



BURNSIDE HIGH SCHOOL
Policies and Procedures Manual

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Policies are reviewed on a three-year cycle

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Special Education Needs: Learning Support/GATE Policy	27/02/19	2022	1
Staff Professional Growth and Certification Policy	26/05/21	2024	2
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ACCESS TO STUDENTS POLICY

PURPOSE

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

POLICY

- The guardians (parents or legally appointed guardians) details of all students will be recorded by the School, as well as any protection or court orders formally advised of, and this information will be referred to before any request for information or access is granted. The information will be held, used and disclosed in accordance with the School's privacy policy and the Privacy Act 2020.
- Guardian(s) may have information about, or access to students by contacting the School office, the Principal, Associate Principal or Divisional Principals.
- Persons other than the guardian(s) may be given information about, or given access to students where their identity and interest is clearly established, and a guardian has been contacted and has given permission. Where this involves access to the student, a staff member (usually a Guidance Counsellor or Dean) must be present. For this policy, the School nurse is considered a staff member.
- There will be occasions where the Principal, Associate Principal or Divisional Principals may authorise access where, in their judgment, the best interests of the student or the safety and wellbeing of the School or other staff or students are best served in doing so and it is impractical or inappropriate to obtain the consent of a guardian. This would include:
 - first aid and urgent medical treatment
 - Oranga Tamariki or Police investigating abuse or neglect where the legal guardian(s) may be implicated, although wherever practicable another adult nominated by the student should remain present with the student
 - urgent Police investigations, although again another adult nominated by the student should remain present with the student, or
 - the student is over the age of 18
- Access to students by external groups will be at the discretion of the Principal, Associate Principal or Divisional Principals and must be in alignment with the school's values.
- Release of students from tuition will be at the discretion of the Principal (or his or her nominee) in accordance with relevant legal requirement.

RELEVANT LEGISLATIVE PROVISIONS

- Section 52 of the Education and Training Act provides that the Principal may: (a) release a student from attendance at the School if the Principal is satisfied that the student is to receive outside the school tuition; and (b) let a student leave early on a particular day if the Principal is satisfied that the student has been present for 4 hours or more and there are good reasons for the student to leave before the School closes on that day;
- Section 50 of the Education and Training Act provides that a student over 16, or the parents of a student under 16, may ask the Principal to release the student from tuition in a particular class or subject on sincerely held religious or cultural views, so long as the student is adequately supervised within or outside School during the period of release from tuition. The Principal must, before agreeing to such a release, take all reasonable steps to find out the student's views on the matter. The Principal may refuse to agree to release of the student if the Principal considers it is inappropriate to do so, having regard to the student's age, maturity, and ability to formulate and

express views, and any views the student has expressed.

- Section 51 of the Education and Training Act allows a parent to ask the Principal in writing to ensure that a student is released from tuition in specified parts of the health curriculum related to sexuality education.

RELATED POLICIES

Other policies relevant to the subject matter of this policy include:

- Child Protection Policy
- Student Behaviour Policy
- Health Curriculum (Sexuality Education) Policy
- Privacy Policy

Date approved	Next review
30 June 2021	Term 2, 2024

ALLOCATION OF MANAGEMENT UNITS AND MIDDLE MANAGEMENT ALLOWANCES POLICY

BACKGROUND

The Ministry of Education provides boards with salary units in the form of Management Units (MU), Middle Management Allowances (MMA) and Senior Management Allowances (SMA) which the board can allocate as permanent or fixed-term additions to teachers' salaries to recognise and reward teachers who take on certain responsibilities. Salary units are generated by formula using the School's entitlement staffing.

PURPOSE

The purpose of this Policy is to ensure that MUs, MMAs and SMAs are used and allocated in a fair and equitable way, in accordance with the Secondary Teachers' Collective Agreement and associated PPTA guidance, to ensure optimum educational benefit for Burnside High School students and due recognition for staff for the duties and responsibilities they undertake.

POLICY

- All Units and Middle Management Allowances to which the school is entitled will be allocated.
- A list of allocated MUs, MMAs and SMAs and associated responsibilities will be filed in the Staffing folder of Q drive and updated each year.
- Where relevant and appropriate, staffing positions will be advertised nationally and/or internally noting the MUs, MMAs and/or SMAs attached to them.
- Each position to which a MU, MMA and/or SMA is allocated will be accompanied by a job description, including key tasks and expected outcomes, which identifies the scope and responsibilities of that position.
- The process of allocating Permanent/Fixed Term Units and MMA's will be transparent.
- The principles determining the allocation of MUs, MMAs and/or SMAs will include the:
 - needs of students
 - administrative, curriculum, pastoral and co-curricular needs of the School
 - requirements and priorities of the School's Strategic Plan, Annual Plan and other strategic documents and Policies
 - faculty size, and
 - level of responsibility.
- MUs, MMAs and/or SMAs allocated for key leadership responsibilities will be identified each year by the Principal. MUs, MMAs and SMAs provide the opportunity to appoint teachers to positions for a specified time to carry out a particular task or as recognition for a contribution or responsibility that may be on-going over a longer period of time.
- Fixed term MUs, MMAs and/or SMAs are allocated separately each year. These may be allocated for a whole year or a term at a time.
- The Principal (or his or her delegate) will consult with staff on the allocation of MUs, MMAs and SMAs. Staff will have an opportunity to make submissions to the Senior Leadership Team on the areas to which they believe any MUs, MMAs and/or SMAs available for distribution should be allocated and whether the allocation should be permanent or fixed term. A form will be advertised as available to be submitted by a fixed date.
- All teaching staff, regardless of fixed term or permanent tenure, may apply for MUs and MMAs, although only permanent staff may apply for permanent allocations. SMAs are for senior teachers with school-wide leadership, management and/or administrative responsibilities, who

formally deputise from time to time for one or more of the Principal's responsibilities.

- Staff may hold a mixture of permanent and fixed term MUs, MMAs and/or SMAs, subject to the specific allocation rules detailed in the Appendix.
- Allocation of a Fixed Term MUs, MMAs and/or SMAs as recognition of an on- going contribution does not commit the School to continue to allocate a MUs, MMAs and/or SMAs to that task (or that teacher).
- Where appropriate, MUs, MMAs and/or SMAs should be rotated to give as many staff as possible the opportunity to gain relevant professional experience.
- Fixed term MUs, MMAs and/or SMAs could be used for a range of purposes such as assisting in establishing new initiatives, undertaking School-based research tasks or as recognition of involvement in curricular and/or co-curricular tasks.
- Acting positions that arise in the short term will be dealt with at the discretion of the Senior Leadership Team following the principles above.
- After consultation with appropriate staff by or on behalf of the Principal, the final decision on allocation will rest with the Board. The Board may delegate this task to the Principal.

REFERENCE

Refer to Appendix for Rules and Procedures for the allocation of Management Units, Middle Management Allowances and Senior Management Allowances

Date approved	Next review
24 August 2022	Term 3, 2025

APPENDIX 1: PROCEDURES FOR THE ALLOCATION OF FIXED TERM MANAGEMENT UNITS, MIDDLE MANAGEMENT AND SENIOR MANAGEMENT ALLOWANCES

MANAGEMENT UNITS (MU)

Historically Management Units have been allocated to teachers in charge of Curriculum Areas i.e. HOF's and HOD's and teachers who have significant curriculum responsibilities. The total number is based on our entitlement staffing, confirmed annually. Relevant rules/guidance from the PPTA include the following:

- PPTA's policy is that units should be allocated objectively - in relation to specific tasks or roles within the school
- At least 60% of MUs must be given permanently
- Some units could be allocated for long term, ongoing tasks and might be issued for the same type of functions performed by those in permanent management roles.
- Some units may be for short term tasks or short-term roles, and so would tend to be fixed term
- Principals cannot be allocated units.
- Other teachers are able to receive both permanent and fixed term units in any number and combination.
- Units for ongoing roles/ functions should be permanent unless there is a genuine reason for it to be fixed term under the Employment Relations Act.
- Each of the first three permanent units a teacher holds adds an extra hour non-contact to the teacher's non-contact entitlement. The fourth and subsequent units do not automatically add additional non-contact hours but the School will endeavour to provide additional time.

MIDDLE MANAGEMENT ALLOWANCES (MMA)

MMA's are "additional salary recognition for current designated curriculum and/or pastoral management responsibilities to support recruitment and retention of teachers who hold these responsibilities".

MMA's are usually spread across the middle managers at Burnside High School and distributed to people who are Teachers in Charge of curriculum areas and to Deans. MMA's may also be used for a range of wider purposes, such as assisting in establishing new initiatives, undertaking School-based research tasks or as recognition of involvement in co-curricular activities.

No teacher may have more than two MMA's. A teacher with 5 MUs who runs a subject department can hold one MMA. Teachers with more than five MUs is not eligible to receive MMA's.

Relevant rules/guidance from the PPTA include the following:

- At least 60% of the School's MMA's must be permanent
- There is no time additional allowance linked to MMA's
- Up to 20% of the School's MMA's can be issued to people who do not have MUs, who have designated curriculum or pastoral management responsibilities.
- Under the Secondary Teachers' Collective Agreement (4.3A.2), MMA's are restricted to:
 - (i) teachers without units who have a designated curriculum or pastoral management responsibility;
 - (ii) teachers with 1 to 4 units who have a designated curriculum or pastoral management responsibility;
 - (iii) teachers with 5 units who have significant designated curriculum-related management responsibilities; and

- (iv) teachers who have responsibility for at least five High and/or Very High ORRS (ongoing and reviewable resourcing scheme) students, if the teacher has special duties and responsibilities for those students.

SENIOR MANAGEMENT ALLOWANCES (SMAS)

SMAs are for senior teachers with school-wide leadership, management and/or administrative responsibilities, who formally deputise from time to time for one or more of the Principal's responsibilities. At Burnside, SMAs would normally be limited to those in the associate principal and deputy principal roles.

Relevant rules/guidance from the PPTA include the following:

- The majority of SMAs are expected to be permanent because they are for ongoing management duties. No more than 50% of a school's allocation can be offered as fixed-term payments.
- A teacher may hold no more than two management allowances (MMAs and SMAs combined).
- SMAs are not for:
 - Extra-curricular activities
 - A role that is not in senior management
 - A senior management role that does not have school-wide leadership, management and /or administrative responsibilities
 - A senior manager who does not formally deputise from time to time for one or more of the principal's responsibilities
 - Principals
 - The level of performance of management duties,
 - Agreeing to take on more work beyond delegated responsibilities of the principal.

PROCESS FOR ALLOCATION OF FIXED TERM MU'S AND MMA'S

- Provisional staffing entitlement figures come through in late September each year. The allocation of MUs, MMAs and SMAs are provided at this time based on our provisional roll figures for the following year.
- We may choose to allocate some fixed term MUs and MMAs at this time - usually those associated with staff professional learning initiatives. The rest we hold until we receive confirmation of our March 1st roll return.
- We seek applications via the CLT for the fixed term MUs and MMAs (refer template provided) in early February each year.
- Priorities are as follows:
 - Curriculum Areas -Subjects/Faculties
 - Divisional/Schoolwide Responsibilities
 - Administration
 - Co-curricular (mainly MMAs)
- Applications for Curriculum Areas come through Heads of Faculty to the Principal. The remainder of applications come straight to the Principal.
- The Associate Principal enters all applications on a spread sheet to begin the selection process.
- Discussion and feedback is then sought from HOF's and other key parties involved. e.g. Sports coordinators, Head of Sport, Arts and Cultural leaders.
- SLT then makes recommendations which are tabled at CLT meeting for final discussion.
- SLT makes recommendations to the Principal who then presents them to the Board for approval.

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

Name of applicant		
Current positions <i>(including any current fixed term or permanent MUs/MMAs)</i>		
What is being applied for		
Reason for application <i>(use extra paper if required)</i>		
Expected length of tenure <i>(minimum one term / maximum normally one year)</i>		
Is any resourcing needed in support of this application? <i>(Fixed MU or MMA do not normally attract any time allocation)</i>		
Additional information relevant to this application		
SIGNED		
_____	_____	
<i>Applicant's signature</i>	<i>Date</i>	
If relevant, the application requires the support of your Head of Department / Head of Faculty		
_____	_____	_____
<i>Name</i>	<i>Signature</i>	<i>Date</i>
<i>NOTE: If required, a specific job description will be developed with the Principal. A report covering the outcomes of the work is required by the end of the fixed term.</i>		

ANIMAL WELFARE AND ETHICS

PURPOSE

This policy governs the welfare of any animals under the care of Burnside High School, and the use of animals in teaching, in compliance with the Animal Welfare Act 1999 ("**Act**"). In broad terms, the Act is designed to protect animals from harmful or inhumane treatment.

POLICY

- All animals at Burnside High School will be treated with care and respect. Burnside High School will attend properly to the welfare of those animals in accordance with the Act, any relevant code of welfare for the species and good practice.
- Burnside High School will ensure that the proper care and welfare of animals has the highest priority in any activity involving the keeping of an animal or its study on a field trip.
- Burnside High School will only undertake the "manipulation" (as defined in the Act) of live animals for research and teaching to enhance educational outcomes and only where those benefits are not outweighed by the likely harm to the animals. Burnside High School will have due regard to the animal welfare principles of replacement (of animal use with alternatives), reduction (in the numbers of live animals used in teaching) and refinement (of the techniques used to ensure harm is minimised and benefits maximised).

Any "manipulation" of live animals will be carried out strictly in accordance with the Act, in accordance with the New Zealand Association of Science Educators ("NZASE") Schools' Animal Ethics Committee Code of Ethical Conduct for the use of animals, with the approval of the NZASE Animal Ethics Committee.

DEFINITIONS

- "Animal" is defined as any live member of the animal kingdom that is a mammal (including any mammalian foetus and marsupial pouch young but excluding humans), bird (including any avian pre-hatched young), reptile (including any reptilian pre-hatched young), amphibian, fish, octopus, squid, crab, lobster or crayfish.

However, other living creatures such as spiders, snails, worms and insects must also be treated with care and kindness.

- A "manipulation" is something that interferes with an animal's normal physiology, behaviour or anatomy by subjecting the animal to unusual or abnormal practices or depriving the animal of usual care.
- Observations of animals, taking measurements of growth or breeding animals while studying reproduction are not considered manipulations.
- Similarly, the use of animal cadavers or animal tissue ethically sourced from animals that have been killed for another purpose, is neither the use of an "animal" or a "manipulation".

APPLICATION

- Responsibility for the welfare of animals rests with the teacher involved, but ultimately with the Principal and Board.
- Animals kept at Burnside High School will be provided with their five basic needs (sometimes expressed as the five freedoms).
 1. Freedom from thirst, hunger, and malnutrition (including during weekends and holidays).
 2. Freedom from discomfort and lack of shelter (by being provided with appropriate cages or containers that are properly ventilated and hygienic and do not allow exposure to extremes of noise, draughts, and sunlight).

3. Freedom from injury, disease, and parasite infestation (by prevention or rapid diagnosis and treatment). Diseased or injured animals will be treated promptly and will not be kept at - Burnside High School until they have recovered. If this is not feasible, they will be humanely destroyed.
 4. Freedom from distress (through proper care and handling).
 5. Freedom to display their normal patterns of behaviour.
- If the appropriate care cannot be provided, the animal is not to be kept in school.
 - Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.
 - Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in the School is assured.
 - The following principles will apply to undertaking dissection as part of classroom teaching at Burnside High School:
 - Dissection will only be used where the Science Faculty considers that such activity will provide material educational value/experience for students;
 - Animal dissection will use animal cadavers and tissue sourced from external suppliers of animals (and tissue) that have been killed for another purpose;
 - Student participation is optional. Students will be given the choice of whether or not they wish to participate.
 - Where the use of live animals in any study (including science fair projects) involves a "manipulation" in accordance with the Act, the policy and legal requirements mentioned above will be followed.

RELATED GUIDANCE

- *Ministry of Education*
 - <https://gazette.education.govt.nz/articles/animal-ethics-and-schools/>
- *Science Online*
 - <https://scienceonline.tki.org.nz/Teaching-science/Ethics/Caring-for-Animals/The-law/Policy-on-animals-for-ECE-centres-and-schools>
- *The New Zealand Association of Science Educations (Inc)*
 - <https://nzase.org.nz/animal-ethics/use-of-animals-in-teaching-and-schools/>
 - Note: the Ministry of Primary Industry refers to this site here: <https://www.mpi.govt.nz/protection-and-response/animal-welfare/animals-in-research-testing-and-teaching/>
- *The Australian and New Zealand Council for the Care of Animals in Research and Teaching*
 - <https://anzccart.org.nz/schools/animal-ethics-in-new-zealand-schools/>

Date approved	Next review
26 October 2022	Term 3, 2025

APPOINTMENT OF STAFF

PURPOSE

- To ensure Burnside High School attracts, impartially selects, safety checks and vets, and appoints appropriately trained and qualified staff of the highest calibre based on merit (as an equal opportunity employer) in full compliance with all applicable laws and legal requirements.

RELEVANT LEGAL REQUIREMENTS

Relevant legal requirements include:

- *PPTA Secondary Teachers Collective Agreement* (containing obligations regarding equal employment opportunities and being a good employer).
- *National Education and Learning Priorities*: NELP 6 requires school boards to develop staff to strengthen teaching, leadership and learner support capability across the education workforce, including by identifying gaps in teaching capability and investing in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.
- *State Sector Act 1988*: School boards have a statutory responsibility to be a "good employer" which requires operating a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring:
 - an equal opportunities programme;
 - the impartial selection of suitably qualified persons for appointment;
 - recognition of—
 - the aims and aspirations of the Maori people; and
 - the employment requirements of the Maori people; and
 - the need for greater involvement of the Maori people in the Public Service;
 - opportunities for the enhancement of the abilities of individual employees;
 - recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups;
 - recognition of the employment requirements of women; and
 - recognition of the employment requirements of persons with disabilities.
- *Human Rights Act 1993*: Sets out the prohibited grounds of discrimination, including sex, marital status, religious/ethical belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status and sexual orientation
- *Employment Relations Act 2000*: New Zealand's primary legislation dealing with employment relationships, including the primacy of good faith in all aspects of the employment environment and employment relationship.

POLICY

- The School Board:
 - is the legal employer of all staff and the Principal;
 - will observe, and require all recruitment and appointment processes to observe, the principles of equal employment opportunities in appointment procedures in accordance with applicable law and the School's Equal Employment Opportunities Policy;
 - will act as a good employer as defined in the State Sector Act and reproduced above;
 - will comply with employer obligations as described in individual or collective employment contracts for staff;
 - will delegate the recruitment and appointment process to the Principal (or their delegate), provided that the Principal will consult with the Board regarding the appointment of senior

leadership team positions and Board members may participate in selection and interview panels for senior leadership positions and provided further that the Board will manage the recruitment and appointment of the Principal;

- The Board and its delegate(s) will at all times:
 - endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions and to find the best person for the position.
 - undertake robust recruitment (including safety checks in accordance with the Children's Act 2014), appointment (including impartial selection) and induction processes.
- The nature of the position and the level of responsibility will be determined by the Principal (or their delegate) after appropriate consultation.
- All vacancies will be advertised, wherever practicable, in a manner sufficient to enable suitably qualified persons to apply for the position. All permanent full-time and permanent part-time positions of at least one year's duration will be advertised in the Education Gazette or other national publication. All long-term relieving (more than one term) positions will be advertised internally, or in the Education Gazette or other local publication, as required.
- All applications received must be kept confidential and secure in accordance with the School's Privacy Policy and relevant legal requirements.
- Teacher appointees must hold current "subject to confirmation", provisional or full teacher registration, or a Limited Authority to Teach. Only if the school is unable to appoint a registered teacher, may consideration be given to employing an applicant with a limited authority to teach (LAT).
- Membership of selection panels and interview panels will be determined by the Principal (or their delegate). In general, line managers will contribute to the appointment process for staff in their area of responsibility.
- A merit based short-list will be compiled from the applications for a given position, and interviews held where necessary.
- The School reserves the right not to make an appointment, re-advertise or review the position.
- Before making any appointment, the School will undertake all safety checks or police vetting required by applicable law:
 - All staff (whether teaching or non-teaching staff) who have regular or overnight contact with children without a parent or guardian being present, must be safety checked in accordance with the Children's Act 2014 (including an identity check (photographic proof of identity and sighting of practising certificate or authorisation letter from the Teaching Council) should be required), police vet (for non-teaching staff only as the Teaching Council vets teachers as part of the renewal of their practising certificate), interview (for new staff), work history check (for new staff), referee check (for new staff) and risk assessment (including checking the Teaching Council online register to see if there are annotations or notes the School should be aware of). A safety check must be repeated every 3 years.
 - Every person appointed to a position at the School who is to work at the School during normal school hours and who is not a registered teacher with a current practising certificate or the holder of a limited authority to teach, must be subject to a police vet in accordance with the Education and Training Act 2020. That police vet must be:
 - obtained before the person's employment or engagement at the School begins; and
 - repeated every 3 years (if the relevant person is still working at the School).
- All contractors (and employees of contractors) who are engaged to work at the School and who have, or is likely to have, unsupervised access to students at the school during normal school hours, must be subject to a police vet in accordance with the Education and Training Act 2020.
That police vet must be:

- obtained before the contractor, or employee of a contractor, has or is likely to have unsupervised access to students at the School during normal school hours; and
 - repeated every 3 years (if the relevant person is still working at the School).
- Volunteers are not required to be police vetted under the Children's Act 2014 or Education and Training Act 2020 but the School will seek police vets from volunteers in appropriate circumstances, taking a risk-based approach and being guided by the School's Health and Safety and Child Protection Policies.

See the Ministry of Education flowchart here: https://assets.education.govt.nz/public/Uploads/SES-0728-Vulnerable-Childrens-Act-Poster-Updates_V4.pdf for further information. Safety check and police vet information must be held and stored confidentially and in accordance with the School's Privacy Policy.

- All new staff will be inducted into the School including providing all necessary information and training to feel welcome, be successful, be familiar with their working environment (and health and safety risks and hazards) and understand the School's vision and values and relevant plans, policies and procedures.
- The Principal reports to the Board on all staff appointments as part of the Principal's report at each Board meeting.

APPLICATION

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

RELATED POLICIES

- Equal Employment Opportunities;
- Staff Development

Date approved	Next review
22 February 2023	Term 1, 2026

ASSESSMENT AND REPORTING POLICY

PURPOSE

- To enhance student achievement through the use of quality assessment practices.
- To ensure there is a system for providing parents with fair and regular feedback on progress and fair reporting on final achievements.
- To ensure there is a reliable system for archiving information on final student achievements.
- To comply with NZQA “best practice” and the applicable National Administration Guidelines (summarised below).

NATIONAL ADMINISTRATION GUIDELINES

National Administration Guideline (NAG) 1, requires the Board, through the principal and staff, to

- Through the analysis of good quality assessment information*, evaluate the progress and achievement of students (NAG 1(b)) and identify students and groups of students who are not (or are at risk of not) progressing and/or achieving, who have special needs (including gifted and talented students) and aspects of the curriculum which require particular attention (NAG 1(c));
- On the basis of good quality assessment information*:
 - **report** to students and their parents on progress and achievement of individual students (NAG 2 (c)):
 - in plain language, in writing, and at least twice a year; and
 - across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
 - **report** to the school’s community (NAG 2(d)) on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c)) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e).

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

POLICY

Assessment

- The Deputy Principal – Achievement oversees processes and procedures and reports back to the Senior Leadership, the Teaching and Learning Team and the Curriculum Leaders Team.
- Faculties and subject departments are required to have Assessment Guidelines in place to ensure that all formative and summative assessment procedures and practices in the senior school meet the requirements of NZQA.
- Similar guidelines need to be in place for all courses delivered in the junior school.
- The Principal’s Nominee must annually inform students (Years 11, 12 and 13) and teachers of current NCEA procedures and associated school guidelines.
- Assessment procedures at Burnside High School must ensure:
 - students are fully informed ahead of all assessment arrangements;
 - assessments are valid, fair, reliable and manageable;
 - assessments are linked to the learning objectives of the curriculum and the level the student is studying at;
 - within subject departments, formal assessments should be common across classes of similar ability, have common marking schedules and be moderated, recorded and reported on, so that

students and parents receive valid feedback on achievement.

- The use of formative assessment is encouraged in all departments. This may include self, peer and teacher assessment and provides constructive feedback on what has been achieved and helpful feed forward on what needs to be done next to improve achievement further.
- Assessment information should be used by subject departments to both plan and evaluate teaching programmes and to identify students for extension or remedial assistance.

Reporting

- The format, timing and nature of reports is to be reviewed annually and is published as a Reporting and Assessment Calendar. This is available on the Burnside High School Reporting website.
- The school normally gives feedback to students/caregivers at mid-year and end of year by way of 'formal' written reports.
- Formal reports are official documents and guidelines are established on the style and content (reviewed annually by senior management). Formal reports are provided for the attention of parents/caregivers.
- Copies of reports are retained by the school which are archived in electronic format.
- Parents/caregivers may request, through the Divisional Principal, special reports on progress between formal reports.
- Fortnightly Reports are sent to the whānau of all students with information about engagement and attitude, attendance and a list of shout out awards received.
- A Student Achievement Target Action Plan is set by the Principal each year and progress is reported to the Board against the Plan at mid-year and end of year. The Plan and achievement against the Plan is also included in the School's Annual Report.

APPLICATION

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

Date approved	Next review
28 October 2020	Term 3, 2023

ATTENDANCE POLICY

PURPOSE

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

POLICY

All students of Burnside High School are expected to attend scheduled classes, form meetings, assemblies and other a Attendance

PURPOSE

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

POLICY

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

APPLICATION

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

Date approved	Next review
22 May 2019	Term 1, 2022

BOARD GOVERNANCE POLICIES

CONTEXT AND PURPOSE

Every State school is required to have a board which is the governing body of its school and responsible for the governance of the school, including the strategic plan and annual implementation plan, and setting the policies by which the school is to be controlled and managed. Each board is a separate legal and Crown entity.

Relevant law includes:

- Section 3, subpart 5 of the Education and Training Act 2020, which sets out the functions and powers of boards;
- Schedule 22 of the Education and Training Act 2020, which deals with the constitution and operation of boards;
- Schedule 23 of the Education and Training Act 2020, which deals with the electing, appointing and co-opting of board members;
- Education (School Boards) Regulations 2020, which deals with delegation, committees, procedure and funding;
- Part 7 of the Local Government Official Information and Meetings Act 1987, which deals with the admission (and exclusion) of the public to meetings of boards.

This policy outlines matters concerning the constitution of the Burnside High School Board, including composition, meetings, committees, funding and the Board's code of conduct.

COMPOSITION

- The Board must comprise:
 - five parent representatives (unless the Board resolves otherwise and subject to a minimum of 3 and a maximum of 7 parent representatives)
 - the Principal
 - one staff representative (who is nominated and elected by the school's teaching and non-teaching staff)
 - one student representative (who is nominated and elected by the students annually)
- The Associate Principal is an ex officio member of the Board with the right to attend Board meetings with full speaking rights.
- The Board may co-opt additional Board members for the reasons set out below. The Board may also authorise bodies corporate to appoint additional Board members. However, the number of co-opted and appointed Board members must at all times be less than the number of parent representatives.
- Regard shall be given in appointing or co-opting members to the statutory direction under Schedule 23 of the Education and Training Act that it is desirable, as far as reasonably practicable, that every Board:
 - should reflect the character of the School it administers and the community the School serves;
 - should reflect the ethnic and socio-economic diversity of the student body of the school;
 - should reflect the fact that approximately half the population of New Zealand is male and half female; and
 - should have available management expertise and experience.
- Persons ineligible to be Board members or with disqualifying financial interests are listed in Schedule 23 of the Education and Training Act 2020. All newly elected, co-opted or appointed trustees must confirm to the Board that they are eligible to be trustees by completing the declaration of eligibility attached to the Code of Conduct (as well as the Code of Conduct itself)

set out in Appendix 4.

- All Board members, regardless of how they came to be Board members, have an equal voice, equal vote, equal accountability, and equal responsibility. They must base any decisions on all the information at hand and are then collectively responsible for the Board's decisions.

ELECTIONS

- The Board may appoint an appropriate external provider (such as CES) to be the Returning Officer for the election of the parent representatives, the staff representative, and the student representative.
- Elections will be conducted in accordance with the procedures set out in Schedule 23 of the Act in every election year (being a year divisible by 3) or annually in the case of the student representative.

ROLE OF THE PRINCIPAL

The Principal is the Board's chief executive in relation to the School's control and management (s130, Education and Training Act 2020). While the Principal must work within the law and the Board's general policy directions, the Principal otherwise has complete discretion to manage the School's day-to-day administration as they see fit (s130, Education and Training Act 2020). The Principal may, in turn, delegate some of that responsibility to other staff members.

THE PRESIDING MEMBER (CHAIR)

- The Board is required to appoint a member (not being the Principal or a staff or student representative) to preside at Board meetings.
- The appointment must be made at the first Board meeting in any year, unless it is an election year, in which case it must be at the first meeting after the election.
- In addition to chairing Board meetings, the Presiding Member is responsible for developing and maintaining a productive working relationship with the Principal.

BOARD MEETINGS

- The Board must meet at least quarterly (no later than 3 months after the date of its previous meeting), and at other times by agreement at the previous meeting or when determined by the Presiding Member.
- Meetings will be held at a time and place determined at the previous meeting (or by the Presiding Member), or by means of audio, audiovisual, or electronic communication so long as all participating Board members have access to the technology needed to participate in such a meeting and a quorum of members can simultaneously communicate with each other throughout the meeting.
- No business shall be transacted at any meeting unless a quorum (being more than half of the Board members then holding office) is present (or able to participate by audio, audiovisual, or electronic communication in the manner set out above).
- Every question shall be decided by a majority of the votes cast on it by Board members present, except that the Presiding Member has a casting vote when the deliberative votes are equal.
- A resolution of the Board signed or assented to in writing (whether sent by post, courier, or electronic communication) by all Board members is as valid and effectual as if it had been passed at a meeting of the Board.
- If the Presiding Member is not present at a meeting of the Board, any other Board member (not being the Principal or the staff or student representative) appointed by the Board at the meeting must preside (chair).
- Except as provided in these regulations, a board may determine its own procedure.

Interested members

- A Board member who has a pecuniary interest in any matter or any interest that may reasonably be regarded as likely to influence that Board member in carrying out their duties and responsibilities as a member must be excluded from a meeting of the Board while it discusses, considers, considers anything relating to, or decides the matter.
- The Board will maintain a register of interests and members will be asked to declare any interests not previously noted on the register at the commencement of every meeting.
- The Board's staff representative member must be excluded from a meeting of the Board while it discusses, considers, considers anything relating to, or decides any matter relating to that member's employment or a complaint against that member.
- The Board's student representative member must be excluded from any meeting of the Board while it discusses, considers, considers anything relating to, or decides any matter relating to that member as an individual student.

Minutes

- The Board secretary will keep minutes of all Board meetings. The need to keep good records applies to all board meetings – full-board meetings, public-excluded meetings, board committee meetings, student disciplinary meetings, and any meetings with staff about their employment.
- Any member of the public has the right to inspect and request a copy of the minutes under Section 51 of the Local Government Official Information and Meetings Act 1987.

Public access to meetings

- Board meetings are not public meetings, but they are held in public wherever possible so that members of the community can attend. The Board is obliged to take all reasonable steps to ensure that parents can readily find out, within a reasonable time before each meeting, where and when meetings of the Board are to be held. To that end, the Board will arrange for a schedule of its planned meetings to be published on the School website.
- Members of the public may speak in open meetings by invitation from the Presiding Member or when the members present resolve to give speaking rights.
- The Board may, by resolution, exclude the public from the whole or any part of a meeting on one or more of the grounds set out in the Official Information Act where the public conduct of the meeting would be likely to result in the disclosure of information for which good reason for withholding would exist under that Act (e.g. protection of the privacy of natural persons). See section 46(7) of the Local Government Official Information and Meetings Act 1987.
- The Presiding Member may, if they believe, on reasonable grounds, that the behaviour of any member of the public attending that meeting is likely to prejudice or to continue to prejudice the orderly conduct of that meeting if that member of the public is permitted to remain in that meeting, require that member of the public to leave the meeting. See section 50 of the Local Government Official Information and Meetings Act 1987.

BOARD COMMITTEES

- 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 or powers that are delegated to the committee.
- The Board may delegate any of its powers except the power to borrow money.
- A committee must consist of at least two persons at least one of whom is a Board member.
- Members of committees are elected or appointed by the Board. Committees may co-opt further persons to their membership.
- Unless the Board resolves otherwise, committees do not have authority to act on behalf of or bind the Board.
- Committees shall report at the next meeting of the Board following committee meetings, and this report shall be summarised in the Board minutes.
- Committees shall discuss matters referred to them by the Board, and may initiate discussion on other matters.
- The Board has two standing committees: the Finance Committee and the Property Committee. The Board may, by resolution, constitute other ad hoc committees as and when required (e.g. a Discipline and Complaints Committee).
- The Terms of Reference of each of the Finance Committee, the Property Committee and the Discipline and Complaints Committee are set out in the Appendix to this Policy. The Terms of Reference may be modified by approval of the Board (which may follow a recommendation by the relevant committee).

FUNDING

Board expenses

- Each year the Board, on the recommendation of the Finance Committee, will budget the costs of Board operations (including costs in relation to training, elections and meetings) for the next financial year.
- The budget for the expenditure of funds is the responsibility of the Presiding Member.

Honorarium

- Board members may be paid (out of the Board's funds and in accordance with the scale fixed by the Minister of Education by notice in the Gazette) travel costs and attendance fees fixed by the Board. In determining the attendance fees paid to Board members, the Board must have regard both to loss of income and to the cost of child care.
- Unless the Board resolves otherwise, Board members will be paid an honorarium of \$55 per meeting (or \$75 per meeting for the presiding member) in relation to Board business, including Board committee meetings. Social meetings are excluded.
- The Board is responsible for ensuring that withholding tax is deducted prior to payment of any aggregate amount in excess of the annual IRD allowed exempt amount of \$605 for each board member (equivalent to 11 meetings per school year at \$55 per meeting) or \$825 for the presiding member (equivalent to 11 meetings per school year at \$75 per meeting).

CODE OF CONDUCT

- The Burnside High School Board is committed to ethical conduct in all areas of its responsibilities and authority.
- Burnside High School Board members are expected to:

- Understand and represent the beliefs, values and goals of the school
 - Be loyal to the school and its mission
 - Ensure the needs of all students and their achievement is paramount.
 - Publicly represent the school in a positive manner
 - Respect the integrity of the Principal and staff
 - Respect other Board members and give fair consideration to diverse and opposing viewpoints
 - Observe the confidentiality of non-public information acquired in their roles as Board members and not disclose such information to any other persons
 - Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
 - Speak with one voice through the Board’s adopted policies and ensure that any disagreements with the Board’s stance are resolved within the Board
 - Avoid any conflicts of interest with respect to ethical and financial responsibilities
 - Recognise the lack of authority that is held by any Board member or subgroup of the Board in any interaction with the Principal or staff
 - Recognise that only the Presiding Member can speak for the Board
 - Self-monitor individual performance as a Board member against policies and against any other current Board evaluation tools
 - Be available to undertake appropriate training, sit on Board committees or take responsibility for other Board related tasks from time to time
- All Board members will be asked to sign the Code of Conduct Declaration in the form attached as Appendix 4, promptly following their election or appointment.

APPENDICES

- *Appendix 1* Terms of Reference, BHS Finance Committee
- *Appendix 2:* Terms of Reference: BHS Property Committee
- *Appendix 3:* Terms of Reference: BHS Discipline and Complaints Committee
- *Appendix 4:* Board Member Code of Conduct
- *Appendix 5:* Board Member Declaration of Eligibility

Date approved	Next review
25 May 2022	Term 2. 2025

INTRODUCTION

- A school board may, by resolution, appoint committees:
 - to advise it on any matters relating to the board’s functions and powers that are referred to the committee by the board; or
 - to perform or exercise any of the board’s functions or powers that are delegated to the committee.
- A school board may delegate any of its powers except the power to borrow money.

PURPOSE

- The full Board has overall responsibility for financial management of the School but delegates the day to day management of the School’s finances and budget to the Principal. The Principal, in turn, delegates that role to the Business Manager under the stewardship of the Principal.
- The Finance Committee is a standing committee of the Board and is formed to provide guidance and policy direction to the Principal in the financial management of the School.

COMPOSITION OF THE COMMITTEE

- Unless the Board resolves otherwise, members of the Finance Committee will be:
 - At least one current Board member (other than the Principal);
 - The Principal; and
 - The Business Manager.
- Where possible, at least one of the parent representative members should have accounting or related financial expertise.
- The Associate Principal may attend meetings in an ex-officio capacity.

APPOINTMENT OF MEMBERS

- Parent representative members of the Finance Committee will be appointed by the Board at the first board meeting following the triennial elections of the Board. The Board may make additional appointments to the Finance Committee at any other time.
- The term of appointment for Board members of the Finance Committee will be three years, or until the next election of parent representatives of the Board occurs.
- If a parent representative member of the Finance Committee ceases to be a member of the full Board for any reason, that person will automatically cease to be a member of the Finance Committee (unless the Board resolves otherwise).

MEETINGS OF THE FINANCE COMMITTEE

- The Finance Committee will meet at least quarterly.
- The Board's Governance Policy will apply equally to meetings of the Finance Committee, except to the extent stated otherwise in these Terms of Reference.

CHAIR OF THE COMMITTEE

Members of the Finance Committee will elect the chair of the committee.

RESPONSIBILITIES

The Finance 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
- recommending to the full Board the level of budgetary discretion available to the Principal, to be recorded in the Board's delegations policy
- monitoring and reporting on the School's performance against the annual budget
- advising on additional funding sources
- assisting the Business Manager to prepare a monthly financial results report, which is to be provided to the Board by the chair of the Finance Committee at every Board meeting
- recommending changes to financial policy
- overseeing the preparation of the annual accounts for Board approval
- assisting the Principal and the Business Manager in reporting financial performance to parents and the community
- preparing special reports for consideration by the Board
- annually reviewing the School's risk management needs and insurance cover
- providing governance oversight on behalf of the Board to the School's implementation of the Financial Management Policy.

DELEGATED AUTHORITIES

- The Board delegates to the Finance Committee the following responsibilities:
 - commitment of operating expenditure and final approval of any orders for goods and services, provided such an order will not exceed the Board approved budget allocation for a budget item or sub-budget item; or a level for unbudgeted items (or items which exceed the budgeted allocation) in excess of \$5,000 but below \$15,000 in excess of stated budget;
 - the commitment or purchase of capital expenditure for unbudgeted items:
 - a) within any contingency included in the annual Board approved capital budget; or
 - b) up to \$15,000 in excess of any contingency included in the annual Board approved capital budget.
 - to vary/modify job descriptions and employment terms and conditions; and
 - to engage temporary staff as required, within financial delegation in (a) above.
- These delegations are to be exercised in terms of the Board's Schedule of Delegations.

REPORTING

- The minutes of Finance Committee meetings will be included in Board meeting papers.

POLICY REFERENCE

- These Terms of Reference for the Finance Committee should be read in conjunction with the Burnside High School Financial Management Policy.



BHS PROPERTY COMMITTEE

Terms of Reference

Approved by the Board on 28 October 2021

INTRODUCTION

- A school 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 or powers that are delegated to the committee.
- A school board may delegate any of its powers except the power to borrow money.

PURPOSE

- The Property Committee is a standing committee of the Board and is formed to assist the Board in matters relating to property.
- The Property Committee will provide oversight on behalf of the Board of the implementation of the Board's Property Management Policy (Policy #4.1).

COMPOSITION OF THE COMMITTEE

- Unless the Board resolves otherwise, members of the Property Committee will be:
 - At least one current Board member (other than the Principal);
 - The Principal;
 - The Property & Facilities Manager; and
 - The Business Manager.
- The Associate Principal may attend meetings in an ex-officio capacity.
- The Property and Facilities Manager and the Associate Principal will represent and provide feedback to and from the School's health and safety committee.

APPOINTMENT OF MEMBERS

- Parent representative members of the Property Committee will be appointed by the Board at the first board meeting following the triennial elections of the Board. The Board may make additional appointments to the Property Committee at any other time.
- The term of appointment for Board members of the Property Committee will be three years, or until the next election of parent representatives of the Board occurs.
- If a parent representative member of the Property Committee ceases to be a member of the full Board for any reason, that person will automatically cease to be a member of the Property Committee (unless the Board resolves otherwise).

CHAIR OF THE COMMITTEE

- Members of the Property Committee will elect the chair of the committee.

MEETINGS OF THE PROPERTY COMMITTEE

- The Property Committee will meet at least quarterly.

- The Board's Governance Policy will apply equally to meetings of the Property Committee, except to the extent stated otherwise in these Terms of Reference.

RESPONSIBILITIES

- The Property Committee oversees the preparation and implementation of the annual property budget and the 10 year property plan (or any alternative MoE funding programme (such as the Christchurch Schools Rebuild programme) applicable at the time).
- As a result of the application of the Christchurch Schools Rebuild Programme, the Property Committee will oversee the finalisation and implementation of the "Master Plan" for the School's future building requirements.
- The Property & Facilities Manager and the Business Manager report monthly to the Property Committee on work completed and coming up.
- The Board Property Committee reports to the full Board during the Board meeting which follows each Property Committee meeting.

DELEGATED AUTHORITY

- The Board delegates to the Property Committee the following responsibilities:
 - Commitment of operating expenditure and final approval of any orders for goods and services related to property matters, provided such an order will not exceed the Board approved budget allocation for a budget item or sub-budget item; or a level for unbudgeted items (or items which exceed the budget allocation) in excess of \$5,000 but below \$15,000 in excess of stated budget.
 - the commitment or purchase of capital expenditure related to property matters for unbudgeted items:
 - c) within any contingency included in the annual Board approved capital budget; or
 - d) up to \$15,000 in excess of any contingency included in the annual Board approved capital budget.
- These delegations are to be exercised in terms of the Board's Schedule of Delegations.

REPORTING

- The minutes of Property Committee meetings will be included in Board meeting papers.

POLICY REFERENCE

- These Terms of Reference for the Property Committee should be read in conjunction with the Burnside High School Property Management Policy.

 <p>BURNSIDE HIGH SCHOOL TE KURA O WAIMANGAURI</p>	<p align="center">BHS DISCIPLINE AND COMPLAINTS COMMITTEE</p> <p align="center">Terms of Reference</p> <p align="center">Approved by the Board on 28 October 2021</p>
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INTRODUCTION

- A school board may, by resolution, appoint committees:
 - to advise it on any matters relating to the board’s functions and powers that are referred to the committee by the board; or
 - to perform or exercise any of the board’s functions or powers that are delegated to the committee.
- A school board may delegate any of its powers except the power to borrow money.

PURPOSE

- The Discipline and Complaints Committee is an ad hoc committee of the Board and is formed to assist the Board, or exercise the Board's powers under delegation, in matters relating to the suspension of students and complaints against staff.
- With respect to the suspension of students, the Education and Training Act 2020 provides as follows:
 - if a student has been suspended by the Principal from a school, the board may:
 - e) lift the suspension before it expires, either unconditionally or subject to any reasonable conditions the board wants to make;
 - f) extend the suspension conditionally for a reasonable period determined by the board when extending the suspension; or
 - g) if the circumstances of the case justify the most serious response, exclude the student from the school by extending the suspension and requiring the student to be enrolled at another school (or if the student is 16 years or older, expel the student from the school).
 - if a student has been suspended from a school, the student, a parent of the student, and their representatives are entitled to attend at least one meeting of the board and speak at that meeting, and to have their views considered by the board before it decides whether to lift or extend the suspension or exclude or expel the student.
 - with respect to all disciplinary and complaints matters, the Discipline and Complaints Committee will:
 - h) act with fairness, without bias, prejudice or predetermination, and respect confidentiality and privacy;
 - i) act within applicable legislation, Ministry of Education guidelines, applicable Board policies (including the Complaints Policy) and any relevant Collective Employment Agreement; and
 - j) adhere to the principles of natural justice.

COMPOSITION OF THE COMMITTEE

- All members of the Board, excluding the Principal, the student representative and (in respect of complaints against staff only) the staff representative, may be members of the Discipline and Complaints Committee.

- The Presiding Member will call for members of the Board to form a Discipline and Complaints Committee on an as required basis.
- The quorum for the Discipline and Complaints Committee shall be three current members of the Board (other than the Principal).
- The Board may appoint other persons to be members of the Discipline and Complaints Committee on an as required basis, whether in a voting capacity or advisory capacity only.
- The Discipline and Complaints Committee will be formed for each specific disciplinary or staff complaint matter referred to the Board and will be disbanded at the conclusion of that matter.

CHAIR OF THE COMMITTEE

- The chair of the Discipline and Complaints Committee will be the Presiding Member of the Board or, in the Presiding Member's absence, will be determined by the Discipline and Complaints Committee.

MEETINGS

- The Board's Governance Policy will apply equally to meetings of the Discipline and Complaints Committee, except to the extent stated otherwise in these Terms of Reference. Meetings of the Discipline and Complaints Committee will always exclude the public on the grounds that the public conduct of the meeting would be likely to result in the disclosure of information for which good reason for withholding would exist under that Act, being the protection of the privacy of natural persons.

DELEGATED AUTHORITY

- Subject to the terms of the Board resolution constituting the Discipline and Complaints Committee for a particular disciplinary or staff complaint matter, the Discipline and Complaints Committee has the delegated authority of the Board to hear and determine such matter on behalf of the Board.

POLICY REFERENCE

- These Terms of Reference for the Discipline and Complaints Committee should be read in conjunction with the Burnside High School Complaints Policy.



BHS BOARD

Board Member Code of Conduct Declaration

The Burnside High School Board is committed to ethical conduct in all areas of its responsibilities and authority.

As a Board member of Burnside High School, I will:

- Understand and represent the beliefs, values and goals of the School
- Be loyal to the School and its mission
- Ensure the needs of all students and their achievement is paramount.
- Publicly represent the School in a positive manner
- Respect the integrity of the Principal and staff
- Respect other Board members and give fair consideration to diverse and opposing viewpoints
- Observe the confidentiality of non-public information acquired in their roles as Board members and not disclose such information to any other persons
- Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
- Speak with one voice through the Board's adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board
- Avoid any conflicts of interest with respect to ethical and financial responsibilities
- Recognise the lack of authority that I have as an individual Board member or part of a subgroup of the Board in any interaction with the Principal or staff
- Recognise that only the Presiding Member can speak for the Board
- Self-monitor my individual performance as a Board member against policies and against any other current Board evaluation tools
- Be available to undertake appropriate training, sit on Board committees or take responsibility for other Board related tasks from time to time

DECLARATION

I have read and understand this Code of Conduct and agree to follow and abide by it.

Name (please print)

Signature

Date

	<h2 style="text-align: center;">BHS BOARD</h2> <h3 style="text-align: center;">Declaration of Eligibility</h3>
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Before a person is elected, co-opted, or appointed as a board member, the person must confirm to the board that the person is, to the best of their knowledge, eligible to be a board member, having regard to the grounds of ineligibility in clauses 9 and 10 of the Education and Training Act, 2020 (the Act).

In order to fulfil our requirements in this regard, please tick YES/NO to indicate if any of the following apply to you. If they do, you may not be eligible to be a board member.

Are you:

1. a person who is an undischarged bankrupt;	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. a person who is prohibited from being a director or involved in the management of, an incorporated or unincorporated body under the Companies Act 1993, or the Financial Markets Conduct Act 2013, or the Takeovers Act 1993;	Yes <input type="checkbox"/> No <input type="checkbox"/>
3. a person who may have a financial conflict of interest as prescribed under Section 10 of the Act; <ul style="list-style-type: none"> ▪ <i>A financial conflict of interest exists if payments made by or on behalf of the Board in respect of all contracts in which the person is "interested" exceed \$25,000 in any financial year;</i> ▪ <i>A person is interested in a contract if they either: (a) own, directly or through a nominee, at least 10% of the capital of any company (or company controlling (i.e. ≥50% interest) that company) which is a party to the contract; or (b) are the managing director/general manager of a company which is a party to the contract.</i> 	Yes <input type="checkbox"/> No <input type="checkbox"/>
4. a person who is subject to a property order under the Protection of Personal and Property Rights Act 1988;	Yes <input type="checkbox"/> No <input type="checkbox"/>
5. a person in respect of whom a personal order has been made under the Protection of Personal and Property Rights Act 1988 that adversely reflects your competence to manage your own affairs in relation to your own property or to make or to communicate decisions relating to any particular aspect or aspects of your own personal care and welfare;	Yes <input type="checkbox"/> No <input type="checkbox"/>
6. a person who has been convicted of an offence punishable by imprisonment for a term of 2 years or more, or who has been sentenced to imprisonment for any other offence;	Yes <input type="checkbox"/> No <input type="checkbox"/>
7. a person who is: <ul style="list-style-type: none"> (a) not a New Zealand citizen; and (b) either <ul style="list-style-type: none"> (i) is not eligible for a visa or entry permission to enter or be in NZ under section 15 or 16 of the Immigration Act 2009, due to certain convictions, prior deportation from NZ or the Minister considers to be a security, public order or public interest threat or risk or likely to commit an offence punishable by imprisonment; or (ii) is obliged by law to leave NZ immediately or within 12 months; or (iii) is treated for the purposes of the Immigration Act 2009 as being unlawfully in NZ. 	Yes <input type="checkbox"/> No <input type="checkbox"/>

<p>8. Are you a person who has been appointed returning officer for an election of board members to this school?</p> <ul style="list-style-type: none"> ▪ <i>A person who has been appointed returning officer for an election of board members is not eligible to be nominated as a candidate in the election</i> 	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>9. Are you a permanent member of the school's staff?</p> <ul style="list-style-type: none"> ▪ <i>Any permanently appointed member of the school's staff may, if otherwise eligible for election, be elected as a staff representative but not otherwise</i> ▪ <i>A non-permanently appointed member of the school's staff may, if otherwise eligible, be elected, appointed or co-opted onto the Board.</i> 	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Name (please print)

Signature

Date

CHILD PROTECTION POLICY

INTRODUCTION

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

RATIONALE

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

GUIDELINES

- Leaders within the school work together with other children's agencies (such as the Police, Oranga Tamariki, Social Workers, etc.) to improve the wellbeing of vulnerable children (*refer Appendix 1 for details*).
- Procedures are in place to identify and respond to allegations regarding abuse (*refer Appendix 2a, 2b and 2c*).
- Procedures are in place to deal with the possibility of an allegation involving a staff member (*refer Appendix 3a and 3b*).
- Child Protection Coordinators (Divisional DPs and Counsellors) are adequately resourced (*refer Appendix 4*).
- Relevant information is shared and discussed in a timely way with the Board or designated person(s) when there are concerns about an individual child.
- Advice is sought from NZSTA advisors on employment matters, and other relevant agencies where child safety issues arise.
- Professional development, resources and/or advice is provided to ensure all staff can carry out their roles in terms of this policy (*refer Appendix 5*).
- Appropriate procedures to meet child safety requirements are developed as required.
- Explanation and discussion of this policy forms part of the initial staff induction programme for each staff member.
- Records are kept separate from the usual system of student records and access to these records will be restricted. They should be held for at least ten years.
- In accordance with the Privacy Act 1993 and the Children, Young Persons and their Families Act (CYPF) 1989 information will be shared to keep children safe when abuse or suspected abuse is

reported or investigated.

- Safe recruitment practices are in place in line with the requirements of the Vulnerable Children Act of 2014 and Section 78C and 78CA of the Education Act.

DEFINITIONS

Child abuse

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

Child neglect

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

CONCLUSION

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

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

SUPPORTING POLICIES

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

SUPPORTING DOCUMENTS

- *Safer Organisations Safer Children – Guidelines for child protection policies to build safer organisations, Safer Children*
 - (<https://www.orangatamariki.govt.nz/working-with-children/childrens-teams/>)
- *Vulnerable Children Act 2014*
 - (<http://www.legislation.govt.nz/act/public/2014/0040/latest/whole.html>)
- *Health and Safety Reform Bill*
 - (<http://www.legislation.govt.nz/bill/government/2014/0192/5.0/DLM5976660.html>)
- *Oranga Tamariki Act 1989 / Children’s and Young People’s Well-being Act 1989*
 - (<http://www.legislation.govt.nz/act/public/1989/0024/127.0/DLM147088.html>)
- *Indicators of different types of abuse are detailed in this resource:*
 - (<http://www.childmatters.org.nz/56/learn%E2%80%90about%E2%80%90childabuse/recognise%E2%80%90the%E2%80%90signs>)

- *Further information including frequently asked questions (FAQ's) are available on the*
 - NZSTA website www.nzsta.org.nz
 - Ministry of Education website www.education.govt.nz

NOTE

This Policy is to be read in conjunction with the appended procedures.

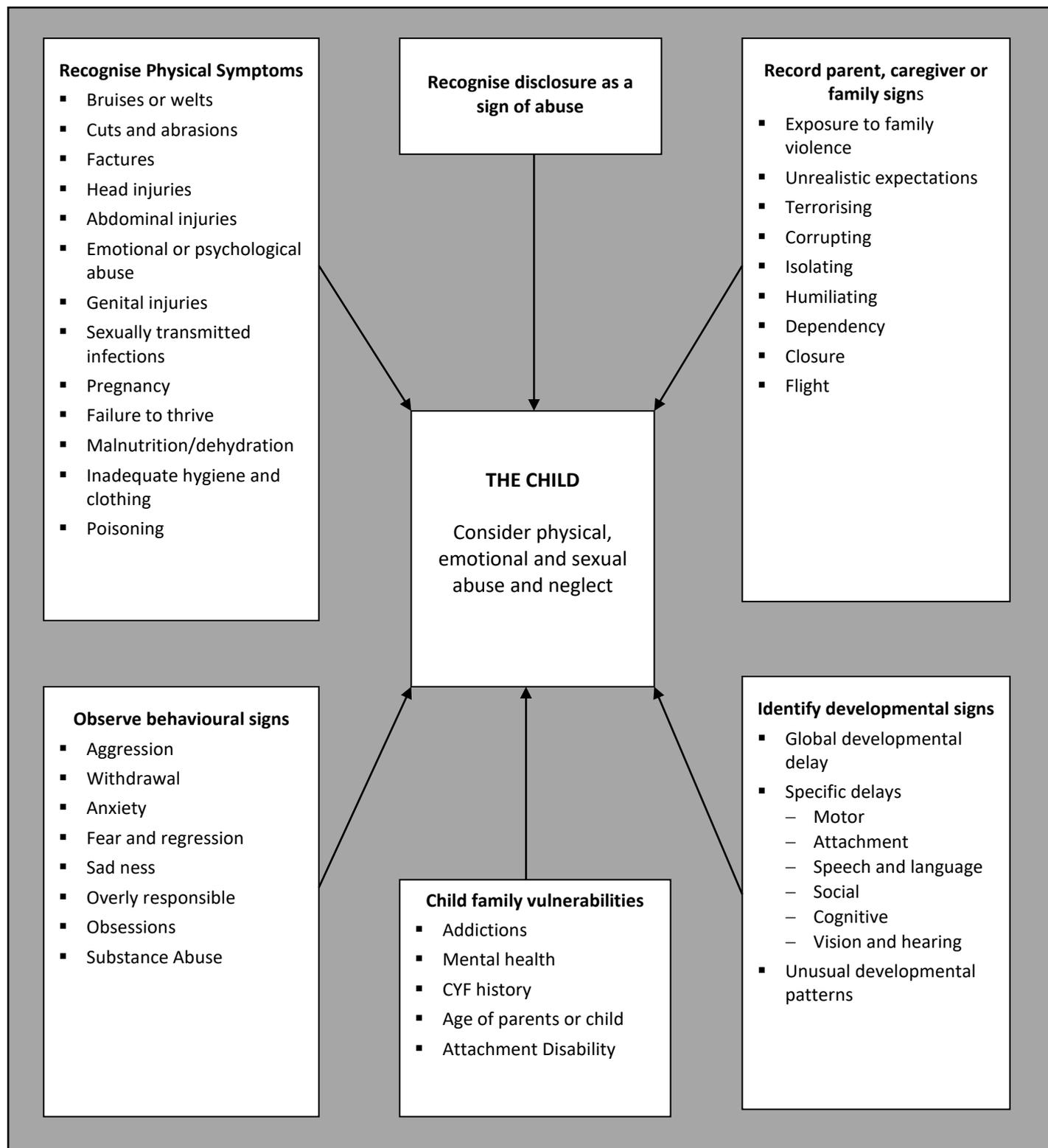
Date approved	Next review
22 May 2019	Term 2, 2022

Appendix 1: Improving the wellbeing of vulnerable children

- protect them from abuse and neglect
- improve their physical and mental health and their cultural and emotional wellbeing
- improve their educational outcomes and their participation in cultural and extra-curricular activities
- strengthen their connection to their families, whānau, hapu and iwi, or other culturally recognized family groups
- increase their participation in self decision-making and their contribution to society
- improve their social and economic wellbeing

Appendix 2a: Identifying the signs of abuse or neglect

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



Appendix 2b: Responding to suspected abuse or neglect

There is a process to follow when an incident or suspicion of abuse or neglect is reported. *See Appendix 2c 'Child Abuse Reporting Process' flowchart.*

- Suspicions or reports of incidents will be reported to and discussed with the Child Protection Coordinator as soon as possible.
- S/he will make a written report of the incident.
- If there is clear evidence or reasonable cause to believe that an instance of child abuse has taken place, the Child Abuse Coordinator will immediately take steps to protect the child and may notify Oranga Tamariki.
- Sometimes the involvement of statutory agencies will be inappropriate and potentially harmful to families. In these situations, the school will refer the family to an appropriate statutory or non-statutory agency which can provide supportive services to the family and respond to the needs of the vulnerable children in their care in a manner proportionate to the level of need and risk.

NOTIFICATION PROCEDURE

Police (where immediate risk exists)	111
Oranga Tamariki Ministry for Children	T: 0508FAMILY 0508 326 459 E: contact@ot.govt.nz Complete the Oranga Tamariki 'Report of Concern' (Appendix 6)

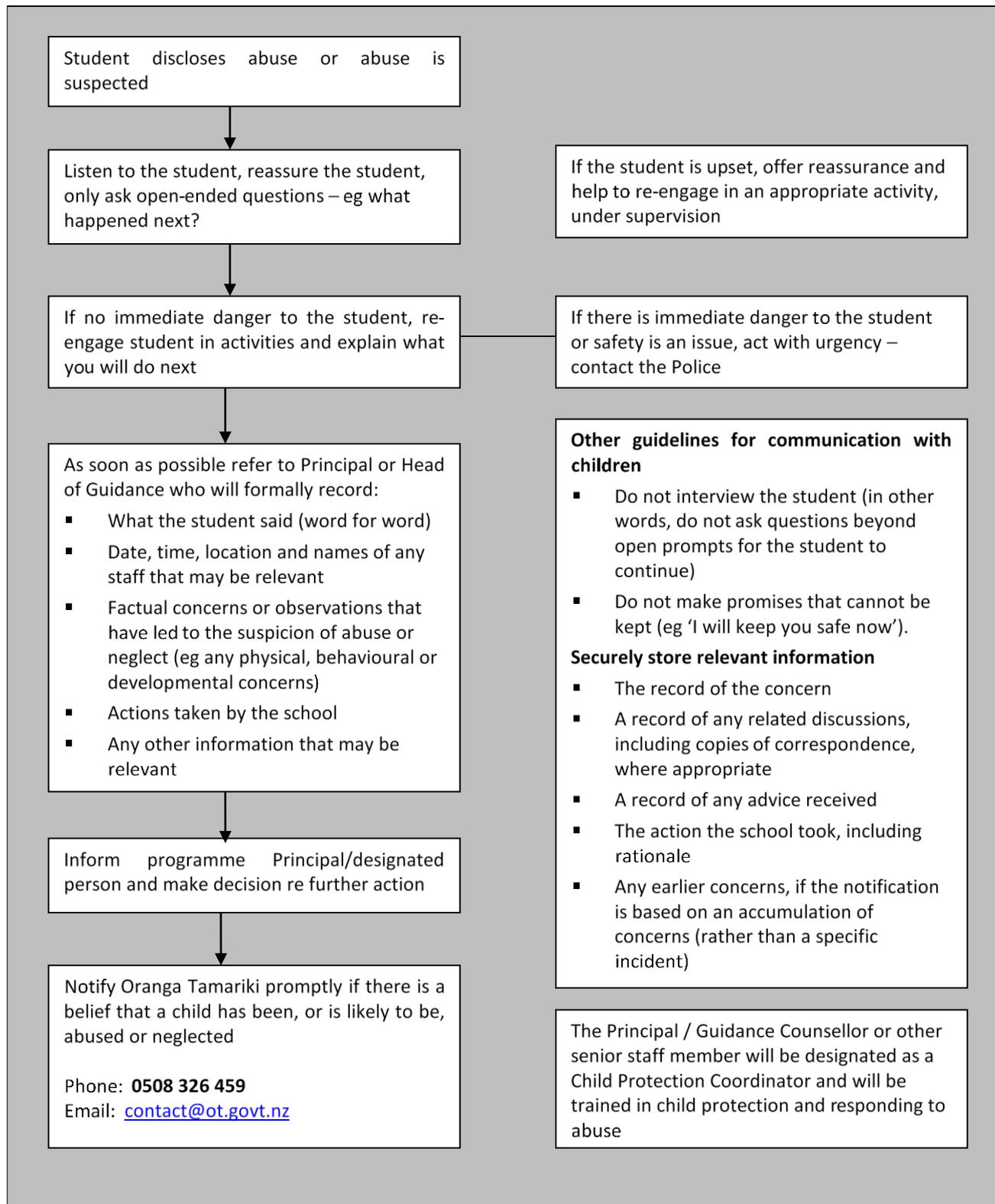
Contact Police if:

- The child/young person has been severely abused.
- There are immediate safety issues.
- Abuse has occurred and is likely to escalate or recur.

Contact Oranga Tamariki if:

- Injuries seem suspicious or are clearly the result of physical abuse.
- Interaction between the child/young person and parent/caregiver seems angry, threatening or aggressive.
- The child/young person states that they are fearful of parent/s, caregiver/s or have been hurt by the parent/s caregiver/s.
- Multiple risk indicators exist.

Appendix 2c: Child Abuse Reporting Process Flowchart



Appendix 3a: Allegations or concerns about staff

There is a process to follow when an allegation of child abuse is made in relation to a staff member. *See Appendix 3b - "When an allegation of abuse is made against a staff member" flowchart.*

If there is a need to pursue an allegation as an employer, the Principal or delegated person will consult with Oranga Tamariki or the Police before advising the person concerned and informing them that they have a right to seek legal advice. The Principal will provide the staff member with an opportunity to respond.

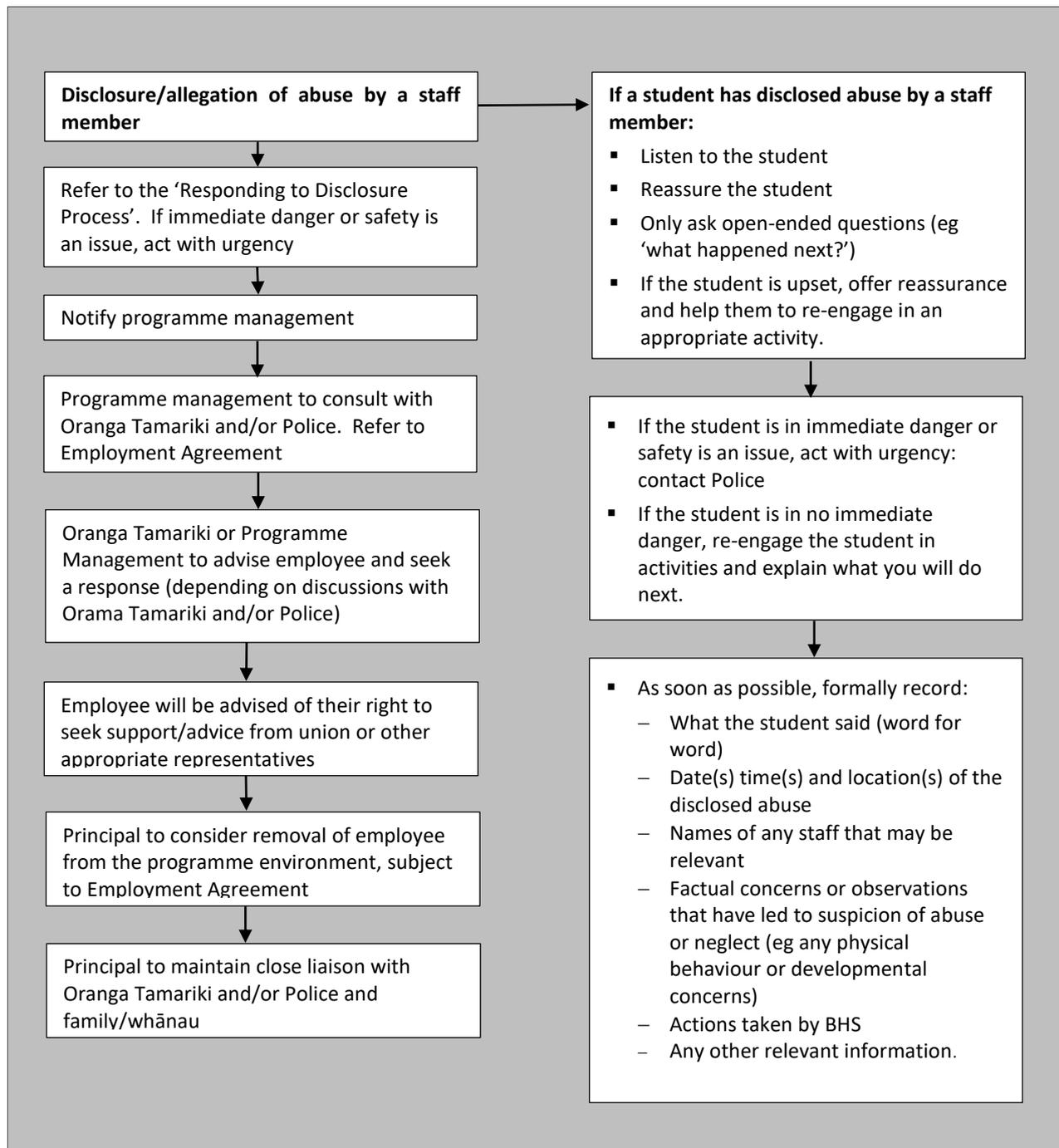
The staff member should be informed of their right to seek support from the relevant union/representative body. It is vital to follow ordinary disciplinary policies, guided by the employment contract/collective employment contract and relevant statutory obligations.

The school commits to not using settlement agreements where these are contrary to a culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerns the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

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

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

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



Appendix 4: Appointment of Child Protection Coordinator

The school will appoint a Child Protection Coordinator whose responsibilities will include:

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

Appendix 5: Prevention of Possible Abuse or Neglect

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

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

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

This training will ensure that staff:

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

[Appendix 6: Oranga Tamariki Report of Concern Form](#)



Oranga Tamariki
report of concern form

COMMUNITY AND WHĀNAU LIAISON POLICY

PURPOSE

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

POLICY

Burnside High School is committed to working in partnership with the whānau of all students and building close community networks that support student learning and wellbeing.

Communications - method

- Electronic media (including the School website, social media channels and emails to whānau), newsletters, physical signage (billboards) on School premises which is visible to the wider community and newsprint media will be used to communicate important information to whānau and members of the community as and when necessary.
- Kamar, Schoology, the Parent Portal and emailed student progress reports will provide individual student information to caregivers, parents and whānau on a continuous basis as well as general information on School matters. Kamar allows parents to view notices to students and parent access to Schoology allows parents to track student progress and current classroom work and assignments.
- Targeted gatherings will be held as necessary to share information with students, parents, whānau and community members. For example: Year Level meetings, parent – teacher conferences, Showcases, Year Level Prize Givings, Poroporoaki and Māori awards evening, Fiafia evening and whānau hui.
- The School will seek feedback from caregivers, parents and whānau on particular issues as required, including by means of surveys and/or using the PTA forum (described below).
- Specific publications will be produced in hard copy or electronic form when required throughout the year. For example; prospectus, course selection information, school newsletters and yearbooks.
- School staff will establish clear lines of communication with parents/caregivers/whānau in order to work with them in the best interests of their students.
- School staff will establish links with agencies, organisations and businesses in the community that meet the educational, cultural, health and social needs of our students.
- The School will establish links with schools in the Waimairi-iri Kāhui Ako (Community of Learning), our Learning Clusters, such as Hereora, Burnside and the Greater Christchurch Secondary School Cluster.
- The School will encourage members of the community to initiate communication with the school as and when required

Communications - manner

- All School communication to whānau will use clear and accessible language, avoiding professional jargon, so it can be readily understood.
 - All communication – to and from the School and within the School (i.e. to and from and between staff, students and whānau) - is expected to be respectful and constructive. Any communication
-

(including any post on any School electronic media) which is abusive, offensive, discriminatory, defamatory, threatening, obscene or otherwise objectionable, will not be tolerated.

Use of Facilities

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

Parent Teacher Association

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

Date approved	Next review
26 May 2021	Term 2, 2024

COMPLAINTS POLICY

PURPOSE

- To resolve complaints fairly, without bias and in a timely, consistent, respectful and professional manner.
- To protect the rights of complainants by:
 - acting promptly to resolve the dispute or complaint;
 - ensuring that they are not harassed for having laid a complaint.
- To protect the rights of staff by:
 - ensuring the complaints are fairly investigated and decisions are made on the basis of properly evaluated evidence;
 - ensure the process complies with the procedure set out below and relevant contractual provisions and, if applicable, the Protected Disclosures Act 2000.
- To protect the rights of students by:
 - ensuring that complaints are fairly investigated and decisions are made on the basis of properly evaluated evidence;
 - ensuring that a process is in place so that the student does not suffer adversely as a result of making a complaint.

POLICY

Where to address my concern/complaint and how it will be escalated

- In order for concerns or complaints relating to the School (including students, staff, incidents or events) to be heard and resolved in accordance with this Policy, they must be addressed and, if necessary, escalated as follows:
 - All concerns (including concerns regarding student achievement, student management or classroom matters) should, in the first instance, be raised with the relevant staff member (e.g. classroom teacher), a Divisional Dean or Counsellor (see <https://www.burnside.school.nz/people/> for details);
 - If the concern is about a particular staff member, contact that staff member's Head of Faculty (see <https://www.burnside.school.nz/people/> for details);
 - If the concern does not involve a classroom matter or has not been resolved by the relevant staff member, Dean or Counsellor, contact the relevant Divisional Principal or the Associate Principal (see <https://www.burnside.school.nz/people/> for details);
 - If the concern has not been resolved by senior management or is otherwise of a serious nature, it becomes a "complaint" and should be addressed in writing to the Principal;
 - If the complaint involves the Principal or the Board (or any Board member), it should be addressed to the Presiding Member (Chair) of the Board.
 - If the concern or complaint has not been resolved to the complainant's satisfaction by the Board, the complainant may wish to further escalate the matter to the Ministry of Education, the Office of the Ombudsman or, in respect of a teacher, the Teaching Council.
 - Complaints are to be made in writing or in person. If made in person, a written record should be taken of the complaint.
 - Except in exceptional circumstances, the Board will not accept any complaint unless the correct process (above) has been followed and, if not, may direct the complaint back to the relevant staff member or the Principal.
-

See the attached flow-chart (Appendix 1) for a quick reference on where to address complaints.

Process for dealing with concerns and complaints

- Concerns and complaints will be dealt with in accordance with this Policy. Initial investigations will be carried out to determine the seriousness of the matter, whether it can be resolved informally or whether a further, formal investigation and/or escalation is required.
- Other parties (i.e. class teacher, management; Presiding Member (chair) of the Board), are informed at the Principal's discretion and appropriate action taken at that point as required.
- The person(s) raising a concern or complaint may wish to bring a support person along with them to meetings with School staff to discuss the matter.
- Receipt of the complaint should be acknowledged in writing to the complainant as soon as possible. The complainant should also be advised of the process that will be followed and the outcomes.
- For some concerns or complaints, outside mediation may be sought from organisations such as School Trustees Association, PPTA, etc.
- Complaints to or escalated to the Board should be addressed to the Presiding Member. However, complaint correspondence addressed to the Presiding Member is for the whole Board.
- The School's insurer should be advised of any complaint escalated to or received by the Board as soon as possible.

- *In dealing with all complaints, Burnside High School will act in accordance with conditions of any relevant employment contract(s), applicable laws and follow the principles of natural justice – which means acting fairly in the circumstances (including by giving a person adequate notice of a situation that may affect them, giving a person an opportunity to be heard and respond, and ensuring that a decision will be made by an unbiased decision maker).*

APPLICATION

- This policy applies to:
 - Complaints about the School, including an incident or event at School
 - Complaints about students
 - Complaints about staff
 - Complaints by staff (including Protected Disclosure (described in section 3 below))
 - Complaints about the Principal or individual members of the School Board (including the Presiding Member)
 - Complaints about Board decisions or actions.

COMPLAINTS ABOUT STUDENTS

- All complaints (which should preferably be made in writing) must outline clearly the details of the complaint being made and the names of person/s involved. Where a complaint is not initially made in writing, the person receiving the complaint will assist the person in making it a written, signed complaint.
 - The Principal (or other senior leadership team member delegated accordingly by the Principal) shall investigate the complaint to determine whether or not it is of substance. If there is no foundation to the complaint or it is capable of being remedied informally with the agreement of the parties concerned, then this shall conclude the inquiry and the outcome shall be advised to those concerned.
 - A written record shall be kept of the complaint and its resolution.
-

- If the complaint is not capable of being resolved informally then the Principal shall give consideration to an appropriate response in accordance with the stand down, suspension, exclusion and expulsion rules and provisions under the Education and Training Act 2020 and other relevant School policies (including the Student Behaviour Policy).

COMPLAINTS ABOUT STAFF

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

- The teacher is dismissed;
- The teacher resigns (or their fixed-term position expires) within 12 months of the teacher being advised by or on behalf of the Board that the Board was dissatisfied with, or intended to investigate, any aspect of the teacher’s conduct, or the teacher’s competence;
- A complaint about the teacher's conduct or competence while an employee of the Board is received within 12 months after that teacher ceases employment;
- The Board has reason to believe that a teacher has engaged in serious misconduct or is satisfied the teacher has not reached the required level of competence despite the School undertaking competency procedures;
- Any criminal conviction of an offence punishable by imprisonment for three months or more must be reported by the teacher within seven days of conviction.

The Teacher shall be provided with copies of any complaint reporting notices sent to the Teaching Council in accordance with the Education and Training Act 2020.

COMPLAINTS BY STAFF – PROTECTED DISCLOSURES

What is a protected disclosure?

- A protected disclosure is a disclosure of information made by an employee to the Principal or Presiding Member (chair) of the Board where they believe serious wrongdoing has occurred and where they wish to be protected (in accordance with the Protected Disclosures Act 2000) against a personal grievance or other retaliatory or disciplinary action (including discrimination or legal proceedings) as a result of the disclosure and have their identity kept confidential.
- Definition of serious wrongdoing: serious wrongdoing for the purposes of this policy includes any of the following in or by the School:
 - Unlawful, corrupt, or irregular use of public funds or resources
 - An act or omission or course of conduct:
 - which seriously risks public health or safety or the environment; or
 - that constitutes an offence; or
 - that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or
 - constituting a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to a fair trial.
- Not all complaints by staff are protected disclosures. A complaint which does not involve serious wrongdoing or where the staff member does not seek the formal protections against retaliatory or disciplinary action or does not require their identity to be kept confidential can be made to the Principal in accordance with this Policy.

Conditions for disclosure

- Before making a disclosure the employee should be sure the following conditions are met:
 - the information is about serious wrongdoing in or by the school; and
 - the employee believes on reasonable grounds the information is true or is likely to be true; and
 - the employee wishes the wrongdoing to be investigated; and
 - the employee wishes the disclosure to be protected.

Who can make a disclosure

- Any employee of the School can make a disclosure. For the purposes of this policy an employee includes:
 - current employees and Principal
-

- former employees and Principals
- contractors supplying services to the school.

Protection of employees making disclosures

- An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:
 - may bring a personal grievance in respect of retaliatory action from their employers;
 - may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
 - are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
 - will, subject to paragraph 3.9 of this Policy, have their identity kept confidential.
- The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

How to submit a disclosure

- Any employee of Burnside High School who wishes to make a protected disclosure should do so in writing in accordance with this Policy, making clear that they believe that the conditions for making a protected disclosure set out above have been met.

Information to be contained

- The disclosure should contain detailed information including the following:
 - the nature of the serious wrongdoing
 - the name or names of the people involved
 - surrounding facts, including details relating to the time and/or place of the wrongdoing (if known or relevant)

Where to send disclosures

- A disclosure must be sent in writing to the Principal who has been nominated by the Board of Burnside High School under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.
or
- If you believe that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Presiding Member of the Board.

Decision to investigate

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

Protection of disclosing employee's identity

- All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal will make every endeavour not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:
 - to ensure an effective investigation
-

- to prevent serious risk to public health or public safety or the environment
- having regard to the principles of natural justice.

Report of investigation

- At the conclusion of the investigation the Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Presiding Member of the Board.

Disclosure to an appropriate authority in certain circumstances

- A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:
 - the Presiding Member of the Board is or may be involved in the wrongdoing; or
 - immediate reference to an appropriate authority is justified by urgency or exceptional circumstances; or
 - there has been no action or recommended action within 20 working days of the date of disclosure to the School in accordance with this Policy.

Appropriate authorities include (but are not limited to)

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

Disclosure to Ministers and Ombudsman

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

COMPLAINTS ABOUT THE PRINCIPAL OR INDIVIDUAL BOARD MEMBERS

- Complaints against the Principal or individual Board members should be addressed to the Presiding Member of the School Board.

COMPLAINTS ABOUT THE PRESIDING MEMBER OF THE BOARD

- Complaints against the Presiding Member of the Board should be made initially to the Office of the Ombudsman or, if appropriate, New Zealand Police. Complaints may initially be discussed with appropriate Ministry of Education personnel.
-

COMPLAINTS ABOUT BOARD DECISIONS OR ACTIONS

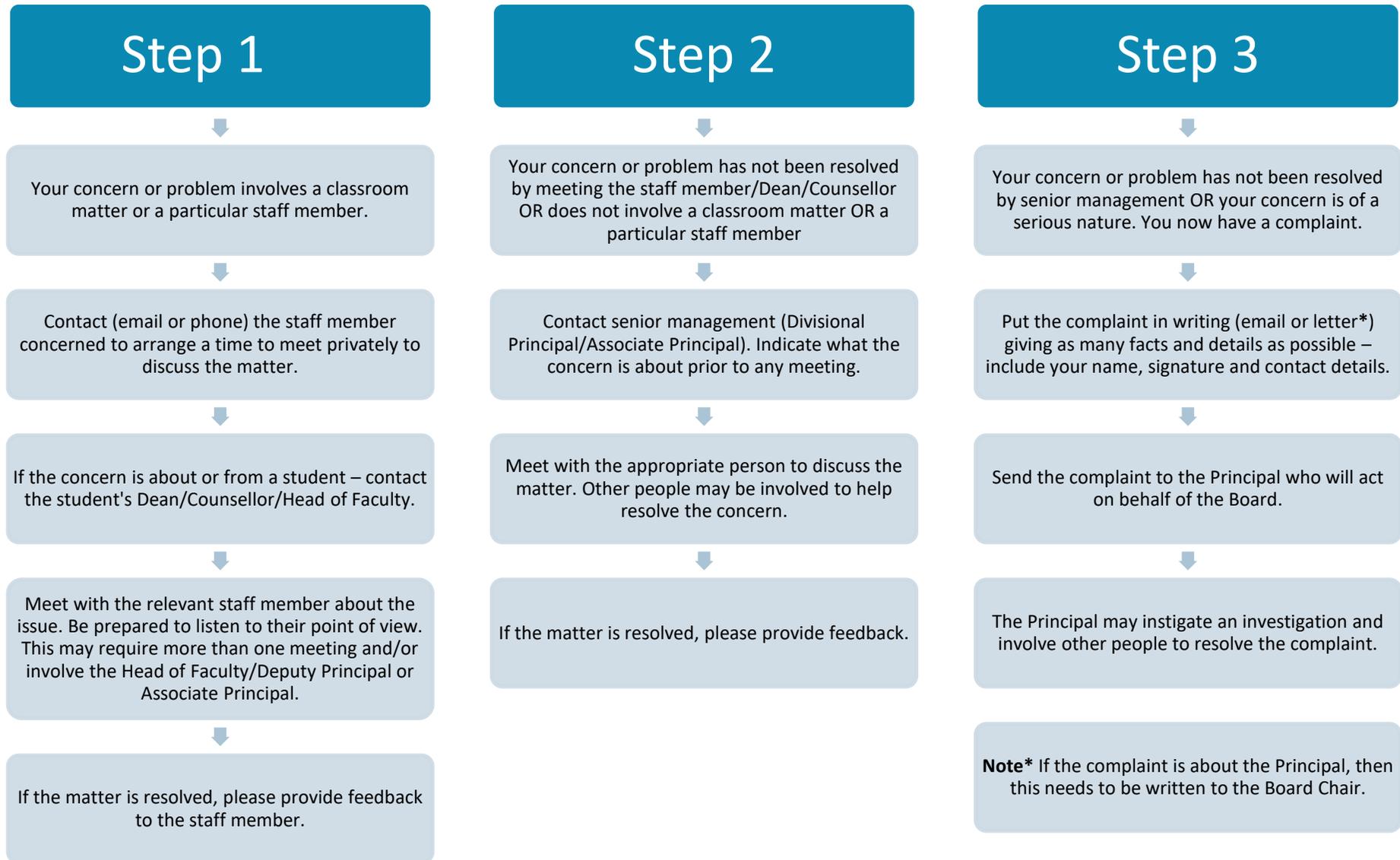
- Complaints about whole Board decisions or actions can be made initially to the Presiding Member of the School Board. If there is no satisfactory resolution, complaints may be referred to the Office of the Ombudsman.

COMPLAINTS BY INTERNATIONAL STUDENTS

- The School has a separate but similar process for dealing with concerns/complaints by international students, including an escalation pathway internally and then externally to NZQA or, for complaints about fees (including refunds) or contractual matters, to an independent dispute resolution service (Student Complaints).
- A flowchart for dealing with concerns and complaints by international students is contained in the International Students Policy. However, while the escalation pathway may be slightly different, this Policy applies equally to dealing with such concerns and complaints, including in respect of adhering to the principles of natural justice and the investigation process set out in this Policy.

Date approved	Next review
12 September 2022	Term 3, 2025

APPENDIX 1: COMPLAINTS AND CONCERNS FLOWCHART



CREATIVE COMMONS POLICY

PURPOSE

To enable and encourage the open and free exchange of information, knowledge and resources and sharing and collaboration between teachers by supporting free and open access to copyright works.

BACKGROUND/CONTEXT

- Pursuant to the Copyright Act 1994, section 21(2) the Board of Trustees is the first owner of any copyright in all works produced by School employees in the course of their employment.
- By licensing its copyright using a creative commons attribution licence, the Board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the Board.

POLICY

- Burnside High School applies by default a creative commons attribution licence to all teaching materials and policies, and all other works, in which the Board owns copyright.
- The Principal may waive or make exceptions to the above creative commons licence on a case by case basis. Any such waiver or exceptions should be supported by detailed reasons, limited by a specific time period and should consider the application of other, more restrictive creative commons licences rather than reserving all rights in a copyright work.
- A creative commons attribution licence requires any person copying, sharing or adapting the relevant materials to (among other things) give appropriate attribution to the creator and indicate if changes were made.
- Burnside High School does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
- This policy only applies to copyright works in teaching materials and policies, and not to any other forms of intellectual property or other works. Burnside High School encourages originality in other works, including all student works. Plagiarism in student work is not permitted.
- Burnside High School recognises that the copyright in works produced by an employee other than in the course of their employment by the Board remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.
- Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:
 - the dispute should be documented and presented, in the first instance, to the Principal and then, if not resolved, to the presiding member of the Board.
 - Mediation with an appropriate authority will be undertaken if the dispute cannot be resolved by the Principal and/or the presiding member of the Board.

Date approved	Next review
26 May 2021	Term 3, 2024

CURRICULUM DELIVERY AND STUDENT ACCESS TO THE CURRICULUM / ENTRY TO COURSES POLICY

PURPOSE

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

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

POLICY

- The Curriculum Leaders Team are responsible to the Principal.
 - The Curriculum Leaders Team is required to maintain an overview of curriculum in terms of compliance with National Curriculum Statements and Key Competencies, as well as providing students with balanced course structure and a logical progression.
 - Each Faculties' systems and corresponding documentation should cover the following:
 - Faculty organisation, philosophy, annual goals and systems for evaluating them
 - Guidelines on such things as homework, work standards and discipline
 - Guidelines on pedagogy, including the use of modern learning practices such as e-learning
 - Staff allocations and delegations, staff development, appraisal and attestation
 - Resource management
 - Approaches to addressing the needs of priority learners and other at risk students
 - Approaches to addressing the requirements of the front end of the NZC, such as the Key Competencies
 - moderation processes in line with relevant School's procedures
 - Health and safety procedures
 - Careers and transition to work considerations
 - All new courses must satisfy the Curriculum Leaders Team (who will advise the Principal) as to the need, resourcing, delivery and assessment before the Committee will recommend any course for inclusion into the school curriculum.
 - The Teaching Programme for each Faculty or Department within a Faculty must be documented and should include the following:
 - topic/content lists for each course at each level, including time allocation and student course outlines
 - suggested teaching strategies and approaches, sample worksheets and advice on use of resources
 - differentiated learning objectives for students of differing ability
 - linkages between planning and curriculum levels at Years 9 and 10
 - linkages between planning and NCEA requirements at Years 11, 12 and 13
 - consideration of Maori perspectives and equity issues
 - The school will assist students in selecting a course which ensures students in Years 9 and 10 receive tuition in all areas of the New Zealand Curriculum. Course counseling is available for students at all levels to help ensure they select subjects best suited to their ability, interests and goals. Advice given shall have regard to:
 - Whether any course prerequisite has been met – this may include external limitations by relevant agencies (e.g. NZQA) or providers (e.g. ARA).
 - Vocational aspirations and prerequisites for later study
-

- Balance in terms of general education and specialization
- The interests of the student
- The requests of the parent(s)
- Any special talents the student has.
- Resources available in the school including staffing levels and facilities.
- The school will place students in classes which are appropriate to their ability with regard to one or more of the following:
 - Previous attendance, progress and attainment levels
 - Assessment results and the ability of the student to cope with course requirements
Recommendation of previous school’s year level teachers and the school’s Student Support Faculty
 - Special needs, including a consideration of services or support available
 - Student/parent requests where appropriate.

APPLICATION

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

Date approved	Next review
27 October 2021	Term 3, 2024

EDUCATION OUTSIDE THE CLASSROOM (EOTC) AND EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

PURPOSE

Learning experiences of Burnside High School students are enhanced by relevant, enjoyable and safe experiences outside the classroom.

Education outside the Classroom (EOTC) is a generic term to describe curriculum-based learning that extends beyond the four walls of the classroom – both on and off the School's premises. This can range from a museum or marae visit to a sports trip, outdoor education camp or a rocky shore field trip. (ref: *EOTC Ministry of Education guidelines*)

This Policy also applies to extra-curricular and co-curricular activities offered by the School in addition to curricular-based learning. They provide the student with an opportunity to develop skills and aptitudes. Examples include sports and recreation and cultural activities.

EOTC, extra-curricular and co-curricular activities can contribute to meeting the physical, social, intellectual, emotional, recreational and career related learning needs of students.

While EOTC provides opportunities for positive learning outcomes in a student's education, these activities can present different risks and challenges to classroom based learning, given the dynamic environment in which they are carried out. Ensuring the health and safety of staff and students while carrying out EOTC, extra-curricular and co-curricular activities is of paramount importance to the Board. Accordingly, safe and enjoyable participation and providing enriching experiences requires careful planning and implementation.

POLICY

- All EOTC activities should be appropriate to meet the educational needs of students and be based on sound teaching and learning practices.
 - The Health and Safety at Work Act requires the School Board to do what is “reasonably practicable” to keep students, staff, contractors and others involved in EOTC, extra-curricular and co-curricular activities (including parents and volunteers) safe and healthy, including by taking reasonably practicable steps to ensure:
 - risks are managed to prevent serious harm during EOTC events;
 - equipment is safe to use during the event and appropriate personal protective equipment is used;
 - students are supervised by competent staff; and
 - emergency procedures need to be planned and followed.
 - In planning and carrying out any EOTC, extra-curricular or co-curricular activity the School will comply with this Policy in respect of risk management:
 - the Ministry of Education EOTC Guidelines
 - the BHS Health and Safety Policy, and
 - the BHS risk management guidelines

Importantly, the Ministry's EOTC Guidelines emphasise that the level of risk management (and the level of paperwork) should be in proportion to the level of risk associated with the type of EOTC activity.
 - The Associate Principal must approve all EOTC activities and off-site extra-curricular and co-curricular activities having regard to the above requirements.
 - Overseas trips require the approval of the School Board. Approval should be sought in sufficient
-

time prior to the trip to enable all required planning and fundraising to be carried out (preferably at least 6 months).

- Approval of trips is conditional on:
 - Adequate planning with prior approval from the Associate Principal
 - Parent/caregiver permission, including an understanding of associated costs and risks (such as cancellation, whether payments are refundable/non-refundable, insurance cover (and limitations), parent/student responsibilities (e.g. visas) and potential additional costs to parents (e.g. associated with illness and isolation))
 - *The MoE EOTC Guidelines advise that schools should provide specific information to parents and caregivers about the risks inherent in the planned EOTC event, to enable them to adequately understand what they are consenting to.*
 - Appropriate insurance for each trip, and
 - Risk management sign-off from EOTC coordinators (including completion of Risk Analysis and Management Systems (RAMS) forms).
 - EOTC, extra-curricular and co-curricular activities should comply with any relevant code of practice or otherwise with good practice standards for that activity. Appendix 2 of the MoE EOTC Guidelines contains a list of resources, including guidelines and manuals that summarise good practice for various activities relevant to EOTC.
 - Where a party external to the School is responsible for arranging the EOTC, extra-curricular or co-curricular activity, the School will still have appropriate regard to this Policy before offering/approving that activity.
 - The School will clearly communicate to students and whanau the extent to which School staff are involved in the activity to avoid any misunderstandings
 - The School will carry out appropriate due diligence to ensure that good practice standards are being met by all involved
 - The School will seek assurance that the workers of any external EOTC provider have been or will be "safety checked" in accordance with applicable legislative requirements prior to the activity.
 - All significant incidents (including any unplanned or uncontrolled incident that exposes any student, staff member or other person to a serious risk to that person's health or safety, any injury or sickness requiring external medical intervention, and any incident resulting in damage to School property or liability risk for the School) that occur in the context of any EOTC, extra-curricular or co-curricular activities are to be reported to the Associate Principal.
 - Student behaviour on school trips should reflect the values and bylaws of Burnside High School. The teacher in charge will deal with inappropriate behaviour. Serious breaches of behaviour expectations will be communicated to the Associate Principal or Principal. This may result in the student(s) returning home at the parent's cost and being subject to disciplinary action upon their return to school. The School's Behaviour Policy applies equally to EOTC, extra-curricular and co-curricular activities.
 - EOTC activities are categorised into three types:
 - Type One: those occurring on the School site.*
 - For those considered to be part of normal school instruction, are low risk and enrolment form permission has been given, the BHS Risk management guidelines do not apply.
 - For those beyond normal instruction and involving high risk, these activities are to be treated as a Type Three EOTC activity.
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Type Two: Sport during and after school hours

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

Type Three: Off-site events, other than type two events.

- The BHS Risk management guidelines apply, parents informed and permission sought prior to each event (or prior to the commencement of the relevant programme in the case of outdoor education). RAMS forms are to be completed.

WORK EXPERIENCE

In accordance with the Work Experience Notice 2004, this Policy applies equally to work experience activities. In addition, the School will ensure that a written "Work Experience Agreement" in the form annexed to this Policy (or in such other form as the Principal or their delegate may approve from time to time) is entered into between the relevant student, the School and the employer.

APPLICATION

This Policy applies to all school trips and activities, which involve experiencing and learning outside the boundaries of Burnside High School (including work experience) and which are organised by or on behalf of Burnside High School.

OTHER RELEVANT REFERENCES

- BHS Health and Safety Policy
- BHS Fundraising Policy
- BHS Student Behaviour Policy
- Ministry of Education EOTC Guidelines (<https://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>)
- Risk management procedures are set out in the *BHS Risk management Guidelines*

Date approved	Next review
12 September 2022	Term 3, 2025



**BURNSIDE
HIGH SCHOOL**
TE KURA O VAIHANGAIRI

WORK EXPERIENCE AGREEMENT

Between	Burnside High School
and	
Date	
Hours	

THE STUDENT AGREES TO:

- Follow the employer's instructions and
- Use all tools, equipment, safety equipment and clothing issued to the student in a safe and responsible manner
- Behave in such a way that neither the student nor other people are put at risk by the student's actions
- Comply with school regulations in all aspects of personal conduct
- Notify the employer on any day they are unable to go to their placement due to sickness or other valid reasons

THE EMPLOYER:

- Is responsible for meeting all obligations of an Employer under the Health and Safety at Work Act 2015, and the Human Rights Act 1993, and any other relevant statute, regulation or bylaw.
 - Under the Health and Safety in Employment Act, school students on work experience are to be treated as your own employees. They are required to receive the necessary training before using equipment, supervision where required, and to be provided with and wearing the appropriate protective gear.
 - We have clarified with ACC that school students on work experience are non-earners and are therefore covered by ACC as students and not as company employees. If they have an accident and seek medical treatment, they should tell their doctor that their injuries are NOT classed as a work injury.
 - The student is attending work experience to gain knowledge of the workplace and the appropriate skills required of employees.
 - An assessment form will be forwarded separately and we ask that you assess the student's skills and attributes, and return the assessment in the envelope provided.
 - In the event of an incident, serious harm or a near miss, please contact Burnside High School immediately on 03 358 8383.
 - If you have any concerns regarding the performance or attendance of a student during their placement, please contact the Careers Department, 03 358 8383, extension 853.
-

Signed on behalf of Burnside High School _____ Date: _____

Student signature: _____ Date: _____

Employer/Supervisor signature: _____ Date: _____



ENROLMENT POLICY

PURPOSE

This policy is designed to support the Burnside community and complies with the Education and Training Act 2020, the Human Rights Act 1993 and the Secretary for Education's "Instructions relating to the operation of enrolment schemes"

POLICY

- Burnside High School has implemented an enrolment scheme under the Education and Training Act 2020. This policy explains the enrolment scheme and set out a general description of the School's home zone.
- All students who live within the home zone described below shall be entitled at any time to enrol at the school.
- Proof of residence within the home zone is required.
Ministry guidance is that a student is considered to be living in the home zone when the student currently (at those times when the school is open for instruction) has his/her usual place of residence at an address within the home zone and intends to remain within the zone.
- Each year, applications for enrolment in the following year from in-zone students will be sought by a date which will be published on the School's website.
- The Board will assess and advise the community of the number of places which can be made available to students who live outside the home zone (including available places in the School's special music programme), the deadline for such applications and any ballot. The information will be published on the School's website.
- In considering applications for enrolment, the school will not refuse or fail to admit a person as a student, or admit any person on less favourable terms that would otherwise be made available, by reason of any prohibited ground of discrimination under the Human Rights Act 1993.

SPECIAL PROGRAMMES

The School operates the following special programme: **Specialist Music Programme**

As required by the Education and Training Act 2020, students who live within the school's home zone and meet the criteria for enrolment in the special programme will be enrolled ahead of out-of-zone students.

The criteria and process for acceptance into Burnside High School's Specialist Music Programme are as follows:

Auditions

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

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

Audition requirements are published

- Performance on first instrument
 - Aural Tests
 - Sight Reading
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- Interview

Audition Panel

- Professionals in the instrument/voice are called in to listen 'live' to the candidates.
- The SMP Council is advised who the audition panel will be per instrument/voice. The President of the SMP Council is invited to listen to all auditions.
- All auditions are videotaped for use in the selection process.
- The audition panel is not given the residential address of the candidate – i.e. the panel do not know if the candidate is in-zone or not.

Rank Order

- All candidates are put into a rank order, with a nominated cut-off point in acceptable standard for SMP.
- The rank order is established from the video tapes by members of the audition panel, and confirmed by the President of the SMP Council and the HOD Music.
- This list is given to the Principal, who then deals with the enrolment process for the School.

Out-of-zone enrolments

- By 1 September each year the Board of Trustees will determine:
 - the number of places which are likely to be available in the following year for the enrolment of students who live outside the home zone (including the likely number of out-of-zone places available in the specialist music programme);
 - the number and date(s) of the pre-enrolment periods (including the deadline for applications) and any ballot and whether the ballot will cover the whole school or if there will be separate ballots at different year levels).
 - By 15 September each year, the Board will publish the above determinations by public notice in a medium appropriate to the areas served by the School. The notice will indicate how applications are to be made and will specify a date by which all applications must be received.
 - Applications for enrolments will be processed in the following order of priority:
 - **First Priority** must be given to students who have been accepted for enrolment in the Special Programme (Specialist Music Programme) run by the school and approved by the Secretary for Education;
 - **Second Priority** must be given to applicants who are siblings (as defined in clause 2(3) of Schedule 20 of the Education and Training Act) of current students.;
 - **Third Priority** must be given to applicants who are siblings of former students;
 - Fourth Priority must be given to any applicant who is a child of a former student of the school;
 - **Fifth Priority** must be given to any applicant who is either a child of an employee of the Board or a child of a member of the Board; and
 - **Sixth Priority** must be given to all other applicants.
 - If there are more applicants in the second, third, fourth, fifth or sixth priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions issued by the Secretary for Education under clause 3(1) of Schedule 20 of the Education and Training Act 2020.
 - The community will be informed of the date of any ballot by public notice in a medium appropriate to the areas served by the School..
 - Applicants seeking second or third priority status may be required to give proof of a sibling relationship.
-

- Within three school days of a ballot being held, the Board must write to the parents of successful applicants to inform them of the outcome of the ballot. At the same time, the Board must write to the parents of unsuccessful applicants to inform them of the student's place on the waiting list. If parents of successful applicants decline to accept the places offered, or fail to respond within the 14 day period, the Board must offer the vacant places to unsuccessful applicants in the order in which their names are recorded on the waiting list

APPLICATION

- This policy applies to all students applying for a place at Burnside High School other than international fee-paying students
- The home zone effective 01/01/2020 and the amended home zone effective 01/01/22 are detailed on the School's website at <http://www.burnside.school.nz/enrolment/>

Date approved	Next review
26 May 2021	Term 2, 2024

EQUAL EMPLOYMENT OPPORTUNITY

RATIONALE

The Burnside High School Board has a statutory responsibility, pursuant to the State Sector Act 1988, to be a "good employer" which includes operating and complying with a personnel policy that includes (relevantly):

- an equal opportunities programme;
- the impartial selection of suitably qualified persons for appointment;
- recognition of:
 - the aims and aspirations of the Māori people;
 - the employment requirements of the Māori people; and
 - the need for greater involvement of the Māori people in the education service;
- opportunities for the enhancement of the abilities of individual employees;
- recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups;
- recognition of the employment requirements of women; and
- recognition of the employment requirements of persons with disabilities.

PURPOSE

The purpose of this Policy is to ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without regard to irrelevant factors.

The School Board will operate an equal employment opportunities programme. That means Burnside High School is committed to identifying and eliminating all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality and discrimination in respect to the employment of any persons or group of persons.

Burnside High School will also recognise and support the aims and aspirations and employment requirements of Māori, ethnic or minority groups, women and persons with disabilities.

GUIDELINES

- The Board will work in consultation with its employees to ensure equal employment opportunities, eliminate inequality and discrimination, and create and maintain an environment that attracts, retains and values diversity.
 - The Board will employ appropriately qualified, skilled, experienced and able persons dependent upon the nature of the work involved and will at all times during the course of their employment treat employees on the basis of merit and not on the basis of irrelevant personal characteristics.
 - Discrimination will not be tolerated at Burnside High School, including on the grounds of sex, marital status, religious/ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status, family status, or sexual orientation.
 - The Board will work towards a gender balance for all positions of responsibility, and for all senior management positions.
 - The Board and senior management will work towards providing positive role models from a range of ethnic groups, reflecting the changing character of the student population, including by encouraging the appointment and advancement of teachers who are representative of these groups.
 - The Board will have regard to the Guidelines to Assist Boards of Trustees to Meet Their Good
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Employer Obligations to Māori published by NZSTA and PPTA, which include:

- establishing a relationship with the local Māori community, hapu, and iwi; and
- the recognition and use of te reo Māori and tikanga Māori in the wider life of the school.
- The Board agrees with the view that permanent part-time or job share positions can be viable and that such appointments will be made where necessary and appropriate.
- Burnside High School's leadership team, with the support of the Board, will develop and maintain a workplace culture that values and supports diversity.
- Burnside High School will provide a welcoming and inclusive environment for gender and sexually diverse people.
- Burnside High School will identify on a case by case basis, and address, barriers and difficulties for staff with disabilities.
- The Board will monitor, review and evaluate progress towards achieving equal employment opportunities.

LEGAL POSITION

Relevant legal requirements include:

- *PPTA Secondary Teachers Collective Agreement* (containing obligations regarding equal employment opportunities and being a good employer, which are reflected in this Policy)
- *National Education and Learning Priorities (NELP)*: NELP 1: "Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying", including by the following actions:
 - Ask learners/ākonga, whānau and staff about their experiences of racism, discrimination and bullying and use that information to reduce these behaviours.
 - Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying
 - Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong"
- *Keystone 2 of the BHS Strategic Plan 2023-2025* (identity, inclusion and belonging) includes the following strategic priority (#2.3): "Valuing and celebrating the diversity of our school community so that every person feels safe, connected, recognised and that they belong at Burnside High School"
- *State Sector Act 1988*: Employers must operate and comply with personnel policies that comply with the principle of being a good employer (which, in turn, includes an equal employment opportunities programme)
- *Human Rights Act 1993*: Sets out the prohibited grounds of discrimination, including sex, marital status, religious/ethical belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status and sexual orientation
- *Employment Relations Act 2000*: Prohibits discrimination on the above grounds.

WHAT TO DO IF YOU FEEL YOU HAVE BEEN DISCRIMINATED AGAINST

If a Burnside High School employee feels that he or she has been discriminated against, there are several options for the employee to choose from depending on what is more comfortable for him/her and also what is appropriate for the situation:

- *Talk to someone:*
 - If an employee would like to talk to someone about an issue, his/her line manager or senior leader are all available to help. If the employee would feel more comfortable, he/she can invite a colleague to any meeting.
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- Following an informal discussion with one of the people above, the employee may feel able to deal with the problem him/herself by talking directly to the person concerned.
- *Informal resolution*
 - If the employee does not feel comfortable with the self-help option, yet wants the matter brought to the attention of the person without a formal investigation or formal consequences, the employee can ask for this to be carried out on his/her behalf.
 - This procedure is relatively informal and involves seeking advice from his/her line manager or senior leader who will then talk with the person concerned.
- *Formal complaint:*
 - This is where the employee considers that he/she require intervention of a third party to deal with alleged behaviour. The employee will need to report the incident in writing, detailing what happened, when and where it happened, the names of any witnesses, and what outcome he/she would like to see happen. This should be detailed enough to enable the person alleged to have behaved inappropriately to be informed of the conduct and be able to respond to the complaint.
 - The incident will be investigated as quickly as possible by the Principal or his/her nominee. If the complaint is about or concerned with the Principal, the School Board shall carry out the investigation. Investigations will be done in confidence and with sensitivity, and the employee will be requested to keep the matter confidential while the investigation is taking place.
 - The object of the investigation will be to ascertain the facts, to determine appropriate action by Burnside High School and to prevent any further recurrence of unacceptable conduct. Once the investigation is complete, the employee will be advised of the outcome and the course of action being taken.
- Any investigations will be concluded in a timely manner in accordance with Burnside High School's Complaints Policy. Notwithstanding the sensitivity of the circumstances, all parties will be required to cooperate quickly and efficiently to ensure that the issue is resolved in the shortest possible time.
- Reports of discrimination will be treated seriously and empathetically.
- The Board encourages anyone who feels they have been discriminated against – whether by another staff member, a student or any other person connected to Burnside High School - to raise the issue as soon as possible.

DISCIPLINARY ACTION

- Employees who are found to have breached this Policy by engaging in discriminatory behaviour may face disciplinary action.
- Depending on the circumstances, disciplinary action may range from an informal counselling session, warning, demotion or suspension to termination of employment.

RELATED POLICIES

Other policies relevant to equal employment opportunities include:

- Treaty of Waitangi
- Appointment of Staff
- Complaints

Date approved	Next review
22 February 2023	Term 1, 2026

FINANCIAL MANAGEMENT POLICIES

POLICY INTRODUCTION

The purpose of financial management in the operation of the school is to ensure the school's finances are directed effectively and efficiently to the benefit of students and to remain accountable to stakeholders, including whanau, caregivers and the community. To accomplish this, the school is committed to providing accurate and complete financial information for internal and external use by the Principal, Board of Trustees and wider community. This policy and a set of detailed procedures serve to assist the school in fulfilling its financial management responsibility.

The Board of Trustees 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 Finance Committee of the Board of Trustees is responsible for providing guidance to the Principal on financial matters. This includes all aspects of the school's operation as covered by the annual budget.

The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, delegate responsibilities. All such delegations will be set out in the Board approved Schedule of Delegations. This Policy must be read in conjunction with other Board policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

SCOPE

All members of the school community are required to comply with this policy and related procedures.

In the formulation and approval of this Policy, the Board has had due regard to sound financial management standards and has applied these to the following activities and the procedures listed below, each of which is appended to this Policy:

- Budgeting, variance analysis and forecasting (Appendix 1)
- Accounting practices and internal controls (Appendix 2)
- Financial reporting (Appendix 3)

This policy and the following key financial management policies are interrelated and should be read in conjunction with one another:

- Prevention and reporting allegations and incidents of theft and fraud
- Gifts and Koha
- Asset Management (Schedule 1 to this Policy)
- Cash Management (Schedule 2 to this Policy)
- Credit Card management (Schedule 3 to this Policy)
- Entertainment (Schedule 4 to this Policy)
- Travel (Schedule 5 to this Policy)
- Risk Management (*Under development*)
- Schedule of Delegations

PURPOSE

- To serve as a reference for trustees, the Principal, staff, auditors and wider community.
 - To increase the accuracy and completeness of information recorded in the accounting records.
 - To assist in providing credible reports so that the Principal and senior leadership can exercise
-

effective control over school operations.

- To assist in maintaining internal controls.
- To ensure that the funds entrusted to the school are effectively and efficiently applied to the benefit of its students, in keeping with specified requirements and in order to achieve the educational outcomes outlined in the Charter.
- To ensure that the school complies with all legislative and regulatory requirements relating to school finances.

POLICY

- An annual budget shall be prepared, aligned with the school year and shall reflect Charter objectives and priorities.
- The annual budget shall be approved by the Board of Trustees no later than the first meeting of the school year to which the budget relates.
- The Finance Committee of the Board of Trustees shall oversee, review and approve monthly financial reports as presented by the Business Manager.
- Variances of actual expenditure to budget will be monitored and reported monthly so that over-expenditure of the budget does not occur, at any time, without the Board's prior delegation (pursuant to the Schedule of Delegations) or approval.
- A schedule of delegated authorities shall be maintained and followed in the operating activities of the school.
- The accounting records of the school will be audited on an annual basis by an external auditor appointed by the Office of the Auditor General.
- The audited annual report shall be published on the school website no later than 31 May of the year following the end of the reporting period to which it relates.

Any changes to, or deviation from, this policy must be approved by the Board.

APPLICATION

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

- The Business Manager is accountable to the Principal and prepares monthly and annual financial reports. These reports are also presented to and discussed by the Finance Committee and are available to any Boardmember on request. A summary of the reports will be prepared and presented to the full Board as part of the Board Finance Committee report to the Board.
- The Board Finance Committee reports to the full Board in each Board meeting.
- The Business Manager and Finance Committee oversee the preparation and implementation of the annual budget.
- The Finance Committee reviews the schedule of delegated authorities on an annual basis.
- Finance policies are reviewed on a regular cycle established by the Board of Trustees
- The Business Manager ensures that all regulatory and legislative requirements are met.
- Finance practice is directed by the specific policies and procedures below or previously mentioned in this policy. Practice may also be guided by Ministry guidelines published online or as part of the Financial Information for Schools Handbook (FISH).

APPLICABLE LAW

- National Administration Guideline (NAG) 4 requires Boards of Trustees to, in accordance with legislation on financial and property matters:
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- Allocate funds to reflect the school's priorities as stated in the charter;
- monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education and Training Act 2020;
- comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.
- Pursuant to section 152 of the Education and Training Act, a board must perform its functions and exercise its powers in a way that is financially responsible;
- Pursuant to section 155 of the Crown Entities Act 2004, the annual financial statements (which must be audited as required by section 135 of the Education and Training Act 2020) must be accompanied by a statement of responsibility, signed by the chair of the board and principal.
- The Board also notes the restrictions on acquisition of securities, borrowing, giving of guarantees and indemnities, and the use of derivatives contained in the Crown Entities Act (as applied by Part 3, Subpart 5 of the Education and Training Act 2020).

Date approved	Next review
29 September 2021	Term 4, 2024

Schedule 1: Asset management policy

INTRODUCTION

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

In the formulation and approval of this Policy, the Board has had due regard to the accepted standards of sound asset management and applied these to the School.

PURPOSE

- To ensure all assets are prudently managed and properly recorded to meet accounting, regulatory, reporting and compliance requirements.
- To ensure that the process for planning and bidding for new assets follows the budget procedure and is in the best interests of the students and school.
- To oversee, manage and approve the process of acquisition and recording of assets in approved asset registers.
- To ensure assets are maintained and when necessary, disposed of, with due care in line with an approved disposal process.

POLICY

This policy should be read in conjunction with the Financial Management Policy and its sub-policies and procedures.

Acquisition of assets

- The Board agrees to review the asset management plan annually, including a budget for the acquisition of capital expenditure items.
- Staff with delegated authority may purchase assets in line with delegation limits (as set out in the Schedule of Delegations) and within the annual asset acquisition budget approved by the Board of Trustees.
- The Principal will be provided with a Capital Contingency fund (of an amount approved by the board and set out in the annual budget) to enable purchases of capital items within the delegated authority of \$5,000 per individual item .
- The decision to purchase any unbudgeted asset with a cost of over \$2,500 must be made by the Board, through relevant committee to the value of their delegated authority, or the full board if that is exceeded.
- The Board shall consider the most cost-efficient financing method for each new asset acquisition decision, i.e. whether to buy or lease, and whether to acquire by operating or finance lease.
- The Board shall follow good procurement processes for the acquisition of assets over \$5,000 and in doing so shall be guided by the Government Procurement Rules and the Office of the Auditor-General's procurement guidance for public entities. The Board acknowledges that School Boards of Trustees are expected to apply the Government Procurement Rules. Good process may include placing a notice on the Government Electronic Tendering System (GETS) for acquiring assets with a combined value over \$100,000; obtaining several quotes to compare value for money; and managing any potential conflicts of interest appropriately.

Information technology assets

- All information technology (IT) assets, such as computers and laptops and associated software,
-

must be compatible with the standard operating platform used within the school.

- The Board aims to provide and maintain a suite of IT assets that provides the best possible learning tools for students, within budget constraints, including a replacement programme that matches the expected useful life of each asset.

Expected useful lives

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

▪ Buildings – School	up to 50 years
▪ Building improvements – Crown	10 years
▪ Plant and Machinery	10 years
▪ Furniture and equipment	10 years
▪ Information and communication technology	5 years
▪ Motor vehicles	5 years
▪ Textbooks	4 years
▪ Leased assets	4 years
▪ Library resources	8 years

Maintenance of assets

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

Asset records

- A fixed asset register shall be maintained in which all assets with a cost of \$1,000 or more shall be recorded.
- Assets that cost less than \$1,000 shall be expensed.
- A review of assets against the fixed asset register shall be undertaken at least once a year.

Disposal of assets

- The Principal shall have delegated authority to dispose of any asset that has reached the end of its useful life (as recorded in the fixed asset register), provided the original cost of that asset was less than \$5,000. The Principal shall report to the Board about reasons for disposal, disposal process and any net disposal proceeds.
 - The Board shall approve the disposal of any asset that had an original cost of over \$5,000, including the reasons for disposal, disposal process and use of any disposal proceeds.
 - Two quotes must be obtained to establish the value of any asset for sale.
 - All sales proceeds will be taken into the capital contingency fund with no ties to the department which sold the asset.
 - Heads of Department need to make bids through the capital contingency budget process to spend any funds realised by the sale of an existing asset.
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Schedule 2: Cash Management Policy

INTRODUCTION

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

In the formulation and approval of this Policy, the Board has had due regard to the accepted standards of sound financial management and applied these to the School.

PURPOSE

- To ensure that funds received by the school are promptly receipted and banked on a timely basis.
- To ensure that amounts paid by- or received into the school are properly accounted for in the accounting records.
- To ensure banking procedures and records are specified and that staff understand and follow process.
- To ensure the accounting records include an agreed level of detail and are produced in a regular and timely manner.

POLICY

This policy is to be read in conjunction with the Financial Management Policy, its sub-policies and procedures and the Supplementary Schedule of Responsibilities.

Cheque and call deposit accounts

- A Cheque / Education Admin account shall be operated for Board general receipts and payments.
 - An Education Admin account will be in operation for receipt of student charges, contributions and donations.
 - The only other current account permitted shall be for the school's trust funds or any funds held on trust (e.g. Travel Accounts).
 - The signatories to the "main" cheque account shall be:
 - Principal
 - Associate Principal
 - Business Manager
 - Senior Accounts Administrator
 - Two signatories shall be required for electronic banking, of which, at least one shall be a member of the Senior Leadership Team (Principal, Associate Principal, and Business Manager).
 - All cheques for operating or capital expenses shall be signed by at least one Senior Leadership Team (Principal, Associate Principal, and Business Manager).
 - Under no circumstances is a cheque signatory to sign a blank cheque.
 - All cheques, except those for petty cash reimbursement, must be issued as 'Not Transferable – Account Payee Only'.
 - At no time shall the cheque account be operated in overdraft without permission from the bank and the Ministry if the overdraft exceeds the borrowing limits.
 - At-call interest bearing deposit accounts may be operated to hold cash resources not currently required for operating purposes. These accounts can only be operated by the Principal or Business Manager, with any transactions reported by the Business Manager at the next Finance Committee meeting.
-

- All bank accounts should be reconciled on a regular basis, at least at month end.

Trust fund account

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

Investments

- Investments of School funds may only be made in accordance with the restrictions on acquisition of securities and the restrictions on use of derivatives in sections 154 and 158 of the Education and Training Act 2020.
- Notwithstanding the requirements of sections 154 and 158, no investments may be made in equity stocks or in synthetic money market products (e.g. forward rate agreements and interest rate swaps).
- Investments in term deposit accounts can be made in accordance with the schedule of delegations by the Business Manager, after monitoring of the expected cash flow situation in call accounts.
- Investments may only be made with the schools' primary banking provider (2020: ASB). Investments with any other banking institution may only occur with the prior written authorisation of the Board chairperson (or delegate).

Fundraising

- The Board acknowledges that under section 154 of the Education and Training Act 2020 some professional fundraising contracts constitute an illegal fundraising contract if and to the extent they include the acquisition of securities. No such fundraising contract will be entered into by the School. If doubt exists about the legality of a proposed fundraising contract, the Principal will contact the regional financial advisor of the Ministry of Education for advice.

Cash receipts

- All cash, cheques and electronic funds received must be promptly receipted at the school office. This includes trading income, other local funds receipts and reimbursements for learning materials.
- No cash received can be used to pay accounts in cash.
- Only delegated staff may handle cash.
- All receipts must be banked as soon as possible.
- All cash and cheques kept on the premises must be kept secure and under the control of a delegated person.

Accounts for payment

- All accounts for payment, other than expense reimbursements and attendance fees, must be supported by a copy of the:
 - official school order form; and/or
 - the invoice, with certification by the orderer that each item has been received, prices and quantities are correct, and the payee details are correct
 - No person can sign off two of the documents that comprise the voucher except the order and the invoice. The invoice must be certified by the person who authorises the expenditure.
 - Expense reimbursements must be certified by the manager of the individual being reimbursed, provided the certifier has delegated authority to sign. An expense claim should be supported by GST receipts or invoices. Claims for the use of private motor vehicle usage or travel / overnight allowances must be certified by the Principal or delegate to indicate that approval was given.
-

Scale rates as per the award will be on the basis of reimbursement per kilometer / day.

Petty cash

- A petty cash fund of no more than \$400 shall be held.
- Reimbursement claims from the petty cash fund shall not exceed \$50 and must be accompanied by a receipt and approved petty cash voucher.
- Petty cash advances will only be made for amounts up to \$50. They must have an approved petty cash voucher. A receipt for the actual expense with any unspent cash must be provided within two working days of the advance.

Accounting records

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

Periodic and annual financial statements

- For each calendar month the Principal shall prepare financial reports showing:
 - a Statement of Financial Performance, including comparison to budget
 - a summary Statement of Financial Position.
 - For each month the Principal shall present a written summary report that describes:
 - key (financial) achievements from the previous month
 - expectations for the month ahead and
 - significant matters and/or risks that must be addressed by the School.
 - This report shall be presented to the finance committee by the last business day of the week prior to each finance committee meeting.
 - Any recommendations made to the Board for the purchase of fixed assets, investments and other use of cash resources must refer to the impact on the School's present cash resources and projected cashflows for the next 12 months.
-

SUPPLEMENTARY SCHEDULE OF RESPONSIBILITIES

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

BANKING AND CASH HANDLING	
<i>What</i>	<i>Who</i>
Opening mail and receipting the cash and cheques received	Receptionist / Accounts Administrator
Receipting of all student cash received	Office Manager
Preparation of banking	Office staff / Accounts Administrator
Signature of bank deposit – (name on bank bag)	Accounts Administrator
Deposit of banking	Pick Up Security Contractor
Reconciliation of daily receipts with banking	Office Manager / Accounts Administrator
Periodic bank reconciliation	Senior Accounts Administrator
Certification of bank reconciliation	Business Manager
Custody of cash and cheques	Business Manager / Accounts Admin.
PETTY CASH	
Authorising reimbursement of petty cash claims/vouchers	Business Manager
Reconciling petty cash balance	Accounts Administrator
Signing petty cash top-up cheque	Dual Signatories
PURCHASES AND PAYMENTS	
Raising purchase orders – paper, phone or internet	Budget holders
Verifying receipt of goods or services	Budget holders
Approval of invoices for payment	Business Manager
Signing cheques/approving bank payment	Dual Signatories / authorisers
INVESTMENTS	
Transfer to and from general, at-call and term deposit accounts	Business Manager
Reconciliation of transfers	Senior Accounts Administrator
ACCOUNTING SYSTEM	
What	Who
Accounting systems daily back-up	IT / Business Manager
Weekly off-site back-up storage	IT / Business Manager
Monthly history file back-up	IT / Business Manager
Annual archive back-up safe deposit	Off-site server

PAYROLL	
Check of fortnightly SUE report	Business Manager / Personnel Admin
Reconciliation with bank debit with errors followed up	Senior Accounts Administrator
Verification of SUE reconciliation report and bank debit	Business Manager
Staff expense claim – voucher approval	Deputy Principal / Business Manager
INCOME	
Preparation of receivables invoices	Accounts Administrator
Certification of invoices	Business Manager
Reconciliation of receivables ledger	Accounts Admin / Senior Accounts Admin
Verification of reconciliations	Business Manager
Debt write-off approvals	Principal
FIXED ASSETS	
Fixed asset purchase approval	Board (through Budget process)
Fixed asset purchase order approval	Business Manager
Fixed asset delivery acceptance check	Curriculum leader
Fixed asset invoice certification	Business Manager
Fixed asset register update	Accounts Administrator / Business Manager

To be read in conjunction with Finance Team System Notes document

Schedule 3: Credit card management policy

INTRODUCTION

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

PURPOSE

To ensure that the process for the issue and usage of school credit cards are controlled, that credit card payments are properly authorized and that all credit card payments are accurately recorded in the accounting records.

POLICY

This policy should be read in conjunction with the Financial Management Policy and its sub-policies and procedures.

Process for issue of credit cards

- Credit cards should only be issued to staff members after being authorised by the Board.
- A register of cardholders should be maintained.
- The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations. Any variations require Board approval.
- Prior to the card being issued, the recipient must be given a copy of this Policy and be required to sign it off to signify that they have read and understood it.

Procedures to be followed when using the card

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

Cash advances

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

Discretionary benefits

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

Cardholder responsibilities

- The cardholder should never allow another person to use the card.
 - The cardholder must protect the PIN of the card.
 - The cardholder must only purchase within the credit limit applicable to the card.
 - The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
 - The cardholder must return the credit card to the School upon ceasing employment or at any time upon request by the Board.
-

Schedule 4: Entertainment policy

INTRODUCTION

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

PURPOSE

- To ensure transparency in the purpose and payment of all entertainment related purchases.
- To ensure that the amount expended can be demonstrated as reasonable and appropriate.
- Entertainment expenditure in general will be for the following purposes:
 - Building relationships and goodwill
 - Representation of the school in a social situation
 - Hospitality provided in the course of school business to external parties
 - Internal social functions

POLICY

This policy should be read in conjunction with the Financial Management Policy and its sub-policies and procedures.

School events and staff meetings

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

Alcohol purchases

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

Schedule 5: Travel Policy

INTRODUCTION

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

PURPOSE

- To ensure that the process and documentation in relation to travel are formally regulated
- The Board agrees to ensure that:
 - travel expenditure incurred is in relation to the business of the Board, and the School obtains an acceptable benefit from the travel when considered against the cost
 - expenses are reimbursed on an actual and reasonable basis, and
 - staff that are required to travel on business do not suffer any negative financial effect.

POLICY

This policy should be read in conjunction with the Financial Management Policy and its sub-policies and procedures.

Process for making travel arrangements

- Under no circumstances may any staff member approve their own travel.
- All bookings for international and domestic travel are to be conducted through the School's normal purchase procedures. This includes the booking of accommodation, flights and rental cars.
- Travel bookings are not to be paid for using manual cheques.

Travel within New Zealand

- The justification for travel within New Zealand must be documented. It is to be transparent and must relate to a school need. Travel within New Zealand is to be authorised on a one-up basis (for example, the Principal should authorise any travel by the Associate Principal, and the Board should authorise any travel by the Principal).
- All domestic air travel is to be economy class.

International travel

- Prior to international travel being undertaken, the traveller must be given a copy of this Policy and be required to sign it off to signify that they have read and understood it.
 - All international travel should be authorised by the Board before it is commenced. A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the School, which will arise from the trip and an estimate of the costs of the trip. The Board will approve the travel in writing (refer Decision Guide for Funding Overseas Travel Involving Students included).
 - At the end of the trip overseas, the traveller must prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and the School of the trip.
 - Except where the flight time exceeds 10 hours, all international air travel is to be economy class.
 - Business class travel may be approved, where the Board considers it appropriate, for travel more than 10 continuous hours in duration.
-

- If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.
- For travel involving students, the cancellation policy should be carefully communicated to whanau and stakeholders to ensure no financial exposure to the School, having regard to travel insurance coverage (i.e. any applicable policy exclusions).

Accommodation

- Staff should opt for good but not superior accommodation and must be prepared to justify exceptions to this rule to the Board.
- Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift. (Refer to gift policy.)

Vehicles

- When using rental cars, staff should opt for good but not superior model vehicles and should be prepared to justify any exceptions to this rule to the Board.
- Use of private vehicles is to be approved on a one-up basis and reimbursement will be at the rate specified by the Inland Revenue Department.
- If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement through petty cash or as part of an expense claim.

Reimbursement of expenses

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

Discretionary travel benefits

- Travel benefits, including Airpoints and loyalty scheme rewards/points (Fly Buys, Global, etc), accrued from official travel are only to be used for subsequent travel on behalf of the School. They should not be redeemed for personal use.
 - Staff must travel by the most direct route unless scheduling dictates otherwise.
 - The School will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the School did in no way incur additional expenditure.
-

Signature section for international travellers

I have read and understood the Travel Policy and agree to abide by it.

Signed

Date

DECISION GUIDE FOR FUNDING OVERSEAS TRAVEL INVOLVING STUDENTS

This checklist is to be completed by boards when considering whether to approve expenditure on overseas travel to support the curriculum using Crown funding. A completed and signed checklist for each proposed trip must be kept for audit purposes, as well as a copy of the board minutes of each decision.

While a board has discretion to make decisions on the expenditure of Crown funding there must be reasonable justification for how the proposed expenditure supports the board's primary objective – achievement of all students at the school/kura. All boards must act in a way that is financially responsible. The two main questions a board must ask when considering whether an overseas trip is appropriate are therefore:

1. How would the proposed trip support the curriculum?
2. How would the trip be paid for?

The checklist below provides boards with a framework to guide the board's thinking. Considering the following questions will help to demonstrate reasonable justification for approving expenditure on overseas travel.

INFORMATION ABOUT THE PROPOSED TRIP	
<p><i>Purpose?</i> <i>Where to and for how long?</i> <i>Who is attending?</i></p> <p>There should be no personal gain or perception of personal gain for individuals on the trip (e.g. the school funding private travel by an individual on the trip of other family members).</p>	
<p><i>What is the budget?</i></p> <p>Make sure the budget includes all associated costs, including any staffing implications (e.g. reliever costs), and how the trip might affect the school's overall financial position.</p>	

Question one: How will the proposed trip support the curriculum?

Guiding Questions

- *How does the overseas travel for students and staff support the board's primary objective – student achievement?*
- *How does the overseas travel for students and staff link to learning outcomes?*
- *What curriculum outcomes is the experience likely to help students achieve?*
- *How might the learning of this trip be shared with other students, staff, and community members?*
- *How does the expenditure further the aims of the school as set out in its charter?*

Question two: How will the proposed trip be paid for?

Guiding Questions

- How will this travel be paid for?
- How have you evaluated that the expenditure represents the best value for money?

Is the overseas travel affordable in relation to other competing priorities (e.g. curriculum expenses, asset replacement/maintenance, staff development, working capital)?

- why is this experience likely to be more effective than a local or virtual alternative?
- why is this spending justified for a select number of students (where applicable)?

ACCOUNTING FOR EXPENDITURE

Overseas travel for students and staff using crown funding must be reported in the notes section of their annual audited accounts.

The trip for _____ to travel to _____ is

APPROVED	DECLINED
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SIGNED ON BEHALF OF THE BOARD BY:

Board Chair

Date approved by the Board

Appendix 1: Procedures Relating To Budgeting

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

The annual budget is prepared to facilitate:

- the identification of funds available for expenditure within the financial period
- the allocation of these funds to identified cost centres
- the ongoing monitoring and control of expenditure.

All expenditure is budgeted in identified cost centres which are the responsibility of delegated budget holders.

For financial reporting purposes, the budget is divided into

- Operations Budget; and
- Capital Budget

For planning purposes, these will be broken down into more detailed budgets for categories of expenditure - e.g. Classroom Materials Budget, Textbook Budget.

Unless approved by the Board (or by the Principal or senior management in accordance with the Board approved delegations policy):

- expenditure allocated for a particular period will not be carried forward to the next if unspent; and
- an underspend in the budget of one department cannot be used to fund unbudgeted spend of another department.

Persons responsible for cost centres will be identified, notified that budget negotiations are to take place and invited to submit in writing a proposed budget for that cost centre.

A period of consultation and negotiation will precede the draft Annual Budget being presented to the Board at the last meeting of the school's financial year and formal adoption at the first meeting of the new financial year. Set up work to be done on indicative adoption prior to the start of the year.

Expenditure proposals which are not accepted may be re-submitted to be considered for inclusion in future budgets.

Information detailing budget variances will be provided monthly to all persons responsible for cost centres and in a summarised form to the Board. Where it is foreseen that significant variances will occur (excluding differences in timing), it is expected that this will be communicated to the Principal or Business Manager before the school is committed to the spending. Within cost centres, there can be no transfers of actual spending between budgets.

The budget is flexible in so far as it can be reviewed periodically and a forecast produced, by the Board where additional information comes to hand which renders the original estimate inaccurate. Budgets cannot, however, be retrospectively adjusted as they are a tool for forward planning and measuring performance against this plan.

Timelines, budget formats and instructions are made available to all cost centres by the Business Manager.

Appendix 2: Procedures Relating To Accounting Practices And Internal Control

The purposes of this Procedure Statement is to ensure that the school has effective systems in place to monitor and control its resources.

A school-based EDP (Electronic Data Processing) financial and management information system will be operated, incorporating appropriate and documented internal control procedures which satisfy audit requirements and can be relied upon to ensure accurate information.

Bank accounts and other finance management tools will be set up through finance staff.

The internal control procedures will ensure that there is adequate separation of duties between authorisation, recording and custody of the school's resources at all times.

Authority to authorise spending is delegated to persons responsible for cost centres and only these persons. For curriculum areas, this person is the Head of Faculty. All authorisation is to be evidenced in writing in the manner documented in any applicable School internal control procedures. Where expenditure takes place, the authorisation procedure requires an indication of expense coding.

Accurate records of long term assets will be maintained for the purposes of financial accounting, valuation and replacement planning.

An asset replacement plan will be maintained to set aside sufficient funds to keep school assets up to date.

Only goods and services for the use of Burnside High School may be purchased in the school's name and with the school's order forms. The purchase for individuals in the school's name is prohibited. On occasions where the school has negotiated an attractive 'deal' on any item which may be of interest to staff, it is acceptable for the supplier to be asked whether the same deal could be made available to staff on presentation of ID or some password. It must be made very clear that these transactions are between the supplier and the individual staff member, and the school takes no responsibility for the staff member completing the transaction nor provides any guarantee as to credit worthiness.

With the exception of staff social and P.T.A. funds, all bank deposits and investments are the legal responsibility of the Board of Trustees and as such must come under the direct control of the Principal. All bank accounts must be in the name of Burnside High School. All transactions pertaining to them must be recorded through the school accounting system and be subject to the internal control procedures in place.

The school's bank deposits and investments will be monitored and controlled with the aims of maintaining, at all times, sufficient funds in short term deposits to cover current expenditure while investing (in accordance with the Crown Entities Act) to maximise the return on investments.

All money contributions and charges to and collected from students is processed through Kamar.

All staff salary and wages will be prepared by competent, experienced staff or an agency to ensure proper calculation and payment which meets all requirements of the appropriate collective agreement or individual contract.

Contract Agreements and payments to contractors will be prepared by competent, experienced staff to ensure proper calculation which meets requirements.

This Procedure Statement excludes: operations of all activities outside the control of the Board of Trustees, in particular, Staff Social and Welfare funds, P.T.A. funds.

Refer also to:

- Public Sector Accounting Standards
 - Procedures under Finance set out in the System Notes document
 - Theft and Fraud Prevention Policy (Policy #4.4)
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- Credit Card use (Schedule 3 of the Financial Management Policy)
 - Travel – staff (Schedule 5 of the Financial Management Policy)
 - Entertainment (Schedule 4 of the Financial Management Policy)
 - Delegated Financial Authorities
-

Appendix 3: Procedures Relating To Reporting Financial Results

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

The Board of Trustees receive clear, accurate and timely information on a monthly basis to facilitate the monitoring of budget plans and good decision making.

The Board of Trustees' Finance Sub-Committee will be fully conversant with the information contained in the report. They will seek further explanation and express any concerns prior to the Board meeting and will expect the answers, as well as discussion of other financial matters, at a meeting preceding the full Board of Trustees meeting.

The Chairperson of the Finance Sub-Committee will, if necessary, raise matters of financial interest, relevance or concern to the full Board at its meeting.

Special purpose reports may be requested by the Board or Finance Sub-Committee when necessary.

Monthly reports comparing actual results with budget are necessary for all persons responsible for cost centres. It is their responsibility to progressively monitor these results through the year, explain variances, seek more information where necessary and take any measures necessary where they are at variance with the budget plan.

Annual financial statements will be prepared in accordance with the Education and Training Act 2020 and included as part of the Annual Report. They will be in a format consistent with the Public Sector Accounting Standards issued by the External Reporting Board and also the "Kiwipark School" model required by the Ministry of Education.

Refer

- Education and Training Act s134 to 137
 - Statement of Public Sector Accounting Standards
 - Statement of Accounting Policies (Annual Report)
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FUNDRAISING POLICY

PURPOSE

There is a long tradition of fundraising in New Zealand schools to allow additional activities to occur. These activities are approved by the School but are not directly funded by the operations grant.

The necessary additional funding for such activities may be raised by: fundraising activities by students, parents and whānau and staff; sponsorship, funding or grant applications to third parties; parent contributions or otherwise. In this policy, all such funding methods are referred to as “Fundraising” and must comply with this Policy.

The purpose of this Policy is to:

- Serve as a framework for the Board of trustees, staff, students and the community in regards to Fundraising activities
- Set parameters for permitted and prohibited Fundraising activities
- Outline the approval process for Fundraising
- Outline the way in which the School will deal with Fundraising proceeds, including in the event the activity for which the Fundraising was undertaken does not go ahead

POLICY

What’s permitted and what’s not

All Fundraising activities must comply with the following requirements:

- Consistent with Burnside High School Vision, Values and Bylaws;
- Complies with all applicable laws and legal requirements;
- Upholds the reputation of Burnside High School and does not bring the School into disrepute, including by involving any offensive, obscene or objectionable activity, or any discrimination, harassment or other harmful behaviour;
- Does not materially interfere or adversely impact on School attendance or participation and engagement in the formal School curriculum, without the specific approval of the Principal.
- Fundraising at or around the School, using the name of the School or in School uniform, is only permitted for approved School related activities and not for help with personal pursuits which do not involve School representation.

Note that the Gambling Act and regulations sets certain rules and restrictions for some Fundraising activities, including as follows:

- Activities such as housie (bingo), instant games, games of chance, lotteries (including raffles and sweepstakes) and prize competitions are subject to specific rules. The total value of prizes must be \$5,000 or less or a licence will be required.
- It is illegal to offer liquor as a prize for certain gambling activities such as raffles and prize competitions.

Approval required

- All Fundraising must be approved in accordance with this Policy.
 - Fundraising proposals must be referred to the Associate Principal for approval or to be passed on to be approved as follows:
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- Expected Fundraising up to \$5,000 can be approved by the Principal or Associate Principal;
- Expected Fundraising of \$5,000-\$15,000 is to be approved by the Finance Committee of the Board of Trustees;
- Expected Fundraising above \$15,000 is to be approved by the Board of Trustees;
- Any Fundraising applications that require Board of Trustees approval (including where a copy of a Board resolution is required to accompany the application), must also be approved by the Board of Trustees.
- The purpose of the Fundraising and nature of student and/or staff involvement (together with any expectations of parent or whānau involvement) must be clearly identified and communicated in both the Fundraising proposal submitted for approval as above and in relevant communications with parents and whānau. Parents and whānau must also be made aware of the application of this Policy to all Fundraising activities and the treatment of proceeds.

Receipt and use of Fundraising proceeds

- All Fundraising proceeds must be deposited into a School bank account promptly following receipt. The School's finance policies, including cash management policy, will apply to such proceeds.
- All Fundraising proceeds must be used for the approved purpose, or for related or ancillary purposes.
- All expenditure of Fundraising proceeds should be properly accounted for, including by obtaining receipts.

Cancellations, postponements and refunds

- If the activity for which the funds are raised is postponed, the relevant Fundraising proceeds will be retained by the School pending the rescheduling of that activity.
 - If the activity for which the funds are raised is cancelled, does not proceed (including due to insufficient Fundraising proceeds) or, at the School's discretion, in the event of an indefinite postponement of an activity, the relevant Fundraising proceeds will be dealt with as follows:
 - First, any costs incurred by the School in connection with the approved purpose (or any related or ancillary purpose) will be deducted from the aggregate Fundraising proceeds, including any anticipated but not yet incurred costs and any costs associated with the cancellation;
 - Second, any surplus proceeds from funds paid directly by third party funders, sponsors or donors will be dealt with in accordance with any applicable third party funding, sponsorship or grant application terms and conditions. Where those terms and conditions are not present the third party funder, sponsor or donor will be contacted, where possible, to determine how the surplus should be utilised;
 - Third, any surplus proceeds from funds paid directly by students, parents or whānau will be refunded to the relevant students, parents or whānau;
 - All other surplus proceeds, including all proceeds from Group fundraising activities, are School property and may be retained by the School and used for the approved purpose, related or ancillary purposes, or otherwise in a manner which the Principal (or his delegate) considers is consistent with the original reason for raising the funds (e.g. an equivalent event in the following year).
 - If, after conducting the activity for which the funds are raised, the School holds surplus Fundraising proceeds after meeting all costs, the surplus will be dealt with in the manner set out above.
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- Surplus proceeds from fundraising activities wholly carried out by individuals, rather than as (or as part of) a team or other School group or in the name of the School, in order to raise money for direct payments by or on behalf of that individual to the School as payment for a School activity will be treated consistently with the third priority noted above.
- If a student withdraws from an activity for which funds are paid directly by students, parents or whānau, the funds paid will be refunded (less any costs already incurred or committed by the School). Refunds will not otherwise be given.
- Refunds may not be made to students (or their parents) who are not allowed to participate or are sent home from an activity because of their misconduct.
- The School may deduct unpaid subscription or other fees associated with the relevant activity for which the Fundraising was undertaken from the amount to be refunded to or for a particular student.
- If the School receives a credit or voucher or other in-kind benefit rather than a cash refund from a cancelled activity which has been funded by direct contributions by students, parents or whānau, then the School will endeavour to transfer the credit, voucher or benefit to the relevant students, parents or whānau, or procure that the credit, voucher or benefit is issued in the name of the relevant, students, parents or whānau. If the relevant credit, voucher or benefit is not transferable or unable to be issued in the relevant student/parent name, the School is entitled to retain the credit, voucher or benefit and apply that credit, voucher or benefit to School activities as the School sees fit.
- The School will not and cannot underwrite any shortfall of funds, nor be left out of pocket in relation to the use of Fundraising proceeds. Accordingly:
 - The School may cancel activities if insufficient Fundraising proceeds are received;
 - If expenses incurred exceed Fundraising proceeds received, including for example if an unexpected expense has occurred during a trip or activity which not recovered by any applicable insurance, the costs will be spread evenly among the students involved. Accounts will be sent to parents;
 - The School will only refund money actually held by the School (including any relevant amount refunded to the School by third parties (such as travel agents or travel providers) or by insurance), less any costs incurred by the School. The School is not responsible for any amount which is not refunded by third parties.

Date approved	Next review
28 September 2021	Term 3, 2024

GIFT AND KOHA POLICY

INTRODUCTION

- This policy sets out a framework for staff and the Board of Trustees around the giving and receiving of gifts / koha on behalf of the school. This policy should be read in conjunction with the other Financial Management Policies.
- The Board agrees that it has a responsibility to ensure that expenditure on gifts incurred by the School must clearly be linked to the business of the School.
- The Board acknowledges that at times there may be a need for expenditure on gifts and koha that by their nature may be considered to be beneficial only to individuals or small groups of individuals.
- The Board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate budget and level of spending.
- In considering the giving and receipt of gifts, donations or koha, the School will have regard to the Guidance from the Officer of the Auditor-General on "Gifts and other sensitive expenditure".
- The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal (as the chief executive and the Board's most senior employee).
- Any changes to, or deviations from, this Policy must be approved by the Board.

DEFINITIONS

For purposes of this policy, unless otherwise stated, the following definitions shall apply :

Gift

A token of recognition of something provided by the recipient (including hospitality), without any obligation for that recipient to provide something in return. Also referred to as a "Donation".

Koha

A gift, a token, or a contribution given on appropriate occasions made in the context of Maori custom, without any obligation for that recipient to provide something in return.

GIVING GIFTS

- All gifts should be purchased through the School's normal purchase procedures.
 - A full description of each gift will be maintained in the General Ledger.
 - The value and nature of a gift should be reasonable and appropriate and reflect the benefit received/reason for giving the gift.
 - Gifts may not be given in explicit or implicit expectation of a favour in return nor in substitution for legitimate payment or remuneration.
 - The table below delegates limits for gifting and each year during the budget round, an appropriate budget(s) will be established.
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Guidance on appropriate gift amounts

<i>Description</i>	<i>Amount including GST</i>
Staff member leaving after x years	\$ 20 for each full year – paid directly to staff member upon leaving
Long serving staff member leaving – after 10+ years	Up to \$ 150 – (commemorative award)
Gift / Koha relating to approved school visit where no other charges (one-off, curricular based activities) (e.g. a gift to a tour guide)	Up to \$ 100
BOT members resigning	Up to \$100 as deemed appropriate by BOT
Gifts for 'free' services	Up to \$ 100
Provision of extra-curricular activities or services at no charge (typically over a period of time, e.g. coaching of a school sports team)	Up to \$ 300
Outstanding service/extraordinary contribution to the School	Up to \$ 400
Other i.e. Staff wedding, baby, bereavement, etc.	Up to \$ 50 (flowers)

RECEIVING GIFTS

- Gifts should not be accepted if there is concern that others could see their acceptance as an inducement or a reward that might place the staff member under an obligation. It is important that receiving a gift does not alter the School's or any School representative's decision-making as this could be perceived as acting without impartiality or integrity.
 - If gifts received are infrequent (e.g. received one or two times per annum) and small and of little value (**under \$100**), then the recipient may keep the gift.
 - If the gift is larger and more valuable (whether individually or an aggregated number of regularly received smaller gifts), then the recipients must advise the Board of the gift. The gift will be given to the school to use unless the Board agrees to an exception to this procedure.
 - If the gift arises from an employee's role as an employee of the Board, then the gift remains the property of the Board. Receipt of any gift of a value greater than \$100 should be declared to the Principal and recorded in the gifts register.
 - Any gift with a value greater than **\$1000** must be noted at a Board Meeting and recorded in the minutes.
 - Any gift that is received by the Board for funding scholarships or bursaries, or for other educational purposes in connection with a school must be dealt with in accordance with clause 33 of Schedule 6 of the Education Act 1989:
 - (a) Any money or property that is gifted to a school may be accepted or disclaimed by the Board
 - (b) A Board must hold every such gift for the specific purpose declared by the giver
 - (c) Unless the giver has created a special trust, scholarships and bursaries from a gift must be open to every student at the school
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APPROVAL

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

Date approved	Next review
23 September 2020	Term 3,2023

HEALTH AND SAFETY POLICY

RATIONALE

The Health and Safety at Work Act requires the School Board to do what is “reasonably practicable” to keep students, staff, contractors and visitors safe and healthy. In addition, the National Administration Guidelines, National Education and Learning Priorities and the Education and Training Act requires the School Board to ensure the school is a physically and emotionally safe and inclusive place for students and staff.

PURPOSE

The good health and safety of students, staff, contractors and visitors to the school is vital in terms of the daily operation of the various activities and functions which take place on the Burnside High School site.

The Burnside High School Board is committed to maintaining high standards of health and safety, complying with all relevant legislation, regulations, New Zealand standards and approved codes of practice, and to the continuous improvement of Burnside High School’s health and safety performance.

POLICY

- To ensure that the school is a safe and healthy place of work for students, staff, contractors and visitors.
 - To ensure that the school has an effective method for identifying hazards and assessing risks. Hazards and risks will then be controlled by:
 - Eliminating or isolating so far as is reasonably practicable any hazard that arises out of the school or school environment likely to cause harm to students, staff, contractors or visitors; and
 - Minimising, so far as is reasonably practicable, the risks and effects of hazards.
 - To promote safe and healthy living options and work practices for both students and staff.
 - To promote staff wellbeing and the awareness, identification and elimination or reduction, so far as reasonably practicable, of workplace stress.
 - To ensure staff and their representatives are consulted on, and given the opportunity to participate in, health and safety management.
 - To maintain appropriate procedures for the storage, use and maintenance of equipment and materials (including through the use of appropriate personal protective equipment (PPE)) to ensure that they are safe and properly stored and handled and compliant with all relevant laws and legal requirements, including by ensuring hazardous goods or equipment are securely stored with appropriate warnings and are handled by appropriately skilled, experienced and authorized personnel.
 - To establish safe work practices and to implement procedures to ensure that these practices are followed by providing appropriate orientation, training and supervision for all new and existing staff, and by supporting the safe and early return to work of injured and ill staff.
 - To provide plans, procedures, supervision and training relating to health and safety issues pertaining to the school, including movement to and from school, on-site activities and off-site school-related activities.
 - To promote an understanding that all members of the school community have a responsibility for health and safety.
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- To ensure educational programmes are in place aimed at promoting a safe and healthy lifestyle.
- To accept the need to delegate responsibility for the promotion of a safe and healthy workplace to all involved at and with the school.
- To ensure systems are in place which monitor the school site and activities and functions from a health and safety point of view, and respond should concerns in this regard be identified.
- To have effective procedures for the hiring and monitoring of contractors to ensure, so far as is reasonably practicable, that the contractors appropriately identify hazards and control risks to health and safety arising from their activities at Burnside High School and be accountable, and ensure that the contractors are accountable, for the health and safety of the contractors' workers, as well as students, staff, other contractors and visitors.

Practice and procedure

- The Associate Principal will maintain a set of health and safety guidelines.
- Staff (including relieving teachers), students, contractors and visitors will be made aware of the school's health and safety requirements and emergency procedures.
- The School will continuously monitor and update School practice and procedures in order to ensure we are following best practice guidance regarding the health and safety of students and staff in relation to all School activities – on-site and off-site, including Ministry of Education guidelines for education outside the classroom (EOTC).

H&S Committee

- The school will operate a Health and Safety Committee consisting of staff (including a representative from each faculty and the teachers in charge of EOTC (education outside the classroom)) and the Associate Principal (or his/her representative). The Health & Safety Committee meets twice per term and reports to senior management on health and safety matters. The Health & Safety Committee will:
 - Identify hazards and notify the person responsible
 - Ensure hazards are eliminated where practicable
 - Minimise, monitor, or isolate hazards that are not able to be eliminated
 - Keep informed of the results of monitoring hazards
 - Supply health and safety information to staff and students through the Associate Principal
 - Ensure all workshops, laboratories and computer rooms have safety measures established, which are displayed and reinforced as part of lessons
 - Ensure there is proper training in the use of all school plant and machinery operated by staff or students and that appropriate safety devices and protective clothing are available and their use mandatory.

Identification and reporting of hazards

- The Principal will report to the Board on health & safety matters at each regular Board Meeting.
 - Staff and students will be encouraged to identify hazards and to bring forward issues and report incidents concerning health and safety (including injuries and near misses and pain or discomfort in carrying out School related activities) to the attention of the Principal and/or delegated staff responsible for the area of concern. Access to reporting for staff is through the staff portal on the school's website.
 - Staff and students will be encouraged to keep all areas of the School tidy and free of hazards and obstacles to minimise the risk of trips, falls and other health and safety risks.
 - Hazards will be identified to all staff, students, contractors and visitors, and remedied or removed, in each case as far as is reasonably practicable.
 - Similarly, all others in the School premises (including contractors and visitors) will be encouraged
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to identify and eliminate or minimise hazards, report incidents (including injuries and near misses) and use all appropriate personal protective equipment when carrying out activities at the School.

Record of incidents

- A record of on-site accidents, as well as incidents that expose a person to a serious risk to that person's health or safety, will be maintained by the School and notification to appropriate authorities will take place and be followed up on by the school as required. All such accidents and incidents will be investigated and steps taken to eliminate so far as reasonably practicable, or otherwise reduce, the likelihood of such accident or incident reoccurring.

Training

- Training needs for staff on health and safety matters will be available as required through the Professional Development Programme of the School.
- The School will continue to develop, provide, monitor and evaluate educational programmes for students relating to health and safety.

Staff wellbeing and workplace stress

- The School will offer an employee assistance programme with regard to the management of stress. This is a confidential counselling service.
- The School will continue to consider and, where thought appropriate and beneficial, provide appropriate staff wellbeing programmes and initiatives.
- The School will promote an ongoing awareness of, and promote and train staff in strategies for reduction and management of, workplace stress (including taking regular holidays, effective time management, effective and efficient planning and classroom management and reporting to senior leaders unhealthy levels of stress).
- Senior staff (HOFs, HODs, DPs, Ps) will be trained to recognise potential workplace stress situations and to deal with them within the resources of the School.
- The School will foster a caring and safe environment in which to work.

LEGAL POSITION

Relevant legal requirements include:

- **Health and Safety at Work Act 2015 ("HSWA"):** Burnside High School must ensure, so far as is reasonably practicable, the health and safety of workers who work for the School, while the workers are at work; and workers whose activities in carrying out work are influenced or directed by the School, while the workers are carrying out the work. The School must also ensure, so far as is reasonably practicable, that the health and safety of other persons is not put at risk from work carried out as part of the conduct of School activities.
 - **National Administration Guidelines:** NAG 5 requires School Boards to ensure the School is a physically and emotionally safe place for students, healthy food and nutrition is encouraged for all students, and the school follows laws for the safety of students and employees.
 - **National Education and Learning Priorities:** NELP 1 requires School Boards to ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
 - **Education and Training Act 2020** provides that a board's primary objectives in governing a school include ensuring that every student at the school is able to attain their highest possible standard in educational achievement; that the School is a physically and emotionally safe place for all students and staff; that the school takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school; and the school is inclusive of and caters for students with differing needs.
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- **State Sector Act 1988:** Employers must operate and comply with personnel policies that comply with the principle of being a good employer (which, in turn, includes good and safe working conditions).
- **Approved Codes of Practice:** These are guidelines approved by the responsible Minister under the HSWA, compliance with which provides a defence to prosecution.
- **Standards:** New Zealand or relevant international standards provide technical guidance on health and safety.
- **Health and Safety at Work (Adventure Activities) Regulations 2016** and accompanying resources from the Ministry of Education (education outside the classroom).
- **Health and Safety at Work (Hazardous Substances) Regulations 2017:** Sets out specific requirements for laboratories that use hazardous substances in teaching.

Burnside High School will also have regard to guidance published by the Ministry of Education and the New Zealand School Trustees Association, including: “Health and Safety at Work Act 2015: A practical guide for boards of trustees and school leaders”

(<https://www.education.govt.nz/assets/Documents/Ministry/Initiatives/Health-and-safety/Tools/Health-and-Safety-at-Work-Act-2015-practical-guide.pdf>)

RELATED POLICIES

Other policies relevant to health and safety include:

- Child Protection
- Health Curriculum (Sexuality Education)
- Preventing and responding to Harmful Behaviour
- Property Management
- Search and Seizure of Personal Property
- Student Behaviour
- Student Trips/Extended Travel
- Support of Students

Date approved	Next review
27 October 2021	Term 3, 2024

HEALTH CURRICULUM (SEXUALITY EDUCATION) POLICY

PURPOSE

Under section 60B of the Education Act, the Board of Trustees must, at least once in every 2 years, and after consultation with the school community, adopt a written statement of how Burnside High School will implement the health education components of The New Zealand Curriculum.

Sexuality education is one of seven key areas of learning in the health and physical education learning area of The New Zealand Curriculum.

This policy addresses the Board's obligation to prepare, consult on and (following consideration of any comments) adopt a statement on the delivery of the health curriculum, with particular focus on the sexuality education programme.

The Ministry of Education's 2017 publication: "Sexuality Education: Levels 1 and 2" states:

"Sexuality education in New Zealand takes a positive view of sexual development as a natural part of growing up. It encompasses learning about physical development, including sexual and reproductive knowledge, gender identity, relationships, friendships, whānau and social issues. It sits within the broader area of relationship education, which also includes social and emotional learning (SEL), and violence prevention education.

In sexuality education young people learn about themselves and develop knowledge and skills that will help them to interact in positive, respectful, and supportive ways with others. Through learning about sexuality students also come to understand about the social and cultural influences that shape the way society views gender and sexuality.

"Sexuality education" is different from "sex education". The latter generally refers only to the physical dimensions of sexuality, whereas sexuality education is the study of sexuality, including the social, mental, emotional, spiritual, and political dimensions of human sexuality. This includes friendships, relationships, and gender identity.

PROCEDURES

- Burnside High School will deliver a sexuality education programme to Years 9 and 10 students as part of the Health Curriculum currently taught as part of the Physical Education and Health course for all students.
 - The NCEA assessed part of the year 11 to 13 Health Course includes a sexuality education element.
 - In formulating the sexuality education programme, Burnside High School will have due regard to Ministry of Education and other appropriate guidance, including: "*Sexuality Education: A guide for principals, boards of trustees, and teachers*" published by the Ministry of Education.
 - The extent of and content outline of the Years 9 and 10 sexuality programme will be set out in a draft statement on the delivery of the health curriculum which is made available to members of the wider school community (including parents and whānau).
 - Burnside High School will undertake consultation on the above draft statement with the wider school community every two years by means of relevant staff hosting meetings facilitated by the PTA. The consultation will be used to:
 - inform the school community about the content of the School's proposed health curriculum (including the sexuality programme);
 - find out the wishes of the school community in terms of how health education should be implemented, given the views, beliefs, and customs of the members of that community; and
 - determine, in broad terms, the health education needs of the students at the school
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- Not all community members will be comfortable discussing sexuality education, and a sensitive and culturally responsive approach is needed.
- Issues of concern will be reported to the Principal.
- Comments and feedback from the community will be considered and taken into account as appropriate. The statement on the delivery of the health curriculum will then be finalised.
- Information on the sexuality programme will also be provided to parents and caregivers at the beginning of the teaching unit to inform parents about the programme's content. If they have any questions they are encouraged to contact the teacher in charge.
- While the School is not required to seek permission from parents or caregivers on their children's participation in the School's sexuality programme, parents have the right to withdraw their children from any elements of the school programme involving sexuality education and the School will inform parents of that right to withdraw their children and provide supervision for students who are withdrawn from the programme.

RELATED POLICIES AND PROGRAMMES

In addition to the sexuality programme forming part of the School's curriculum, wider school programmes and support services will be employed to enhance student well-being and ensure a whole school approach.

- Burnside High School aims to build and maintain a positive and inclusive whole-school culture where diversity is valued and students feel supported, visible, and safe, regardless of their sexual and gender identity. This includes valuing the sexual and gender identities of school staff members and students, and valuing staff and student voices.
- Burnside High School is inclusive and values diversity.
- School policies and procedures for educating against and dealing with incidents of bullying will directly address bullying related to sexual identity and gender orientation, sexist language, and homophobic name calling and mocking (including inappropriate use of social media and websites).

Date approved	Next review
26 August 2020	Term 3, 2022 <i>(two yearly consultation required)</i>

INTERNATIONAL STUDENTS POLICY

PURPOSE

To define the reasons why the school has international students and the ways in which these students are enrolled and supported in and with their education at Burnside High School.

POLICY

- International students enrich the School with their own distinctive cultural input, their commitment to succeed in academic studies and their desire to learn about our society. Burnside High School will endeavour to recruit, and will support, international students to meet the following objectives:
 - To develop cultural understanding and insight in all students to enable them to become global citizens;
 - To foster international cooperation and relationships now and in the future;
 - To enable exchanges of benefit to language learners, and other curriculum and extra-curricular and co-curricular areas such as social sciences, sports and cultural activities;
 - To contribute to the development of the School's amenities and resources through tuition fees paid by international students, which in turn will benefit the education of all students.
 - The Board has determined that a strategic priority for the period 2023 – 2025 is to rebuild a sustainable cohort of international students, including by continuing to provide quality programmes and support for our international students. Further detail on the School's international student strategic objectives and actions to support those objectives is set out in the School's International Strategy.
 - The International Student Director will co-ordinate all aspects of international student marketing, enrolment and support at Burnside High School.
 - Burnside High School will at all times comply with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the "**Code**"), following prescribed *processes* in the Code to achieve the prescribed *outcomes* in the Code. The International Student Director will prepare and submit to NZQA (following approval from the Principal) an annual self-attestation/self-audit on the School's compliance with the Code. Any incidences of non-compliance with the Code will be promptly reported to the Board. The Code's requirements include (and the School will have procedures to ensure adherence to) the following:
 - Clear, sufficient and accurate marketing and promotional information;
 - Management and monitoring of education agents;
 - Enrolment, disciplinary action, travel and medical insurance coverage;
 - Immigration status;
 - Safety and wellbeing;
 - Learner support, advice and services;
 - Dealing with complaints,
 - Burnside High School offers up to three scholarships each year to international students enrolling with the School for their first year. A fourth Principal's discretionary scholarship may be available in exceptional circumstances. These scholarships are awarded in the areas of academic, sports and arts.
 - BHS' Accommodation Coordinator works closely with selected residential caregivers to ensure our students are well cared for and supported in accordance with the Code.
 - If the student lives in a School approved homestay, an "Accommodation Agreement" must be entered into between School, the student and their parents. This agreement requires, among other things, that the School ensures to the best of its ability that the accommodation provides
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- a safe, positive and healthy environment for the student and complies with the Code.
- If the student lives with a School approved designated caregiver (relative or close family friend), a "Designated Caregiver Agreement" must be entered into between the School, the parents and the designated caregiver. This agreement requires, among other things, that the designated caregiver/s provide accommodation that is caring, safe, positive, is a healthy environment, and supports the student to achieve their academic goals.
- Safety checks must be carried out by the School on any homestay carer or designated caregiver in accordance with the Code.
- Prospective international students intending to study at Burnside High School must complete an application form and contract of enrolment. The contract of enrolment addresses, among other things, the circumstances in which fees will be refunded, a code of conduct and a disciplinary policy for breaches of the contract of enrolment.
- The School has a complaints process specifically designed for international students which is detailed on the attached flowchart.
- International students are charged fees to pay for their curriculum costs, and for accommodation/pastoral care and administration costs and the applicable Government levy, together with visa application and insurance costs if those services are requested from the School. All tuition fees are reviewed and adjusted periodically as appropriate by School management.

Date approved	Next review
12 September 2022	Term 3, 2025

APPENDIX 1: COMPLAINTS AND CONCERNS PROCESS



Do you have a problem that you need help with?

See below to find out what steps you need to take

STEP 1 - SPEAK TO ONE OF THE FOLLOWING:

- Your Form Teacher
- Your Dean
- The International Department Staff
- Your Host Family/Caregiver/Guardian
- International Student Leader

STEP 2 - SPEAK TO OR EMAIL/WRITE TO:

- International Student Administrator - Mrs Warnock (warnocks@burnside.school.nz)

STEP 3 - SPEAK TO OR EMAIL/WRITE TO:

- International Student Director - Mr Rosengrave (rsc@burnside.school.nz)

STEP 4 - WRITE A LETTER TO THE PRINCIPAL:

- Mr Holstein, Principal, Burnside High School

STEP 5 - IF THE PROBLEM HAS NOT BEEN SOLVED:

- Contact - NZQA - www.nzqa.govt.nz or 0800 697 296
- If your complaint is about fees-contact iStudent Complaints www.istudent.org.nz or 0800 006 675

IT SYSTEMS POLICY

INTRODUCTION

This policy is intended to provide the guidelines under which employees of Burnside High School (including all teachers, support staff and management) may access and use the Schools' computer software, hardware and facilities ("IT Systems"). This includes School smartphones and internet access through School IT Systems.

SECURITY AND PROTECTION OF BURNSIDE HIGH SCHOOL IT SYSTEMS

Burnside High School uses appropriate software such as firewalls and virus protection software to minimise potential risks to our IT Systems. You should be aware that almost any email hyperlink or attachment can pose a threat to your own and others' computers, and could affect our ability to operate the School. As a matter of principle, you should never open any attachment of unknown origin or intent.

USB attached data storage devices carry a very high risk of introducing malware such as viruses and cryptolockers and the use of these to transfer data to and from our IT System should be avoided if possible.

Care must be taken when downloading files from the internet, in particular those from unknown sources. The Network Manager must be informed when any software is installed on school devices via a "Laptop Additional Software Advice" form.

Log off or screen-secure your computer if you are away from your desk for an extended period of time during the day (the - L key combination is a quick way to lock your screen. All computers should be logged off or shut down overnight.

Passwords are not to be divulged under any circumstances. If you suspect that someone else knows your password, then you should change it immediately.

PRIVACY AND MONITORING

IT Systems made available to employees at Burnside High School are provided for School purposes. All emails and files created, sent or received using our IT Systems are the property of Burnside High School and therefore cannot be considered private to the individual. Software is used to scan all incoming and outgoing emails and internet traffic.

Burnside High School may store, review, audit, intercept, access and disclose (for a lawful purpose only) all data, files or messages created, sent or received electronically through our IT Systems. All electronic traffic may be monitored, including activity on any device connected to our IT Systems.

CONFIDENTIALITY OF SCHOOL OR STUDENT DOCUMENTATION

The internet, by its very nature, is not secure, and before sending any highly sensitive, personal or confidential information, consideration should be given as to whether encryption of the message should be used or another delivery method other than over the internet.

USING THE EMAIL SYSTEM

Our email system is for School use to send or obtain information on behalf of Burnside High School. Personal emails should not generally be sent through your Burnside High School email address. However, this is acceptable on an occasional basis, provided that:

- your Burnside High School email signature is removed so that it is clear that the email is a personal
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communication

- material must be appropriate as the email is coming from a Burnside High School address
- personal emails do not have a detrimental effect on the performance of your duties and do not interfere with or compromise the performance or use of the School IT System for School related purposes.

If in any doubt, you should not send personal email from your School email address.

Sending and receiving of jokes, "chain letters", "junk" mail non-business graphics, and other non-School data via e-mail can be a disruption to School operations, consume resources (bandwidth, data storage, etc) and may be completely inappropriate.

All School emails are to be sent with the appropriate Burnside High School email signature. Reasonable care must be taken when transmitting non-public information to ensure the information is sent to the correct person, who is authorised to receive the information.

E-mails can be used in legal proceedings and even deleted e-mails may remain on the system and be capable of being retrieved. Always be wary of content and assume your email will be read by the person you least want it read by. Adopt a professional tone and observe appropriate etiquette when communicating with third parties by email.

When away from the office for extended periods of time, the Out Of Office auto-reply should be set up on your email, unless you will be monitoring emails regularly during your absence.

INTERNET ACCESS

Internet access is provided as a resource for School related use. All employees are expected to use the internet responsibly and productively for School-related purposes within normal working hours.

Fair use principles apply and care should always be taken to ensure that you avoid excessive use of bandwidth.

SOCIAL MEDIA

Social networking sites are widely recognised as an effective communication tool, however it is important that social media is not being used in ways that are detrimental to Burnside High School, its employees or students.

Both in and out of work we should be proud ambassadors of the school. Any content posted onto social media sites has the potential to reflect on the school in a very positive or a very negative way. Think carefully about what you're posting and if in any doubt, leave it out.

The use of social media technology follows the same standards of professional conduct associated with everything else Burnside High School does. All communications must be professional, courteous and not expose Burnside High School to any negative consequence. All communications must be treated as "on the record". Common sense and sound judgment must be used at all times.

The Burnside High School social media guidelines (which apply to employees as well as students) must be followed at all times.

USE OF MOBILE PHONES

Mobile phones are provided to selected positions for School use. Care is to be taken to ensure that where a mobile device has email, server and internet access that data use is limited, as far as possible, to avoid use in excess of data caps/limits. Reasonable personal use is permitted, provided that the plan is not exceeded. Repeated or excessive additional charges due to personal use may be billed back to the employee. Employees will be notified as required of any limits imposed

Where a business or personal phone or device has been linked to the Burnside High School IT Systems, you must set a PIN for the device. This is to protect both the School IT Systems and School, staff and student confidentiality and privacy. [You should be aware that the functionality which allows you to receive School emails also allows Burnside High School to remotely wipe the device if it is lost or stolen. The loss of any device linked to the Burnside High School IT Systems must be immediately advised to the Network Manager so that the School can limit network access for the device.

PERSONAL FILES AND PERSONAL IT EQUIPMENT

Personal files of any type (including music, video and photos) must not be stored within the School's IT System. As well as taking up valuable capacity and slowing down the network, any external files increase the risk of downloading a virus and compromising the integrity of our IT System.

No School information may be stored on personal IT equipment without prior approval of the manager responsible of that information.

COPYRIGHT INFRINGEMENT

Burnside High School supports the rights of copyright owners and does not and will not tolerate copyright infringement. The copyright material of third parties (for example, software, database files, documentation, cartoons, articles, graphic files, movies, music and downloaded information) must not be distributed using our IT Systems without specific authorisation to do so, as this may give rise to personal or School liability.

UNLAWFUL OR INAPPROPRIATE ACTIVITIES

Unlawful or inappropriate use of the Burnside High School IT Systems will be cause for disciplinary action and may result in termination of employment.

Examples of inappropriate use include, but are not limited to:

- Using the School's IT Systems to view, download, create or send objectionable or offensive material (this includes, but is not limited to, material which is abusive, threatening, defamatory, discriminatory, unethical or pornographic).
- Any form of harassment (this includes the misuse of visual or written material).
- Gambling or soliciting for personal gain or profit.
- Intentionally interfering with the normal operation of any aspect of Burnside High School's IT Systems or any third party IT systems.
- Loading any unlicensed or unapproved software on the School's IT Systems or downloading any unauthorised software from the internet without prior authorisation of the Network Manager.
- Actions which have the potential to damage the integrity or reputation of Burnside High School. This includes actions such as: revealing confidential or personal information without authorisation; representing personal opinions as those of the School and posting content on social media pages that negatively impacts on the School or its staff or students.

Where it is believed on reasonable grounds that any part of this policy has been breached or any term or condition of employment has been breached, all computer files of the employee involved, including files from backup systems, may be viewed and disclosed by School management and the School Board. Actions or omissions which breach any part of this policy constitute misconduct and may result in disciplinary action, including termination of employment.

ADDITIONAL RESOURCES

- Burnside High School's 'Cyber Safety Use Agreement for Staff'
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- Burnside High School's 'Our Professional Responsibilities' booklet
- Burnside High School Policy #3.10 'Staff Laptops'
- The [PPTA digital communications guidance document](#) is a useful resource for teachers
- Code of Professional Responsibility and Standards for the Teaching Profession ([Our Code Our Standards](#))

Date approved	Next review
23 March 2022	Term 1, 2025

PREVENTING AND RESPONDING TO HARMFUL BEHAVIOUR POLICY

BACKGROUND

At Burnside High School, wellbeing is the foundation for every student being able to attain their highest possible standard in educational achievement. Students must feel safe, happy, healthy and able to function well, in an inclusive learning environment where diversity is celebrated.

Students, staff, the Board of Trustees, parents and whānau share the responsibility for ensuring Burnside High School is and remains a safe, respectful and inclusive environment.

We are committed to ensuring that our School provides an environment free from harmful behaviours, including bullying, harassment, racism, discrimination and harmful digital communications.

All members of our school community – Board of Trustees, school leaders, teachers, staff, students and parents and whānau should have an understanding of what the School considers to be unacceptable harmful behaviour; and know what to do if such behaviour does occur.

The Burnside vision, mission and values are all relevant:

Vision

- Personal excellence and care for others.

Our diversity is our strength and a source of pride. It means that we respect, understand and celebrate the things that make each of us unique. By nurturing wellbeing and relationships, we create real connections – and the result, inevitably, is personal excellence.

Mission

- To provide a safe, positive inclusive learning environment where students attain the knowledge, skills and personal qualities to choose the right pathway in life.

Values

- Manaakitanga (be respectful), Mana (have pride), Rangatiratanga (strive to excel)

PURPOSE

The purpose of this policy includes:

- Raising awareness and providing guidance of what constitutes unacceptable harmful behaviours
- Clearly communicating the School's position that such harmful behaviours will not be tolerated
- Summarising the steps the School will take to promote a safe and inclusive culture
- Recording the process for reporting and responding to incidents of harmful behavior.

LEGAL POSITION

Relevant legal requirements include:

- Education and Training Act 2020: A board's primary objectives in governing the school include ensuring that the school:
 - is a physically and emotionally safe place for all students and staff;
 - gives effect to relevant student rights set out in the Education and Training Act 2020, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#);
 - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

- is inclusive of, and caters for, students with differing needs.
- National Administration Guidelines: NAG 5 requires the Board of Trustees to, among other things, provide a safe physical and emotional environment for students and comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.
- National Education and Learning Priorities (NELP): Objective 1, Priority 1 is to "Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying".
- Human Rights Act 1993, s131: It is a criminal offence to, with intent to excite hostility or ill-will against, or bring into contempt or ridicule, any group of persons in New Zealand on the ground of the colour, race, or ethnic or national origins of that group of persons,—
 - (a) publish or distribute written matter which is threatening, abusive, or insulting, or broadcasts by means of radio or television words which are threatening, abusive, or insulting; or
 - (b) use in any public place, or within the hearing of persons in any such public place, or at any meeting to which the public are invited or have access, words which are threatening, abusive, or insulting,

being matter or words likely to excite hostility or ill-will against, or bring into contempt or ridicule, any such group of persons in New Zealand on the ground of the colour, race, or ethnic or national origins of that group of persons.
- Harmful Digital Communications Act 2015: Contains offences and procedures relating to harmful digital communications.

In addition, Bylaw 1 of the School's own Bylaws states: "*Always treat other people with courtesy and respect, and allow them to enjoy their personal space.*"

DEFINITIONS OF HARMFUL BEHAVIOUR

Harmful behaviour is deliberate, can involve a power imbalance and can have an element of repetition. Harmful behaviours can be physical, verbal or social and can take place in the physical world or digitally.

The following can be harmful behaviours:

Bullying

Bullying is a deliberate act intended to cause pain or discomfort; usually involves a power imbalance; and usually involves a pattern of behaviour over time (or has the potential to be repeated over time) causing (or having the potential to cause) fear and anxiety and short or long-term physical or psychological harm. Bullying is harmful. It is not a normal part of growing up.

However, a fight or disagreement between people of equal power or status is not bullying. One-off acts of unkindness are not bullying. Not liking someone or a single act of social rejection is not bullying. Isolated incidents of aggression, intimidation or violence are not bullying.

Harassment

Harassment is behaviour that is unwelcome, unsolicited, usually unreciprocated and usually (but not always) repeated. It makes the environment unpleasant, humiliating or intimidating for the individual or group targeted by this behaviour. Harassment includes sexual harassment whereby the use of words (whether written or spoken) or visual material (including by digital communication) or physical behaviour of a sexual nature directly or indirectly subjects a person or group of persons to behaviour that is unwelcome or offensive to them.

Racism

Racism involves the use of language, visual material or behaviour that expresses hostility, ill-will, contempt, ridicule or is otherwise hurtful against a person or group of persons on the grounds of the colour, race or ethnic or national origin of that person(s).

Discrimination

Discrimination is when someone is treated less favourably than another person in the same or similar circumstances on any prohibited grounds of discrimination set out in the Human Rights Act 1993 (sex, marital status, religious belief, ethical belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status or sexual orientation).

Harmful digital communication

Posting a digital communication (including by text message, social media or websites) that is threatening, intimidating, menacing, offensive, indecent or obscene (including an intimate visual recording), intended to cause harm or inciting or encouraging a person to cause harm to themselves.

HARMFUL BEHAVIOUR PREVENTION

Harmful behaviours (as described above) are not acceptable and will not be tolerated at Burnside High School

We recognise that a pro-active, whole of school approach is required to prevent and respond to harmful behaviours. The board of trustees, students, staff, parents, whānau and other members of the community share responsibility for making our School a safe, respectful and inclusive environment, free from harmful behaviours.

We will:

- Promote a positive, safe and inclusive culture where difference and diversity is valued and all students and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong.
- Ensure our senior leaders support and champion efforts to promote wellbeing and the prevention of harmful behaviours.
- Regularly survey our school community eg. Wellbeing@School and bullying survey.
- Identify areas for improvement through the survey findings and develop relevant harmful behaviour action plans.
- Regularly promote our expectations and successes in preventing harmful behaviours through various forms of communication.
- Hold regular professional learning and development on our understanding of harmful behaviour prevention and response.
- Use a range of activities including curriculum based programmes to develop the ability for students to positively relate to each other, respond effectively to harmful behaviours and support students who are subjected to harmful behaviours.
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our ICT Use Agreements).
- Support the student-led peer to peer initiative.

HARMFUL BEHAVIOUR REPORTING

We will communicate and promote to students that harmful behaviours can and should be reported in a 'safe' way through:

- Online report form; or
- Direct reporting to staff (the Deans are the case managers, unless determined otherwise by the School's senior leadership team)

HARMFUL BEHAVIOUR RESPONSE

We recognise the importance of consistently responding to all incidents of harmful behaviour 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 harmful behaviour. Securing the safety of the affected student(s) is the first priority.

- All reported incidents of harmful behaviour will be taken seriously and followed up as appropriate.
- An appropriate adult can support the affected students by activating the response and action needed.
- We will seek to involve parents and whānau 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 including Netsafe and the Police as appropriate.
- We will provide appropriate support for targets, bystanders and initiators of harmful behaviour
- We will regularly monitor all incidents of harmful behaviour and identify patterns of behaviour.

The aim in dealing with harmful behaviours is to educate, be constructive and **to take a restorative approach wherever possible**, reflecting the Burnside High School values. The response should model behaviour we would like to see from students.

RAISING AWARENESS

We recognise the importance of good communication between home and School to promote consistent messages and to ensure that any reported harmful behaviours can be recognised and responded to effectively.

Our interaction with our wider school community can include reports to the Board of Trustees, school newsletters, and information (including this policy) on the School's website.

RELATED POLICIES

Other policies relevant to harassment and bullying include:

- Workplace Harassment and Bullying Policy
- Complaints
- Student Behaviour

Date approved	Next review
28 September 2021	Term 3, 2024

PRIVACY POLICY

INTRODUCTION

Burnside High School (we, us, our, the school) is committed to respecting your privacy. In this privacy policy, personal information means information about an identifiable individual, for example your name, address and phone number and includes health information as defined in the Health Information Privacy Code 1994.

We will always collect, store, use and disclose your Personal Information in accordance with the Privacy Act 1993 (or, from 1 December 2020, its replacement the Privacy Act 2020) (Act) and the Health Information Privacy Code 1994.

APPLICATION

This privacy policy applies to all students, parents and guardians, employees and contractors (staff), board members, volunteers, alumni, visitors and any other person who submits or from whom we collect personal information. Any staff or board members found to be in breach of this policy may be subject to disciplinary action.

For the purposes of this policy, the school will treat consent given by parents or guardians as consent given on behalf of the student, and notice given to parents or guardians will act as notice given to the student.

POLICY

What personal information do we collect and from whom do we collect it?

We collect personal information, including health information, about students, parents and guardians, staff, board members, volunteers, alumni, visitors and any other person who submits or from whom we collect personal information.

We may collect personal information about students, parents and guardians before, during or after the student is enrolled at the school. Personal information about students, parents and guardians may be collected in a number of ways including:

- directly from students and parents/guardians by telephone, email or via our website or other electronic means of communication; in enrolment, excursion or medical forms; or in person;
- from other parties (such as medical practitioners, other schools, the Ministry of Education and other Government agencies); and
- from publicly available sources.

We may collect personal information about current and prospective staff and volunteers in a number of ways including:

- directly from job applicants and staff during the recruitment phase and during the course of their employment with the school;
- from other parties (such as job applicants representatives or referees);
- from publicly available sources (such as social media sites); and
- from medical forms, incident reports, occupational health and safety requirements, and background checks authorised by the applicant, staff member, or from any other third party authorised by the applicant or staff member.

The type of personal information we collect depends on the circumstances of collection:

- For students, we collect information including name; age; gender; names and ages of siblings; contact details; electronic images including photographs, videos and audio recordings; academic, cultural, sporting, behavioural, disciplinary and attendance records and history; health information; and information about ethnicity, citizenship/residency status/eligibility criteria and iwi.
- For other persons including staff, parents and guardians, alumni, volunteers and visitors, we collect information including name; contact details; occupation; relationship to student; health information and employment record (in the case of staff); other details that are discernible from CCTV video footage; and any other information provided to us.

How do we use and disclose personal information?

We collect personal information for a range of purposes connected with the functioning of the school, including to manage relationships, safety and welfare with students and parents, considering job applicants for current and future employment; and to promote the school through marketing and school publications.

We use personal information for the purposes of which the information was collected and for related purposes. We may use personal information for secondary purposes if we believe on reasonable grounds that use of the personal information for the secondary purposes is necessary to enable us to perform any of our functions.

The school may also use or disclose personal information for any other purposes for which the school have received consent from the person to whom the personal information relates or otherwise as permitted by legislation.

In relation to students, parents and guardians, the school may use personal information for purposes including providing schooling; making contact with parents and guardians in relation to their student's schooling; or other school matters, internal accounting; day-to-day administration; looking after our students' educational, social and medical well-being and safety; seeking donations and marketing for the school; to satisfy our legal obligations; and for any other purposes that would be reasonably expected. This may include disclosing information to other schools, government authorities, medical practitioners, people providing services to the school, recipients of school publications, parents and guardians, and any other person that we are authorised to disclose information to.

In relation to current and prospective staff and volunteers and all other persons, the school may use personal information for purposes including assessing whether an individual is suitable for employment or work, including work with children; administering the individual's employment or contract; ensuring that information we have is collected is accurate and up-to-date; internal accounting and administration; insurance; seeking funds and marketing for the school; for reporting to government authorities; to satisfy our legal obligations including with respect to student safety; and for any other purposes that would be reasonably expected.

Personal information may also be disclosed to organisations that assist in the school's fundraising. Parents, staff members, contractors and other members of the wider the School community may from time to time receive fundraising information. Further, the school publications, which include personal information, may be used for marketing purposes.

From time to time, we may use third-party providers:

- to facilitate communication between school and home
- to provide services to our school to support teaching and learning.

This may involve sharing some information (e.g. an email address or phone number) with the provider.

We only use such services when the school is satisfied that the third party provider's privacy policy, settings, and controls, are secure and managed appropriately, and that the use of the service complies

with our privacy policy, and the purpose for which any information was gathered in the first place.

We do not disclose personal information to overseas recipients.

Publishing Student Information

Images of our students (photographs, video clips, etc), and examples of their school work, are sometimes published in our newsletters, on our school website, and other online channels

The school has an obligation to:

- protect students' privacy and safety in relation to information about them, or images of them, published by the school, and
- protect students' copyright in relation to the material they create.

Images of students and/or their work are published to recognise student achievement, report on learning to the school and wider community, and to promote the school.

We encourage parents and guardians to also consider privacy issues when sharing photos and videos taken at school events.

How do we store and ensure the security of personal information?

We are committed to protecting your personal information from unauthorised or accidental access, disclosure, alteration, loss, destruction or actions which prevent us from accessing your information on a temporary or permanent basis (each event being a **privacy breach**).

We store personal information on secure electronic databases with password protection or in a secure locations, including lockable cabinets with access only to authorised personnel.

If your personal information is subject to a privacy breach, we will investigate the breach to determine whether it is likely to cause serious harm. If we determine a privacy breach is likely to cause serious harm we will notify you and the Privacy Commissioner in accordance with our obligations under the Act.

We will only keep your personal information for as long as we require it for the purpose for which it was required, after which it will be destroyed or de-identified. However, we may also be required to keep some of your personal information for specified periods of time, for example under certain laws.

How can I access my personal information or the personal information of my student?

We will take reasonable steps to ensure that the personal information that is collected, stored, used and disclosed is accurate and up-to-date. We will immediately update our records when you provide any new information or information that has changed.

The School will, on request by an individual, give that individual access to any personal information held by the school about that individual.

In particular:

- Parents/legal guardians may seek access to personal information collected about their child. It is the responsibility of the school to ensure that they do not disclose information which would have an unreasonable impact on the privacy of others, where access may result in a breach of the school's duty of care to the student and legal obligations.
 - The school may, at its discretion, on the request of a student, grant that student access to information held by the school about them, or allow a student to give or withhold consent to the use of their personal information, independently of their parents. This would normally be done only when the student involved had reached 18 years of age, but the school could do so in
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other circumstances when the maturity of the student and/or the student's personal circumstances so warranted.

One example of such a situation might be a student at school who confides in a counsellor who is trying in their professional role to help the student. The student insists that the parents or (perhaps in a situation of abuse), a particular parent, are not to be told the student's information by the counsellor. A counsellor is required to respect and consider the wishes of the student.

- Any request for access should be made to the Privacy Officer. The school will provide them with access to their personal information, but may charge an access fee to cover the cost of retrieving and supplying the information.

Enquiries and Complaints

Any person may contact the school's Associate Principal (who is the school's appointed Privacy Officer) to:

- request information about the way the school manages the personal information it holds (including access to or correction of personal information); or
- make a complaint about the school's compliance with the Privacy Act, in which case the school will investigate the matter and notify the person who made the complaint of the school's decision as soon as practicable.

The Associate Principal/Privacy Officer can be contacted by emailing admin@burnside.school.nz and clearly marking the email to the attention of the Associate Principal/Privacy Officer.

We use cookies

We use cookies to help us understand how visitors engage with our website. Cookies are small text files that are placed in your browser by the websites you visit and these permit our website to recognise you when you return. They are widely used to help users navigate websites efficiently, to perform certain functions on the sites, and/or to provide site owners with information about how their sites are used.

All personal information collected via cookies is generalised and completely anonymous. It does not identify any individual.

Most web browsers will allow you to set some control over cookies in your browser settings. This includes deleting them from your browser or disabling them altogether. If you do choose to set your browser to disable all cookies, this may affect your ability to use some of the features on our site.

Links

Our site may provide links to other sites. When you click on one of these links, you are leaving our site and entering another site that we do not control and for which we cannot be responsible.

You should carefully review the privacy statements or policies on any other site that you visit, because those privacy statements or policies will apply to your visit to that site and may be very different from our policy.

Website functionality not assured

We do not warrant or represent that our website will operate in a continuous or fault-free basis, will be completely secure or private all of the time, or will be free from viruses or other harmful features. However, we do take reasonable steps to avoid or mitigate these types of issues.

Date approved	Next review
25 November 2020	Term 4, 2023

PROPERTY MANAGEMENT POLICY

PURPOSE

To ensure the planning and funding of maintenance and capital works in relation to School property is undertaken:

- in compliance with Ministry of Education requirements and relevant legislation and regulations; and
- so as to provide a clean, safe and well maintained work and learning environment for students and staff which supports teaching and learning; and
- within the budgets provided by the Ministry of Education and/or Board of Trustees.

POLICY

Planning, funding and management

- The annual budget approved by the Board of Trustees includes amounts on account of maintenance (including cyclical maintenance) and capital works.
- A 10 year Property Plan (10YPP) will set out major and minor capital work and significant maintenance planned for the next ten years. The aim of the 10YPP is to:
 - prioritise (i) health and safety work that ensures the health and safety of building and site occupants; and (ii) essential infrastructure work that ensures the integrity and structure of the site and buildings;
 - plan for: (i) maintenance work; and (ii) modernising learning spaces;
 - request additional capital funding, if needed; and
 - identify potential changes in roll numbers.

The School must submit a new 10YPP to the Ministry for approval every 5 years, prior to receipt of the School's 5 Year Agreement (5YA) funding. The Board must decide how to allocate the School's 5YA funding in the 10YPP, following Ministry rules.

- In extraordinary circumstances, the Ministry of Education may alter the approach to school property funding from the standard approach outlined in the above bullet point. The School will then be bound by the procedures and budget allocation arising from any alternative funding programme.
 - The Ministry of Education has temporarily suspended 5YA and 10YPP funding to Christchurch Schools starting in 2013 due to the extraordinary event of the Christchurch earthquakes. The CSR (Christchurch Schools Rebuild) programme was created to assist with the recovery of the city's schools. Burnside High School is subject to the CSR programme. The CSR programme involves an initial review of the School's needs with a 30 to 50 year horizon completed by the Board, management and stakeholders. The output of this review is a Master Plan (nearing completion in the School's case by the end of 2020) which will outline the School's future building requirements. The next several years will be focused on implementing the first phase of this plan, funded by the fixed budget of the CSR programme. It is expected that the recommencement of the 10YPP process, based on the agreed Master Plan, will be initiated in consultation with the Ministry of Education nearer to the CSR programme completion.
 - The Board must manage School property in accordance with the Property Occupancy Document (POD) issued by the Ministry of Education. The POD requires Boards to keep the School well maintained to keep School property in good order and repair and ensure the School remains safe and free from hazards.
 - The facilities of Burnside High School are used for school, community or commercial events. The
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School may accept or refuse any request for third party use of School facilities as it sees fit. Any hirer will be required to comply with all applicable laws (including the Health & Safety at Work Act 2015) and any School health and safety requirements and to comply with agreed conditions of use for our facilities, vehicles and equipment.

Compliance

- There are channels of communication (via the School's Health & Safety Committee) for the school community to ensure property maintenance requests and safety concerns are given immediate attention.
- The Health & Safety Committee is represented on the Board Property Committee and all property decisions are made with health and safety requirements in mind, exercising due diligence to ensure that the School complies with its legal obligations.
- All maintenance and capital works must be undertaken in full knowledge of, and compliance with, legislation and local authority bylaws, including by:
 - obtaining all necessary building and resource consents and ensuring all buildings and facilities have appropriate compliance certificates.
 - ensuring, so far as is reasonably practicable, the health and safety of workers carrying out such works and all other persons impacted by such works, and the provision and maintenance of a work environment that is without risks to health and safety.
- All contractors must be engaged in accordance with Ministry requirements, meet all legal and Ministry requirements, have an appropriate level of skill for the job and work in a healthy and safe environment.

APPLICATION

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

- The Property & Facilities Manager is accountable to the Associate Principal, and reports monthly to the Property Committee on work completed and coming up.
- The Board Property Committee reports monthly to the full Board.
- The Property Committee oversees the preparation and implementation of the annual budget and the 10 year property plan (or any alternative MoE funding programme (such as the Christchurch Schools Rebuild programme) applicable at the time).

Date approved	Next review
24 March 2021	Term 3, 2024

SCHOOL'S SELF-REVIEW

PURPOSE

The Board and the School, including its various departments and staff, need to regularly review performance, systems, policies, plans, programmes and structures so as to ensure:

- best practice standards are met and maintained by all staff in the performance of their duties
- high levels of staff performance are encouraged and maintained
- student achievement is fostered
- health and safety requirements are met
- legal and statutory obligations are met
- resources are allocated and used efficiently and effectively.

POLICY

Systems and Structures

- Reviewed by staff involved on an on-going basis with concerns brought to the attention of relevant staff as required for modification and/or improvement (e.g. Senior Leadership Team, Heads of Faculties, Heads of Departments, Curriculum Group, Reports/Assessment Committee, Property Manager, Finance and Administration Manager, etc).

Teaching staff and Principal professional growth cycle

- Teaching staff are required to review, record and report on their own performance and professional growth against the "Standards for the Teaching Profession" issued by the Teaching Council and Burnside High School's "Staff Guiding Principles" booklet, including as part of the Professional Growth Cycle.
- The Burnside High School "Staff Professional Growth and Certification" Policy explains the teaching staff and Principal professional growth cycle

Support Staff

- Support staff will be given the opportunity to review their own performance, set goals and discuss with line managers progress towards and support required to meet their annual goals. Performance is appraised by the relevant line manager, having considered their job description and/or the relevant award,

Student Achievement

- Each teacher is expected to review, and report on, the progress of students in terms of their achievement compared with their potential. Teaching programmes, styles, etc. should be modified in response to these reviews as appropriate.
 - Each Department Head and Faculty Head is expected to review student progress (having considered their ability levels) across all classes. Such reviews inform the development and delivery of teaching programmes within the department/faculty.
 - Senior staff are expected to work with Faculty and Department leaders to review student achievement and to modify programmes of work, teaching methods, resources and facilities accordingly.
 - A Student Achievement Target Plan is set by the Principal each year and progress is reported to the Board against the Plan at mid-year and end of year. The Student Achievement Target Plan informs the Student Achievement Targets set out in Burnside High School's Annual Plan (which
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shall also contain actions, responsibilities and outcome measures).

- See also the Burnside High School "Assessment and Reporting" Policy.

Students

- Students will be encouraged to monitor their own progress and review programmes of work, and to set goals as part of their own learning development.

Curriculum Delivery

- Heads of Faculties are appraised annually (including their management role) by their supervising Deputy Principal or by the Associate Principal.
- Faculties are to be reviewed by the Senior Leadership Team on a rotational basis over a 2 year cycle via 'Department or Faculty Days'. These to include class observations and a review of schemes and assessment/moderation/reporting practices by the supervising Deputy Principal, the Associate Principal or the Principal's nominee.
- Faculties to report to the Board on a cyclic basis over a 2 year cycle. The guidelines for information to be provided are available from the Board secretary.
- Senior staff, management unit holders and peers are encouraged to observe and critique teaching programmes on an on-going basis with a view to continued improvement in teaching and learning.

Strategic Plan and Annual Report

- The Principal is to report to the Board on the progress toward achievement of the targets (including the Student Achievement Targets) set out in Burnside High School's Annual Plan via the 'Principal's Report' within the regular Board meetings.
- The Principal to contribute to the Annual Report and provide the Board with formal 'Variance Reports' at the end of Terms 1 and 2.

Self-Review by the Board of Trustees

- Policies
 - The school's policies are set out in accordance with the National Education and Learning Priorities (NELPs) and are reviewed on a cyclic basis over a 3 year cycle.
 - The following aspects are reviewed continuously with Board support by way of updates in the Principal's Report to each Board meeting:
 - Property/Health & Safety
 - Personnel
 - Curriculum
 - Finance
 - Operations
 - Administration
 - Other
 - External reviewers are engaged as required to help review particular aspects of the school's operation.
 - The Education Review Office conducts reviews in accordance with the Education and Training Act following a review cycle determined by the Education Review Office and agreed with the school.
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RELATED POLICIES

Other policies relevant to School self-review include:

- Staff Professional Growth and Certification Policy

Date approved	Next review
22 February 2023	Term 1, 2026

SEARCH AND SEIZURE OF PERSONAL PROPERTY POLICY

PURPOSE

To ensure the safety of all people at Burnside High School there will be occasions when it is necessary to require students to show they are not contravening the School Bylaws by possessing banned items or substances, nor any items likely to endanger the safety of others, likely to detrimentally affect the learning environment or that are harmful (poses an immediate threat to the physical or emotional safety of any person).

National Administration Guideline 5 requires the Board to provide a safe physical and emotional environment for students and staff.

POLICY

- The legislative rules regarding searches, surrender and retention of property are set down in Part 3, Subpart 4 of the Education and Training Act 2020.
 - The Board also acknowledges that the protections against unreasonable search and seizure under Section 21 of the New Zealand Bill of Rights Act 1990. This section does not prohibit searches or seizure of student property but schools must be able to justify their actions as reasonable and necessary to maintain a safe environment.
 - The law permits School staff to require students to produce, reveal and surrender items described above in their possession (including an item stored on an electronic device). If staff have reasonable grounds to believe that a student has a harmful item in his or her possession and the student refuses a request to show and surrender that item, staff may conduct a search.
 - To conduct a search for an item, staff must require the student to remove outer clothing, or surrender a bag or other belongings in which they suspect the item/device is. A search can then be carried out on the removed clothing, bag or belongings. The removed clothing, bag or belongings must be returned immediately but any contraband items may be retained. Staff may not search clothing that the student is still wearing, nor may a student's person/body be searched. If however staff consider that a serious criminal offence has been or will be committed and drugs or weapons are involved, the Police should be notified.
 - Whether a contraband item suspected to be in a student's possession is harmful or not, if a student refuses to show and surrender that item, the School's usual disciplinary or behavior management practices may apply, including but not limited to stand-down or suspension.
 - If an item is surrendered, staff may retain and/or dispose of it (if appropriate). If a device is surrendered, staff may retain it, but cannot dispose of it. Items and devices that are retained must be stored appropriately. After a reasonable period of retention, they must be returned to the student or passed to another person (such as a parent) or agency (such as the Police).
 - In exercising the above powers, Burnside High School staff will act reasonably, in good faith, in the least intrusive manner to achieve a safe environment, in accordance with all applicable laws and in accordance with Ministry of Education guidelines
[\(<https://www.education.govt.nz/assets/Documents/School/Guidelines-for-the-surrender-and-retention-of-property-and-searches.pdf>\)](https://www.education.govt.nz/assets/Documents/School/Guidelines-for-the-surrender-and-retention-of-property-and-searches.pdf).
 - There is a clear distinction between school property and a student's property. A school can search any part of its own property (including its own digital property) at any time, for any reason and by any means (so long as the School acts professionally and respects privacy).
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APPLICATION

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

Date approved	Next review
25 November 20020	Term 4, 2023

SOCIAL MEDIA GUIDELINES

RATIONALE

Social media includes any web site or application (app) in which visitors are able to publish content to a larger group.

Content shared may include (but is not limited to) personal information, opinions, research, commentary, video, images, graphics and information about the School. Examples of such destinations include large branded entities such as Facebook, Twitter, Instagram, YouTube, Snapchat, TikTok, Tumblr, Pinterest and LinkedIn. However, blogs, special interest forums, user communities and the comments pages on news media sites are also considered social media.

BHS recognizes that social media provides a great opportunity to collaborate and communicate with communities and to enhance learning opportunities for students.

To enable teachers, support staff, students and our community to take advantage of the value of social media and to promote an open, trusting, collaborative place of work and education everyone must use social media within the guidelines specified below.

GUIDELINES FOR TEACHERS AND SUPPORT STAFF

At all times teachers and support staff should engage in professional, ethical and respectful relationships with colleagues and with students.

As an employee of Burnside High School, you are viewed as a role model to students, parents and the community. All teachers and support staff should follow these guidelines in social media communication and activity:

- Think carefully about how you represent yourself when using social media. Even in your private space, you are considered by many to be representing the values of our school. Do not make any communications that could damage the School's interests or reputation. If in doubt, don't post and discuss with your manager first.
 - Exercise good judgment following the principles of ethical behaviour.
 - Use appropriate professional language in all communication.
 - Carefully consider the tone and content of all posts.
 - Keep your private and professional use of social media separate. As a general rule, do not communicate any information about (or on behalf of) BHS, its staff or students.
 - Do not invite students to your personal social network sites.
 - Do not accept invitations from students to their personal social networking sites.
 - Do not respond to personal requests for help or advice from students through social media. It is not the appropriate forum for sensitive issues.
 - All online spaces set up for social media purposes need to be approved by the designated content manager to avoid legal/ethics issues and to monitor content.
 - You are encouraged to use privacy settings to ensure that your personal information is kept private. Be aware that your friends can tag and share your information, providing a wider audience than you intended.
 - Images of students must never be posted on a staff member's personal social media site without explicit permission from the student or student's parents as required in accordance with the New Zealand Privacy Act 2020.
 - As a general rule, Burnside High School staff are dissuaded from communicating with students via social media platforms outside normal school hours
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Additional Resources

- Burnside High School's 'Cyber Safety Use Agreement for Staff'
- Burnside High School's 'Our Professional Responsibilities' booklet
- The [PPTA digital communications guidance document](#) is a useful resource for teachers
- Code of Professional Responsibility and Standards for the Teaching Profession ([Our Code Our Standards](#))

GUIDELINES FOR STUDENTS

Think about your personal safety and the safety of others. Don't reveal information that:

- could be used to impersonate you/steal your identity (date and place of birth, for example)
- might reveal your actual whereabouts or when you're not somewhere (at home, for example) - so think about who you share your location with
- might cost you money (look out for scams and freebies: anything that looks too good to be true, usually is!)

Get the tone right

- Never forget that your postings, whether they are on a blog or public Facebook site, can be read by millions.
- Ensure your tone is right and strike the right balance between informality and formality.

Think twice before posting

- There is no such thing as privacy on the internet. Word spreads quickly. Search engines can turn up posts years after they are created - even after you think you have deleted them - and comments can be forwarded or copied. Do not post inappropriate or inaccurate comments which are damaging to a person's reputation. Always think carefully about where, what and how you post.

What might seem anonymous usually isn't

- Your use can be tracked, even if you think you have an anonymous user account.

Make it accurate

- If you are making a serious contribution to a debate via social media, make sure you get all your facts right, as you would when writing an essay or a report. If your content is associated with Burnside High School then it reflects on BHS's reputation.

Be respectful

- Content on a social media site could encourage comments or discussion of opposing ideas – the audience is far wider than your peers.
- Consider all comments and responses carefully in light of how they would reflect on you or BHS
- Be aware that any misuse of social media might attract complaints from other students, which may result in disciplinary action.

Internet permission form on enrolment

- The BHS Internet Permission Form sets out rules and requirements for use of the Internet at School. The form is required to be signed by students (to agree to comply with the school rules on internet use) and parents/caregivers (to grant permission for the named student to use the internet and acknowledge that students will be held accountable for their actions). The Internet Permission form is required to be attached to enrolment forms.
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INAPPROPRIATE USE OF SOCIAL MEDIA

BHS will not permit inappropriate use of social media by students including:

- Breach of the BHS's values.
- Plagiarism or breach of copyright when using or repurposing material.
- Excessive time used browsing social media applications at BHS
- Inappropriate use of language or images that portray the BHS in a poor light.
- Actions that bring the reputation of the BHS into disrepute.
- Representing themselves as someone else either within BHS or outside of school
- Making promises or statements regarding the BHS's operations which are misleading, fraudulent or false.
- Use of social media to harass, defame, bully or discredit another student, group or anyone else. BHS has a safe environment and does not tolerate this behaviour.
- Accessing, downloading or transmitting discriminatory, defamatory, abusive or otherwise objectionable or offensive language or content.
- Accessing, downloading or transmitting any kind of sexually explicit material, violent images including graphic images of blood or gore (without medical purpose).
- Accessing, downloading or transmitting information on the use and construction of weapons, explosives and other tools of violence or terrorism.
- Accessing, downloading or transmitting any material deemed to be illegal under NZ law.
- Accessing, downloading or transmitting hate speeches and overt racism; material extolling the inherent or moral superiority or inferiority of a particular race, ethnic group, or sexual orientation; racial epithets; or religious bigotry.
- Compromising the privacy of any person.
- Attempting to gain unauthorised access to the computing resources of BHS or other organisations.
- Disruption of the integrity of BHS's data or information services.
- Making a statement that might bring BHS into disrepute.
- Committing BHS to an action or initiative without appropriate authority.
- Not complying with laws covering libel, defamation, privacy and the protection of intellectual property.

For further guidance, refer to the BHS "Preventing and Responding to Harmful Behaviour Policy"

USE OF STUDENTS' IMAGES RELATING TO SOCIAL MEDIA AND COMMUNICATIONS

BHS strives to meet best practice in regards to use of our students' images in media and communication. The school enrolment form provides parent/caregiver consent to the use of students' images in photographs and videos for school publicity purposes, giving an opportunity for parents to object to such use. If such an objection is made, BHS will take all practicable steps to avoid the use of the student's image in school publications.

Student images will always reflect the BHS's values and may be used in media and communications for:

- School events
 - Cultural events
 - Academic competitions
 - Leadership activities
 - Sporting events
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- Student achievements

In most cases, student images will be part of a group and will not be tagged.

In images of only one student (such as achievements), the student will be informed that it will be used and where it will be used.

Date approved	Next review
25 May 2022	Term 2, 2025

SPECIAL EDUCATION NEEDS: LEARNING SUPPORT / GATE POLICY

PURPOSE

To identify those students who are in need of supportive student-centred learning programmes to access the curriculum, to help meet their educational needs and to help them to achieve to their potential.

Special Education means the provision of extra assistance, adapted programmes or learning environments, specialised equipment or materials, to support school students in accessing the curriculum at varied levels and in a range of settings.

POLICY

The policy is to help meet the needs of students identified as having specific learning needs. These include learners who have a range of impairments which affect their ability to learn and achieve at school and beyond. These may include physical, sensory, cognitive, psychosocial, behavioural, or any combination of these. Learners who are identified as gifted and talented (see 1.5.2 below) also have specific learning needs.

This policy will help to ensure and foster inclusive practices, where all students, regardless of circumstance are present, participating and engaged in their learning and wider school life.

LEARNING SUPPORTED STUDENTS

- The Learning Support Department staff will adhere to the guidelines and principles that provide the basis for the Special Education policy and the New Zealand Disability Strategy aiming:
 - To encourage partnership between parents/caregivers, school, and supporting agencies in the best interest of the student;
 - To ensure that funding such as ORS (Ongoing Resourcing Scheme) and SEG (Special Education Grant), is used for the delivery of services and equipment for targeted students, while other services such as the support of the RTLB (Resource Teacher of Learning and Behaviour) are available to moderate needs students;
 - To comply with Ministry requirements for target initiatives under SE2000 (Special Education 2000), such as Individual Education Plans (IEP) for ORS funded students, and other identified students.
 - Students' needs should be identified in consultation with teachers, Divisional Teams, Learning Support Department and parents. Requests by parents or students must in the first instance go through either the Divisional Team, Learning Support or Teachers and forwarded to the Learning Support Department. New entrants in need of learning support are identified during the enrolment process where possible.
 - The HOD Learning Support, in consultation with Learning Support Department staff, will ensure effective systems are in place for the identification and diagnostic assessment of student and to offer specific supports based on needs identified for each student. The supports offered to students is dependent on resourcing available.
 - Special Assessment conditions will be provided for eligible students.
 - Classroom teachers will be consulted in developing individual supported learning programmes and will be given strategies to support the student within their classroom for identified and targeted students.
 - Student progress will be monitored through regular reviews and communicated to teachers, Deans, parents/caregivers and other relevant parties.
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Application

- The Learning Support Department programmes and supports are available to all students. They are identified through the Referral Process, Learning Support Teaching Programmes and identification upon enrolment.
- The following criteria suggest eligibility:
 - Disability – physical, intellectual, sensory, social or emotional needs including funded students such as ORS, SEG, ACC, GSE, RTLB
 - Medical reasons
 - Prolonged absence
 - Students' with learning needs based on their mental health/physical health status
 - Prerequisite learning skills require attention
 - Language or communication deficit
 - Completion of outstanding classwork
 - Assessment awaiting appropriate placement of new entrants
 - Te Kura, Correspondence School Programmes – remedial and extension
 - Supervised study
 - Special assessment conditions

GIFTED AND TALENTED STUDENTS

Definition

- At Burnside High School, giftedness and talent is recognised as being a natural ability, potential or performance which is distinctly above average relative to peers of the same age, culture, or circumstances. Giftedness designates the possession and use of untrained, spontaneously expressed natural abilities (called aptitudes or gifts); while talent designates the superior mastery of systematically developed abilities. Gifts may develop into talents through learning, training and practice.
- Giftedness and talent is inclusive and multi-categorical, meaning a student may be gifted or talented in one or more domains. These may include:
 - General intellectual or academic aptitude
 - Cultural abilities and qualities
 - Creative thinking
 - Social skills and leadership
 - Physical capabilities and sporting skills
 - Abilities in the visual and performing arts.
- Information regarding the Gifted and Talented programme will be available through the school prospectus, parent meetings, schoology and the school website.

Identification

- The identification process will be conducted by classroom teachers, Deans, Divisional Principals and parents/caregivers as an ongoing process. Initial identification will begin before year 9 students enter the school as part of the pre-enrolment process. Information will be gathered from contributing schools, existing in-school testing, parent/caregivers, teachers, Deans, students, peer groups and outside agencies (eg RTLB, SES, Psychologists.)
 - Identification will continue throughout years 9-13 using methods such as portfolios, assessment and staff recommendations.
 - The school recognises that gifts and talents may also be identified in underachievers, students with learning difficulties, minority ethnic groups and ESOL students. Within the group of gifted and talented there is a range of ability from mild to profound. These students may require
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differentiated learning within and outside of the classroom.

Programme

- The school recognises that the provision of emotional and social support is essential for Gifted and Talented students by providing resources and opportunities for students to come together on a regular basis with each other and with the designated support person.
- Examples of this include the Gifted and Talented Conference, Scholars Cup, Future Problem solving, Model United Nations, Cultural, leadership and service opportunities e.g. Manu Korero, He Puna Pūtaiao.

Monitoring

- There will be consultation with the identified student, caregiver, teachers, and if necessary specialist agencies to establish an appropriate programme. Such a programme will be cooperatively planned and may be recorded in the form of an Individual Educational Plan (IEP) for some students.
- Monitoring of the student will be through normal departmental processes. Student progress will be reviewed and evaluated and IEPs modified accordingly.

Staff Development

- Faculties, the GATE Coordinator and outside providers will participate in activities outside timetabled class time to provide lateral extension programmes.
- The school will provide professional development opportunities to inform staff about current research in this area and to develop their skills in working with these students.
- Heads of Faculty will be responsible for promoting the needs of gifted and talented students in their areas, and for helping their staff to develop and implement appropriate strategies. Staffing will be provided for the GATE programme, in terms of time allowances, management units and teacher relief. This will be established in the annual budget round.

Date approved	Next review
27 February 2019	Term 1, 2022

STAFF PROFESSIONAL GROWTH AND CERTIFICATION POLICY

PURPOSE

To ensure the establishment and delivery for Burnside High School teachers of the Professional Growth Cycle (PGC), developed in consultation with the teachers of BHS, the PPTA and the Secondary Principals' Council of Aotearoa.

POLICY

- From 1 February 2021, teachers at Burnside High School will be required to participate in a professional growth cycle.
- The professional growth cycle promotes a high trust approach to performance management and professional growth and replaces teacher appraisal. The professional growth cycle should be mana enhancing, where a teacher's personal rangatiratanga (self-determination of thinking and actions) is respected and encouraged. Burnside High School values, encourages and supports teachers to act as professionals, making choices to improve their practice.
- The professional growth model starts with an assumption that a teacher is competent and doing a good job. It assumes that teachers are professionals who wish to improve their practice. It encourages teachers to reflect on their practice and provides opportunities to build on their existing knowledge and skills.
- By exception, a small number of teachers may require more guidance and support and those needs are expected to be identified as part of the professional growth cycle.

APPLICATION

- The Principal will facilitate a common understanding of the Standards of the Teaching Profession and what meeting and using them looks like at Burnside High School. The Principal will provide teachers with access to the Burnside High School "Staff Guiding Principles" document.
 - The annual Professional Growth Cycle involves:
 - allocation of a fully certificated teacher (tuakana/facilitator) who is familiar with the day to day work of the teacher (teina), and who is confident in their own ability to make professional judgements
 - The tuakana-teina relationship is a fundamental part of the professional growth cycle. The intention is that a knowledgeable colleague (tuakana) helps and guides a less experienced colleague in growing their knowledge of teaching and learning.
 - two annual professional conversations, usually at the start and end of the cycle (explained further below)
 - agreement on a development objective and how that objective relates to the Standards for the Teaching Profession
 - agreement on professional learning relevant to the development objective
 - a yearly observation, or equivalent, and feedback from that observation
 - self-reflection on the development objective, and
 - an Annual Summary report.
 - Teachers are encouraged to complete a record of professional growth within the Professional Growth Cycle, setting out their tuakana/facilitator, objective, and actions to meet that objective (including professional conversations, lesson observations and PLD)
 - The Annual Summary report is used to:
 - endorse certification /renewal of practicing certificate
 - confirm that a teacher is meeting the Standards of the Teaching Profession
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- confirm appropriate involvement in the development of te reo Māori and tikanga Māori and other PLD, and
- set future objectives and PLD
- The Principal (or his/her designate) endorses the annual renewal of practicing certificates based on the Annual Summary report and professional conversations.
- If concerns are raised about the performance of individual teachers (whether by the tuakana/facilitator, other staff, the Principal or in any other way), additional guidance and support will be provided and if adequate progress is not made then competency processes may be followed in accordance with the Secondary Teachers' Collective Agreement.

Professional conversations

The Professional Growth cycle requires two annual professional conversations.

- For each teacher, these conversations will confirm:
 - A development objective (area the teacher would like to develop in his/her work)
 - How that development objective relates to the Standards for the Teaching Profession, and
 - Professional learning that is relevant to the development objective and how this will be put in place.
- A catch up and final discussion will occur towards the end of the cycle to:
 - Discuss the development objective and reflections, and
 - Complete the Annual Summary report.

During the professional growth cycle

The following will occur:

- Observation and feedback – can be naturally occurring (notes not required unless the tuakana/facilitator or teina considers them useful)
- Professional learning relevant to the development objective (evidence not required to be kept – but teachers should record that it has happened)
- Self-reflection – naturally occurring (documentation not required unless the teacher considers that useful).

The evidence that teachers meet the Standards of the Teaching Profession is found in their classes, the day to day interactions with their students, their planning, while on duty, in departmental meetings, during form time and while doing extra-curricular activities. Facilitators who are familiar with the day to day work of the teacher will observe and provide feedback accordingly.

Concerns

Concerns with respect to the performance of individual teachers will be addressed through the provision of additional guidance and support, specific PLD and could potentially be subject to formal management and competency processes. Further evidence may be required of progress above what is required in the normal professional growth cycle.

Date approved	Next review
26 May 2021	Term 2, 2024

STAR FUNDING POLICY

PURPOSE

The Secondary Tertiary Alignment Resource (STAR) is additional funding provided for programmes in non-conventional subjects for senior students. The specific objectives are:

- To facilitate transition to the workplace for students, particularly those intending to go straight into the workforce or those likely to leave school without any formal qualifications.
- Provide or purchase tertiary level courses which will better meet students' needs, which will motivate them to achieve, and which will facilitate their smooth transition to further education, training or employment.
- Support students to explore career pathways and help them make informed decisions about their schooling and future work or study.

STAR objectives reflect the requirement in the National Education guidelines that Burnside High School is required to provide appropriate career education and guidance for those students the school has identified as being at risk of leaving school unprepared for the workplace or further education/training [NAG 1 [vi]]

POLICY

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

APPLICATION

Application of this policy is through:

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

Date approved	Next review
23 October 2019	Term 2, 2022

STUDENT BEHAVIOUR

PURPOSE

In providing a supportive learning environment Burnside High school has a responsibility to ensure the safety, welfare and educational progress of all students in its care.

High standards of student behaviour are expected in order to achieve this and therefore systems and principles of good behaviour and of self- discipline are necessary.

APPLICATION

This policy applies to all Burnside High School students, including when travelling to and from School, when involved in a School activity, or in any situation where the student can be identified as a Burnside High School student.

POLICY

- Students are guided towards good behaviour through the School values and bylaws and the general expectation of “showing concern for others” both within the School and beyond. Good behaviour is to be recognised and reinforced. It is also modelled by staff.

- As the School bylaws note:

The essence of good, positive behaviour is RESPECT. Respect for self, for others and respect for Burnside High School values and bylaws. Respect is an attitude that begins at home, is reinforced in school, and is applied throughout life. The school bylaws promote the values of the Burnside ethos. They state how we are to behave at Burnside High School

Acknowledgement of the bylaws is shown by:

- *living the Burnside values – Be Respectful (Manaakitanga), Have Pride (Mana), Strive for Excellence (Rangatiratanga)*
 - *considering the wairua, the spirit, that underpins our bylaws when making personal decisions*
 - *acknowledging, accepting and following the bylaws in any school setting*
 - *realising that different situations and occasions call for different behaviours, and responding appropriately*
 - Students are encouraged to take responsibility for their own actions and decisions and to be responsively aware of other’s needs.
 - Emphasis is put on the development of self-discipline; care for others and on recognition of improvement.
 - Student behaviour should be of an accepted standard at all times. The basis for student behaviour is reflected in Bylaw #1:
"Always treat other people with courtesy and respect, and allow them to enjoy their personal space: Show respect, care, concern and consideration for others; Show respect for school property, and the property of other students"
 - Unacceptable behaviour will be monitored and followed up by teachers in the classroom, and by staff around the School, or wherever the student is in school uniform in public. When incidents of misbehaviour increase in frequency or seriousness the students concerned will be referred to Form Teachers, Deans, Divisional Principals or Guidance Counsellors.
 - Parents and caregivers will be contacted when a student’s behaviour causes serious concern or is repeated.
Under the Education and Training Act, the Principal must take all reasonable steps to ensure that a parent of a student is told of matters that, in the Principal's opinion, are preventing or slowing
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the student's progress through the School or are harming the student's relationship with teachers or other students.

- The Principal (or his/her nominee), the Associate Principal, the Deputy Principals and the Assessment Coordinator can also be involved in contacting parents/caregivers about NCEA assessment concerns.
- Serious misbehaviour can lead to consideration of a stand-down or suspension from school in terms of the Education and Training Act 2020 (section 80), if:
 - The student's gross misconduct or continual disobedience is a harmful or dangerous example to others at the school, or
 - Because of the student's behaviour it is likely that the student or other students at the school would be seriously harmed if the student were not stood down or suspended.

The School and the Board will comply with the Act's requirements in respect of student suspended or stood down from School.

- Serious misbehaviour may involve, but is not limited to:
 - Constant defiance or disobedience of instructions or rules
 - Acts of violence against people (physical and verbal).
 - Acts of vandalism – including actions which threaten the integrity of the school computer network
 - Any illegal or inappropriate drug use (including misuse of prescription drugs), consumption of alcohol, smoking tobacco, vaping or solvent sniffing (or knowingly being the presence of others who are involved in such activities)
 - Serious instances of "harmful behavior" (including harmful digital communications) as defined in Policy 5.6 (Preventing and responding to harmful behaviour)
 - Contravention of other provisions of the School Bylaws
- Cases of criminal activity may be reported to the police.

CONSEQUENCES

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

USE OF FORCE

- Disciplinary measures are designed to be corrective and, where appropriate, a deterrent. Under no circumstances can any punishment involve physical contact. There may be occasions where the use of force is justified to restrain a student from harming others or him/herself, but not in any way as a correction or punishment. Corporal punishment is prohibited.
- The first aim should be to avoid needing to use physical restraint. Preventative and de-escalation techniques will be used to reduce the risk of injury.
- In accordance with the Education and Training Act 2020, the conditions for the use of physical restraint by teachers and authorised staff members are that –
 - (a) the physical restraint is necessary to prevent imminent harm to the student or another person; and
 - (b) the teacher or authorised staff member reasonably believes that there is no other option available in the circumstances to prevent the harm; and
 - (c) the physical restraint is reasonable and proportionate in the circumstances.

Physical restraint is defined as “use 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”. The use of physical restraint must also comply with any rules and guidelines developed under the Act.

- Burnside High School will at all times have proper regard to the Ministry of Education Guidelines on the use of physical restraint.
- Ministry Guidelines on the practice and procedure to be followed in relation to physical restraint by teachers and authorised non-teaching staff (as well as the names and positions of any such authorised non-teaching staff) are available for inspection at the School and the Guidelines are accessible here: (Guidelines).
- The School will carry out appropriate training and provide support on the use of physical restraint and the Guidelines.
- In the event of any incident of physical restraint:
 - Parents and caregivers will be notified as soon as practicable about any incident of physical restraint;
 - The School will ensure that the physical and psychological wellbeing of any student and staff member(s) involved in any incident using physical restraint is monitored for the rest of the school day following the relevant incident;
 - Every staff member who uses physical restraint must complete a report within 24 hours of the incident in the prescribed form in the Guidelines;
 - The School will reflect on the incident, including why the incident occurred, what might have prevented it and what needs to change to minimise the likelihood of it happening again;
 - The School will hold a debriefing session as soon as practicable with involved staff, the Principal or delegate and another member of staff not directly involved, and also offer a separate debriefing with parents and caregivers; and
 - The School will report to the Ministry of Education in the prescribed form in the Guidelines.
- The School will maintain records of any use of physical restraint in accordance with the Guidelines and periodically analyse those records to identify and take steps to address any trends.
- Any concerns regarding the use of physical restraint should be raised in accordance with the Complaints Policy.

RELATED POLICIES

Other policies relevant to student behavior include:

- Search and Seizure of Personal Property Policy
- Preventing and Responding to Harmful Behaviour Policy
- School Bylaws
- Complaints Policy

Date approved	Next review
22 June 2022	Term 2, 2025

SUPPORT OF STUDENTS POLICY

PURPOSE

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

POLICY

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

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

Date approved	Next review
26 August 2020	Term 3, 2023

TE TIRITI O WAITANGI / TREATY OF WAITANGI POLICY

RATIONALE

Te Tiriti o Waitangi (The Treaty of Waitangi) was signed in 1840 by representatives of the British Crown and various Māori chiefs. It is understood by our government to be the founding document of New Zealand. Te Tiriti o Waitangi ("Te Tiriti") is a commitment by the signatories for Aotearoa/New Zealand to be a bicultural society.

Te Tiriti provides for political, economic and social equity between Māori and Pākehā in New Zealand. Awareness and understanding of Te Tiriti by all New Zealanders is critical for achieving equitable outcomes between Māori and Pākehā.

Waimairi-iri Burnside High School acknowledges New Zealand's cultural diversity and the School's own cultural diversity. We recognise and value all cultures and we acknowledge the unique position of Māori as Tangata Whenua.

By promoting understanding of Te Tiriti, students will also gain insight into, an understanding of, and respect for all cultures represented at the school, including for example Pasifika culture.

LEGISLATIVE CONTEXT

Section 127(1)(d) of the Education and Training Act 2020 provides that one of the school Board's primary objectives in governing a school is to ensure that the school gives effect to , including by—

- working to ensure that its plans, policies, and local curriculum reflect local Tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in Tikanga Māori and Te Reo Māori; and
- achieving equitable outcomes for Māori students.

Relevant National Administration Guidelines (NAG) include NAG 1(e) requiring: "in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students".

Relevant National Education Learning Priorities (NELP) include:

- NELP 3: "Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs"; and
- NELP 5: "Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning".

PURPOSE

This policy outlines Waimairi-iri Burnside High School's commitments with respect to achieving the expectations of Te Tiriti within a multi-cultural schooling environment.

POLICY

The School will:

- Give its students and staff an understanding of Te Tiriti.
 - Ensure each student is educated in an environment which acknowledges a commitment to Te Tiriti.
 - Ensure that a commitment to Te Tiriti is reflected across the curriculum as required by the 'New
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Zealand Curriculum' document. Te Tiriti is one of eight principles in The New Zealand Curriculum/ Te Marautanga o Aotearoa that provide a foundation for a School's decision making. The Treaty of Waitangi principle calls for schools and teachers to deliver a curriculum that:

- acknowledges the Treaty of Waitangi principles;
 - acknowledges our nation's bicultural foundations;
 - enables students to acquire knowledge of te reo māori and tikanga māori.
- Make provision for Māori students to participate and gain confidence in their own culture and language, and for other students and all staff to have the opportunity to develop and expand their knowledge of te reo māori and their understanding of tikanga māori.
 - Ensure that te reo māori, tikanga māori, matauranga māori, and te ao māori are integrated into School life and the School curriculum, to reflect the dual cultural heritage of New Zealand, grow the Māori language, and give Māori students a sense of belonging.
 - Promote the retention at school and achievement of Māori students and staff, including by monitoring and reporting on attendance and achievement of Māori students, providing additional support where required, working to identify and reduce barriers to education for Māori students and evaluating the effectiveness of School programmes and practices and adjusting accordingly.
 - Develop and regularly review and revise its Māori and Bicultural Strategy to ensure that the School is working towards the above outcomes as best we can.
 - Consult, and develop a shared partnership with, whanau and the School's Māori community, including by:
 - consulting with whānau in regular He Māhuri meetings and Whānau Hui held at School;
 - working with programmes and initiatives such as Pūhoro STEM (Science, Technology, Engineering and Mathematics) Academy to strengthen rangatahi engagement and achievement;
 - working to further strengthen our connections with and engage in deeper consultation with Tuahiwi, to gain a more productive partnership to guide our Māori and Bicultural Strategy and help us develop and make known to the School's community the policies, plans and targets for improving the progress and achievement of Māori students at Waimairi-iri Burnside High School; and
 - working to enhance our current transition plan for Māori learners who are to attend Waimairi-iri Burnside High School, including by consulting with local contributing schools.

New Zealand has a bi-cultural heritage, and it is the privilege and duty of this School to acknowledge and promote tikanga māori. Waimairi-iri Burnside High School's strong and valued relationship with Ngāi Tahu is acknowledged within the BHS Māori and Bicultural Strategy.

Date approved	Next review
29 September 2021	Term 3, 2024

THEFT AND FRAUD PREVENTION POLICY

INTRODUCTION

The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who otherwise interact with the School.

Any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice, is procedurally just and fair and complies with the School's complaints policy.

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

Any changes to, or deviations from, this Policy must be approved by the Board.

POLICY

- Fraud, as defined by the Financial Information for Schools Handbook 2018 published by the Ministry of Education (as amended or replaced from time to time) ("**FISH**"), refers to an intentional act by one or more individuals among management, employees, or third parties intended to deceive others. Fraud may involve:
 - manipulation, falsification or alteration of records or documents
 - suppression or omission of the effects of transactions from records or documents
 - recording of transactions without substance
 - misapplication of accounting policies
 - misrepresentations in a financial report
 - misappropriation (theft) of assets.
 - As preventative measures against theft and fraud the Board requires the Principal to ensure the following:
 - The School's physical resources are kept secure and accounted for.
 - The School's financial systems, internal controls and procedures are designed to prevent and detect the occurrence of fraud. All such systems and procedures must have appropriate regard to FISH and comply with generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants Australia and New Zealand.
 - Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are competent to carry out such responsibilities and that such persons are held accountable for the proper 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.
 - The Board endorses the practical steps recommended by FISH that can be taken to protect the School, including:
 - remain sceptical – it is better to ask questions and follow up where necessary than to suffer loss;
 - educate all concerned of the risk of fraud – the more people are aware of the risk, the harder most frauds become;
 - revisit your financial controls whenever changes occur – you must ensure the controls in place in your school are appropriate to the systems you operate; where possible, make sure that
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- more than one person is involved in any financial process;
- seek independent assistance – a review of your systems and controls by an independent, expert third party can be highly beneficial;
 - if you do find fraud, take action – taking appropriate legal action against a fraudster does two things: it prevents the fraudster from taking advantage of another school and it sends a clear message to all that fraud will not be tolerated.
- In the event of an allegation or suspicion of theft or fraud, the Principal shall act in accordance with the following procedures:
- (a) As quickly as reasonably practicable:
- record the details of the allegation/suspicion, the person or persons allegedly involved, and the nature and quantity and/or value of the theft or fraud;
 - request a written statement from the person who has informed the Principal addressing the matters referred to in sub-paragraph (i) above
 - decide on the initial actions to be taken having regard to the School's Complaints Policy and FISH, including:
 - consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the allegation/suspicion
 - informing the Board chairperson of the allegation/suspicion and consulting with them as appropriate
 - having regard to the FISH guidance to: *"seek appropriate advice from an expert, such as your liability insurer, the Ministry of Education financial advisor, an auditor or forensic accountant with fraud investigation experience, or a solicitor who has taken fraud cases. This is important because, if the correct process is not followed, it is easy to destroy the chance of recovery of funds. If the person you suspect of fraud is an employee, contact your NZSTA industrial advisor, or another advisor approved by your liability insurer, for advice on how to handle the issue appropriately."*
- (b) On the basis of advice received and after consultation with the Board chairperson, the Principal shall decide whether or not a prima facie case of theft or fraud exists and, if not, to document this decision and record that no further action is to be taken.
- (c) If the Principal considers that a prima facie case of theft or fraud does exist, the Principal should report the matter to the New Zealand Police and, if appropriate, the Teaching Council.
- (d) If the Principal considers that further investigation is required, or if disciplinary action may be required, the Complaints Policy shall be followed. The Principal may consider it necessary to commission an independent expert investigation. Any investigation shall comply with the Complaints Policy.
- (e) Once all available evidence is obtained, the Principal shall consult the Board chairperson. The Board chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- (f) If a case is considered to exist, the Principal or a person designated by them shall, unless another course of action is more appropriate:
- inform the person allegedly involved 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;
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- 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 allegations or suspicions 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.
 - Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board chairperson who shall do so after consultation with the Principal and, if considered appropriate, after taking expert advice.

ALLEGATIONS CONCERNING THE PRINCIPAL OR A TRUSTEE

- Any allegation or suspicion concerning the Principal should be made to the Board chairperson. The chairperson will then take steps in accordance with the requirements of paragraph 8 of this Policy.
- Any allegation concerning a member of the Board should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and take steps in accordance with the requirements of paragraph 8 of this Policy.

Date approved	Next review
23 September 2020	Term 3, 2023

TIMETABLING POLICY

PURPOSE

- To produce a workable timetable of curriculum delivery which:
 - best meets the needs of the students.
 - meets the board of trustees good employer obligations.
 - conforms with the current secondary teachers' collective contract requirements.

POLICY

- In developing the school timetable the principal will give due consideration to the:
 - needs of the students;
 - staffing provided to the school by the Ministry of Education;
 - the School's limited financial, technical and staffing resources;
 - State Sector Act 2009 Good Employer Requirements (which are also incorporated by reference in the National Administration guidelines (NAG 3);
 - Human Rights Act 1993: Equal Opportunity Employer;
 - Education Act 1989;
 - Secondary Teachers Collective Agreement; and
 - Employment Relations Act 2000.

as well as ensuring adherence to the following relating to non-contact time, class size and work breaks.

Non-contact time

- Full time teaching staff will receive the non-contact time allowances as specified in the Secondary Teachers Collective Agreement 5.2.3.
 - Teacher's time allocation is calculated over the whole year. This means that some teachers may be over-allocated for part of the year and under-allocated for others. The average allocation time will be that applied where compensation is relevant.
 - Part time teaching staff will receive at least the minimum non-contact time allowance specified in the Secondary Teachers Collective Agreement 5.2.6b.
 - Permanent unit holders will receive at least the additional non-contact time entitlements as associated with 1 to 3 permanent units specified in the Secondary Teachers Collective Agreement 5.2.5a.
 - Trained full time and part time beginning teachers and Heads of Department (or delegated experienced teacher) supervising beginning teachers in their first and second year of full time teaching will receive the time allowances set out in the Secondary Teachers Collective Agreement 3.8, in addition to any other time allowances they are eligible for.
 - The specialist classroom teacher will receive the time allowance set out in the Secondary Teachers Collective Agreement 3.8 in addition to any other time allowances she/he is eligible for.
 - An overseas trained teacher will receive the time allowance as set out in the Secondary Teachers Collective Agreement 3.8C, subject to the conditions specified in that section.
 - Where for genuine reason during timetabling or at short notice, if it is not possible to provide the non-contact entitlements described in 5.2.3(a) and 5.2.6(b) compensation is available by negotiation and agreement. This may include time in lieu.
 - Kāhui Ako allowances in time and remuneration will be in line with 4.23 of the Secondary Teachers Collective Agreement.
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Class size

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

Currently the School will use reasonable endeavours to meet the following compensation for teachers at BHS:

- with an average teaching class size between 26.1 and 26.9 – relief periods given in times of high work load (e.g. marking, reports) to the equivalent of one per week in that high workload time.
- with an average teaching class size between 27 and 27.9 – one day in lieu per semester (or equivalent).
- with an average teaching class size of greater than 27.9 – two days in lieu per semester (or equivalent).
- teachers may also remain under allocated if their average class size is over 26.

Work breaks

- The School will meet the conditions of the Employment Relations Act 2000 in regard to rest breaks and meal breaks for both teaching and non-teaching staff.
- The timing of teachers' breaks will take account of timetabled class time, timetabled non-class time, rostered duty requirements and other work related commitments.
- Statutory entitlements to daily break time may be aggregated (i.e. all rest and meal break entitlement taken as one longer break (of up to 50 minutes for employees whose work period is between 6 and 8 hours) or two break periods of 20 minutes and 30 minutes respectively).

Hours of work

- The hours of work of individual teachers are determined in accordance with 5.1 of the Collective Agreement.

Other matters impacting on timetabling practices

- A full-time teacher is expected to supervise a Form Class attending to the pastoral needs of these students. Accordingly, removal of Form time will be negotiated in relation to the needs of the school.
- Teachers are also expected to supervise students during break times when rostered on duty. The duty roster will be prepared so as to endeavour to share duty responsibility fairly and equitably among all teachers. Teachers have the flexibility to arrange their duty to best structure their day. Following allocation of duty, teachers may swap with other teachers.

APPLICATION

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

Date approved	Next review
23 September 2020	Term 3, 2023

WORKPLACE HARASSMENT AND BULLYING POLICY

RATIONALE

Burnside High School has a moral and legal duty to provide a safe environment and good and safe working conditions for all staff, free from harassment and/or bullying.

PURPOSE

- To raise awareness and provide guidance of what behaviours constitute harassment (including sexual harassment or racial harassment) and/or bullying.
- To provide a safe environment for reporting harassment and/or bullying.
- To provide procedures for reporting and addressing harassment and/or bullying.

SCOPE

This Policy applies to all employees of Burnside High School, whether paid or voluntary, full time or part time. This Policy applies to harassment and/or bullying by the Board, Principal or management, by another staff member, or by a third party engaged by the School.

LEGAL POSITION

Relevant legal requirements include:

- PPTA Secondary Teachers Collective Agreement (containing obligations regarding being a good employer; teacher conduct and discipline; and personal grievances (including where sexual harassment is alleged));
 - National Education and Learning Priorities (NELP): NELP 1: "Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying", including by the following actions:
 - Ask learners/ākonga, whānau and staff about their experiences of racism, discrimination and bullying, and use that information to reduce these behaviours.
 - Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying.
 - Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong".
 - State Sector Act 1988: Employers must operate and comply with personnel policies that comply with the principle of being a good employer, including provisions requiring good and safe working conditions;
 - Employment Relations Act 2000: Prohibits discrimination and harassment (including defining sexual harassment and racial harassment);
 - Health and Safety at Work Act 2015: Places obligations on employers, so far as is reasonably practicable, to provide a safe place of work for workers. Burnside High School recognises that a person's behaviour can pose a hazard/risk to health and safety. This may include bullying;
 - Code of Professional Responsibility and Standards for the Teaching Profession (issued by the Education Council): Includes a commitment by teachers to maintain public trust and confidence in the teaching profession by (among other things) engaging in professional, respectful and collaborative relationships with colleagues; demonstrating a high standard of professional behaviour and integrity; and contributing to a professional culture that supports and upholds the Code.
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- Burnside High School's Strategic Plan 2023-2025 relevantly includes the following keystones:
 - Keystone 1: Values-based culture of wellbeing and care ("Foster a climate of safety, care and connectedness for all through the BHS values")
 - Keystone 2: Identity, inclusion and belonging ("*Commit to the growth, dignity, inclusion and mana of all, guided by the principles of Te Tiriti o Waitangi*"), including strategic priority 2.3: "Valuing and celebrating the diversity of our school community so that every person feels safe, connected, recognised and that they belong at Burnside High School"

DEFINITIONS

Harassment

- Harassment is offensive, belittling or threatening behavior (whether overt or implied) directed at an individual employee or group of employees which would be offensive to a reasonable person and is perceived by that employee(s) to be offensive.
- Harassment is behaviour that is unwelcome, unsolicited, usually unreciprocated and usually (but not always) repeated. It makes the workplace or association with work unpleasant, humiliating or intimidating for the individual or group targeted by this behaviour. It can make it difficult for effective work to be done.
- Behaviour or conduct can be found to be unlawful whether harassment was intended or unintended.
- Harassment may include:
 - Obscene telephone calls
 - Name calling
 - Inappropriate emails and messaging
 - Repeated teasing
 - Being followed home from work
 - Patting/pinching
 - Offensive hand gestures
 - Persistent unwelcome invitations
 - Offensive posters
 - Sexual favour rewards
 - Offensive language
 - Expressing racial hostility, contempt or ridicule

Sexual Harassment

Section 108 of the Employment Relations Act defines "sexual harassment" as follows:

- "An employee is sexually harassed in his/her employment if the employer or a representative of the employer:
 - directly or indirectly makes a request of that employee for sexual intercourse, sexual contact, or other form of sexual activity that contains:
 - An implied or overt promise of preferential treatment in that employee's employment; or
 - An implied or overt threat of detrimental treatment in that employee's employment; or
 - An implied or overt threat about the present or future employment status of that employee;

OR

By:

- The use of words (whether written or spoken) of a sexual nature; or

- The use of visual material of a sexual nature; or
- Physical behaviour of a sexual nature: directly or indirectly subjects the employee to behaviour that is unwelcome or offensive to that employee (whether or not that is conveyed to the employer or representative) and that, either by its nature or through repetition, has a detrimental effect on that employee's employment, job performance, or job satisfaction."
- An employee is also sexually harassed in his/her employment if the employee is subjected to behaviour of the kind described above by a person (not being a representative of the employer) who is a co-employee or who is a customer or client of the employer.
- Sexual harassment:
 - is not friendship, mutual attraction or consensual behaviour;
 - can occur at work or outside the workplace e.g. at social functions;
 - may be one incident or a series of incidents;
 - does not take account of the intention of the offender – the way in which the behaviour is received is the key issue.
- Examples of sexually harassing behaviour:
 - unnecessary familiarity such as deliberately touching, fondling, patting or pinching;
 - making any gesture, action or comment of a sexual nature in a person's presence;
 - displaying sexually offensive material, pictures or objects including posters and material on the internet;
 - persistent questions about a person's private life, or comments about their appearance or dress.
- What is acceptable to one person may not be acceptable to another. An individual has the right to react to particular circumstances differently than others may react. Thus the seriousness of their reaction is not diminished or invalidated by the way another, perhaps more assertive, person might react.
- It should be recognised that the complainant does not have to be directly subject to harassment. The law recognises the rights of a third party to find behaviour unacceptable.

Racial Harassment

- Section 109 of the Employment Relations Act defines "racial harassment" as follows:

"An employee is racially harassed in his/her/their employment if the employer or a representative of the employer uses language (whether written or spoken) or visual material, or physical behaviour that directly or indirectly:

 - Expresses hostility against, or brings into contempt or ridicule, the employee on the ground of the race, colour, or ethnic or national origins of the employee; and
 - Is hurtful or offensive to the employee (whether or not that is conveyed to the employer or representative); and
 - Has, either by its nature or through repetition, a detrimental effect on the employee's employment, job performance or job satisfaction.
 - An employee is also racially harassed in his/her/their employment if the employee is subjected to behaviour of the kind described above by a person (not being a representative of the employer) who is a co-employee or who is a customer or client of the employer.
 - Harassment can occur both inside and outside of the workplace and work hours.
 - Examples of racially harassing behaviour:
 - derogatory comments about a person's race;
 - racially oriented abuse or intimidation.
 - Employees of particular ethnic backgrounds or with particular belief systems may react differently
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to certain behaviours than those who do not have similar experiences or beliefs.

Workplace Bullying

- Workplace bullying is repeated and unreasonable behaviour directed towards a worker or group of workers.
- Examples of workplace bullying include:
 - spreading malicious rumours or insulting someone;
 - picking on someone or setting them up to fail;
 - physical intimidation;
 - overbearing supervision or overloading someone with work;
 - making threats about job security;
 - using abusive and humiliating language;
 - exclusion or victimisation or any unfair treatment.
- Bullying should not be confused with "firm management". Examples of what workplace bullying is *not* include:
 - One-off or occasional instances of rudeness or tactlessness;
 - A single incident of unreasonable behavior;
 - Setting high performance standards;
 - Constructive feedback and legitimate advice or peer review;
 - Requirement for reasonable verbal or written work instructions to be carried out;
 - performance management processes;
 - disciplinary action;
 - allocation of work for valid business reasons;
 - organisational change.
- Bullying can occur at all levels, including "horizontal" bullying (bullying by workplace peers) and "vertical" bullying (bullying of subordinate employees by those higher in the workplace hierarchy, or vice versa).

POLICY GUIDELINES

- Trust, respect and courtesy are core values for BHS and all staff and students have a responsibility to maintain high standards of honesty and integrity in their conduct towards fellow staff and students at all times.
 - Harassment of any kind (including sexual or racial harassment), bullying, and discriminatory and offensive behaviours are not acceptable and will not be tolerated at Burnside High School.
 - Burnside High School will
 - Educate staff and students in the recognition of what constitutes harassment and/or bullying;
 - Develop and conduct an on-going education programme for staff and students aimed at eliminating harassment and/or bullying;
 - Select and train contact persons for staff and students who may wish to make a complaint of harassment and/or bullying;
 - Have procedures in place to manage harassment and/or bullying grievances should they occur.
 - The Board, the Principal, management and all staff will:
 - be aware of the types of behaviour that may constitute harassment or bullying as defined in this policy, and of the effect this may have on individuals;
 - be aware of what does not constitute harassment or bullying, e.g. a reasonable direction or request; specific performance management or disciplinary action carried out through the proper channels;
 - make sure their own conduct does not include behaviour that could possibly constitute harassment or bullying;
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- act in the interests of safety and fairness, which may involve intervening to stop harassment or bullying from occurring.

WHAT TO DO IF YOU FEEL YOU HAVE BEEN HARASSED OR BULLIED

- Reports of harassment or bullying will be treated seriously and empathetically.
 - The Board encourages anyone who feels they have been harassed or bullied – whether by another staff member, a student or any other person connected to Burnside High School - to raise the issue as soon as possible.
 - If a Burnside High School employee feels that he or she has been harassed or bullied, there are several options for the employee to choose from depending on what is more comfortable for him/her and also what is appropriate for the situation:
 - (a) Talk to someone:
 - If an employee would like to talk to someone about an issue, his/her/their line manager or senior leader are all available to help. If the employee would feel more comfortable, he/she can invite a colleague to any meeting.
 - Following an informal discussion with one of the people above, the employee may feel able to deal with the problem him/herself by talking directly to the person concerned.
 - Where sexual harassment of a teacher is alleged, the teacher may seek the advice, counsel and support of a contact person (elected by the teaching staff) and/or the services of a special facilitator (appointed by the PPTA) to help resolve the problem and ensure it does not recur.
 - (b) Informal resolution
 - If the employee does not feel comfortable with the self-help option, yet wants the matter brought to the attention of the person without a formal investigation or formal consequences, the employee can ask for this to be carried out on his/her/their behalf.
 - This procedure is relatively informal and involves seeking advice from his/her line manager or senior leader who will then talk with the person concerned.
 - (c) Formal complaint:
 - This is where the employee considers that he/she requires intervention of a third party to deal with alleged behaviour. The employee will need to report the incident in writing, detailing what happened, when and where it happened, the names of any witnesses, and what outcome he/she would like to see happen. This should be detailed enough to enable the person alleged to have behaved inappropriately to be informed of the conduct and be able to respond to the complaint.
 - A harassment and bullying complaint form is attached as an Appendix to this Policy.
 - If an employee refuses to make a written complaint, that refusal should be recorded in writing on the harassment and bullying complaint form.
 - Any complaint should be reported in the first instance to the employee's immediate line Manager or senior leader. Where the accused is the employee's immediate Manager, then they should report the matter to the Principal or Associate Principal. If the Principal is accused of bullying or harassment, the complainant should (and any senior staff member advised of the complaint must) advise the Chair of the Board of Trustees.
 - When a formal complaint is lodged, it will be dealt with as follows:
 - The incident will be investigated as quickly as possible. This will be done in confidence and with sensitivity, and the employee will be requested to keep the matter confidential while the investigation is taking place;
 - The object of the investigation will be to ascertain the facts, to determine appropriate action by Burnside High School and to prevent any further recurrence of unacceptable conduct. Once
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the investigation is complete, the employee will be advised of the outcome and the course of action being taken;

- The complaining staff member will be advised that a full investigation will be made, confidentially, promptly and impartially, and notified of the person(s) who will be carrying out the formal investigation (as determined in accordance with Burnside High School's Complaints Policy depending on the identity of those involved);
- The alleged offender will be advised of the exact nature of the complaint (the alleged offender is also at this stage entitled to know the name of the complainant) and of her/his right to consult with and be represented by the PPTA at any stage;
- Both parties will be given an opportunity to participate in, and make representations to, the investigation and to have a representative present as a witness.
- Current and possibly ex-team members and other persons relevant to the enquiry may be interviewed
- An investigation into an allegation of sexual harassment will take no account of any evidence of the sexual experience or reputation of the complaining employee.
- If Burnside High School, as employer, is satisfied that the welfare and interests of any employee so requires, the accused employee may, at any time before the matter has finally been disposed of, be either suspended (on full pay except in exceptional circumstances) or transferred to other duties.
- Any investigations will be concluded in a timely manner in accordance with Burnside High School's Complaints Policy. Notwithstanding the sensitivity of the circumstances, all parties will be required to cooperate quickly and efficiently to ensure that the issue is resolved in the shortest possible time.

DISCIPLINARY ACTION

- Employees who are found to have breached this Policy by engaging in harassing or bullying behaviour may face disciplinary action.
- Depending on the circumstances, disciplinary action may range from an informal counselling session, warning, demotion or suspension to termination of employment.

RELATED POLICIES

Other policies relevant to harassment and bullying include:

- Equal Employment Opportunities
- Complaints
- Student Behaviour
- Preventing and Responding to Harmful Behaviour Policy

Date approved	Next review
22 February 2023	Term 1, 2026

