



06/08/2024

2024 Rosehill School Policy Manual



Tē tōia, tē haumatia

Nothing can be achieved without a plan, workforce
and a way of doing things

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1. Introduction

The school board of Rosehill School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

To ensure effective school performance, the school board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and Management

The following are the board’s agreed governance and management definitions which form the basis upon which both the working relationships and the board’s policies are developed.

| Governance | Management |
|---|--|
| <p>The ongoing improvement of student progress and achievement is the board’s focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school’s performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.</p> | <p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board’s policy framework and the law of New Zealand. [For detail see Operational Policies]</p> |

| | |
|--|--|
| The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school. | |
|--|--|

In developing the above definitions for Rosehill School, the board is mindful of the relevant sections of the Education Act 1989 as set out below.

Education Act 1989

The Education Act 1989 was amended on 19 May 2017, clarifying the governance role of the board of trustees and a focus on student achievement. The powers and functions of boards are now set out in Schedule 6 of the Act, with the principal's role as chief executive specified as before in Section 76.

Schedule 6

4 Board is governing body of school

(1) A board is the governing body of its school.

(2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.

(3) Under section 76, the school's principal is the board's chief executive in relation to the school's control and management

5 Board's objectives in governing school

(1) A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

(2) To meet the primary objective, the board must—

(a) ensure that the school—

(i) is a physically and emotionally safe place for all students and staff; and

(ii) is inclusive of and caters for students with differing needs; and

(b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and

(c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and

(d) if the school is a member of a community of learning that has a community of learning agreement under section 72, comply with its obligations under that agreement as a member of that community; and

(e) comply with all of its other obligations under this or any other Act.

6 Staff

Subject to Parts 8A and 31, a board may, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss school staff.

13 Board has complete discretion

A board has complete discretion to perform its functions and exercise its powers as it thinks fit, subject to this and any other enactment and the general law of New Zealand.

16 Cultural diversity, Treaty of Waitangi, tikanga Māori, and te reo Māori

(1) A board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Māori culture.

(2) In performing its functions and exercising its powers, a board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.

(3) Without limiting subclauses (1) and (2), a board must take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it.

17 Delegations

(1) A board may delegate any of the functions or powers of the board or the trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:

(a) a trustee or trustees:

(b) the principal or any other employee or employees, or office holder or holders of the board:

(c) a committee consisting of at least 2 persons at least 1 of whom is a trustee:

(d) any other person or persons approved by the Minister:

(e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).

(2) Subclause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.

(3) The board must not delegate the general power of delegation.

(4) A delegate to whom any function or power is delegated may,

(a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the board or the trustees; and

(b) delegate the function or power only—

(i) with the prior written consent of the board; and

(ii) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.

(5) A delegate who purports to perform a function or exercise a power under a delegation—

(a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and

(b) must produce evidence of his or her authority to do so if reasonably requested to do so.

(6) No delegation in accordance with this Act—

(a) affects or prevents the performance of any function or the exercise of any power by the board or the trustees; or

(b) affects the responsibility of the board for the actions of any delegate acting under the delegation; or

(c) is affected by any change in the membership of the board or of any committee or class of persons.

(7) A delegation may be revoked at will by—

(a) resolution of the board and written notice to the delegate; or

(b) any other method provided for in the delegation.

(8) A delegation under subclause (4)(b) may be revoked at will by written notice of the delegate to the subdelegate.

(9) The board may, by resolution, appoint committees—

(a) to advise it on any matters relating to the board's functions and powers that are referred to the committee by the board; or

(b) to perform or exercise any of the board's functions and powers that are delegated to the committee.

(10) A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the board the details of any financial interest that would disqualify the person from being a trustee under section 103A.

(11) This clause applies to each member of a committee who is not a trustee with any necessary modifications.

18 Bylaws

A board may make bylaws that the board thinks necessary or desirable for the control and management of the school.

s.76 Principals

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal —

(a) Shall comply with the board's general policy directions; and

(b) Subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day to day administration.

In order to carry out effective governance of the school the board has developed the following policy framework:

Part A: Annually Updated Section

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1. Trustee Register
2. School Board work plan
3. Improvement (Strategic) Plan – separate document

1. Trustee Register

Updated when there is any change of board membership and reviewed annually as part succession planning.

Trustee register: updated when there is any change of board membership and reviewed annually as part of succession planning.

Approved Number of Elected Parent Representations = 7

| Name | Contact details | Conflict of interest | Position on school board – Presiding Member (PM), trustee (T), commissioner (CMR), member (ME) | Type of member – parent elected, selected, co-opted, staff trustee, student trustee, proprietors’ appointee, principal | Date started |
|-------------------|-----------------|---|--|--|----------------|
| Mark Walsdorf | 0212874371 | | PM | Parent elected | Approx. 2012 |
| Manpreet Dhaliwal | 0211194722 | NZSTA Regional exec team | | Parent elected | August 2016 |
| Mere Baker | 021617905 | | Māori Rep, T | Parent elected | April 2016 |
| Gill Hedley | 021569377 | Principal | Principal | | April 2017 |
| Ian Webb | 0211644503 | Wife - Teacher Aide | T | Parent elected | 2016 |
| Nane Lockington | 0211078281 | Partner – Caretaker, Papakura High SB | T | Parent elected | August 2016 |
| Tracey Gidman | 021 685 196 | Handyman sometimes contracted by school | Staff Trustee | Staff Trustee | September 2022 |
| Sam Leatigaga | 02102540315 | | T | Co-opted | July 2024 |

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2. School Board work plan 2024

| Area for review | 26/2/24 | 25/3/24 | 27/5/24 | 1/7/24 | 29/7/24 | 26/8/24 | 29/10/24 | 25/11/24 | 16/12/24 |
|-----------------------------------|--------------------------|------------------------------|--|--|------------------------------|------------------------------|---|--|----------|
| Strategic Improvement Plan | Strategic Plan | Strategic Goal 1 | Strategic Goal 2 | Strategic Goal 3 | Strategic Goal 1 | Strategic Goal 2 | Strategic Goal 3 | Annual plan 2025 | |
| NELPS | NELPS | NELP Links to strategic plan | NELP links to strategic plan | NELP links to strategic plan | NELP links to strategic plan | NELP links to strategic plan | NELP links to strategic plan | NELP links to strategic plan | |
| Policy | Part A- annually updated | Part B- Governance | Part C- Governance Processes Bi-Annual meeting evaluation | Part D- Operational | Part B- Governance | Part C- Governance Processes | Part D- Operational | Outstanding Policies and Bi-Annual meeting evaluation | |
| Budget | Approved | Accounts to auditor | Budget review | | | | Budget review | 2024 Draft budget presented | |
| Student Progress | Student attendance | Target Action Plan | PLP attendance | Student attendance Discretionary leave trends | Target Action Plan | Student attendance | ABLES data Analysis PLP Attendance | Draft analysis of variance Discretionary leave trends | |
| Human resources and hauora | | Principal Growth Cycle | NZCER teacher survey | | | Staff survey results | | Principals Growth Cycle review to PM | |
| Te Tiriti o Waitangi | | School ethnicities data | Ethnic data PLP attendance | | NZ Histories focus | NZ Histories focus | Ethnic data | | |
| Board Requirements | Appoint Presiding Member | Accounts to auditor and MOE | | 1 July Roll return | | | | | |

3. 2021 Improvement Plan



our vision

Creating Inspiring Pathways for Real Life Success

He waihanga ara whakahihiri, kia angitu ai



- Creating coherent pathways and capturing priority capabilities
- Building rich, active learning opportunities
- Strengthening our local Curriculum



- Consolidating how we notice and respond to ākonga outcomes
- Strengthening priority pedagogies
- Strengthening literacy learning



- Embedding how we notice and respond to teacher practice
- Fostering a coaching culture
- Enculturing inquiry

Foundations

Whanaungatanga = fostering a sense of family connection and belonging, developing genuine learning partnership

Manaakitanga = showing kindness, care and respect to ourselves and everyone in our community

Celebrating diversity = noticing and valuing the strengths, contributions and unique learning styles of all our ākonga

Tongata Whenuatanga = strengthening our culturally responsive environment

Ako = valuing what we can learn from and with each other

Part B: Governance policies – how we work as a board

| Policy | Outcome statements | Approved/ reviewed | Next Review |
|--|--|-----------------------|----------------|
| 1. Board roles and responsibilities policy | The board of trustees is focused on governance that fosters and supports the ongoing improvement of student progress and achievement. | 2024 | 2027 |
| 2. Trustee Code of behavior policy | The board will act in an ethical and respectful manner. | 2022 | 2025 |
| 3. Trustee remuneration and expenses policy | Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable. | 2022 | 2025 |
| 4. Conflict of interest policy | The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members. | 2024 | 2027 |
| 5. Presiding member (chair) role description | The board is effectively led. | 2022 | 2025 |
| 6. Staff Representative role description policy | The staff representative brings a staff perspective to board discussion and decision making. | 2024 | 2027 |
| 7. Relationship between presiding member and principal | The relationship between the chair and the principal is based on trust, integrity and mutual respect. | 2024 | 2027 |
| 8. Principal performance management | A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board. | 2022 | 2025 |
| 9. Disciplinary process in relation to the Principal | The SB will act in an ethical way if a complaint against the principal is received | 2024 | 2027 |
| 10. Reporting to the SB | The principal reports to the whole board and keeps it informed of the schools true and accurate position | 2024 | 2027 |
| 11. Principal Professional Expenses policy | 12. Professional expenses for the principal are transparent, fair and reasonable. | 2024 | 2027 |

B.1 Board Roles and responsibilities

The board trustees key areas of contribution are focused on four outcome areas:

| Representation | Leadership | Accountability | Employer Role |
|----------------|---|---------------------------------|--|
| The board | | The Standards | |
| 1. | Sets the strategic direction and long-term plans and monitors the board's progress against them | 1.1 1.2 1.3 1.4 1.5 | The board leads the strategic plan review process The board sets/reviews the strategic aims by December. The board approves the annual plan and targets and ensures the strategic plan is submitted to the Ministry of Education (MoE) by 1 March each year Regular board meetings include a report on progress towards achieving strategic aims The strategic plan is the basis for all board decision making |
| 2. | Monitors and evaluates student progress and achievement | 2.1 2.2 2.3 | The board approves an annual review schedule covering curriculum and student progress and achievement reports Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities |
| 3. | Appoints, assesses the performance of and supports the principal | 3.1 | Principal's performance management system in place and implemented |
| 4. | Approves the budget and monitors financial management of the school | 4.1 4.2 | Budget approved by the first meeting each year Satisfactory performance of school against budget |
| 5. | Effectively manages risk | 5.1 5.2 5.3 5.4 | The board has an effective governance model in place The board remains briefed on internal/external risk environments and takes action where necessary The board identifies 'trouble spots' in statements of audit and takes action if necessary The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action |
| 6. | Ensures compliance with legal requirements | 6.1 7.2 7.3 7.4 7.5 | New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary Accurate minutes of all board meetings, approved by board and signed by chair Individual staff/student matters are always discussed in public excluded session Board meetings have a quorum |
| 8. | Ensures trustees attend board meetings and take an active role | 8.1 8.2 8.3 8.4 | Board meetings are effectively run Trustees attend board meetings having read board papers and reports and are ready to discuss them Attendance at 80% of meetings (min.) No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c) |

| The board | | The Standards | |
|-----------|---|---------------|---|
| 9. | Approves major policies and programme initiatives | 9.1 | Approve programme initiatives as per policies |
| | | 9.2 | The board monitors implementation of programme initiatives |
| 10. | Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage | 10.1 | The Treaty of Waitangi is obviously considered in board decisions |
| | | 10.2 | The board, principal and staff are culturally responsive and inclusive |
| 11. | Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer | 11.1 | Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) |
| | | 11.2 | Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct |
| | | 11.3 | Ensures there is ongoing monitoring and review of all personnel policies |
| 12. | Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures | 12.1 | Successful resolution of any disputes and conflicts referred |
| 13. | Represents the school in a positive, professional manner | 13.1 | Code of behaviour adhered to |
| 14. | Oversees, conserves and enhances the resource base | 14.1 | Property/resources meet the needs of the student achievement aims |
| 15. | Effectively hands over governance to new board/trustees at election time | 15.1 | New trustees provided with governance manual and induction |
| | | 15.2 | New trustees fully briefed and able to participate following attendance at an orientation programme |
| | | 15.3 | Appropriate delegations are in place as per Schedule 6 (17) of the Education Act |
| | | 15.3 | Board and trustees participate in appropriate professional development |

B.2 Trustee code of behaviour policy

Outcome statement

The board will act in an ethical and respectful manner.

Scoping

Every member of the board will have access to the code of behaviour and opportunities to discuss its expectations of their conduct. Board business will be conducted in an ethical and respectful manner, in accordance with legislation and board policy.

Expectations and limitations

| |
|--|
| As members of an effective governance team, each member of the school board shall: |
| ensure the needs of all students and their achievement is paramount |
| be loyal to the school and its mission |
| maintain and understand the values and goals of the school |
| protect the special character of the school |
| publicly represent the school in a positive manner |
| respect the integrity of the principal and staff |
| observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school |
| be diligent and attend board meetings prepared for full and appropriate participation in decision making |
| ensure that individual trustees do not act independently of the board's decisions |
| speak with one voice through board policies and ensure that any disagreements with the board's stance are resolved within the board |

| |
|---|
| in the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter |
| recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff |
| recognise that only the presiding member (working within the board's agreed presiding member role description or delegation) or a delegate working under written delegation can speak for the board |
| continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools |
| be available to undertake appropriate professional development. |

Legislative compliance

[Education Act 1989](#)

B.3 Trustee remuneration and expenses policy

Outcome statement

Remuneration and reimbursement of expenses to trustees is transparent, fair and reasonable.

| |
|--|
| Scoping |
| The board exercises its right to set the amount that the chair and other board members are reimbursed for attendance at board meetings. These honoraria cover the expense of attending board meetings and are not payment for work undertaken. |
| The principal, as a member of the board, is entitled to the same payment as all other trustees except the chair. |
| Any other payments or reimbursements are at the discretion of the board. |

Expectations and limitations

| |
|---|
| Currently at Rosehill School: |
| the chair receives \$140 per board meeting |
| elected board members receive \$120 per board meeting |
| there is payment for extraordinary meetings attended as a board member such as interviews/working group/committee meetings |
| attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair |
| costs associated with attendance at professional development sessions may be met by the board but prior approval must be sought |
| all other reimbursements are at the discretion of the board and must be approved prior to any spending occurring. |

Procedures/supporting documentation

School reimbursement claim form.

Monitoring

Board to enter own monitoring and reporting procedures.

Compliance

[Income Tax Act 2007](#); [IRD Honoraria payments to school trustees](#)

B.4 Conflict of Interest Policy

Outcome statement

The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.

Scoping

The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following trustee elections.

Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

Expectations and limitations

All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest.

Any trustee who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a trustee must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.

Any trustee who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.

In the course of board meetings, board members will disclose any interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

Procedures/supporting documentation

Disclosure of interest statements updated annually.

B.5 Chair role description

Outcome statement

The board is effectively led.

Scoping

The presiding member presides over board meetings and ensures that each board member has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are in the best interest of the school, its students and staff are reached.

The presiding member is the leader of the board and works on behalf of the board with the principal on a day-to-day basis.

The presiding member establishes and nurtures a positive professional working relationship with the principal.

The presiding member represents the board to the broader community and works in partnership with the principal to safeguard the integrity of the board's processes.

The presiding member often represents the board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

Delegations

The board delegates management of the relationship between the board and the principal to the presiding member.

Board to enter any other delegations to the presiding member.

Expectations and limitations

The presiding member:

is appointed by election at the first board meeting of the year except in a triennial board election year where it shall be at the first meeting of the board held after the election*

acts within board policy and delegations at all times and not independently of the board

works with the board to develop a cohesive and effective team

welcomes new board members, ensures that disclosure of any conflicts of interest is made and the code of conduct is understood (and signed) and leads new member induction

assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the board code of conduct policy

ensures the work of the board is completed

sets the board's meeting agenda and ensures that all board members have the required information for informed discussion of the agenda items

ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide

effectively organises and presides over board meetings, ensuring that such meetings are conducted in accordance with the Education & Training Act 2020, the Education (School Boards) Regulations 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any board policies and protocols*

ensures interactive participation by all board members

represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person

is the official signatory for the board, including for annual accounts*

is responsible for promoting effective communication between the board and wider community, including communicating appropriate board decisions

establishes and maintains a productive working relationship with the principal

ensures the principal's performance agreement and review are completed on an annual basis

ensures concerns and complaints are dealt with at the appropriate level, according to the school's concerns and complaints procedures

ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint.

*Legislative requirement

Procedures/supporting documentation

Governance policies and protocols

Board code of conduct

School delegations list

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

[Education & Training Act 2020](#)

[Education \(School boards\) Regulations 2020](#)

[Local Government Official Information and Meetings Act 1987](#)

[Official Information Act 1982](#)

[Privacy Act 2020](#)

B.6 Staff Representative role description

The staff representative fulfils legislative requirements relating to board composition. The role of the staff representative is to bring a staff perspective to board decision making and discussion.

As a representative the staff representative has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other trustees.

| Staff/Student representative accountability measure | | Standard | |
|---|--|----------|--|
| 1. | To work within the board's strategic plan | 1.1 | The strategic plan is obviously considered in board decisions |
| 2. | To abide by the board's governance and operational policies | 2.1 | The staff representative has a copy of the Governance Manual and is familiar with all board policies |
| 3. | The staff representative is first and foremost a representative and must act in the best interests of the students at the school at all times. | 3.1 | The staff representative is not a staff advocate |
| | | 3.2 | The staff representative does not bring staff concerns to the board |
| 4. | The staff representative is bound by the Trustee Code of Behaviour | 4.1 | The staff representative acts within the code of behaviour |
| 5. | It is not necessary for the staff/student representative to prepare a verbal or written report for the board unless specifically requested to from the board | 5.1 | No regular reports received unless a request has been made by the board on a specific topic. |

B.7 Relationship between the Presiding Member and the Principal

The Chair is the leader of the board and works on behalf of the board on a day-to-day basis with the principal.

The relationship principles are to be read in line with the following:

1. The board's agreed governance and management definitions
2. The board's Roles and Responsibilities Policy
3. The Responsibilities of the principal Policy
4. The Presiding Member's Role Description Policy
5. The Trustees' Code of Behaviour Policy

Relationship principles:

1. A positive, productive working relationship between the principal and the presiding member is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The presiding member supports the principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the presiding member has no authority except that granted by the board.
13. Understand that the presiding member and principal should act as sounding boards, both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.

B.8 Principal performance management policy

Outcome statement

A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.

Scoping

An annual performance agreement will be established between the board and principal and be in place at the beginning of each school year.

The principal's performance against this agreement will be reviewed throughout the year, and a final report will be prepared and presented to the board at the end of the school year.

The prime focus of the agreement will be that every student at the school is able to attain their highest possible standard in educational achievement.

A budget for professional expenses and for professional development will be established annually in accordance with the principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the board of trustees at least one term in advance of the event.

Professional development expenses may include but are not confined to continuing education, books and periodicals, mentoring and attendance at professional conferences

Delegations

The chair (or personnel committee of the board) will ensure an annual performance review is carried out in accordance with the policy.

Expectations and limitations

The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.

The principal's performance will be formally reviewed on an annual basis by duly delegated members of the board and, optionally at the board's choice, an independent consultant who specialises in education.

Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.

There will be three interim reviews, one each term preceding the annual formal review, between the principal and chair or delegate(s) to discuss progress.

The principal will be reviewed on the criteria set out in the performance agreement – performance objectives, professional standards, learning and development objectives and fulfilment of additional duties that require concurrence payment.

If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.

The board chair, delegate(s) and consultant may gather information from staff, parents or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.

The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied, with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report in accordance with the principal's views or let the report stand with the principal's comments attached.

The chair/delegate(s)/consultant will present the final report/summary back to the board with the result of the review. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit, and further discussion may continue among the board.

The principal will be informed personally and in writing of the final outcome following the report discussion.

The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

Procedures/supporting documentation

Job description.

Monitoring

Annual appraisal goals

Annual appraisal report

B.9 Disciplinary processes in relation to the principal

In the event the board receives a complaint regarding the principal or determines that policy violation(s) may have occurred in the first instance the board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal). Where the board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

B.10 Reporting to the Board

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the board is supported in its strategic decision-making and risk management by also requiring the principal to submit any monitoring data required in a timely, accurate and understandable fashion.

Therefore, the principal must ensure they:

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
2. Submit written reports covering the following management areas for each board meeting:

Principal's management report including:

Strategic aim report

Personnel report

Finance report

Key performance indicators

The coordination and approval of the following reports:

Student progress and achievement report

Curriculum report

3. Inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration.
4. Submit any monitoring data required in timely, accurate and understandable fashion
5. Report and explained financial variance against budget in line with the board's expectations
6. Report on the number of stand-downs, suspensions, exclusion and expulsions on a per meeting bases
7. Report and explain roll variance against year levels and reasons on a per meeting basis
8. Present information in a suitable form – not too complex or lengthy
9. Inform the board when, for any reason, there is non-compliance of a board policy
10. Recommend changes in board policies when the need for them becomes known
11. Highlight areas of possible bad publicity or community dissatisfaction
12. Coordinate management/staff reports to the board and present to the board under the principal's authority

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| 13. Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets |
| 14. Report on any matter requested by the board and within the specified timeframe |

B.11 Principal Professional Expenses

Outcome statement

Parameters are set to ensure the Principal's professional expenses, in accordance with Principal's professional development plan, are budgeted for on an annual basis.

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| <h3>Expectations and limitations</h3> |
| A budget for professional expenses and for professional development will be established annually in accordance with the Principal's professional development plan contained in their performance agreement and be included in the budget. |
| Any overseas trips for professional development must be approved by the School Board. |
| Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences. |
| Spending with this budget will be reviewed by the School Board Chairperson annually and undertaken professional development will be reported to the School Board monthly. |

Relevant Legislation

Including but not limited to Employment Relations Act 2000

Part C: Governance processes and procedures – ways in which we ensure effective governance

| Process and procedure | Approved/ Reviewed | Next review |
|---|-----------------------|----------------|
| 1. Meeting protocols | 2023 | 2026 |
| 1.1 Public attending Board meetings | 2023 | 2026 |
| 1.2 Meeting evaluation: biannual | 2024 | 2025 |
| 2. Committee Principles | 2024 | 2027 |
| 2.1 Student behaviour management committee terms of reference | 2021 | 2024 |
| 2.2 Finance committee terms of agreement | 2020 | 2023 |
| 2.3 Finance annual calendar | 2022 | 2025 |
| 3. Trustee induction Process | 2021 | 2024 |
| 3.1 Allocation of Units | 2021 | 2024 |
| 3.2 Staff Anti Bullying | 2021 | 2024 |
| 4. Concerns and complaints process | 2023 | 2026 |
| 4.1 Board complaints checklist | 2023 | 2026 |

C.1 Meeting protocols

The School Board of Rosehill School is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of board meetings.

| Timing of meetings |
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| Dates and times of meetings will be set in the board workplan and usually held on the last Monday of the month, starting at 6.00pm and finishing no later than 8.30pm. |
| A resolution for an extension of time may be moved but will not normally exceed 30 minutes. |
| Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting. |

| Agenda and meeting papers |
|--|
| The chair is responsible, in liaison with the principal, for the preparation of an agenda prior to each meeting. |
| The principal is to ensure that secretarial services are provided to the board. |
| Agenda items are to be notified to the chair and SB 3 days prior to the meeting. |
| The agenda and board papers will be circulated to board members at least 3 days prior to the meeting. |
| The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required. |
| The agenda for the part of each meeting that is open to the public will be posted on the board's section of the school website at least 48 hours prior to the meeting and copies made available at the meeting place for any members of the public. |
| Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent. |
| The order of the agenda may be varied by resolution at the meeting. |
| All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation. |
| The agenda is to be collated with the items placed in order and marked with an agenda item number. |
| Papers requiring reading and consideration will not normally be accepted if tabled at the meeting. |

| Public participation |
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| The board meeting is a meeting open to the public rather than a public meeting. |
| Only trustees have automatic speaking rights. |
| Public participation is at the discretion of the board. |
| Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting – see C1.1 Public attending board meetings. |

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| Exclusion of the public |
| The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987. The wording to be used in the motion to exclude the public is found in Schedule 2A of the Act. The board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.* |
| Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The board must pass a resolution that they may remain. |

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| Conduct of meetings |
| A quorum of more than half the members currently holding office is required.* |
| Trustees will declare any conflict of interest at the beginning of the meeting. |
| Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board (contracts, pay and conditions). A conflict of interest is when an individual trustee could have or could be thought to have a personal stake in matters to be considered by the board. |
| The chair shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected board.* |
| The elected chair (or, in their absence, a non-school-based trustee) presides at meetings. |
| Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave, a trustee must request leave from the board at a board meeting, and the board must make a decision whether or not to grant it.* |
| Points of order are questions directed to the chair that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting. |
| The board's normal meeting procedures may be suspended by resolution of the meeting. |

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| Decision-making process |
| All decisions are to be taken by open voting by all trustees present. |
| In the event of tied voting on a resolution, the chair may exercise a casting vote in addition to their deliberative vote.* |
| A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion. |
| Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting. |
| No further amendments may be accepted until the first one is disposed of. |
| The mover of a motion has right of reply. |
| A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment. |
| When a matter cannot be resolved or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion. |

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| Minutes |
| Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the board. |
| The minutes are to clearly show resolutions and action points and who is to complete the action. |
| Minutes are sent to the chair for checking within 7 working days and distributed electronically to the board within 7 working days. Requests for corrections or amendments should be submitted by email to the chair as soon as possible to ensure accurate minutes can be confirmed at the next meeting. |
| Minutes to be tabled for approval should be included in documentation made available to all board members prior to the meeting. |

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| Special meetings* |
| A special meeting may be called by delivery of notice to the chair signed by at least one-third of trustees currently holding office. |
| Meetings can be held via audio, audio and visual or electronic communication providing: |
| all trustees who wish to participate in the meeting have access to the technology needed to participate, and |
| a quorum of members can simultaneously communicate with each other throughout the meeting. |

* Legislative requirement

C.1.1 Public attending Board meetings

The School Board welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings.

In order that members of the public understand the rules that apply to attending board meetings these procedures will be provided and followed unless otherwise authorised by the board.

1. Board meetings are not public meetings but meetings held in public.
2. If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
3. Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the board.
4. Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group.
5. No more than 5 speakers on any one topic.
6. Speakers are not to question the board and must speak to the topic.
7. Board members will not address questions or statements to speakers.
8. Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
9. If the chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff, students and parents of the school who are not trustees on the board.

C.1.2 Meeting evaluation: biannual in April and November

How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all 1 2 3 4 5 Very well

Comment:

How satisfied are you with how the team worked as a group?

Not at all 1 2 3 4 5 Very well

Comment:

How satisfied are you with your participation and contribution as an individual?

Not at all 1 2 3 4 5 Very well

Comment:

Is there anything that you believe would improve our meeting process?

Name: (Optional)

C.2 Committee Principles [Back to the top](#)

The board may set up committees/working parties to assist it to carry out its responsibilities and due process (e.g., staff appointment, finance, property, disciplinary).

The Education Act 1989 Schedule 6 (17) gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money.

Board committees:

Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate

Can include non-board members but at least one must be a trustee

May not speak or act for the board except when formally given such authority for specific and time-limited purposes – such authority will be carefully stated in order not to conflict with authority delegated to the principal or the chair

Assist the board chiefly by preparing policy alternatives and implications for board deliberation

Are intended to assist the board and not to advise or carry out the work of staff

Must act through the board and can only recommend courses of action unless they hold delegated authority to act on the board's behalf

Are to have terms of reference drawn up as required, usually containing information as to their: purpose

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| membership |
| delegated authority |
| The board of Rosehill School currently has the following standing committees |
| Disciplinary committee |
| Any other committees established for special purposes should conform to the above principles. |

C.2.1 Student behaviour management committee terms of reference

Purpose

To ensure that all processes relating to the suspension of students adhere to the requirements of Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

Committee members

All members of the board excluding the principal. The chair of the committee is the board chair or in the chair's absence will be determined by the committee. The quorum for the committee shall be two trustees.

Delegated authority

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| That the powers conferred on the board under Schedule 6, clause 17 of The Education Act 1989 be delegated to the discipline committee of the school board. The committee will: |
| Act in fairness, without bias or prejudice and with confidentiality |
| Act within legislation and the MoE guidelines |
| Act only on written and agreed information, not verbal hearsay |
| Use processes of natural justice in discipline hearing procedures |
| Make recommendations on discipline matters to the board as necessary |

The board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions at each board meeting by the principal.

C.2.2 Finance committee terms of agreement

Purpose

To provide guidance to the principal in the financial management of the school.

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| Scoping |
| The School Board has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finances and budget to the principal. |
| The School Board is responsible for providing guidance to the principal on financial matters. |

Delegated authority

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| The financial committee is responsible to the board for: |
| Recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff |
| determining the level of budgetary discretion available to the principal |
| monitoring and reporting on the annual budget via the principal |
| Reviewing the accounts passed for payment by the school |
| Advising on additional funding sources |
| Assisting the principal to prepare a financial results report, where appropriate, which is to be provided to the board by the principal at every board meeting |
| Recommending changes to financial policy |
| Overseeing the preparation of the annual accounts for board approval |
| Assisting the principal in reporting financial performance to parents and the community |
| Providing input into the school's strategic plan |
| Preparing special reports for consideration by the board |

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| Annually reviewing the school's risk management needs and insurance cover |
| Assessing and making recommendations on requests for spending on individual items outside of budget. |

C.2.3 Finance annual calendar

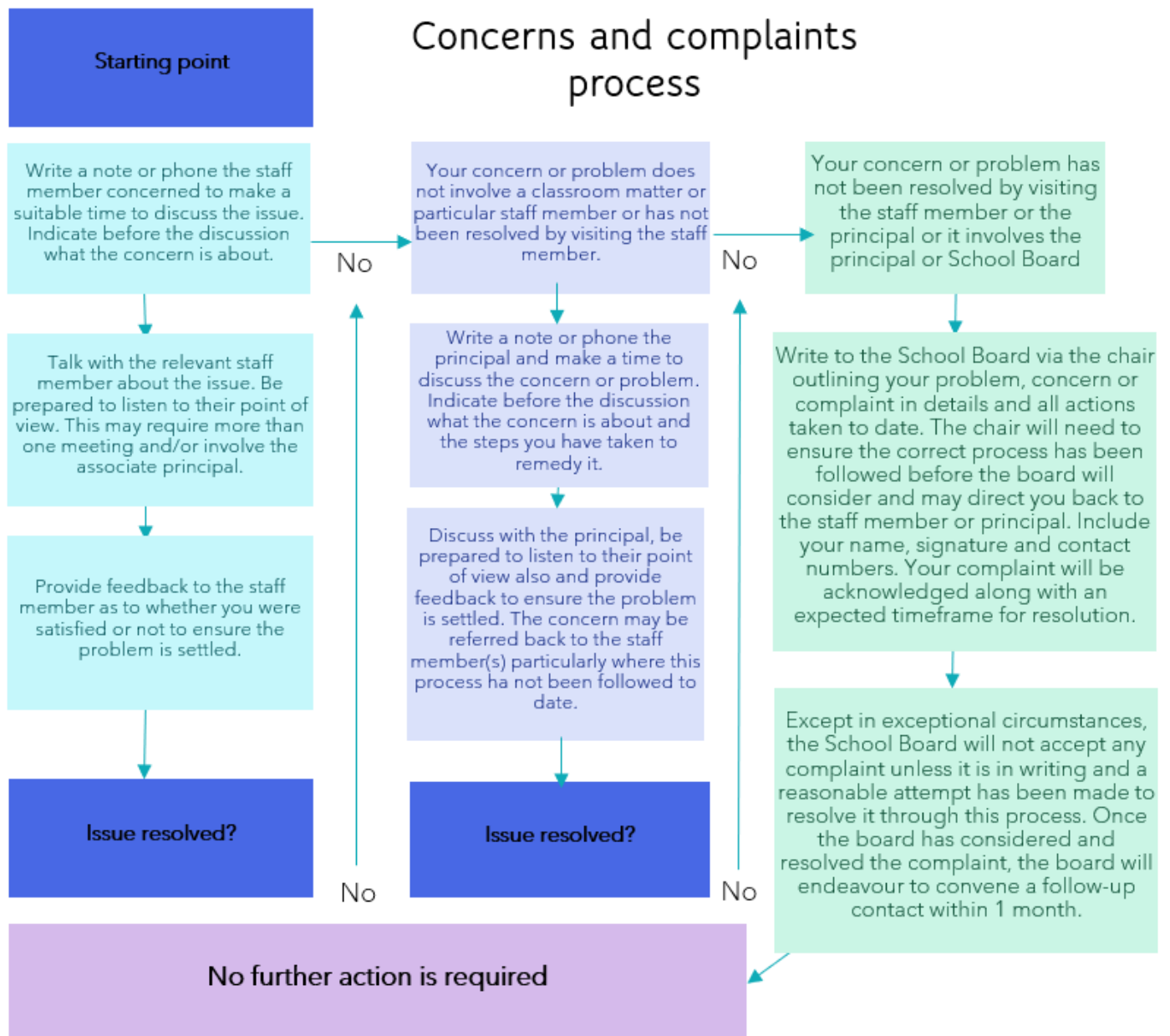
| Date | Action Required |
|--------------|---|
| 22 February | Finance committee self-review and plan for the year. |
| 29 March | Annual accounts prepared and forwarded to the auditors. |
| 3 May | Annual review of 10-year property plan completed and available as an input document for budgeting purposes. Note that this should also encompass normal cyclical maintenance and capital works. |
| 31 May | Community reporting on financial performance. |
| 5 July | Ensure any issues raised by the auditor have been addressed. |
| 30 August | Annual review of risk management needs and insurances. |
| 27 September | Annual plan available as an input document for preparation of the budget. |
| 26 October | Initial annual budget recommendations submitted to the board. |
| 29 November | Revised annual budget (if required) submitted to the board for approval. |

C.3 Trustee induction process

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| The board is committed to ensuring continuity of business and a smooth transition when trustees join the board. Therefore: | |
| 1. | New trustees will receive a welcome letter on their joining the board which includes: <ul style="list-style-type: none"> • Where and when they can access their governance folder • The suggested date of the induction • The date of the next board meeting • Chair and principal contact details |
| 2. | New trustees will be issued with a governance manual containing copies of the school's: <ul style="list-style-type: none"> • Policies • The current budget • The last ERO report • The last annual report • Improvement (Strategic Plan) • Any other relevant material |
| 3. | The chair or delegate will meet with new board members to explain board policy and other material in the governance manual. |
| 4. | The principal and chair or delegate, will brief all new members on the organisational structure of the school. |
| 5. | The principal will conduct a site visit of the school. |
| 6. | New board members are to be advised of the professional development that is available from NZSTA and other relevant providers. |
| 7. | After three months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members. |

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| The review will include the following aspects: |
| Did you feel welcomed onto the board? |
| Very welcome Welcome Not very welcome |
| Comment: |
| Did you receive all necessary information in a timely manner? |
| Very timely Timely Not very timely |
| Comment: |
| Did you find the induction with principal and board chair to be effective? |
| Very effective Effective Not very effective |
| Comment: |
| Please comment on how we could improve this induction process: |

C.4 Concerns and complaints process



C.4.1 Board complaints checklist

| ✓ | Once a letter of complaint has been received, the board chair should ensure the following process is followed: | |
|---|---|----------------------------|
| | 1. Ensure the process has been followed as outlined in the concerns and complaints procedure or is a genuine complaint against the principal or board. | Enter date completed/notes |
| | 2. Verify with the principal that any staff (or others) identified in the complaint are aware of the situation and that there has been discussion and attempts to reconcile. | Enter date completed/notes |
| | 3. If the complaint or action is employment related or has potential industrial relations implications, contact the NZSTA employment advisory and support centre. For all other complaints, contact the NZSTA governance advisory and support centre. | Enter date completed/notes |
| | 4. Alert the school's insurance broker. | Enter date completed/notes |
| | 5. Acknowledge the letter of complaint within 7 days and advise the board process, or redirect the complainant to principal, syndicate leader or staff member as appropriate. Report to the board without names or detail at the next meeting. | Enter date completed/notes |
| | 6. Once confirmed as a complaint, forward it confidentially to all trustees for consideration. | Enter date completed/notes |
| | 7. Board request to principal to present full written report outlining all actions taken, advice received, meetings held and justified decisions made. | Enter date completed/notes |
| | 8. Board determines whether the above fully satisfies them of full and fair process. If so, the board supports the principal and advises the complainant. | Enter date completed/notes |
| | 9. If not satisfied, the board meets and discusses in committee, determines whether to formally meet the complainant and delegates responsibility to trustee(s) as deemed appropriate. | Enter date completed/notes |
| | 10. Board delegates meet with the complainant and discuss the complaint more fully, verifies, investigates and clarifies. Support persons should be confirmed as welcome to attend. | Enter date completed/notes |
| | 11. Board delegates report back to full board and recommend actions/decisions. | Enter date completed/notes |
| | 12. Board takes appropriate actions, records and formally minutes decisions. | Enter date completed/notes |
| | 13. Board advises complainant in writing of its provisional decisions and factors considered in reaching them, within 21 days of complaint receipt, unless otherwise agreed by all parties. Complainant is given opportunity to comment before the board's final decision is reached and given. | Enter date completed/notes |
| | 14. Board endeavours to convene follow-up meeting within 1 month of step 9. | Enter date completed/notes |

C.3.1 Allocation of units

Purpose

This policy aims to ensure the consistent and co-ordinated allocation of units and that the relevant Employment Contracts are adhered to.

Scoping

The School Board is bound by various Acts of Parliament which require the Board to be a good employer and comply with the conditions contained in employment contracts as they apply to teaching and non-teaching staff. The Board delegates the responsibility of allocating Units to the Principal.

Guidelines

The Principal, will liaise with the Leadership Team (LT). The LT will be guided by the publication 'Unit Allocation Guidelines' (NZSTA/ NZEI/ MOE) when allocating units. The principal will report to the Board annually on unit allocation, purpose, and the consultation process

The effective use of permanent and fixed term units will result in a Leadership structure that meets the needs of the school through shared leadership responsibilities. This will enhance the learning of students and motivate and support staff.

Through a fair and equitable system, the allocation of units will:

provide opportunity for staff to share in the management and leadership of the school.

provide leadership pathways and opportunities to develop leadership skills

recognise the responsibilities, leadership and management of teaching & learning and educational initiatives undertaken by teaching staff.

Teaching staff will be consulted about the development of the Unit Allocation Procedure.

In case of a dispute a review process will require the staff member involved to make a written complaint to the principal or delegation Leadership Team member. If the complaint remains unresolved it will be referred to the School Board in consultation with the staff member.

C.3.2 Staff Anti Bullying

Purpose

The School Board is committed to ensuring Rosehill School provides a safe, healthy, and positive working environment.

Scoping

Under the Health and Safety at Work Act 2015 workplaces are expected to manage health and safety risks arising from their work as far as it is reasonably practicable.

Rosehill School recognises bullying as a serious health risk.

Rosehill School recognises that bullying at work has the potential for:

Serious consequences

An individual to experience health problems, loss of self-esteem and performance ability

Divisions in the workplace to occur as people take sides

Financial and productivity losses for workers and the school

Bullying is defined as:

Unreasonable and repeated behaviour towards a person or group that can lead to physical or psychological harm

Repeated behaviour is persistent and can include a range of actions

Unreasonable behaviour covers actions which a reasonable person wouldn't do in similar circumstances, including victimising, humiliating, intimidating, or threatening a person

A single incident isn't considered bullying but can escalate if ignored. Managing performance in line with school policies and procedures isn't bullying.

The School Board delegates the responsibility of Health and safety to the Principal.

Guidelines:

The Principal will liaise with the Leadership Team (LT). The LT will be guided by WorkSafe guidelines.

Leadership and the School Board will minimise and respond to workplace bullying by:

Establishing respect for the broad range of human values and character strengths required for this organisation to survive

Actively looking for ways to create a positive workplace ('healthy work') that staff feel is pleasant, fair, rewarding and positively challenging

Encouraging positive leadership styles and investing in our leaders to achieve this

Training key workers to receive bullying reports and give support and advice

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| Directing attention towards behaviour rather than people, and aiming to promote harmonious relationships across the organisation |
| Providing staff who believe they have been bullied with a range of options to resolve the issue |
| Promoting low-key solutions before formal actions where appropriate |
| Aiming to repair the working relationship and promote positive work values |
| Openly discussing bullying, in both formal and informal settings, and providing information and training about it |
| Identifying factors that contribute to bullying, and putting effective control measures in place |
| Ensuring our procedures are fit for purpose and regularly reviewed |
| Having regular worker surveys on our work culture |
| Establishing an Anti-Bullying procedure in consultation with staff. |

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

| Policy | Description | Approved/ reviewed | Next review |
|---|---|-----------------------|----------------|
| 1. Responsibilities of the principal | Authority and accountability for the day to day running/operation of the school is delegated to the principal | 2020 | 2023 |
| 2. Principals Professional Expenses | Principal’s professional expenses are accounted for and reflect professional development goals | 2022 | 2025 |
| 3. Curriculum delivery | Curriculum delivery reflects strategic aims and meets legislative requirements | 2022 | 2025 |
| 4. Personnel (NAG 3) | The obligations and responsibilities of being a good employer are met | 2024 | 2027 |
| 4.1 Appointments | The best applicants are appointed through a fair and rigorous appointments process | 2020 | 2023 |
| 4.2 Discretionary Leave | Ensuring requests for discretionary leave both paid and unpaid, are considered in a fair, transparent, consistent, and timely manner. The operational needs of the school, and the nature of the employee’s request will be given due consideration. | 2024 | 2027 |
| 5. Financial planning and condition | The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students | 2024 | 2027 |
| 6. Asset protection | Assets of the school are utilised to maximise the best outcomes for students | 2020 | 2023 |
| 7. Protection and sharing of intellectual property (creative commons) | The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by the school staff in the course of their employment. | 2020 | 2023 |
| 8. Health and safety | A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace | 2020 | 2023 |
| 9. Child protection | Students at the school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children. | 2024 | 2027 |
| 10. Reducing student distress an use of physical restraint policy | To minimize the effect of challenging behaviour, the board shall ensure that effective processes are in place around the management of student behaviour and the use of physical restraint. | 2023 | 2026 |
| 11. Bullying prevention and response | To ensure reasonable steps are taken to develop high standards of behaviour and to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. | 2024 | 2027 |
| 12. Privacy | To ensure the Board complies with the Privacy Act 2022 and protects the privacy of individuals within the organisation including ākonga, whānau, staff and any others. | 2022 | 2025 |
| 13. Animals at School | The Board recognises its legal obligations in accordance with the Animal Welfare Act 1999 and seeks to ensure that animals at school are treated humanely. | 2022 | 2025 |
| 14. Student Attendance | The Board recognises its legal obligations in accordance with the Animal Welfare Act 1999 and seeks to ensure that animals at school are treated humanely. | 2023 | 2026 |
| 15. Theft and Fraud Prevention Policy | School assets and resources will be protected and fair and transparent processes will be in place to prevent and detect fraud by anyone involved with the school. | 2023 | 2026 |
| 16. Eating Drinking and Swallowing Policy | The school board take responsibility for ensuring safe eating, drinking and swallowing procedures are developed and | 2023 | 2026 |

| Policy | Description | Approved/ reviewed | Next review |
|---|--|-----------------------|----------------|
| | implemented. However, employees need to be aware of their responsibilities and comply with the Board's safe eating, drinking and swallowing policy and the school's procedure. | | |
| 17. Mobile Phones Policy | Schools must ensure students do not use or access personal phones while they are attending school, including during lunchtime and breaks. | 2024 | 2027 |
| 18. Equal Employment Opportunities Policy | The school has a strong commitment to removing inequality from the workplace as an (EEO)Equal Employment Opportunity employer. | 2024 | 2027 |

D.1 Responsibilities of the principal

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic.

Alongside their professional role, the principal's key contribution to day-to-day management of the school is as per the management definition in the introduction to this governance manual.

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. From time to time the chair of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation.

The responsibilities of the principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
14. Keep the board informed of information important to its role.
15. Report to the board as per the boards reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

D.2 Principal's professional expenses

Outcome statement

Parameters are set to ensure the Principal's professional expenses, in accordance with the Principal's professional development plan, are budgeted for on an annual basis.

Expectations and limitations

A budget for professional expenses and for professional development will be established annually in accordance with the Principal's professional development plan contained in their performance agreement and be included in the budget.

Any overseas trips for professional development must be approved by the Board of Trustees.

Professional development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

Spending with this budget will be reviewed by the School Board Chairperson annually and undertaken professional development will be reported to the School Board monthly.

Relevant Legislation

Including but not limited to; Employment Relations Act 2000

D.3 Curriculum delivery

Outcome statement

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

Scoping

The board's primary objective is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

Delegations

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

Expectations and limitations

The principal must ensure:

an annual plan is developed setting out how progress will be made towards the achievement of charter/strategic aims and targets and is approved by the board

the school curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Marautanga o Aotearoa)

school programmes provide students in years 1–10 with opportunities to learn in all areas of the national curriculum and for students in years 11 to continue to learn in their specialised areas of learning

there is a focus on National Education and Learning Priorities (NELP)

assessment practices enable the engagement, progress and achievement of students to be monitored and reported

board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made

Procedures/supporting documentation

Improvement Plan

Personalised Learning Plan Guidelines

Curriculum Delivery

Assessment

Monitoring

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

on curriculum delivery, student progress and achievement

tracks progress and variance towards strategic aims and key performance indicators

informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration.

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| Legislative compliance |
| Education Act 1989 |
| New Zealand Curriculum/Te Marautanga o Aotearoa |

D.4 Personnel

Outcome statement

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

Scoping

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

Delegations

The board delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents and identified good practice.

Expectations and limitations

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| The principal must ensure: |
| all employment-related legislative requirements are applied |
| all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner |
| a smoke-free environment is provided |
| employment records are maintained and all employees have written employment agreements |
| management pay units for appropriate positions are allocated in a fair, transparent manner |
| employee leave is effectively managed and reported so that: <ul style="list-style-type: none"> o the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered o board approval is sought for any requests for discretionary staff leave with pay o board approval is sought for any requests for discretionary staff leave without pay of longer than 9 days o board approval is sought for any requests for staff travelling overseas on school business o the board is advised of any staff absences longer than 5 school days |
| effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development |
| a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement |
| the requirements of the Health and Safety at Work Act 2015 are met |
| advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified. |

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| Procedures/supporting documentation |
| Staff Reporting their Absence Procedure |
| Development and Appraisal System |
| Professional development |
| School Records Retention/Disposal MOE |

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

[State Sector Act 1988](#) [Employment Relations Act 2000](#) [Privacy Act 1993](#)
[Health and Safety at Work Act 2015](#) [Collective employment agreements](#)
[Domestic Violence – Victims' Protection Act 2018](#)

D.4.1 Appointments

Outcome statement

The best applicants are appointed through a fair, rigorous appointments process.

Scoping

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

Delegations

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

Expectations and limitations

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| The principal must ensure that: |
| appointment of members of the Leadership Team will involve an appointment committee consisting of at least the principal, the board chair or the Board delegate |
| unless determined otherwise by the board, appointment of all other teachers, part-time teachers, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the board chair or delegate where deemed necessary |
| procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff. |

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| In the case of Community of Learning Kāhui Ako membership: |
| Staff seeking the Communities of Learning Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing board before applying for the role. |

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| Procedures/supporting documentation |
| Templates – application form, employment control matrix, reference checking matrix etc |
| Employment of new staff |
| Staff safety checking, police vetting and screening |
| Job descriptions |

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| Monitoring |
| <i>Board to enter own monitoring and reporting procedures.</i> |
| Legislative compliance |
| Collective employment agreements |
| Employment Relations Act 2000 |
| Children's Act 2014 |

D.4.2 Discretionary leave policy

Outcome Statement:

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| To provide guidelines for granting discretionary leave within the context of: |
| Primary Teachers Collective Agreement |
| Support Staff Collective Agreement |

Scoping:

As an employer the School Board has responsibility for ensuring requests for discretionary leave both paid and unpaid, are considered in a fair, transparent, consistent, and timely manner. The operational needs of the school, and the nature of the employee's request will be given due consideration.

Expectations and limitations:

The School Board delegates responsibility for granting discretionary leave up to and including 9 working days to the Principal. Longer requests must be considered by the School Board

The Principal will consider each written application in the first instance and refer to the School Board any situation, which does not fall within the guidelines, or where a Board decision is deemed preferable

There is no obligation on the School Board to grant discretionary leave unless exceptional circumstances exist

The Principal will report on the trends in the use of discretionary leave twice a year

Sick leave and bereavement leave will be granted in accordance with the appropriate collective agreement

All annual leave must be taken during holiday periods

When considering leave requests the School Board or Principal will take the following factors into consideration when deciding to approve or decline Discretionary leave:

That the leave request follows the requirements outlined in the Discretionary Leave Procedure

The timing of the leave and any potential disruption to the education of ākonga and the safe operation of the school

The specific circumstances relating to the leave request

The length of the leave requested in relation to the reason for the request

Whether the leave could be reasonably taken during holiday breaks

The availability of staff to cover the position

The cost to the school if leave is paid

The benefit to the school in granting the leave

The extent of leave granted previously

The length of employment, performance, and attendance record of the applicant

All requests for Discretionary Leave will receive a written response.

Supporting documents:

Discretionary leave procedure

Discretionary leave flowchart

Discretionary leave application form

D.5 Financial planning and condition policy

Outcome statement

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

Scoping

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

The financial viability of the school must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

Delegations

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

The board delegates the day-to-day management of the school’s finances and budget to the principal. The principal is required to ensure robust, clear procedures are in place to safeguard the integrity of financial management.

Expectations and limitations

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| Budgeting shall not fail to reflect the annual plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight. The budget should: |
| reflect the results sought by the board |
| reflect the priorities as established by the board |
| comply where the board’s requirement is for a balanced budget |
| demonstrate an appropriate degree of conservatism in all estimates. |
| The principal must ensure: |
| unauthorised debt or liability is not incurred |
| generally accepted accounting practices or principles are not violated |
| tagged/committed funds are not used for purposes other than those approved |
| more funds than have been allocated in the fiscal year are not spent without prior board approval |
| all money owed to the school is collected in a timely manner |
| timely payment to staff and other creditors is made |
| unauthorised property is not sold or purchased |
| all relevant government returns are completed on time |
| no one person has complete authority over the school’s financial transactions |
| when making any purchase: |
| <ul style="list-style-type: none"> • of over \$2500, comparative prices are sought • of over \$5000, an adequate review of ongoing costs, value and reliability is undertaken • of over \$15,000 on a single item, board approval is first sought |
| of over \$2500, comparative prices are sought |
| of over \$5000, an adequate review of ongoing costs, value and reliability is undertaken |
| of over \$10,000 on a single item, board approval is first sought |
| effective systems are in place to meet the requirements of the payroll system. |

Procedures/supporting documentation

Annual budget

Monitoring

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

Legislative compliance

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

D.6 Asset protection policy

Outcome statement

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

Scoping

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

Delegations

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

Expectations and limitations

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| The principal must: |
| ensure all board assets are insured |

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

Procedures/supporting documentation

Board to enter own documentation.

Monitoring

Board to enter own monitoring and reporting procedures.

Legislative compliance

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

D7. Protection and sharing of intellectual property (Creative Commons) policy

Outcome statement

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

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| Scoping |
| The New Zealand Copyright Act 1994 Section 21 (2) recognises the copyright ownership rights of board of trustees of works produced by their employees in the course of their employment. |
| By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board. |

Delegations/responsibility

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|---|
| The board delegates to the principal the responsibility to: |
| apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees owns copyright |
| transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence |
| ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school. |

Limitations and expectations

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

Resolution of disputed copyright ownership

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| Where the first ownership of copyright in a given work is disputed or unclear |
| the following process will apply: |
| 1. In the first instance |

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| 2. the dispute should be documented and presented to the school principal. |
| 3. If the dispute is still not resolved |
| 4. the documentation should be presented to the board chair. |
| 5. If the dispute is still not resolved following steps 1 and 2 |
| 6. mediation with an appropriate authority will be undertaken. |
| Steps 1 and 2 should be replaced with the school's dispute resolution process where appropriate. |

| |
|---|
| Definitions |
| Creative Commons Aotearoa: The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work. |
| Teaching materials: Copyright works produced by employees of the school for the purposes of teaching. |

Associated legislation

[The New Zealand Copyright Act 1994](#)

Associated procedures

School to enter appropriate procedures.

Monitoring

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

School to enter own monitoring and reporting procedures.

D.8. Health and safety policy

Outcome statement

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

Scoping

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

Delegations

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| The board delegates to the principal as officer the responsibility to: |
| develop and implement health and safety procedures |
| ensure employees have the information they need in order to comply with policy and procedures. |

Expectations and limitations

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| The board will, as far as is reasonably practicable, ¹ comply with the provisions of legislation dealing with health and safety in the workplace by: |
| providing a safe physical and emotional learning environment |
| ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community |
| ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the Sale and Supply of Alcohol Act 2012 |
| providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards |
| ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents |
| having a commitment to a culture of continuous improvement. |

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| The principal, as officer, has responsibility for implementing this policy and therefore must: |
| exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations ² |
| take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices |
| ensure the staff code of conduct is implemented effectively |
| ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place |
| provide a smoke-free environment |
| ensure a risk analysis management system (RAMS) is in place and carried out |
| seek approval for overnight stays/camps/visits attesting first to their compliance with above |
| consult with the community every 2 years regarding the health programme being delivered to students |
| provide information and training opportunities to employees |
| advise the board chair of any emergency situations as soon as possible |
| ensure all employees and other workers at the school will take reasonable care to: <ul style="list-style-type: none"> • cooperate with school health and safety procedures • comply with the health and safety legislation and duties of workers • ensure their own safety at work • promote and contribute to a safety-conscious culture at the school |

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

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| Procedures/supporting documentation |
| Staff induction |
| Education outside the classroom & Education outside the classroom – School Camps |
| Health and safety register |
| Hazard register |
| Hazard assessment register |
| Injury and incident management and reporting Policy, Reporting student incidents/accidents/injury and pastoral care |
| Emergency evacuation and lockdown evacuation Procedure |
| Administration of prescribed medication |
| Student injury at school, non accidental Injury |
| Alcohol, smoking and drugs |
| Positive approaches flow chart, crisis behavior management, de-escalation and use of physical restraint, challenging and urgent situations in class |
| Emergency planning and pandemic plan, Crisis management plan |
| Collection, storage and access to personal information |
| Concerns and complaints (we have 'Complaints against staff' procedure) |
| Court orders against parents/caregivers |
| Bring your own device |
| Student illness, call an ambulance |
| Healthy eating |
| Parent helpers |
| Adult behaviour at school Code of Conduct |
| Playground supervision |
| Staff safety checking, Police vetting and screening |

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| Protected disclosures |
| Sexual harassment (complaints against staff Procedure doesn't cover this) |
| Sunsafe |
| Transportation of students, resolving taxi issues |
| Monitoring |
| <i>Board to enter own monitoring and reporting procedures.</i> |
| Legislative compliance |
| Health and Safety at Work Act 2015 |
| Children's Act 2014 |

D.9 Child Protection

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us.

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

The board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

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

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

Related documentation and information

Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz

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| Ministry of Education website www.education.govt.nz |
| Vulnerable Children Act 2014 |
| Further information and sample child protection templates are available in the Children’s Action Plan guideline Safer Organisations, Safer Children: http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf |

D.10 Reducing student distress and use of physical restraint policy

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| Outcome Statement |
| This board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity. |
| Except as authorised under this policy, no staff member may use any form of physical restraint on our students. |

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| Our principal, teachers, and board-authorised staff members can only physically restrain a student as a last resort, where: |
| the use of physical restraint is necessary to prevent imminent harm to the student or another person |
| there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and |
| the physical restraint is reasonable and proportionate to the circumstances. |

Delegations

The board delegates to the principal responsibility for developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the Education (Physical Restraint) Rules 2023.

Board

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| The board requires: |
| compliance with the 2023 Rules, and |
| an evidence-based assurance from their principal that this policy is being followed. |

Principal

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| The principal shall ensure: |
| the implementation and compliance of this policy, including the completion of best practice training by all staff who are authorised to use physical restraint, |
| operational compliance with the Education and Training Act 2020 and the 2023 Rules, |
| all physical restraint incidents are immediately reported at the next board meeting, |
| the board is informed of all relevant information (risks, trends, and impacts), and |
| all non-teaching staff who may use physical restraint on a student have been authorised by the board. |

Procedures/Supporting documentation

The Ministry of Education’s Physical Restraint Guidelines Appendix 1 of the [Rules](#)

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| Suggested procedures/practices that cover: |
| the authorisation process |
| reducing and de-escalating student distress |
| training and support for staff |
| notifying and reporting on instances of physical restraint |
| monitoring the use of physical restraint |
| [input your own as necessary] |

Monitoring

The principal shall report to the board:

- on compliance, or the actions being taken to ensure compliance with this policy, the legislation, and the 2023 Rules on reducing student distress and use of physical restraint, and
- at every board meeting, all incidents, matters, or risks relating to this policy, ensuring that the non-identification and privacy of individual students is maintained.

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

Definitions

As defined in the Education and Training Act 2020:

Physical restraint is using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will.

Harm means harm to the health, safety, or well-being of the student or another person, including any significant emotional distress suffered by the student or the other person.

Authorised staff member means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.

Legislative requirements

[Education and Training Act 2020](#) (Sections 99-101)

[Education \(Physical Restraint\) Rules 2023](#)

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

This Policy is to be read in conjunction with the boards:

Health and safety policy

Child protection policy

Privacy policy

Emergency procedures

Reporting and monitoring policy and procedures

Concerns and complaints process

D.11 Bully Prevention and Response

Outcome statement

Rosehill School Board seek to take all reasonable steps to develop high standards of behaviour and to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whanau share the responsibility for making Rosehill School a respectful and inclusive environment.

Scoping

We are committed to ensuring that our school provides an environment free from bullying behaviours. All members of our school community – School Board, school leaders, teachers, staff, students and parents and whanau should have an understanding of what bullying is and know what to do when bullying does occur.

Delegations

The Rosehill School Board delegates the Principal the responsibility to:

Develop and implement bullying prevention and response procedures

Ensure employees have the information they need in order to comply with the policy and procedure

Definition

Bullying is defined as unreasonable and repeated behaviour towards a person or group that can lead to physical or psychological harm.

Repeated behaviour is persistent and can include a range of actions. Unreasonable behaviour covers actions which a reasonable person wouldn't do in similar circumstances, including victimising, humiliating, intimidating or threatening a person.

A single incident isn't considered bullying but can escalate if ignored. Managing performance in line with school policies and procedures is not bullying.

The Leadership Team and the School Board will minimise and respond to workplace bullying by:

establishing respect for the broad range of human values and character strengths required for this school to survive

actively looking for ways to create a positive workplace ('healthy work') that workers feel is pleasant, fair, rewarding and positively challenging

encouraging positive leadership styles and investing in our managers to achieve this

training key workers to receive bullying reports and give support and advice

directing attention towards behaviour rather than people, and aiming to promote harmonious relationships across the school

providing workers who believe they've been bullied with a range of options to resolve the issue

promoting low-key solutions before formal actions where appropriate

aiming to repair the working relationship and promote positive work values

openly discussing bullying, in both formal and informal settings, and providing information and training about it

identifying factors that contribute to bullying, and putting effective control measures in place

ensuring our processes and systems are fit for purpose and regularly reviewed

having regular worker surveys on our work culture.

Staff will be encouraged to:

tell their team leaders if they experience or see any bullying behaviours – if the manager is the person behaving in a bullying manner then advise that persons' Syndicate Leader or the Principal

try low-key solutions (e.g., talking to the person initially (if safe to do so))

follow the school's informal or formal processes when making a complaint

keep an eye out for other people, providing support when seeing a person being isolated or experiencing reprisals

accept that perceptions of bullying may need to be negotiated.

Bullying response, for when bullying occurs

We recognise the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour.

All reported incidents of bullying will be taken seriously and followed up as appropriate.

An appropriate staff person will support the affected staff members or students by:

- Reassuring that they have done the right thing in reporting the incident
- Responding to bullying incidents to activate the response and action needed (relevant website references below - using the quick reference guide to categorise the behaviour of necessary which is assessed via the links below).
- Ensuring all incidents are appropriately recorded.

We will involve parents and whanau as early as possible and as appropriate

All more serious incidents will be escalated to senior management and we will seek advice and involvement from outside agencies

We will provide appropriate support for targets, bystanders and initiators of bullying behaviour

We will regularly monitor all incidents of bullying and identify patterns of behaviour.

Staff are to be aware of bullying prevention and response resources that can be located via the following websites and apply as appropriate:

<https://pb4l.tki.org.nz/Prevent-Bullying#sh-bullying%20prevention>

Raising awareness

We recognise the importance of good communication between home and school to promote consistent messages and to ensure that any reported bullying can be recognised and responded to effectively. We will regularly raise the awareness of our school community's approach to bullying and celebrate our positive school culture, for example through parent evenings, assemblies, class-based activities and displays.

Our interaction with our wider school community will include having this policy on the school's website. We will make the policy available in multiple formats (in print, on the web and in school notices and newsletters) and ensure it is translated into other languages as necessary.

The following link is to be displayed on the school website to provide access to relevant material for students/parents/guardians and interested parties.

<https://bullyingfree.nz/parents-and-whanau/>

<https://bullyingfree.nz/students/>

<https://bullyingfree.nz/schools/>

D.12 Privacy Policy

Outcome statement:

The School Board: is required to comply with the principles of the Privacy Act 2020.

Scoping

Rosehill School promotes and protects the privacy of all individuals associated with the school including; ākongā, whānau, staff and any others. We follow the key principles of the Privacy Act 2020, this describes how we may collect, store, and dispose of personal information.

Expectations and limitation

The School Board appoints the Principal as Privacy Officer. The principal may delegate all or parts of the role of Privacy officer to senior leadership or senior administrative staff.

In line with the Privacy Act principles Rosehill School has guidelines to inform how we collect, use, store and dispose of personal information.

Purpose, source and manner of collecting personal information:

When collecting information about an individual the person is told the purpose, who will have access, how they can access it and if it is compulsory or optional.

Personal information is collected only when it is necessary to have the information.

It is collected directly from the person concerned or their parent.

It is collected in a transparent, and fair manner and avoids intruding on the person's privacy.

Storage, access, correction and accuracy of personal information:

The school puts reasonable safeguards in place to protect personal information from unauthorized access, use, or disclosure.

Only those who require information will be given access to it.

If an individual requests access to the information we hold about them, we provide it

The school takes reasonable steps to ensure information is correct and current.

Holding, disclosing and disposing of personal information:

We only keep information for as long as it is needed and for the purposes for which it was obtained.

When a student moves school and their records are requested, we forward the relevant information.

Personal information that is no longer required is disposed of securely.

Information about a person is not given to a third party unless their right to privacy is overridden by legislation or a court order.

Personal information is only sent to a school outside of New Zealand if the person or their parent has authorized it and the request is deemed reasonable.

Parent rights and the Privacy Act

In accordance with the privacy act individuals of any age are entitled to access personal information held about them.

Parents have no automatic right to access all the information the school may hold about their child or request changes to the information held about their child. The school must keep personal information up to date and correct. If the school is made aware that information is incorrect, they should correct it.

Parents are not entitled to information about other students, staff, or parents.

Parents are entitled to information about student progress. Parents are usually able to access other information about their child on request.

When considering a request for information by a parent, beyond the academic and other regular communications, the right of the child to keep this information private must be considered.

It is unlikely that the school would be justified in withholding information from a parent unless the information was shared with a teacher or counsellor in confidence. In such cases the wishes and best interests of the child should be considered.

In such cases the School Privacy officer should be consulted.

When parents are separated both parents are entitled to educational information about their child unless there is a documented Court Order preventing it.

Legislation and Guidance

<https://www.privacy.org.nz/privacy-act-2020/privacy-principles/>

Office of the Privacy Commissioner

Privacy Act 2020

Official Information Act 1982

Education and Training Act 2020

Oranga Tamariki Act 1989

D.13 Animals at School

Outcome Statement

The Board recognises its legal obligations in accordance with the Animal Welfare Act 1999 and seeks to ensure that animals at school are treated humanely.

Scoping

The Board has responsibility for ensuring that any animals brought to school are treated humanely and that those responsible for them are aware of their responsibilities. Animals at school covers all living creatures and includes mammals, fish, and insects.

The Board recognises the learning opportunities associated with having appropriately cared for animals at school.

Expectations and Limitations

Responsibility for the welfare of animals at Rosehill School and their satellites rests with the teachers, and ultimately with the Principal.

All animals at school must have the prior approval of the Principal.

The Principal and delegates must ensure animals are able to display normal patterns of behaviour, are free from stress or discomfort and free from hunger or threat.

Environments where animals are kept must be hygienic and health promoting for people and animals.

Animals must be treated humanely at all times, if anyone is concerned about an animal's wellbeing, they must take action immediately.

D.14 Student Attendance

Outcome statement

The Rosehill School Board is committed to taking all reasonable steps to ensure our students attend school when it is open.

Scoping

The Education and Training Act 2020 requires that all children 6 years old and over must attend school. Once enrolled, it is compulsory for children to attend school regularly.

Expectations and limitations

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| The School Board delegates responsibility to the principal to: |
| Ensure legal responsibilities are met. |
| Ensure staff and parents are aware of school attendance expectations. |
| Identify and pursue students with attendance issues. |
| Work towards improving attendance. |
| Notify the School Board of attendance trends, concerns and actions taken to address these. |

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| Parents and guardians have a legal obligation to ensure their child attends school. The School Board expects parents to: |
| Notify the school if their child is going to be away. |
| Work with the school to resolve issues relating to school attendance. |
| Take holidays during holiday periods. |
| Notify the school if a student will be absent for medical or bereavement. |
| Seek permission prior to the student being absent for reasons other than medical or bereavement. |
| Discuss requests for extended periods of leave with the principal. |
| Be aware the school will show sympathy for individual circumstances but is within its rights to take a student off the roll after 21 days. |

Attendance will be monitored through the school's SMS service. Parents are notified of absences or patterns of absence. The school follows attendance procedures and may refer a case to Attendance Services if school attendance procedures do not result in the child returning to school.

Legislation

Education & Training Act 2022

D.15 Theft and Fraud Prevention Policy

Outcome statement

School assets and resources will be protected and fair and transparent processes will be in place to prevent and detect fraud by anyone involved with the school.

Scoping

Assets and resources will be protected, adequately maintained or placed at undue risk.

Delegations

The Board, through the Principal, will establish systems and procedures to guard against the actions of theft and fraud.

Expectations and limitations

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| As preventative measures against theft and fraud the Board requires the Principal to ensure that: |
| 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 Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand. |

Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are 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 following procedures:

Decide to either immediately report the matter to the New Zealand Police or proceed as outlined below, 2b – 2f.

So far as it is possible and within 24 hours:

Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.

Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.

Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.

On the basis of advice received and after consultation with the Board Presiding Member the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.

The Principal shall then carry out the following procedures:

Investigate the matter further;

If a prima facie case is thought to exist to continue with their investigation;

Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;

Lay a complaint with the New Zealand Police;

If necessary, commission an independent expert investigation;

In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;

Seek legal advice; or

Inform the Northern Regional Manager, Ministry of Education Auckland office and/or the School's auditors.

Once all available evidence is obtained the Principal shall consult the Board Presiding Member. The Board Presiding Member may, if they consider it necessary, seek legal or other advice as to what further action should be taken.

If a case is considered to exist the Principal or a person designated by the Principal shall, unless another course of action is more appropriate:

Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.

Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.

Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present.)

Advise the person in writing of the processes to be involved from this point on

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

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

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

Allegations Concerning the Principal or a Trustee.

Any allegation concerning the Principal should be made to the Board Presiding Member. The Presiding Member will then investigate in accordance with the requirements of Guideline 2 of this Policy.

Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of Guideline 2 of this Policy.

Procedures/supporting documentation

Monthly Financial reports

Annual Budget

Asset register

Monitoring

Monthly Financial reports

Annual Budget

Asset register

Legislative compliance

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

D.16 Eating Drinking and Swallowing Policy

Outcome statement

Rosehill ākongā are provided with a safe eating and drinking environment.

Scoping

The school board take responsibility for ensuring safe eating, drinking and swallowing procedures are developed and implemented. However, employees need to be aware of their responsibilities and comply with the Board's safe eating, drinking and swallowing policy and the school's procedure.

Delegations

The Board delegates to the principal as Health and Safety officer the responsibility to:

Develop and implement Eating, Drinking and Swallowing procedure.

Ensure employees have the information they need in order to comply with policy and procedures.

Expectation and Limitations

The Board as far as reasonably practicable, and in compliance with New Zealand Speech-language Therapy Clinical Practice Guideline on Children's Feeding and Swallowing Difficulties will:

Ensure ākongā are safe while eating at school by providing trained personnel, ensuring food is appropriate, following feeding plans prescribed by experts, referring students for expert assessments and providing plans to minimise risks of choking and aspirating during oral feeding.

Ensure ākongā are adequately nourished and hydrated so they can attend school and access the curriculum.

Ensure recommendations from medical professionals (e.g., Paediatrician, Health SLTs) regarding ākonga safe eating, drinking and swallowing are followed and implemented by all staff in the school.

Ensure that when developing school Eating and Drinking plans, the wishes of whānau are considered when in accordance with medical recommendations.

The principal has responsibility for implementing the policy and therefore must:

Take all reasonable steps to ensure students safety when eating and drinking at school.

Ensure effective processes are in place for identifying, assessing and supporting students with EDS.

Provide training for staff.

Ensure EDS plans are in place for new and existing students.

When required make final decisions to support the care, welfare, safety, security and health and safety of ākonga and staff.

D.17 Mobile Phone Policy

Schools must ensure students do not use or access personal phones while they are attending school, including during lunchtime and breaks.

This includes students who are on a course or visiting outside the school grounds.

Students are allowed to use phones or access phones when:

- A phone is needed for health reasons (for example to measure insulin levels).
- A phone is needed to support with communication or learning support (e.g. to assist with impaired communication, hearing).
- A teacher requires students to use phones for a specific educational task or purpose (for example travel training, learning to text, photographing to record learning). They are put away before and after lessons.
- A student requires support to understand or wants to share with staff phone messages and social media posts that they are unsure about.
- The principal decides that they are needed for special circumstances.

Phones that are brought to school by students will be handed in to teachers and stored in a locked phone pouch for the duration of the school day.

This policy covers phones, smart watches and other personal communication devices.

Tracking devices are allowed and not covered by this policy.

The school does not take responsibility for lost or any damage to the phones students bring to school.

D.18 Equal Employment Opportunities Policy

Rationale

The school has a strong commitment to removing inequality from the workplace as an (EEO)Equal Employment Opportunity employer.

Scoping

The school and School Board will ensure all employees and applicants are treated fairly.

To ensure this we:

- treat current and perspective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination

Expectations and delegations

The school will have an EEO team with responsibility for:

- establishing EEO objectives
- consulting with staff and hearing EEO concerns
- setting and following a timeline for reviewing employment, promotion, retention and professional development with an EEO lens
- encouraging staff to participate in professional development and career development
- creating and analysing an employee database (with informed consent for EEO data to be collected)
- raising awareness of discrimination bias
- provide training opportunities to raise awareness of issues that might impact EEO
- report to the school board annually

The principal assures the School Board the school complies with EEO policy and a statement on EEO is included in the annual report.

Related Policy and Procedure

- Concerns and complaints policy
- Allocation of units
- Staff Anti Bullying
- Employment of new staff procedure
- Professional learning and development procedure

Legislation

- Education and Training Act 2020
- Human Rights Act 1993
- Employment Relations Act 2000
- Public Service Act 2020