unexplained absence will be followed up by form teachers, deans and divisional principals.
- Attendance information will be included in students' reports. Where there is concern regarding attendance, the school will communicate this to parents/caregivers at the time.
- Divisions will identify 'at risk' students and monitor the attendance of those students.
- A range of procedures will be followed when students are identified as truant.
- Emergency closure procedures will ensure parents/caregivers are informed, and the welfare of students is guaranteed, if the school needs to close at short notice.

### **APPLICATION**

- BHS has been approved by the Ministry of Education to operate an electronic register and record keeping system.
- The Student Diary sets out the attendance requirements, as described in the School By-Law.
- The period by period roll check is entered into the school's computer records each hour, enabling the school to make a timely and appropriate response and provide form teachers with attendance information for the following morning.
- Class teachers may also maintain attendance records and alert deans and form teachers to suspected absence concerns.
- Contact with parents regarding student absence may take a variety of forms including; letter, e-mail, phone call, text message etc.

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## **PURPOSE**

- To provide an environment where students will report bullying – thereby seeing bullying as an undesirable form of behaviour that can be reduced.
- To establish avenues for reporting and acting on incidences.
- To raise the awareness of bullying and the importance of being concerned for, and supporting, others.

## **POLICY**

- Bullying is any intimidating behaviour towards an individual. This may be emotional or verbal or electronic or physical threats or actions.
- Students are encouraged to report bullying behaviour either to their form teacher, Dean, DP or Guidance Counsellor or to any staff member, prefect or person they feel comfortable in trusting.
- Staff members are required to report suspected cases of bullying to the relevant DP.
- Guidance Counsellors may also be alerted to bullying behaviour between students as part of their counselling and are required to act appropriately.
- Often students will be reticent in reporting other students for fear of reprisals, and will need to be persuaded and supported to give information for their own good and the good of others.
- Students who have bullied others will be disciplined and counselled appropriately. There will also be an on-going review of students' behaviour following any intervention.
- The awareness of bullying will be raised through form teachers, assemblies, prefects, class representatives, curriculum and any other appropriate avenue.

## **APPLICATION**

DP's are required to:

- (1) Mention this policy in an assembly early in the year
- (2) Act on any information from staff, students or parents
- (3) Gain a written statement from the victims, including both feelings and happenings
- (3) Discipline the students who are guilty of bullying
- (4) Maintain an active follow-up of any students so disciplined.

Staff in general are required to be vigilant and pass on any suspicions from the behaviour of individuals or groups in the classroom or playground.

## 5.6 POLICY STATEMENT: REPORTING OF CHILD ABUSE

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### PURPOSE

It is important that staff respond to possible cases of child abuse as soon as possible, and that those suspicions are acted upon in an appropriate way so as to promote the well-being of the child.

**Section 15 of the Children, Young Persons, and Their Families Act 1989 (CYP &F Act) provides that;**

*Any person who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived may report the matter to a social worker or constable.*

### POLICY

- Notwithstanding the following procedures, anyone at their discretion may report concerns directly to the Police/CYF.
- A staff member who suspects abuse must report the matter to the Principal or member of the Senior Leadership Team or Guidance Counsellor. No attempt should be made by the reporting staff member to interview the child.
- The Principal or Guidance Counsellor will then work with a doctor, Children, Youth and their Families Agency and/or the Police in support of the child.
- Protection of the information is essential in cases of suspected abuse.
- The procedures for Guidance Counsellors handling child abuse are held in the School's Guidance Department Manual.

### APPLICATION

This policy applies primarily to students of Burnside High School, but does not preclude the reporting of abuse of any children coming to the attention of Burnside High School Staff

## **5.7 POLICY STATEMENT: STUDENT TRIPS/EXTENDED TRAVEL**

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### **(i) STUDENT TRIPS**

#### **PURPOSE**

Burnside High School's objectives recognise the value of learning outside the classroom. This policy sets out the criteria for the approval of student trips

#### **POLICY**

- The Board delegates to the Principal the authority to approve all school trips within New Zealand, off-site, up to a maximum of five (5) days.
- The Board delegates the authority to the Second Principal to approve subject based trips, and appropriate social class trips, of one day or less.
- The Board of Trustees may, upon the specific merits and after the satisfactory completion of the Trip Application Form, approve:
  - (i) Trips within and outside of New Zealand both during term and vacation time for sporting, cultural, artistic and/or educational purposes.
  - (ii) overseas trips for cultural, social or educational purposes during vacation time.
- Approval of trips is conditional upon:
  - (i) adequate planning set out in the application – including Head of Faculty approval.
  - (ii) adequate supervision by staff. Risk management practices must be followed at all times in accordance with the trip procedures form. For groups including girls there must be an adult female supervisor.
  - (iii) parent/caregiver permission, including an undertaking, where appropriate, to meet any additional costs should the staff member in charge deem it necessary to send the student home (or similar).
  - (iv) a written report (upon their return) by the staff member in charge in the case of overseas trips.
- Unacceptable student behaviour on school trips will be appropriately dealt with by the staff member in charge. Serious breaches will be communicated immediately to the Principal or Second Principal and may result in the student(s) returning home or being subject to disciplinary action upon their return to school.

#### **APPLICATION**

This policy applies to any organised excursion in school time or trip in the name of Burnside High School and organised by or on behalf of Burnside High School.

(ii) **EXTENDED TRAVEL**

**PURPOSE**

To promote safe driving of vehicles carrying Burnside High School students, including school minibuses, rented minibuses and private vehicles, and to guard against fatigue on extended trips.

**POLICY**

- When school trips are being planned, all reasonable precautions must be taken to mitigate driver fatigue.
- When planning for an extended trip, the organiser must be conservative in the timetable planning to accommodate a reasonable number of driver breaks.
- Where there is more than one suitable staff member available, the driving of the vehicle should be rotated at least every three hours.
- If an adult helper or parent helper is willing, appropriately competent, and he/she has a current Driver Licence then consideration could be given for that person to be included in a roster of shared driving as part of the planning for the trip.

**APPLICATION**

- Fatigue is defined [LTNZ] as tiredness, weariness or exhaustion. You can be fatigued enough to impair your driving long before you ‘nod off’ at the wheel. The signs and symptoms described by the Land Transport Safety Authority are forgetfulness, being fixated, poor decision making, apathy (a lack of interest), slowed reaction times, lethargy (feeling drowsy and lacking energy), reduced vigilance, moodiness, not communicating well and nodding off. The LTNZ suggests that a walk outside the minibus for about five minutes and refreshment is an effective action during a break.
- This policy applies to all staff members and adult helpers driving Burnside High School students on school trips.
- Staff members at Burnside High School can drive the school minibus if they have a current driver’s licence and have completed a familiarisation session with the minibus coordinator.
- As part of the familiarisation session, they complete a *Risk Analysis & Management System* (School Minibus) form which is filed with the minibus coordinator who adds the drivers to the database as ‘accredited’.
- When, as part of the planning for an extended trip, there is a need to use a non-staff member as a driver of a school minibus, the trip coordinator is to view and confirm the Driver Licence and provide the driver with information about the *Risk Analysis & Management System* (RAMS) procedures for that trip.
- In the event of the sole driver of the vehicle carrying Burnside High School students deciding that he/she is unable, for whatever reason, to continue to drive, then the emergency plan on the RAMS form for that trip need to be implemented.
- School students are not permitted to drive a minibus.

## **5.8 POLICY STATEMENT: GUIDANCE OF STUDENTS**

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### **PURPOSE**

To identify ways in which student learning and personal development can be enhanced.

### **POLICY**

- All teaching staff will have regard for the need for students to:
  - have the opportunity to develop their potential,
  - become aware of their personal responsibility for their own mental and physical health,
  - increase the knowledge students have of their own development and the choices that are available to them,
  - further develop skills in setting goals, making decisions, problem solving and coping with changes, and
  - establish caring, supportive and trusting relationships with adults and with each other.
- Teachers will be proactive in assisting in the pastoral care of the students in their form classes and subject classes.
- Division Principals, Guidance Counsellors, Deans and the Transition staff will follow up with students following concerns expressed by teachers, students, parents, or relevant outside agencies.
- Guidance Counsellors will:
  - provide a confidential counselling service for individuals and groups with personal needs.
  - provide appropriate educational, vocational and social guidance for all students.
  - where necessary, communicate with parents on the needs of their student and, where resources allow, provide counselling and support.
  - be involved with programmes, issues and groups within the school that are concerned with the well-being of staff and students.
  - liaise with community specialist services and agencies to supplement school guidance services and programmes.
- Deputy Principals/Divisional Principals will:
  - oversee the guidance network and systems within their division.
  - provide advice and guidance to students where appropriate.
  - support staff who are providing guidance to students within their division.
- Class teachers will:
  - help deliver programmes which support learning and support students across the school.
  - help identify students at risk and/or in need of guidance and refer them to the appropriate staff member.
- Form Teachers will:
  - provide care and guidance for students who are in their form class, and refer students to appropriate staff member if specialist help is required.
  - liaise with parents if issues arise with their students that may require guidance, including attendance, behavioural, uniform, and academic concerns.

- Deans will:
  - provide care and guidance for students who are referred to them or who they identify as needing support, including attendance, behaviour, uniform, well-being, course counselling and academic concerns.
  - liaise with Divisional Principal, parents, teachers, Guidance Counsellors and outside agencies with a view to ensuring the guidance needs of students at their level/in their division are being met.
- The Head of Guidance and Pathways Co-ordinator will help maintain and resource the school's integrated system of careers education and counselling.

## **APPLICATION**

As well as referrals to guidance counsellors, this policy also applies to the Study Skills programme and Transition to Work programmes

## **5.9 POLICY STATEMENT: STUDENT APPEARANCE**

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### **RATIONALE:**

We believe that students who present themselves appropriately create a good impression on our school community and help promote the high standards we encourage.

### **PURPOSE**

To set out the principles underlying bylaws and regulations.

### **POLICY**

- Bylaws and regulations encourage students to take pride in their appearance and to ensure that in all respects this brings credit to the school's image in the community and wherever it is represented.
- Year 9-12 students wear uniform neatly and correctly.
- Year 13 students have the option to wear appropriate mufti.
- Changes to uniform requirements require Board of Trustees approval.
- When trips away from school are approved, whether students will be required to wear uniform or not is specified in the '*Trips Procedures*'.
- Temporary departure from the prescribed uniform may be authorised by Divisional Principals.
- It is the duty of all teaching staff to monitor and act upon breaches of uniform and appearance regulations.

### **APPLICATION**

Uniform regulations and the Year 13 dress code are set out in the Student Handbook and are also available from reception and are listed on the school website. The School Bylaws sets out uniform requirements.

## **5.10 POLICY STATEMENT: EMERGENCY EVACUATION/ AND SURVIVAL PLAN**

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### **PURPOSE**

- To establish, monitor, and practice safe, efficient and effective evacuation procedures relating to the school buildings (and, if required, site).
- To establish, monitor and educate on-site personnel about safe, efficient and effective procedures relating to the survival of those on site post an emergency event or evacuation.
- To establish clear channels with emergency services (Police, Fire, Civil Defence).
- To ensure the regular maintenance, checking and use of emergency equipment.

### **POLICY**

- Emergency evacuation procedures will be advised to all staff and students at the start of the school year and practiced termly.
- These procedures will be displayed in all classrooms/workrooms.
- A survival plan (post emergency event or evacuation) is to be available upon request for members of staff and explained to staff annually.
- Both the evacuation procedures and survival plan are to be reviewed by the Health and Safety Committee annually and revised accordingly (and as required following practice evacuations.)

### **Note:**

- The school has 'lock-down' procedures which are covered in the documentation available for staff and students as part of the 'Evacuation' documentation.
- It is the responsibility of the school's *Health and Safety Committee* to develop, review, update and advise members of the school community of the evacuation, lock-down and survival plan.

## **5.12 POLICY STATEMENT: SEXUALITY EDUCATION**

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### **PURPOSE**

This policy is based on the Board's obligation to have the school deliver a sexuality education programme to students, and to consult the community in this regard.

### **PROCEDURES**

- The school will deliver a sexuality education programme to Years 9 and 10 students as part of the Health Curriculum currently taught as part of the Physical Education and Health course for all students.
- The externally assessed part of the year 11 to 13 Health Course includes a sexuality education element.
- The extent of and content outline of the Years 9 and 10 sexuality programme will be made available to members of the wider school community annually in the following way:
- Consultation with the wider school community will be conducted every two years by relevant staff via meetings facilitated by the PTA/Friends of the School groups.
  - The consultation will be used to inform caregivers of the programme.
  - Issues of concern will be reported to the Principal.
  - Information for parents will also be provided via the students at the beginning of the teaching unit to inform parents about the programmes content. If they have any questions they are encouraged to contact the teacher in charge.

### **APPLICATION**

This policy applies to the Board of Trustees (statutory obligation), to the senior management of the school who are responsible for curriculum delivery and ensuring that the consultation process is carried out, and staff in the Physical Education/Health Faculty who will deliver the programme and lead the consultation process.

# **ADMINISTRATION**

**(NATIONAL ADMINISTRATION GUIDELINES 6)**

## 6.1 POLICY STATEMENT: ENROLMENT

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### PURPOSE

This policy is designed to support the Burnside community and complies with the School Charter, the Education Act and Human Rights Legislation.

### POLICY

- All students who live within the home zone described below shall be entitled to enrol at the school.
- Proof of residence within the home zone is required.
- Each year, applications for enrolment in the following year from in-zone students will be sought by a date which will be published in a daily or community newspaper circulating in the area served by the school. This will enable the board to assess the number of places which can be made available to students who live outside the home zone.
- Special Programmes

The school operates the following special programme:

Specialist Music Programme. Students who live within the school's home zone and meet the criteria for enrolment in the special programme will be enrolled ahead of out-of-zone students.

- Out-of-zone enrolments
- Each year the Principal and the Board will determine the number of places at each level (yr 9-13) which are likely to be available in the following year for the enrolment of students who live outside the home zone. The school will publish guidelines to the community in this regard. The notice will indicate how applications are to be made and will specify a date by which all applications must be received.

Applications for enrolment will be processed in the following order of priority:

- |                 |   |
|-----------------|---|
| First Priority  | will be given to students who have been accepted for enrolment in the following special programme run by the school and approved by the Secretary for Education.<br>It is titled: Specialist Music Programme. |
| Second Priority | will be given to applicants who are siblings of current students.   |
| Third Priority  | will be given to applicants who are siblings of former students.  |
| Fourth Priority | will be given to applicants who are children of former students of the school.  |
| Fifth Priority  | will be given to applicants who are children of employees of the board of the school or children of members of the board  |
| Sixth Priority  | will be given to all other applicants.  |

- If there are more applicants in the second, third, fourth, or fifth priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions issued by the Secretary under Section 11G(1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the school.
- Applicants seeking second or third priority status may be required to give proof of a sibling relationship.
- Applicants seeking fourth priority status may be required to give proof of a parent ex-student relationship.

## **APPLICATION**

- This policy applies to all students applying for a place at Burnside High School other than international fee-paying students
- The home zone is:  
From Russley Road east along Wairakei Road to Breens Road, north along Breens Road to Twyford Street, along Twyford Street to Vauxhall Street, east along Vauxhall Street to Farrington Avenue, north along Farrington Avenue to Hornsby Street, east along Hornsby Street and crossing Mooray Avenue to Staines Street, east along Staines Street to Grahams Road, north along Grahams Road to Greers Road, south along Greers Road to Saffron Street, along Saffron Street to Manor Place, east along Manor Place to Wairakei Road, east along Wairakei Road to Idris Road, east along Idris Road to Glandovey Road, south along Glandovey Road to Fendalton Road, west along Fendalton Road to Clyde Road, south along Clyde Road to Creyke Road, west along Creyke Road to Maidstone Road continuing west along Maidstone Road to Withells Road, along a line across Withells Road to Wardour Mews, west along Wardour Mews to Berkshire Drive, west along Berkshire Drive to Greystoke Lane, west along Greystoke Lane and continuing on this line to Russley Road, north along Russley Road to Wairakei Road.

This includes residences on both sides of the boundary roads included in the zone.

- The recommendations for acceptance into the Special Music Programme (SMP) will be determined as follows:

### Rank Order

- All candidates are put into a rank order, with a nominated cut-off point in acceptable standard for SMP.
- The rank order is established and confirmed by the nominated member of the SMP Council and the Head of Department Music.
- This recommended list is given to the Principal, who attends to the enrolment process for the school.
- See procedures below

## **6.1 SPECIAL MUSIC PROGRAMME**

### Auditions

The School advertises that auditions for the programme will take place:

- Newspaper Advertisement.
- Registered Music Teachers' Newsletter.
- Notice to principal contributing Primary Schools.

Audition Requirements are published

### Audition Panel

- Professionals are called in to listen “live” to the candidates.
- The SMP Council is advised who the audition panel will be.
- The audition panel is not given the residential address of the candidate - i.e. the panel members do not know if the candidate is in-zone or not.

## **6.2 POLICY STATEMENT: INTERNATIONAL (FEE-PAYING) STUDENTS**

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### **PURPOSE**

To define the reasons why the school has foreign fee-paying students and the ways in which these students are selected and assisted in their education at Burnside.

### **POLICY**

- International students are charged fees to pay for their curriculum costs, and for staffing, property management, and administration costs, together with Government charges (student levy and GST).
- International students enrich the school with their own distinctive cultural input, their commitment to succeed in academic studies and their desire to learn about our society. In addition, these students, through their tuition fees, contribute to the development of the school's amenities and resources which in turn will benefit the education of all students.
- The international student quota and tuition fees will be decided by the Board of Trustees each year, with regard to the current enrolment scheme, the projected maximum roll for the following year and available resources.
- Ministry of External Relations and Trade (MERT) Scholarship holders will be accepted as part of the international student quota.
- Provision is made for short term international students.
- An ESOL programme will be available for international students who require or request that assistance. Further ESOL assistance is provided at additional cost.
- A homestay co-ordinator will be appointed to work with international students and host families and liaise with the school.
- International fee-paying students are subject to the same procedures and by-laws as for all New Zealand resident students.
- Burnside High School accepts and adopts the requirements of the Code of Practice for the Pastoral Care of International Students.

### **APPLICATION**

Refer: - Publicity material: International Students  
- Code of Practice for the Pastoral Care of International Students

The Overseas Students' Co-ordinator will co-ordinate all aspects of international student enrolment and monitor their education at Burnside High School.

## **6.3 POLICY STATEMENT: COMPOSITION OF THE BOARD**

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### **PURPOSE**

This policy is based on the Board's obligation to comply with the s103 of the Education Act 1989.

### **POLICY**

- The Board shall comprise:
  - Minimum of five parent representatives
  - Principal
  - One staff representative
  - No more than four co-opted members
  - One student representative
  - The Second Principal will attend Board meetings and have speaking rights
- The Board Secretary is the Returning Officer for the election of the parent representatives, the staff representative, and the student representative, and is to conduct the elections in accordance with the procedures set out in the Act as amended.
- Regard shall be given in selecting the co-opted members:
  - (i) To reflect the character and diversity of the community and the students.
  - (ii) To achieve a gender balance.
  - (iii) To make available management expertise and experience from within the Board.
  - (iv) To increase the parent representation on the Board.
  - (v) To maintain a link with local tertiary educational institutions.

### **APPLICATION**

This policy applies to Burnside High School Board of Trustees.

**PURPOSE**

This policy is based on the Board's obligation to comply with the Education Act 1989 and the local Government Official Information and Meetings Act 1987 Part VII.

**POLICY**

- The Board shall meet monthly during school terms, and at other times by agreement at the previous meeting or when determined by the Board Chairperson (or when determined by another person in accordance with the Act).
- No business shall be transacted at any meeting unless more than half of the trustees then holding office are present.
- Every question shall be decided by a majority of the votes cast on it by trustees present, except that the chairperson has a casting vote when the deliberative votes are equal.
- Trustees shall be excluded from the meeting during the discussion of business in which they have an interest described in the Act.
- Business shall be conducted as far as possible in open meeting. When the public are excluded, it shall be by resolution of the Board in accordance with the Meetings Act.
- Members of the public may speak in open meeting by invitation from the chairperson or when the meeting resolves to give speaking rights.

**APPLICATION**

This policy applies to monthly meetings of the full Board and the Annual General Meeting. The operation of sub-committees and the Disciplinary committee may differ.

## **6.5 POLICY STATEMENT: BOARD COMMITTEES**

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### **PURPOSE**

This policy is based on the need to discuss and prepare matters in committees in order to facilitate the efficient operation of the Board.

### **POLICY**

- Members of committees are elected or appointed by the Board, and need not be members of the Board. Committees may co-opt further persons to their membership.
- Membership of committees lapses at the next annual meeting of the Board.
- The Board Chairperson and the Principal are *ex officio* members of all committees.
- Unless the Board resolves otherwise, committees do not have authority to act on behalf of the Board.
- Committees shall report at the next ordinary meeting of the Board following committee meetings, and this report shall be summarised in the Board minutes.
- Committees shall discuss matters referred to them by the Board, and may initiate discussion on other matters.
- The Board, by resolution, may add further committees.
- A committee shall lapse if it does not meet at least once between consecutive annual meetings of the Board.

### **APPLICATION**

- The Committees, and their duties, are:

Discipline –as required, to consider suspended students.

Finance – supervision of financial matters

Personnel – staffing matters such as leave, sabbatical payment, as required

Property – supervision of buildings, grounds and their staffing (health and safety)

Uniform – to consider changes to school uniform requirements, as required

Web Promotion Committee - to oversee and consider changes to the school website.

## **6.6 POLICY STATEMENT: FUNDING OF BOARD EXPENSES**

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### **PURPOSE**

To ensure adequate financial resources are made available so that the tasks and functions of the Board of Trustees can be carried out in an effective and professional manner.

### **POLICY**

- Each year the Board, on the recommendation of the Finance Committee, will budget the costs of Board operations for the next financial year.
- The budget for the expenditure of funds is the responsibility of the Board Chairperson.
- Normal accounting procedures will be followed for purchases and payments.

### **APPLICATION**

This policy will take account of requirements under the Policy Statements regarding Board member training, Composition of the Board in regard to election costs, committees regarding payments and Budgeting requirements generally

## **6.7 POLICY STATEMENT: BOARD MEMBER TRAINING**

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### **PURPOSE**

To ensure that all Board members are aware of the tasks and responsibilities of Board membership and that they have the opportunity to develop skills and knowledge appropriate to the discharge of their duties, including communication skills, workload management and Treaty of Waitangi obligations.

### **POLICY**

The Board will budget funds annually for Trustees to attend Board approved training sessions related to their governance role.

The Board Secretary will circularise all Trustees as to the availability of courses designed specifically for Trustees.

The Board will decide on a programme for new trustees, which may involve workshop sessions for the whole Board.

### **APPLICATION**

This policy applies to all members of the Board, including the Second Principal.

## **6.8 POLICY STATEMENT: EMERGENCY POWERS OF THE BOARD**

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### **PURPOSE**

- To give emergency powers to the Chair and Principal to enable decisions to be made without recourse to the full Board. This may also be required during school vacations.
- To enable urgent decisions to be made when it is difficult or impracticable to call the full Board.

### **POLICY**

- By resolution of the full Board, authority is conferred on the Principal to take such urgent action as the Principal thinks is required to expedite the smooth operation of the school. Such action will be confirmed by the full Board at the next meeting.
- Where possible, the Principal will consult with the Board Chair before taking such action.

### **APPLICATION**

The Emergency Powers may be used in any context where the Principal or Board Chairman see the need to do so. This could include:

- natural disaster,
- any threat to student or staff safety arising from criminal actions or threats,
- industrial action by any group,
- events or actions which prevent the school buildings or grounds being suitable for normal school to continue,
- adverse weather which makes student or staff travel to or from school dangerous or too difficult.

## **POLICY STATEMENT: CREATIVE COMMONS**

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### **PURPOSE:**

- To support the collaborative production and the open and free exchange of intellectual property.

### **POLICY:**

- Burnside High School:
- Asserts its copyright over the work created by employees during the course of their employment.
- Encourages staff and students to support free and open access to Intellectual Property and to apply the Creative Commons Attribution framework to work created by them as individuals.
- Covers all Teaching Materials and Policies, by default, by a Creative Commons by Attribution License.
- Also protects by default, all Intellectual Property, other than teaching materials and policies, and this cover may only be waived by the express agreement of the Principal. Such a waiver should be on a case by case basis with detailed reasons, time dependent and should give consideration to applying other Creative Commons Licenses to the work.
- Will transfer the copyright of created works to the original creator when a Creative Commons License is applied to them.
- Does not make any claim over the ownership of student produced property which remains the property of the creator.

### **APPLICATION:**

- Outputs, outcomes or intellectual property created by staff in the course of their employment are owned by the school unless otherwise expressly agreed to in an employment agreement.
- Joint ownership of such property will only occur when there is an express agreement between the school and the staff member
- All published works should be clearly labelled with the appropriate symbol from the Creative Common Icon set
- Where there is a dispute over Intellectual Property the dispute should be documented and presented, in the first instance, to the Principal and then, if not resolved, to the Chairperson of the Board of Trustees.
- Mediation with an appropriate authority will be undertaken if the dispute over Intellectual Property cannot be resolved by the Principal and/or the Chairperson of the Board of Trustees.