



# Waikowhai Intermediate governance framework

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

	Outcome statements	Approved	Reviewed	Next review
1. Responsibilities of the principal policy	Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.	July 2019	Term 1, 2023	Term 1, 2026
2. Curriculum delivery policy	Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.	July 2019	Term 1, 2023	Term 1, 2026
2.1 EOTC	To ensure that all EOTC activity conducted outside the School is undertaken with all reasonable care for student safety.	2016	Term 1, 2023	Term 1, 2026
3. Personnel (NAG 3) policy	The obligations and responsibilities of being a good employer are met.	July 2019	Term 1, 2023	Term 1, 2026
3.1 Appointments policy	The best applicants are appointed through a fair, rigorous appointments process.	July 2019	Term 1, 2023	Term 1, 2026
4. Financial planning policy	All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for students.	July 2019	Term 1, 2023	Term 1, 2026
4.1 Financial condition policy	The school is financially viable and manages risks effectively.	July 2019	Term 1, 2023	Term 1, 2026
4.2 Asset protection policy	Assets of the school are utilised to maximise the best outcomes for students.	July 2019	Term 1, 2023	Term 1, 2026
5. Protection and sharing of intellectual property (Creative Commons) policy	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.	July 2019	Term 1, 2023	Term 1, 2026
6. Health and safety policy	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.	July 2019	Term 1, 2023	Term 1, 2026
7. Child protection policy	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.	July 2019	Term 1, 2023	Term 1, 2026
8. Managing challenging behaviour and physical restraint policy	To minimise the effect of challenging behaviour, the board of trustees shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.	July 2019	Term 1, 2023	Term 1, 2026
9. Concerns and complaints policy	All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.	July 2019	Term 1, 2023	Term 1, 2026
10. International Students policy	International Students are clear about the commitment to their learning that the school has and the contract between both parties.	2016	Term 1, 2023	Term 1, 2026

# 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 board's chief executive working in partnership with the board of trustees. 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" for 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, committee chairs 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 and 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.
- Act as, 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.

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

## Procedures/supporting documentation

Board's governance and management definitions –

In Governance Policies

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

## 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
- includes data and analysis on curriculum delivery, student progress and achievement
- tracks progress and variance towards strategic aims and goals
- 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 suspensions, exclusions and expulsions during the period and highlights trends over time
- identifies the 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](#)

[Privacy Act 2020](#)

[Protected Disclosures Act 2000](#)

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

[Collective Employment Agreement for Principals](#)

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Reviewed: Term 1 2023

Next review: 2026

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# 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 aims and targets and is approved by the board
- the school curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Marautanga o Aotearoa)
- The school local curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori
- school programmes provide students in years 7 and 8 with opportunities to learn in all areas of the national curriculum
- There is a focus every child and young person:
  - attaining their educational potential
  - developing the abilities and attributes outlined in the [national education and learning priorities](#)
  - having 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 Māori
- 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/supporting documentation

Curriculum Planning

Assessment Cycle

## 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 strategic aims and goals
- 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](#)

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Reviewed: Term 1, 2023

Next review: 2026

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## D2.1 EOTC policy

### Outcome statement

To ensure that all EOTC activity conducted outside the School is undertaken with all reasonable care for student safety.

### Scoping

Education Outside the Classroom (EOTC) can make a substantial contribution to students' intellectual, social and emotional development. It provides opportunities for learning not available under normal circumstances in the classroom. Activities should reflect and enrich the curriculum providing further opportunities for individual learning, personal growth and development.

### Delegations

As the professional leader of the school, the principal is responsible for ensuring EOTC activities are undertaken with all reasonable care for student safety.

### Expectations and limitations

#### PURPOSES

- To enrich and enhance classroom learning by providing relevant supporting activities outside the classroom.
- To provide students with a range of contexts to develop the key competencies, explore their values and the values of others, and apply learning across the curriculum.
- To provide students with the opportunity to participate in recreation, leisure and sport.
- To appreciate the physical and spiritual aspects of the natural environment.
- To affirm the philosophy of Hauora (well-being) which encompasses the four dimensions of health – physical (Te Taha Tinana), mental and emotional (Te Taha Hinengaro), social (Te Taha Whanau) and spiritual (Te Taha Wairua).
- To develop skills, strengths and abilities that help students to meet the various challenges and risks associated with education outside of the classroom.
- To provide opportunities for suitable community providers to participate in the education of young people.

#### GUIDELINES

- When planning for sequential development through EOTC the school will follow the Ministry of Education document *EOTC Guidelines: Bringing the Curriculum Alive* available at <http://eotc.tki.org.nz/EOTC-home>.
- School procedures in planning, obtaining appropriate approvals and conducting the EOTC activity must be followed. This includes completing the appropriate risk assessment management (RAM) form with due care and consideration and a Police Vett for all overnight volunteers.
- Relevant documentation and guidelines shall be consulted in the planning of EOTC events.
- All general school rules must be followed by all participants of an EOTC event.
- The school will comply in its position as a PCBU (Person Conducting a Business) in accordance with the Healthy and Safety Reform Bill 2015.
- EOTC is recognised as a normal part of 'conducting a business' for a school. Waikowhai Intermediate School will control risks to health and safety in all EOTC activities, so far as is reasonably practicable.
- The Board shall act to ensure that both the learning needs and safety needs of akongā are considered when involved in EOTC.
- Activities must relate to specific learning objectives, be within the capabilities of participants, be appropriate, be adequately supervised and foster an awareness and sensitivity of the environment.
- The safety of students, teachers, staff members and volunteers is paramount when planning and carrying out EOTC activities. Adherence to the school's Health and Safety policies and procedures is required when involved with any EOTC activity.
- The Board shall always act to ensure that staff members are competent and have appropriate safety training.
- Staff members supervising EOTC activities must have sound management and leadership skills, teaching skills appropriate to the environment, be trained and prepared in meeting risks and emergencies and be aware of all relevant tikanga, responsibilities and legal obligations.
- The Board shall always act to ensure that adequate facilities and resources are made available to meet the stated procedures of an EOTC activity.
- Payment and fees for EOTC activities shall comply with the conditions set in Ministry of Education Circular 2018-01: Payments by parents of students.
- A staff member who deviates from school policy or procedures could be held responsible for the consequences of the non-compliance.

### Procedures/supporting documentation

None

## Monitoring

The principal will monitor preparations for any EOTC activity.

- RAMS forms for camp will be presented to the Board 6 weeks before the event, these will also confirm that Police Vetting has been completed for all volunteers.
- De-briefing will happen at Team level around the event.

## Legislative compliance

Crimes Act 1961

Oranga Tamariki 1989

Health and Safety at Work Act 2015

Children's Act 2014

Accident Compensation Act 2001

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Reviewed: Term 1, 2023	Next review: 2026
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# D3 Personnel (NAG3) 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 management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents. 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)
- units for appropriate positions are allocated in a fair, 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 Presiding Member approval is sought for any requests for discretionary staff leave with pay of longer than 3 days
  - o Presiding Member approval is sought for any requests for discretionary staff leave without pay of longer than 5 days
  - o board approval is sought for any requests for staff travelling overseas on school business
  - o Presiding Member approval is sought for any staff absences longer than 5 days.
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified.

## Procedures/supporting documentation

Staff leave form - In Teacher Drive

Staff leave procedure – In Drive and Staff Organisation Handbook

Storage of confidential information – See Privacy Officer

## Monitoring

Principal's Reports and Principal's meeting with BoT Presiding Member.

## 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](#)

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Reviewed: Term 1, 2023

Next review: 2026

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## D3.1 Appointments policy

### Outcome statement

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

### Scoping

To assist in the appointment of quality staff to any vacancy that may arise, appointment committees with expertise relevant to the vacancy will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Vulnerable Children 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 Waikowhai Intermediate School procedures on safety checking, Police vetting and screening.

### Delegations

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

### Expectations and limitations

The principal must ensure that:

- appointment of deputy principals, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board Presiding Member and, at the discretion of the board, a further trustee
- unless determined otherwise by the board, appointment of all other teachers, part-time teachers, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the board Presiding Member or delegate where deemed necessary
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff.
- In the case of Community of Kāhui Ako membership:  
Staff seeking the Communities of Learning | Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their Principal before applying for the role.

### Procedures/supporting documentation

Police vetting procedure

- See Appendix One

Safety checklist

- See Waikowhai

Intermediate Health and

Safety website

### Monitoring

Principal's Report and Principal's meeting with BoT Presiding Member.

### Legislative compliance

[Collective employment agreements](#)

[Employment Relations Act 2000](#)

[Vulnerable Children Act 2014](#)

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Reviewed: Term 1, 2023

Next review: 2026

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# D4 Financial planning policy

## Outcome statement

All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for students.

## Scoping

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

## Delegations

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

The principal, in association with the Presiding Member, is responsible for recommending an annual operating and capital budget to the board within the timelines specified by the BoT work plan.

## 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.

## Depreciation rates

The following are the depreciation rates that will be reflected in the fixed assets register:

	Useful Life	Deprn Rate %
Buildings	40-50	2.00-4.00
Classroom Furniture	10-15	6.67-10.00
Electronic Equipment	4	25.00
Leased Assets	3-5	20.00-33.33
Musical Equipment	10	10.00
School and Office Equipment	5-10	10.00-20.00
Sports Equipment	10	10.00
Library books	8	12.50

## Procedures/supporting documentation

Annual budget, Asset register

## Monitoring

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

## Legislative compliance

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

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Reviewed: Term 1, 2023

Next review: 2026

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## D4.1 Financial condition policy

### Outcome statement

The school is financially viable and manages risks effectively.

### Scoping

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

### Expectations and limitations

The principal must ensure:

- unauthorised debt or liability is not incurred, all credit card statements are signed by the Principal, whose are signed by the BoT Presiding Member.
- 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:
  - o of over \$5,000, comparative prices are sought
  - o of over \$25,000, an adequate review of ongoing costs, value and reliability is undertaken
  - o of over \$5000 on a single item that is not in the current school budget, board approval is first sought
- effective systems are in place to meet the requirements of the payroll system.

### Procedures/supporting documentation

None.

### Monitoring

Finance Reports, Auditors Report, Principal's Report

### Legislative compliance

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

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Reviewed: Term 1, 2023

Next review: 2026

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## D4.2 Asset protection policy

### Outcome statement

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

### Scoping

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

### Delegations

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

### 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/supporting documentation

None.

### Monitoring

Auditors Report, Principal's Report, Asset Register, Finance Report

### Legislative compliance

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

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Reviewed: Term 1, 2023

Next review: 2026

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# 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 New Zealand Copyright Act 1994 Section 21 (2) recognises the copyright ownership rights of board of trustees of works produced by their employees in the course of their employment.

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

## Delegations/responsibility

The board delegates to the principal the responsibility to:

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

## Limitations and expectations

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.

## Resolution 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 board Presiding Member.
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.

## Associated legislation

[The New Zealand Copyright Act 1994](#)

## Associated procedures

None.

## 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.

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Reviewed: Term 1, 2023	Next review: 2026
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# 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 and vape-free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every 2 years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the board Presiding Member of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
  - o cooperate with school health and safety procedures
  - o comply with the health and safety legislation and duties of workers
  - o ensure their own safety at work
  - o promote and contribute to a safety-conscious culture at the school

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

# Procedures/supporting documentation

Staff induction

Education outside the classroom, RAMS

Health and safety register

Hazard register

Hazard assessment register

Injury and incident reporting (procedure, checklist, board report, investigation form)

Emergency procedures, including for shut-down and evacuation

Administering medication

Accident management

Alcohol, smoking and drugs See Appendix One

Before and after-school care

Behaviour management – managing challenging behaviour and physical restraint (policy and procedures)

Civil defence and crisis procedures more research

Collection, storage and access to personal information

Concerns and complaints

Court orders against parents/caregivers

Cyber safety

First aid and infection (pandemic plan) more research

Healthy eating

Parent helpers

Adult behaviour at school (adult conduct at school)

Playground supervision

Police vetting

Protected disclosures

Sexual harassment See Appendix One

Sun smart (sun safety) See Appendix One

Transporting children

## Monitoring

*Board to enter own monitoring and reporting procedures.*

## Legislative compliance

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

[Vulnerable Children Act 2014](#)

[Education and Training Act 2020](#)

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Reviewed: Term 1, 2023

Next review: 2026

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# 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

Reporting of actual or suspected child abuse and neglect

Protected Disclosures

Safety checking – safety checklist on Waikowhai Intermediate Health and Safety website.

Safe at work practices – Staff Organisation Handbook or the Waikowhai Intermediate Health and Safety website.

- Physical contact with children
- Working one on one with children
- Transporting children
- Overnight stays/camps
- Social media and technology (internet protection, photo storage) – Agreement signed by students on enrolment
- Parent help
- Visitors on site – see Waikowhai Intermediate Health and Safety website

- External contractors – see Waikowhai Intermediate Health and Safety website
- Gifts and rewards \$200OVER

## Monitoring

*Board to enter own monitoring and reporting procedures.*

## Legislative compliance

<http://www.education.govt.nz/>

[Vulnerable Children Act 2014](#)

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

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Reviewed: Term 1, 2023	Next review: 2026
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# D8 Managing challenging behaviour and physical restraint policy

## Outcome statement

To minimise the effect of challenging behaviour, the board of trustees shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.

## Scoping

This policy applies throughout the school.

Waikowhai Intermediate aims to promote the health and wellbeing of all the students and staff of the school. To this end we recognise the distress that can be caused when being physically restrained or for staff when having to restrain a student. Restraint is defined as intentionally limiting the movement, or preventing a student from completing a desired action by either holding them, blocking their egress or placing an environmental limitation (ie locked door).

We recognise that there may be occasions where in order to secure their safety (or the safety of other students) our staff may need to restrain, hold or environmentally isolate a student. On such occasions we will endeavour to ensure that the restraint is practiced in a way that is as minimally invasive as possible, that is as short as necessary and that, where able, it is conducted by staff trained in de-escalation through the MoE provided Managing Aggressive or Potentially Aggressive (MAPA) behaviour training.

All staff are required to familiarise themselves with Ministry of Education guidelines for registered schools in New Zealand on the use of physical restraint and to undertake appropriate professional development.

The board will ensure that any incident of physical restraint is notified to parents or caregivers and reported to the Ministry of Education. The board will ensure that parents or caregivers are notified if physical restraint is an element in a student's individual behaviour plan.

Complainants with concerns regarding use of physical restraint must follow the school's prescribed concerns and complaints procedure.

## Delegations

The board delegates to the principal:

- responsibility for ensuring that adequate staff training and support is in place
- the reporting of incidents of physical restraint to parents, caregivers, Ministry of Education and the Board of Trustees The report will be of sufficient information for the Board to satisfy the following questions:
1. Was the restraint necessary?
  2. Was it practiced in the least restrictive manner for the shortest time possible?
  3. Was the emotional needs of the staff, student and any family members responded to and met?
- Is there anything we can learn as a school and apply to future situations?
  - notification to parents and caregivers if an element of physical restraint is in a student's individual behaviour plan.

## Limitations and expectations

- Physical restraint is defined as using force to prevent, restrict or subdue the movement of a student's body or part of the student's body and is a serious intervention.
- Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student.
- Use of physical restraint is limited to teachers or authorised staff members and only where:
  - the physical restraint is necessary to prevent imminent harm to the student or another person; and
  - the teacher or authorised staff member reasonably believes that there is no other option available in the circumstances to prevent the harm; and
  - the physical restraint is reasonable and proportionate in the circumstances
- Authorised staff are employees authorised by their employer (the board of trustees) to use physical restraint.
- Teachers and staff members who are authorised to physically restrain students shall receive suitable training and support.
- Seclusion of students is prohibited. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.
- Staff involved in the restraint will be offered debriefing and emotional support. The student will also have the opportunity for debrief and support. Family/caregivers will be advised of the incident. For each incident of restraint, a report will be sent to the Board of Trustees who will review these at the next Board meeting.

## Associated legislation

[Education and Training Act 2020](#)

## Associated procedures

None.

## Monitoring

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

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Reviewed: Term 1, 2023	Next review: 2026
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# 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's website.
- 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/supporting documentation

Parent/whānau concerns and complaints procedure

Staff concerns and complaints procedure

## Monitoring

The principal shall maintain a register of complaints and resolutions and report to the Presiding Member, and then the Board as necessary.

## Legislative compliance

[Education and Training Act 2020](#)

Relevant employment agreements

Relevant professional standards

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Reviewed: Term 1, 2023

Next review: 2026

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## D10 International Students

### Purpose

- To ensure that the learning needs of International students are met.
- To ensure that the learning needs of New Zealand (local) students are not compromised.
- To enhance the awareness and understanding of all students, both local and International.

### Policy

1. Waikowhai Intermediate School welcomes International students .
2. Subject to Clause 5 below, the Management of the School has complete discretion as to the enrolment of any International student.
3. International students will only be enrolled for Years 7 & 8.
4. It is a condition of the enrolment of every International student that the School is able to meet the learning needs of that student.
5. By generally enrolling each year no more in aggregate than an average of three International students per class in addition to the School's maximum roll, the School will be able to meet the educational needs of all students.
6. All government requirements relating to International students must be complied with. Each International student must at enrolment sign a "Foreign Fee Payment Enrolment Form" and any other required documentation.
7. Other than dental and immunisation treatment, International students will be entitled to the same services as local students.
8. Where necessary, International students must have an authorized adult who acts in place of their parents in New Zealand.
9. The School will maintain a moderate approach to marketing. The School's marketing approach will be monitored and assessed.
10. All tuition and other fees for International students will be reviewed and set annually.
11. The School's policy on the refund of fees is based on the Code of Practice for International Students.

## D10.1 International Students - Accommodation

### Purpose

The School is required to comply with the accommodation provisions in the Ministry of Education Code of Practice for the Pastoral Care of International Students ("the Code", and herein referred to as "student(s)").

The objectives of this policy are:

- to ensure each student has a suitable living environment conducive to study which is also a safe and supportive home life.
- to involve the NZ residential caregiver in the welfare of the student when they are away from their family and home country.
- to assist the student to successfully integrate into the New Zealand lifestyle.
- to ensure overseas parents' have peace of mind knowing that their son / daughter is well cared for and happy in New Zealand.

### Policy

1. The categories of accommodation that will be accepted by the school are:
  - living with a parent
  - living with a designated caregiver
  - living in a homestay
2. The School *will not* use accommodation agents to organise and / or monitor student accommodation
3. In the first instance, all accommodation queries and issues will be dealt with by the agent acting on behalf of the parents of each student. Pastoral care issues or concerns arising from accommodation arrangements will be referred to the appropriate pastoral care person in liaison with the particular student's agent.
4. The School will hold a register showing the full name of each student, their current NZ address, their contact phone number, and the relationship of the residential caregiver to the student residing there.
5. Any serious concerns relating to accommodation will be reported to the Code Administrator.

### ***Students not living with a parent***

Where any student is under the age of 18 years and is not living with a parent:

1. The accommodation to be used by international students will have:
  - an on-site assessment to determine that it is of an acceptable standard.
  - if it is a homestay or at the residence of a designated caregiver, an assessment to determine that the accommodation type is not a boarding establishment.
  - a assessment of the residential caregiver's suitability and whether they will provide a safe physical and emotional environment.
2. Each student will be interviewed at least quarterly to ensure that their accommodation is suitable.
- ~~3.~~ All accommodation will be visited at least twice yearly to ensure that it remains suitable.
4. Police vetting will be undertaken on all adults aged 18 years and over living in a homestay, boarding establishment or designated caregiver accommodation used by a student.
5. The School will conduct follow up visits at such frequency as it deems appropriate if there are reasonable grounds to believe that the accommodation has become unsuitable.

### ***Homestay***

1. Students must not make their own private homestay arrangements without the approval of the Director of International Students.
2. Students staying in a homestay are required to exhibit appropriate behaviour.
3. Where a student's behaviour or demands are such that homestay hosts cannot reasonably be expected to have the student continue in their care, the homestay service may be discontinued and the student may be sent home.
4. Advice and a support infrastructure for homestay caregivers will be provided by the International Students Co-ordinator at the School.

### ***Designated Caregivers***

1. On or before enrolment, the School will meet and establish communication with the designated caregiver.
2. The relationship between the designated caregiver and student's parents will be checked to confirm that they are a bona fide relative or parent's friend.
3. The parents of each student living with a designated caregiver are required to sign an indemnity stating that the designated caregiver is a relative or close family friend, and that the parents have selected the accommodation for their child, subject to the School approving the accommodation.

### ***Divisions Of Responsibility***

**The School** will be responsible for:

- providing a 24/7 emergency contact person for problems with accommodation.
- monitoring and approving all accommodation.
- providing a support infrastructure for homestay carers.
- recording the results of all accommodation assessments.

- recording the results of all quarterly student interviews.

**Caregivers** will be responsible for:

- providing a safe and friendly living and study environment.
- providing the student with day to day care including:
  - 3 meals a day and access to snacks
  - their own room
  - bed and bedding
  - a study desk and chair
  - adequate bedroom furniture to store clothes, books etc.
  - adequate lighting including a desk lamp
  - adequate heating
  - transport arrangements to and from school
  - bathing/showering/bathroom access
  - handling their laundry
- treating the student with respect.
- making the student feel comfortable and part of the family.
- notifying the School if there are any changes or additions to the household.
- immediately notifying the School if there are any problems with the student. e.g medical condition, or conduct issues.
- immediately notifying the School if the student is homesick or depressed.
- looking after the student in their home to the best of their ability.
- provide an internet connection for the student.

**Host Families** will not be expected to:

- pay for toll or mobile phone calls made by the student.
- cook special food.
- insure the student's goods or pay for property the student damages or loses.
- offer accommodation to visiting friends or relatives of the student.
- comply with unreasonable requests.

### Checklist for Selecting and Monitoring Student Accommodation

The annexed *Checklist for Selecting and Monitoring Student Accommodation* forms part of this policy.

#### Checklist for Selecting and Monitoring Student Accommodation

TASK	COMPLETE
1. Designate a resource person or unit for accommodation	
2. Serious concerns reported to the Code Administrator	
3. Identify which form of accommodation the student will be living in from the following: <ul style="list-style-type: none"> <li>• Homestay</li> <li>• Designated Caregiver</li> <li>• Boarding Establishment</li> <li>• Temporary Accommodation</li> <li>• School Hostel</li> <li>• or with parents</li> </ul>	
4. Determine that homestay and/or designated caregiver accommodation is not a boarding establishment	
5. Assess suitability of the host caregiver	

6. Undertake on-site assessment of residential facilities	
7. Assess whether the caregiver will provide a safe physical and emotional environment	
8. Establish appropriate support structure for caregivers	
9. Meet with students in residential care at least quarterly (except those living with parents)	
10. Visit all residences twice yearly (except parents & designated caregivers)	
11. For designated caregivers also: <ul style="list-style-type: none"> <li>• have designated caregiver indemnity document signed by parents</li> <li>• meet and establish communication with designated caregiver</li> <li>• check the designated caregiver is a bona fide relative or parent's friend</li> </ul>	
12. For Boarding Establishments also: <ul style="list-style-type: none"> <li>• check that local bylaws are observed</li> <li>• ensure manager is resident</li> <li>• check employees suitability</li> </ul>	
13. For Temporary Accommodation also: <ul style="list-style-type: none"> <li>• ensure adequate supervision</li> <li>• monitoring and managing risks to students</li> </ul>	
14. Ensure police vetting is done on all adults aged over 18 years living in: <ul style="list-style-type: none"> <li>• Homestays</li> <li>• Boarding Establishments</li> <li>• Designated Caregivers (optional)</li> </ul>	

## D10.2 International Students – Fees Protection

### Purpose

1. To ensure that the fees paid by International Students are:
  - (a) handled in a way that is consistent with accepted accounting practice.
  - (b) accounted for in such a way that the fees paid by individual students are protected and monitored.
  - (c) available in accordance with the International Student Fees Refunds Policy.
2. To ensure that if the School is unable to continue to run a course or programme any balance of the fees due to the student are available to be refunded to the student.

### Policy

1. The following accounting procedures will be followed:
  - (a) International student fees shall be paid into the School's bank account.
  - (b) The School shall keep in reserve sufficient funds to meet its obligations as outlined in the *International Students - Fees Refunds Policy*.
  - (c) Monies will be available for approved refunds, or, in the event of the School not being able to fulfill the Tuition Agreement.

2. The School's Principal shall report to the Board annually as to the effectiveness of this policy.

## D10.3 International Students – Fees Refund

### Purpose

To govern the refund of fees when applied for by International Students.

### Policy

1. If an International Student wishes to withdraw from a course or programme after arriving in New Zealand no refund of fees will be made unless:
  - (a) that student must return home because of their serious illness.
  - (b) that student must return home because of the death or serious illness of a close family member.
  - (c) the School is unable to continue to run a course or programme.
2. Medical evidence must be provided if a refund is sought under Clause 1(a) or 1(b) above.
3. **NO refund** will be made to any student who:
  - (a) is asked to leave the School because of their misbehaviour, poor attendance or violation of school rules.
  - (b) wishes to transfer to another school for whatever reason.
  - (c) returns home for any reason **other than** that outlined in 1(a) or (b) above, or on compassionate grounds.
  - (d) acquires Permanent Residency after 1st March of the current school; year.
4. Where a refund is sought on compassionate grounds, each case will be considered on its individual merits.
5. **Note:** Where a refund is granted, then under New Zealand law the School is required to retain such amounts as to cover all tuition and other costs already incurred. It is the balance that will be refunded.
6. This policy is based on the Ministry of Education Code of Practice for the Pastoral Care of International Students and [Education and Training Act 2020](#)
7. Any refund under this policy shall be determined by the School's management.

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Reviewed: Term 1, 2023

Next review: 2026

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