

# D1 Responsibilities of the Principal Policy



## Outcome Statement

Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.

## Scoping

The principal is the professional leader of the school and the chief executive of the board in relation to the school's control and management. The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The principal is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the board and principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

## Delegations

Authority and accountability for the day-to-day running of the school is delegated to the principal. Reference in documentation to the school, management and staff is to be read as "principal" regarding responsibility for implementation.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations to the presiding member, individual board members, members presiding over committees or committees of the board are in place.

The board presiding member/personnel committee has responsibility for the principal's performance review.

## Expectations and Limitations

The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful or imprudent or that violates the board's expressed values, its charter/strategic plan or commonly held professional ethic.

The responsibilities of the principal are set out in the board's operational policies and include the following:

- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary Principals
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process
- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies
- Develop, seek board approval for and implement an annual plan that; is aligned with the board's strategic plan; meets legislative requirements; gives priority to improved student progress and achievement; ensures that the school is an inclusive and safe place for all students and staff; honours students' (human) rights and gives effect to Te Tiriti o Waitangi
- Use resources efficiently and effectively and preserve assets (financial and property)
- Operate within the board's approved annual budget
- Give effect to good employer policies and practices through effective procedures, instructions or guidelines
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements
- Communicate with the community on operational matters as and where appropriate
- Refrain from unauthorised public statements about the official position of the board on social, political and/or educational issues that are or have the potential to be controversial
- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
- Appoint, on behalf of the board, the privacy officer and EEO officer
- Ensure school procedures meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette

- Ensure systems are developed and implemented to support the smooth running of the school in regards to surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines
- Ensure systems and procedures meet requirements set out in the Rules regarding student behaviour management and the use of physical restraint

The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

## Procedures

D1.01 School Self Review

## Supporting Documentation

Board's governance and management definitions

Principal's job description

Principal's employment agreement including relevant Principal Professional Standards

Principal's performance agreement and review report

Annual implementation plan and budget

Personnel-related policy and procedures including appointments and performance management

Annual Delegations

## Monitoring

The board will review the principal's performance in line with its policy on principal performance review.

Evidence gathered for the review will include principal reporting to the board in line with the board's annual workplan and that addresses all matters having real or potential legal considerations and risk for the school including significant trends, implications of board decisions, issues or risk to policy compliance or changes to the basis upon which the board's strategic aims have been developed.

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

- Is timely, accurate and presents information in an understandable form that is not too complex or lengthy
- Tracks progress and variance towards strategic aims and key performance indicators
- Includes data and analysis on curriculum delivery, student progress and achievement
- Includes data and analysis on student wellbeing
- Provides evidence of the school's giving effect to Te Tiriti o Waitangi
- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration
- Outlines financial income and expenditure and explains any variance against budget
- Summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- Identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- Identifies any instances of physical restraint
- Includes information of any actual or potential risks to health and safety
- Specifies current roll numbers and explains any roll variance against year levels
- Recommends changes in board policies when the need for them becomes known
- Highlights areas of possible adverse publicity or community dissatisfaction
- Addresses any other matter requested by the board within a reasonable, specified timeframe

## Legislative compliance

[Education & Training Act 2020](#)

[Protected Disclosures Act 2000](#)

[Collective Employment Agreement for Principals](#)

[Privacy Act 2020](#)

[Education \(Physical Restraint\) Rules 2017](#)

Patricia Avenue School Reviewed: March 2026

Signed:

A handwritten signature in black ink, appearing to read 'Lathan Awesome', written in a cursive style.

Lathan Awesome – Presiding Member

Next Review: March 2028

# D2 Curriculum Delivery Policy

## Outcome Statement

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

## Scoping

The board's primary objectives are to ensure that; every student at the school is able to attain their educational potential; the school is a safe and inclusive environment for all students and staff; students' (human) rights are protected; the school gives effect to Te Tiriti o Waitangi.

## Delegations

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

## Expectations and Limitations

The principal must ensure:

- An annual plan is developed setting out how progress will be made towards the achievement of charter/strategic goals and is approved by the board
- The school local curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Maatauranga o Aotearoa)
- The National Curriculum is brought to life using your local setting, including reflecting local tikanga Maaori, maatauranga Maaori, and te ao Maaori
- School programmes provide students in years 1–10 with opportunities to learn in all areas of the national curriculum and for students in years 11–13 to continue to learn in their specialised areas of learning
- Every child and young person will:
  - attain their educational potential
  - develop the abilities and attributes outlined in the [national curriculum documents](#)
  - have an appreciation of the importance of: the inclusion of different groups and persons with different personal characteristics; diversity, cultural knowledge, identity, and the different official languages of New Zealand; Te Tiriti o Waitangi and te reo Maaori
- Assessment practices enable the wellbeing, engagement, progress and achievement of students to be monitored and reported
- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

## Procedures

- D2.01 Assessment
- D2.02 Curriculum planning
- D2.03 Individual Educational Plans
- D2.04 Te Tiriti o Waitangi
- D2.05 Transition
- D2.06 Equity
- D2.07 Consultation with the School Community

## Supporting Documentation

- Patricia Avenue School Localised Curriculum
- D3.04 Staff Professional Learning and Development
- Annual Plan

## Monitoring

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

- Includes data and analysis on curriculum delivery, student wellbeing, progress and achievement
- Tracks progress and variance towards annual aims and key performance indicators
- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration

## Legislative compliance

Education and Training Act 2020

New Zealand Curriculum/Te Marautanga o Aotearoa

Patricia Avenue School Reviewed: May 2025

Signed: 

Lathan Awesome – Presiding Member

Next Review: Term 1 2026

## D3 Personnel Policy

### Outcome Statement

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

### Scoping

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

Good employer means an employer who operates an employment policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

### Delegations

The board delegates responsibility to the principal on all matters relating to the day-to-day management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment agreements, school policy and procedures, relevant legislative requirements and identified good practice.

### Expectations and Limitations

The principal must ensure:

- all employment-related legislative requirements are applied
- all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free and vape-free environment is provided
- employment records are maintained, and all employees have a written letter of offer of employment, an up to date job description and for non-union employees an individual employment agreement (IEA)
- teachers are consulted when developing a procedure to determine the use of management units – units for appropriate positions are allocated in a fair and transparent manner
- employee leave is effectively managed and reported so that:
  - o the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
  - o board approval is sought for any requests for discretionary staff leave with pay
  - o board approval is sought for any requests for discretionary staff leave without pay of longer than 5 days (for example)
  - o board approval is sought for any requests for staff travelling overseas on school business
  - o the board is advised of any staff absences longer than 20 school days
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided for all staff
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from Te Whakarōputanga Kaitiaki Kura o Aotearoa (formerly NZSTA) advisers where employment issues arise and the school's insurer is notified.

### Procedures

D3.01 Induction of Staff

D3.02 Ensuring Positive Staff Relationships

D3.03 Professional Growth Cycle

D3.04 Staff Professional Learning and Development

- D3.05 Management Unit Allocation Procedure
- D3.06 Discretionary Leave Procedure
- D3.07 Privacy and the Storage of Confidential Information
- D3.08 Classroom Release Time

## Supporting Documentation

- Annual Professional Growth Cycle Documentation
- Code of Conduct
- Specialist Staff Handbook
- Staff Information Handbook
- Staff leave form D3.01

## Monitoring

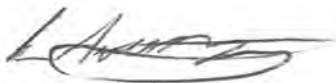
Board to undertake a range of own monitoring and reporting procedures e.g., exit interviews, wellbeing, engagement surveys, site visits.

## Legislative compliance

- [Employment Relations Act 2000](#)
- [Education and Training Act 2020](#)
- [Privacy Act 2020 \(takes effect 1 December 2020\)](#) - repeals and replaces the Privacy Act 1993
- [Health and Safety at Work Act 2015](#)
- [Collective employment agreements](#)
- [Individual employment agreements](#)
- [Smokefree Environments and Regulated Products \(Vaping\) Amendment Act 2020](#)
- [Domestic Violence – Victims' Protection Act 2018](#)

Patricia Avenue School Reviewed: September 2024

Signed:



Latham Awesome – Presiding Member

Next review: September 2026

## D3.1 Appointments Policy

### Outcome Statement

The most suitably qualified persons who are best suited to the position are appointed through a fair and sound appointments process that meets the legislative requirements of a good employer.

### Scoping

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

### Delegations

The board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below. Appointment of the principal is the responsibility of the board, which will determine the process and seek Te Whakarōputanga Kaitiaki Kura o Aotearoa (formerly NZSTA) advice.

### Expectations and Limitations

The principal must ensure:

- appointment of deputy principals or associate principals will involve an appointment committee consisting of at least, the principal, a board member, and an external person.
- unless determined otherwise by the board, appointment of all other teachers, permanent and fixed-term, full-time and part-time, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the presiding board member or delegate where deemed necessary
- the appointments committee will use school documentation and matrices for applications forms, shortlisting, interviews, reference checking, letters of offer of appointment
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff
- all safety checking is completed for all teaching and non-teaching staff upon appointment
- safety checking documentation is kept on the new employees personal file in line with privacy and storage protocols
- any person applying for a teaching position holds a current practicing certificate from the Teaching Council

\* For any position that is fixed term there must be a genuine reason based on reasonable grounds for it being of a fixed term nature. Ref to s 66 of the Employment Relations Act 2000 and the Court's interpretation thereof. Where the board, principal and/or committee of the board is wanting to appoint to a position believed to be fixed-term, advice will be sought from Te Whakarōputanga Kaitiaki Kura o Aotearoa (formerly NZSTA) as to whether the appointment would meet the requirements for a genuine fixed-term, based on reasonable grounds.

### Procedures

D3.1.01 Equal Employment Opportunities

D3.1.02 Recruitment and Appointment Procedure

### Supporting Documentation

Police vetting procedure (Office Use Only)

Templates – staff recruitment checklist, application form, shortlisting matrix, interview matrix, reference checking matrix, letter of offer of appointment etc. – are used by the appointments committee but not published for wider access

Storage of confidential information procedure (Refer D3 Procedures)

## Monitoring

All resignations and appointments of leadership roles, teachers, specialists, and therapists are reported to the Board in the Principals Report.

## Legislative compliance

[Collective employment agreements](#)

[Employment Relations Act 2000](#)

[Education and Training Act 2020](#)

[Privacy Act 2020 \(takes effect 1 December 2020\)](#) - repeals and replaces the Privacy Act 1993

[Children's Act 2014](#)

[Public Sector Act 2020](#)

[Human Rights Act 1993](#)

Patricia Avenue School Reviewed: September 2024

Signed:



Latham Awesome – Presiding Member

Next Review: September 2026

# D4 Financial Planning and Condition Policy



## Outcome Statement

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

## Scoping

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

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

## Delegations

The principal is responsible for preparing and recommending an annual operating and capital budget to the board within the timelines specified.

The board delegates the day-to-day management of the school's finances and budget to the principal.

The principal is required to ensure robust, clear procedures are in place to safeguard the integrity of financial management.

## Expectations and Limitations

Budgeting shall not: fail to reflect the annual plan; risk financial jeopardy; nor fail to show a generally acceptable level of foresight. The budget should:

- Reflect the results sought by the board
- Reflect the priorities as established by the board
- Comply where the board's requirement is for a balanced budget
- Demonstrate an appropriate degree of conservatism in all estimates
- The principal must ensure:
  - Unauthorised debt or liability is not incurred
  - Generally accepted accounting practices or principles are not violated
  - Tagged/committed funds are not used for purposes other than those approved
  - More funds than have been allocated in the fiscal year are not spent without prior board approval
  - All money owed to the school is collected in a timely manner
  - Timely payment to staff and other creditors is made
  - Unauthorised property is not sold or purchased
  - All relevant government returns are completed on time
  - No one person has complete authority over the school's financial transactions
- When making any purchase:
  - of over \$2,000 comparative prices are sought
  - of over \$10,000 an adequate review of ongoing costs, value and reliability is undertaken
  - of over \$5,000 on a single item, board approval is first sought
- Effective systems are in place to meet the requirements of the payroll system

## Procedures

D4.01 Classroom Budget and Delegate Budget Holders

D4.02 Credit Card Procedure

D4.03 Travel

D4.04 Sensitive Expenditure Procedure

Reviewed December 2020

NZSTA governance framework March 2018: Part D: Operations

## Supporting Documentation

Annual budget

Education Services Monthly Financial Reports

## Monitoring

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

Independently prepared (Education Services) Management Financial Report reviewed at each board Meeting

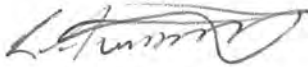
Annual external auditing (Owen McLeod)

## Legislative compliance

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

**Patricia Avenue School Reviewed: March 2026**

Signed:



**Lathan Awesome – Presiding Member**

**Next Review: March 2028**

## D4.1 Asset Protection Policy

### Outcome Statement

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

### Scoping

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

### Delegations

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

### Expectations and Limitations

The principal must:

- Ensure all board assets are insured
- Not allow unauthorised personnel or groups to handle funds or school property
- Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- Maintain an up-to-date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500
- Ensure the implementation of the 10-year property maintenance plan
- Engage sufficient property maintenance staff for the school within budget limitations
- Receive board approval for maintenance contracts over \$5,000 for any one contract
- Conduct competitive tenders for all contracting
- Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
- Not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
- Not invest or hold operating capital in insecure accounts or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions

### Procedures

D4.1.01 Theft and Fraud Protection

### Monitoring

### Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the MoE Financial Information for Schools Handbook.

Patricia Avenue School Reviewed: March 2026

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Lathan Awesome – Presiding Member

Next Review: March 2028

## D5 Protection and Sharing of Intellectual Property (Creative Commons) Policy

### Outcome Statement

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

### Scoping

The Copyright Act 2020, section 21(2) recognises the copyright ownership rights of school boards of works produced by their employees in the course of their employment.

By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board.

### Delegations/Responsibility

The board delegates to the principal the responsibility to:

- Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board owns copyright
- Transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school

### Limitations and Expectations

The board:

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

### Resolutions of Disputed Copyright Ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance, the dispute should be documented and presented to the school principal
2. If the dispute is still not resolved, the documentation should be presented to the presiding member (chair) of the board
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken

Steps 1 and 2 should be replaced with the school's dispute resolution process, where appropriate.

### Definitions

**Creative Commons Aotearoa:** The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.

**Teaching materials:** Copyright works produced by employees of the school for the purposes of teaching.

## Legislation

Refer to the Copyright Act 2020

## Procedures

D5.01 Intellectual Property and Copyright

## Monitoring

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

Patricia Avenue School Reviewed: August 2024

Signed:



Lathan Awesome – Presiding Member

Next Review: August 2026

# D6 Health and Safety Policy

## Outcome Statement

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

## Scoping

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

## Delegations

The board delegates to the principal as officer the responsibility to:

- develop and implement health and safety procedures
- ensure employees have the information and professional development they need in order to comply with policy and procedures.

## Expectations and Limitations

The board will, as far as is reasonably practicable,<sup>1</sup> comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the [Sale and Supply of Alcohol Act 2012](#)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations<sup>2</sup>
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke-free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every 2 years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the presiding board member (chair) of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:

- cooperate with school health and safety procedures
- comply with the health and safety legislation and duties of workers
- ensure their own safety at work
- promote and contribute to a safety-conscious culture at the school

**1** **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

**2** These are to:

- know about work health and safety matters and keep up to date
- gain an understanding of the operations of the organization and the hazards and risks generally associated with those operations
- ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimize those risks
- ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
- ensure there are processes for complying with any duty and that these are implemented
- verify that these resources and processes are in place and being used.

## Procedures/Supporting Documentation

### D6.01 Care and Management of Students

- General Code of Practice
- Responsibilities to and For Students
- Student Health
- Medication
- Personal Hygiene
- Playground Supervision
- UV Protection and Sun Smart
- Healthy Eating
- Transfer of Students
- Non-Custodial Parents
- Searching Students and Confiscation

### D6.02 Worksite Safety

- Plant and Machinery and Harmful Substances
- Safety Inspections includes
- Hazardous Materials
- Contractors: Health and Safety Compliance
- Common Hazards and Risks

### D6.03 Accidents, Incidents, and Illness

- Accidents
- Checking Medical Conditions
- First Aid
- Minor First Aid/Accidents
- Injuries Involving Bleeding
- Sending Injured and Unwell Students Home
- Notifications to Parents
- Reporting
- Minor Accidents involving Staff

- Serious Accidents and Near Misses
- Communicable and Infectious Diseases

#### **D6.04 Missing or Absconding Student**

- Missing Student -Proactive School Practice
- If a student missing after school
- If a student is missing during the school day
- Absconding Student
- Confidentiality
- Post-Incident Review

#### **D6.05 Harassment**

- Definitions
- Prevention of Harassment and Bullying- School Teaching Programmes
- Harassment of Students – by Staff Member; by Other Students or Adults outside of the School
- Harassment of Staff Members ( Refer to Concerns and Complaints Policy)

#### **D6.06 Traumatic Incident Management**

- Proactive Planning
- Staff Emergency Information
- Leadership
- Initial Actions
- Form a Response Team
- Ongoing Traumatic Incident Management
- Staff Welfare and Stress
- Review
- Training and Preparation

#### **D6.07 Emergency Management**

- Principal's Responsibilities
- Staff Responsibilities
- Visitors and Temporary Staff
- Information
- Practice of Emergency Procedures
- Specific Event Procedures
- Re-occupation of Building Following Evacuation
- Sending Students Home
- Staff Training in Emergency Procedures

#### **D6.08 Education Outside the Classroom (EOTC)**

- Procedure
- Planning and Approval

#### **D6.09 Information Communication Technology**

- Cyber Safety
- Security
- Data Storage
- Privately Owned Devices
- Use of the Email System

- Internet
- Mobile Devices
- Social Media
- Official Information/Retention of Data
- Confidentiality
- Breach

#### **D6.10 Worker Participation**

- General Code of Practice
- Safety Committee
- Membership of the Safety Committee
- Function of the Safety Committee
- Health and Safety Representative
- Functions of the Health and Safety Representative

#### **D6.11 Swimming Pool Procedure**

- General Guidelines for use
- Swimming Wellness
- Safety and Security
- Staff Use
- Pool contamination Procedures
- Maintenance of the Pool

## **Monitoring**

The principal will:

Prepare (or where appropriate, delegate, coordinate and approve) reports for board meetings that

- Include data and analysis of hazards and accidents

The leadership team will:

- Review documentation at weekly leadership meetings

The Health and Safety Committee will:

- Meet 4 weekly and review processes and procedures/data analysis of hazards and accidents.

## **Legislative compliance**

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

[Children's Act 2014](#)

[Education and Training Act 2020](#)

**Patricia Avenue School Review:** May 2024

**Signed:**



**Latham Awesome – Presiding Member**

**Next Review:** May 2026

# D7 Child Protection Policy

## Outcome Statement

Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

## Scoping

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

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the Oranga Tamariki Act 1989, any person in our school/kura who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police.

## Delegations

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

## Expectations and Limitations

The principal must:

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

## Procedures/Supporting Documentation

### D7.01 Child Protection

*Within the Procedures document:*

## Definitions

### Identification and reporting of child abuse and neglect

- Four categories of abuse (emotional, physical, sexual and neglect)
- How to respond to suspected abuse or neglect
- How to respond to disclosures made by a child
- Recording a disclosure
- Reporting suspected child abuse and neglect
- Confidentiality, information sharing and recording
- Safety checking – safety checklist
- Police vetting
- Volunteers
- Staff capability and professional development
- Safe at work practices
- Physical contact with children
- Working one on one with children
- Socialising with children
- Gifts and rewards
- Intimate care – toileting
- Allegations against staff
- Staff induction

### *Within other documents:*

- Managing challenging behaviour and physical restraint policy and procedures (D8)
- Overnight stays/camps (D6.08 EOTC)
- Parent help (D6.08)
- Transporting children
- Social media and technology (internet protection, photo storage)
- Visitors on site
- Application of medication and sunscreen
- External contractors (D6.02)

## Monitoring

The principal will

- Inform the board of any significant concerns

## Legislative compliance


Children's Act 2014

Oranga Tamariki Act 1989

## More information

[Oranga Tamariki Ministry for Children](#) – further information and sample child protection templates

Patricia Avenue School Review: March 2021

Signed: 

Tahi Bidois – Board Chair

Next review: February 2024

# D8 Reducing Student Distress and Use of Physical Restraint Policy



## Outcome statement

This board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity.

Except as authorised under this policy, no staff member may use any form of physical restraint on our students.

Our principal, teachers, and board-authorised staff members can only physically restrain a student as a last resort, where:

- the use of physical restraint is necessary to prevent imminent harm to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm, and
- the physical restraint is reasonable and proportionate to the circumstances.

## Delegations

The board delegates to the principal responsibility for:

- developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the [Physical Restraint Guidelines 2024](#) and the Education (Physical Restraint) Rules 2024, and
- recommending eligible non-teaching staff to the board for authorisation to use physical restraint according to requirements of the 2024 Rules and Guidelines.

Only the board can authorise non-teaching staff members to use physical restraint

## Expectations

All staff subject to this policy are trained to confidently apply prevention and de-escalation strategies, limiting the need to restrain a student physically according to the 2024 Rules and the relevant guidelines.

### Board

The board requires:

- compliance with the 2024 Rules and Physical Restraint Guidelines, and
- an evidence-based assurance from their principal that this policy is being followed.

### Principal

The principal shall ensure:

- the implementation and compliance of this policy, including the completion of best practice training by all staff who are authorised to use physical restraint,
- operational compliance with the Education and Training Act 2020 and the 2024 Rules and Guidelines,
- all physical restraint incidents are immediately reported at the next board meeting,
- the board is informed of all relevant information (risks, trends, and impacts), and
- all non-teaching staff who may use physical restraint on a student have been authorised by the board and have undertaken appropriate training as required by Rule 12.

## Monitoring

The principal shall report to the board:

- on compliance, or the actions being taken to ensure compliance with this policy, the legislation, and the 2024 Rules and Guidelines on reducing student distress and use of physical restraint, and

- at every board meeting, all incidents, matters or risks relating to this policy, ensuring that the non-identification and privacy of individual students is maintained.

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

## Definitions

As defined in the Education and Training Act 2020:

- **Physical restraint** is using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will.
- **Imminent Harm** means an immediate threat that a person will cause and/or suffer harm which jeopardises the health and safety or wellbeing of themselves or others if protective action is not taken immediately.
- **Significant emotional distress** means harm that is caused by the intentional acts of one person that significantly affects the emotional wellbeing of another person, to such an extent that they need intensive support to cope or recover.
- **Authorised staff member** means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.

## Legislative compliance

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

[Education \(Physical Restraint\) Rules 2024](#)

[Physical Restraint Guidelines \(Gazette notice, 17 December 2024\)](#)

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

## This policy is to be read in conjunction with the boards:

- Health and safety policy
- Child protection policy
- Privacy policy
- Emergency procedures
- Reporting and monitoring policy and procedures
- Concerns and complaints process

## Supporting Documentation

[The Ministry of Education's Physical Restraint Guidelines, Dec 2024](#)

Appendix 1 of the [Rules](#)

## Procedures

D8.01 Behaviour Support

Patricia Avenue School Review: March 2025

Signed:   
Lathan Awesome – Presiding Member

Next Review: March 2026

# D9 Concerns and Complaints Policy

## Outcome statement

All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.

## Scoping

In order to maintain a safe and comfortable environment for all students, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

## Delegations

The board delegates to the principal full responsibility of ensuring processes are in place and operating effectively and adequately. In the event of a complaint or grievance concerning the principal, responsibility lies with the board.

## Expectations and limitations

In complying with the policy, the principal shall not fail to:

- Implement and maintain robust procedures to meet the policy requirements
- Ensure that the process for complaints or grievances is clearly communicated and posted on the school website (if applicable)
- Ensure that the complainant has previously followed the school's concerns and complaints procedure before escalating to board level

Should the board receive a complaint regarding the principal or determine that any policy violation may have occurred, the board in the first instance will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal).

Where the board considers the degree and seriousness of the concern or any violation sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

The board shall advise its insurance agent of any complaint escalated to the board.

Once the dispute Resolution Scheme comes into effect, in the event that a serious dispute is not able to be resolved, the board shall advise the parent of their right to apply to the Chief Referee for the dispute to be resolved by a dispute resolution panel.

## Procedures

D9.01 Complaints Procedural flowchart

D9.02 Protected Disclosures Procedure

## Monitoring

The principal shall maintain a register of complaints and resolutions and report to the board at least quarterly per annum outlining numbers of complaints, resolution success figures and any areas of concern for board deliberation.


## Legislative compliance

[Education and Training Act 2020](#)

Relevant employment agreements

Relevant professional standards

Patricia Avenue School Review: April 2024

Signed: 

Lathan Awesome – Presiding Member

Next Review: April 2027