



Table of Contents

1. Special Character Policy	1.1
2. Curriculum Delivery Policies	
Curriculum Delivery Policy	2.1
Timetable Policy	2.2
Assessment of Students Policy	2.3
Gifted & Talented Student Policy	2.4
Specific Learning Difficulties Policy	2.5
ICT Policy	2.6
BYOD Policy	2.7
3. Personnel Policies	
Personnel Policy	3.1
Support Staff Maximum Annual Leave Accrual Policy	3.2
Professional Growth Cycle Policy	3.3
Resolution for delegations of authority to the Principal	3.4
Staff ICT Policy	3.5
Appointments Policy	3.6
Equal Employment Opportunities Policy	3.7
4. Financial/Legal Policies	
Financial Planning Policy	4.1
Financial Condition Policy	4.2
Credit Card Policy	4.3
Asset Protection Policy	4.5
Legal Responsibilities Policy	4.6
Protection and Sharing of Intellectual Property Policy (Creative Commons)	4.7
CCTV Policy	4.8
Sponsorship Policy	4.9
Complaints Policy	4.10

5. Health and Safety Policies

Health and Safety Policy.....	5.1
Health and Safety – Induction, Training, Monitoring & Review Policy.....	5.2
Health and Safety – Injury & Incident Monitoring & Reporting Policy.....	5.3
Health and Safety – Others in the Workplace Policy.....	5.4
Health and Safety – Personal Protective Equipment Policy.....	5.5
Health and Safety – Risk Management Policy.....	5.6
Health and Safety – Worker Engagement, Participation, HSRs & HSC Policy.....	5.7
Dangerous Substances Policy.....	5.8
Administration of General Sale Medication Policy.	5.9
Administration of Prescription Medication Policy.	5.10
EOTC Policy.	5.11
School Vehicle Safety Policy.....	5.12
Endeavour Centre EOTC Policy.	5.13
Gateway Work Placement Policy.	5.14
Child Protection Policy.	5.15

6. Pastoral Care Policies

Student Behaviour Policy.	6.1
Policy for Student Counselling and Pastoral Care.....	6.2
Deans Policy	6.3
Anti-Bullying Policy	6.4
Student Health and Wellbeing Policy.....	6.5
Uniform Policy.....	6.6

7. International Student Policies

International Students Policy.....	7.1
Exchange Students Policy.....	7.2
International Students Accommodation Policy	7.3
Managing Recruitment Agencies Policy.....	7.4
International Students Refunds Policy.....	7.5
International Student Fees Protection Policy.	7.6
Management of Supervised Groups Policy	7.7

Motto	Vision
Kia Kaha Te Awhina “Strength through caring”	Kei Mua, Ki Runga “Moving forward, aiming high”
Mission Statement	Hāwera High School Values
Inspiring students to be passionate lifelong learners	Be Respectful Be Responsible Be Ready to Learn

Hāwera High School opened in 1919 as Hawera Technical High School with a roll of 180 students. The present roll is 700 students from Year 9 to Year 13. Hāwera High School is a multicultural school which celebrates diversity; 58% of students identify as NZ European, 34% Maori, 3% Asian, 2% Pasifika and 3% are other ethnicities. Hāwera High School is a state co-educational secondary school located in South Taranaki with glorious views of Mt Taranaki. The school celebrated its Centenary in 2019. This gave an opportunity to celebrate past success and share the school vision for the next 100 years.

Hāwera High School values; Be Respectful, Be Responsible and Be Ready to Learn guide teaching and learning practices within the school. Staff and students at Hāwera High School put relationships at the center of learning, teachers understand that effective teaching is underpinned by fostering an extended family-like context that is both culturally responsive and sustaining. The school attracts highly qualified and innovative staff.

Hāwera High School has a very broad curriculum which caters for a diverse range of students. Learning programmes are carefully designed to meet the learning needs of students so they can participate meaningfully in society. Senior learning programmes include Gateway Placements, Primary ITO courses, 3+2 WITT courses, Virtual Learning Network courses and traditional learning programmes. Junior programmes include Te Wera, Technologies, Performing Arts, Visual Arts and Te Reo Māori. Students are successful at school through gaining their qualifications and in their extracurricular activities. Students achieve exceptionally well academically, on the sports field, in culture groups or in the arts. Hāwera High School has a purpose-built centre, the Endeavour centre, for students with physical and learning disabilities. Where possible, students from the Endeavour centre are fully integrated into the wider school.

Hāwera High School is located next to the TSB Hub this ensures that students have access to world-class facilities for Physical Education classes, sporting and school wide events. Students benefit from close connections with local businesses. These connections allow students to transition successfully into the work force. Local businesses support sports, arts and cultural events, allowing Hāwera High School to benefit from strong community connections such as the iwi, local council, brass band, local sports teams, etc. These organisations work closely with the school to share their expertise.

As a member of the South Taranaki Kahui Ako (STKA) the school is committed to achieving the goals set out in the STKA Achievement Challenge. The STKA has set the following Achievement challenges: Relationship based Learning, Wellbeing and Learning Pathways. Being a member of the STKA gives the school the ability to work closely with feeder schools, which benefits the students as they transition into Hāwera High School.

Hāwera High School is committed to regularly reviewing and refining practices so that we can inspire students to be passionate lifelong learners.

Review cycle: Triennially

Last Review: September 2020



Curriculum Delivery Policy

Hāwera High School

Rationale

The Board of Trustees recognises that it is important that all students are challenged, extended and encouraged to realise their full potential. The vision of the New Zealand curriculum (to create confident, connected, actively involved lifelong learners) plays a vital role in the development of Hawera High school's curriculum. Young people need to develop the skills required for study, work and lifelong learning and move towards realising their potential as confident, actively involved learners. The values as articulated in the School charter and the Annual Plan must be an integral part of curriculum delivery at Hawera High School.

The New Zealand Curriculum forms the basis of the school's curriculum. The school's curriculum should bring to life the schools mission statement "Inspiring students to be passionate lifelong learners".

The National Education and Learning Priorities (NELP) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. Hawera High School Curriculum delivery is guided by these NELPs and focus on the following:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to giving our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and incorporating Te Reo Māori and tikanga Māori into everyday activities.

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/>

The purpose of the curriculum delivery policy is to foster the achievement of all students in the eight learning areas.

Guidelines

1. The Department Manual in each department will outline the implementation of the New Zealand Curriculum including the Vision, Principles, Values, Key Competencies and Achievement Objectives for the Learning Areas.
2. The special character of the school is integrated into all aspects of the curriculum and the eight essential learning areas.
3. A variety of learning and teaching styles and strategies will be employed in keeping with the effective pedagogical practices of the New Zealand Curriculum. A safe learning environment appropriate to the needs of students will be employed.
4. Student progress will be monitored and recorded using a range of planned assessment procedures.
5. The school will identify and manage students and groups of students who are not achieving, who are at risk of not achieving, who have special needs and/or are identified as gifted/talented.
6. The school will identify and manage issues which cause barriers to students' learning and it will seek to implement appropriate strategies to address these.
7. All students will have access to career planning and guidance.
8. Equal educational opportunities will be provided to all groups of learners and for individuals.
9. The school recognises the need to consider the implications of the Treaty of Waitangi in which Maori and Pakeha recognise each other as full Treaty partners.
10. A self-review programme will maintain the requirements laid out in this policy and the requirements of the Curriculum Areas.
11. Teachers will receive professional development to support the delivery of the curriculum and enable them to continue to improve their practices.
12. The Board of Trustees will ensure that adequate resources are available for curriculum delivery.

Links: HHS Timetable Policy

Review schedule: Triennially

Last review: March 2021



Timetable Policy

Hāwera High School

Rationale

To provide a framework that ensures:

- That the school provides a balanced curriculum in accordance with the New Zealand Curriculum, Framework and related documents;
- That timetabling decisions are made with due regard to equity and fairness for staff and students;
- That good employer and Equal Employment Opportunity principles are considered;
- That the requirements of the Secondary Teachers' Collective Agreement are met; and
- That resources are allocated in accordance to the strategic plan of the school.

Scope

This policy applies to all staff and students.

General Provisions

1. The school shall implement a policy on timetabling which is developed and reviewed in consultation with its teaching staff.
2. Non-contact time is based on an individual teacher timetabled classroom teaching hour comprising a total of 25 hours or a combination of periods of time equivalent to 25 hours per week.
3. Each full-time teacher shall have a minimum of 10 hours non-contact time fortnightly.
4. Total weekly non-contact time may be a combination of periods that are less than one hour.
5. Trained, full time beginning teachers in their first year are allocated five hours per week for advice and guidance purposes as well as their minimum non-contact entitlement. They are a charge of 0.8 against the staffing allowance and must have no more than 15 hours of teaching duties. Five hours per week shall be timetabled for the purposes of advice and guidance and their remaining timetabled time shall be non-contact time.
6. Trained, full time beginning teachers in their second year are a charge of 0.9 against the staffing allowance and have no more than 17.5 hours of allocated teaching duties each week. Two and a half hours per week shall be timetabled for the purposes of advice and guidance and their remaining timetabled time shall be non-contact time.
7. Trained part time beginning teachers in their first year who are employed for 0.5 or more of a full time load shall have included in their timetabled hours 2.5 hours non-contact time per week for advice and guidance in addition to any other time allowances to which they may be entitled as part time teachers.
8. No part-time teacher will be timetabled for more than 19.25 contact hours within each school week and the school shall provide additional non-contact time to bring the teacher to at least the level set out in paragraph 9.

9. The minimum timetabled non-contact time of part-time teachers is:

<i>FTTE</i>	<i>Paid Hours per week</i>	<i>Minimum timetabled non-contact hours per week</i>
<i>0.89</i>	<i>22.25</i>	<i>3.0</i>
<i>0.87 – 0.88</i>	<i>21.75</i>	<i>2.5</i>
<i>0.85 – 0.86</i>	<i>21.25</i>	<i>2.0</i>
<i>0.83 – 0.84</i>	<i>20.75</i>	<i>1.5</i>
<i>0.75 – 0.82</i>	<i>18.75</i>	<i>1.0</i>
<i>0.72 – 0.74</i>	<i>18.00</i>	<i>0.5</i>
<i>Below 0.72</i>	<i>Below 18.00</i>	<i>No entitlement</i>

10. For all part time teachers employed for 12 hours or more per week (0.48 FTTE to 0.89 FTTE) the school will endeavour to provide non-contact time that is proportional to that of a full-time teacher, i.e. the FTTE they are employed for multiplied by 5 hours.
11. The placement of each part-time teacher's timetabled non-contact hours within the timetable shall be in discussion with the individual teacher and recognize the distribution of the individual's timetabled class contact hours. The teacher is required to be available in the school during their timetabled non-contact time.
12. The minimum non-contact time entitlements to each teacher allocated permanent unit(s) in addition to the basic non-contact time entitlements are:
 - (i) one hour per week for holders of one permanent unit;
 - (ii) two hours per week for holders of two permanent units; and
 - (iii) three hours per week for holders of three or more permanent units.
13. The school shall endeavour to provide at least one additional hour per unit for each permanent unit above the third.
14. The school will seek to provide those in or senior leadership positions with sufficient additional non-contact time to manage their administration, management or pastoral duties.
15. The school will seek to provide each teacher in charge of a department who does not hold a permanent unit with one additional non-contact hour to carry out their specific management and/or additional responsibilities (including guidance and pastoral duties).
16. The teacher designated as a Specialist Classroom Teacher shall receive an additional four hours' non-contact time allowance per week (rolls under 1201).
17. Heads of Department (or other specified staff) who are responsible for year one or year two beginning teachers Professionally Certificated Teachers shall be allocated the equivalent of one-hour non-teaching time per week for each teacher who generates the beginning teacher time allowance for the purposes of directly providing curriculum-specific advice, guidance and support to that teacher. How this time is allocated within or across weeks is to be decided by the principal in consultation with the HoD(s)/Specified staff. Time allowances will aggregate where the HoD/specified staff is providing curriculum-specific advice and guidance to two or more beginning teachers who generate the time allowance. When the curriculum support programme is transferred to another teacher the eligibility for the time allowance is also transferred. Where more than one Head of Department has responsibility for providing curriculum support and guidance to the beginning teacher the time allowance shall be shared equitably.

18. The principal is to ensure that discussion occurs with any overseas teacher whose employment generates the overseas teacher time allowance on how the allowance may be utilized to assist in providing professional advice and guidance to the teacher.
19. The school shall endeavour to ensure that the individual average class size for each teacher with two or more classes does not exceed 26 students. Where, for genuine reasons, this cannot occur the compensatory mechanism(s) agreed in this policy will operate.

Review Process

20. Hawera High School operates a ten-day cycle which consists of two 90 minute and two 60-minute periods each day (25 hours teaching per week). This equates to 50 hours over ten days.
21. Timetable policy shall be reviewed by the Principal triennially.
22. Between triennial reviews either the principal or the PPTA branch chairperson on behalf of employees covered by the Collective Agreement may initiate a review through the regular consultative meetings between the branch and the principal.
23. Every endeavour will be made to ensure that all teachers have equity in:
 - Range of teaching levels
 - Range of student abilities
 - In their timetabled classes.

Assemblies

24. Teachers are expected to be at assembly if it is during their normal timetabled class time.

Other Duties

25. All teachers will have some pastoral responsibility, except as negotiated with the principal.
26. Part time teachers will have pro-rata pastoral responsibility.
27. All full-time teachers will be scheduled for three duty periods per week, except as negotiated with the principal. Each duty is either 15 minutes or 20 minutes in length.
28. Part time teachers will be scheduled for duty on a pro rata basis.

Class Sizes for teaching and learning

29. Class sizes are determined by the resources available and by Health and Safety guidelines.
30. There will be annual discussion, at a Term 3 HOD meeting, with heads of department and subject specialist teachers on appropriate minimum and maximum class sizes for each subject at each year level in order to establish target class sizes. All endeavours will be made to keep class sizes at the recommended levels.
31. All endeavours will be made to ensure that no non-practical class is more than 30 students.
32. Hawera High School will endeavour to restrict practical classes to a maximum of 26 students. Practical subjects are recognized as Drama, Chef training, Horticulture, Music, Technology, Science, Art, Physical Education and Maori Performing Arts.
33. Knowledge of individual students needs will be considered when determining appropriate class sizes.
34. Where a practical classroom space is smaller than 83m² the school will endeavour to reduce the number of students accommodated in proportion to the room area.

35. Every reasonable endeavour will be made to ensure the distribution of classes so that the average class size of each individual teacher who has two or more classes is 26 or less where, for genuine reason, this cannot occur the compensatory mechanisms of this timetable policy shall apply. Compensatory mechanisms may include provision of support staff, increased time allowance, compensatory time or additional staffing.
36. Classes timetabled for e-learning (or virtual learning) shall be limited to no more than 10 students.
37. E-learning classes shall be treated for timetabling the teacher delivering the class purposes as though they were a face-to-face class.
38. All endeavours will be made to keep mixed level classes and mixed option classes to 15 or fewer students.
39. Where the class size targets of this policy cannot be met for some classes an explanation of the reasons will be made to the teacher(s) of those class(s) and an opportunity provided for suggestions for mechanisms for reducing the class size(s).
40. Support for oversize classes may include provision of support staff, increased time allowance, compensatory time or additional staffing. Decisions related to these options will be made each year by the principal in consultation with the relevant HODs.
41. In classes where student numbers fall below 15 students, the viability of the course will be examined. Criteria to be employed during such a review would include, but not be limited to, the level of the class, student retention, community expectations, historical class sizes in the subject and the principles set out in clauses 1-7.

Monitoring and Recording the Use of Entitlement Non-contact

42. Non-contact hours for Deans are set out in the relevant position descriptions. In principle, Deans teach no more than four classes per week. Deans are entitled to five hours per week.
43. Copies of teachers' individual timetables will be available on Kamar each year.
44. The student/teacher contact load of each teacher will be analysed each year. The school will endeavour to balance student/teacher contact loads across teachers to ensure fairness during the year and between years.
45. The timetablers and HODs are responsible for monitoring that teachers receive their entitlement non-contact periods and average class size.
46. If teaching staff are concerned that they have not received the non-contacts that they are entitled to, or exceed an average of 26 students per class, then the teacher or their representative is to approach in the first instance, the SLT member with responsibility for timetabling. If the teacher is not satisfied with the reply, s/he and/or their representative is to consult the principal.

Genuine Reason

47. Teachers may only be asked to temporarily forgo their minimum entitlement to non-contact when:
 - all reasonable options have been investigated and no alternative to a reduction in entitlement non-contact can be found.
 - the request is made on an individual basis, and a blanket request for agreement to reduction in non-contact entitlements shall indicate a need to review timetable structures and operation. A fully allocated teacher has the right to refuse to a relief request without penalty.
 - there is a sudden emergency that requires supervision of a class for its ongoing safety. All efforts will be made to find a day reliever.
 - no day reliever can be found after timely and appropriate efforts have been made.
 - on a longer-term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of contact than their minimum non-contact indicates.

- teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts. The school has received conflicting advice from PPTANZ and NZSTA over the interpretation of this clause.
48. Where by virtue of demonstrated timetable or other constraints the allocation identified of non-contact hours for any individual teacher cannot be implemented the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact entitlement within the timetable, then the principal and the teacher may mutually agree to compensate the teacher.
49. Whereby virtue of genuine and demonstrated temporary constraints the allocation of non-contact hours to which an individual teacher is entitled cannot be met within any week then the principal and the teacher may, on each occasion, mutually agree to compensate the teacher.
50. Teachers should only be asked to exceed an average class size of 26 or less when:
- all reasonable options have been investigated and no alternative to an increase in the average class size can be found after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, module or a year, at a higher level of average class size than 26.
 - the request is made on an individual basis, and a blanket request for agreement to average class sizes of over 26 shall indicate a need to review timetable structures and operation.
51. Where by virtue of demonstrated timetable or other constraints the allocation of classes would generate an average of greater than 26 students for an individual teacher the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the average to be achieved. If it is subsequently agreed that there is genuine reason why it is not possible to provide an average class size of no more than 26 within the timetable, then the principal and the teacher may mutually agree to compensate the teacher.

Links:

- Policy on Curriculum Delivery

Review schedule: **Triennial**

Last review: **August 2020**

All parts of this policy will comply with New Zealand Law



Assessment of Students Policy

Hāwera High School

Rationale:

Assessment of student achievement at Hawera High School will be used to gather information data:

- to identify students and groups of students who are not progressing and/or achieving, who are at risk of not progressing and/or achieving, or who have special needs (including gifted and talented) students or are gifted/talented.
- to identify aspects of the curriculum that require particular attention.
- to inform staff and parents/caregivers and students of progress within learning areas.
- to implement and develop teaching and learning programmes.

Guidelines:

- All assessment processes will meet the requirements of the New Zealand Curriculum and/or New Zealand Qualifications Authority.
- Student progress will be assessed against the achievement objectives in each learning area of the New Zealand Curriculum.
- Assessment at Hawera High School will be fair, valid, reliable and consistent for all students.
- Assessment for national qualifications will follow New Zealand Qualifications Authority guidelines.
- Achievement information gathered will be securely stored and handled with regard to the implications of the Privacy Act.
- Teaching and learning programmes and assessment statements will outline the conditions of each assessment.
- Assessment information will be used to facilitate and maximise opportunities for students' learning.

Review schedule: Triennially

Last Reviewed: July 2019



Gifted and Talented Students Policy

Hāwera High School

Rationale:

Gifted and talented learners are those with exceptional abilities relative to other students of the same age and cultural background. These individuals have certain learning characteristics that give them the potential to achieve outstanding performance. They require different learning opportunities and may need emotional and social support to realise their potential.

Purpose:

1. To work collaboratively to identify and promote awareness and understanding of gifted and talented students, both within and beyond the classroom setting.
2. To provide opportunities for these students to develop their special abilities by extending, enriching and challenging them.
3. To provide suitable professional development and resources for all teachers and especially for teachers with special responsibility in this area.
4. To effectively support teachers and gifted and talented students by establishing systems and documentation for tracking and evaluation.
5. To attend PD, where possible, to maintain the most up-to-date knowledge and understanding of education for gifted and talented students.

Definition:

Hawera High School defines gifted and talented students as those learners who demonstrate or have the potential to achieve outstanding performance in one or more of the following areas:

1. Intellectual/Academic: Students with exceptional abilities in one or more learning areas.
2. Creativity: Students with outstanding creative abilities such as evidenced in their abilities to think, create and problem-solve innovatively.
3. Visual and Performing Arts: Students with exceptional abilities in areas such as Music, Dance, Drama, and Visual Arts.
4. Leadership: Students with outstanding interpersonal and intrapersonal qualities which enable them to act in leadership roles, problem-find and problem-solve.
5. Culture: Students who demonstrate exceptional abilities within a cultural or ethnic group, such as traditional arts and crafts, language, performance or tikanga.
6. Physical Education/Sport: Students with exceptional physical abilities and/or skill, in sport or Physical Education.

(Adapted from Riley et al., 2003) It is recognised that exceptional abilities may be demonstrated by a student's behaviour and responses, as well as by their actual achievement at school.

Links: HHS Timetable Policy

Review schedule: Triennially

Last review: March 2018



Specific Learning Difficulties Policy

Hāwera High School

Overview

Our school supports in excess of 700 students from the region. More recently we have become concerned regarding the number of students underachieving and whilst we are identifying the difficulties we are concerned that current resourcing, systems and staffing needs to be enhanced if we are to support and meet student need in this area.

Strategic goals

- Development of assessment tools
- Early identification on entry to high school.
- Enhancement of teacher expertise to identify and support students in the classroom
- To develop school wide programmes to address needs of identified students
- To develop robust documentation and monitoring systems
- To develop the SENCO role to identify and manage the needs of all at risk student groups within the school.

School Philosophy

Students with specific learning difficulties (Dyslexia, dyspraxia, high functioning autism including Asperger's, those with auditory and visual processing disorders and ADHD) and those in at risk learner groups will be readily identified specifically children with low literacy and numeracy levels, and English second language students with learning difficulties.

We believe we have a responsibility to meet student needs and raise achievement for all students in our school including those with specific learning difficulties and at risk learner groups.

We commit financial and other resources to providing equitable education for all children and groups of children with specific needs in our care.

We believe our teachers have a responsibility for providing adequate teaching and learning support for all students in their care. As a school we are committed to developing best practise for all students including those with specific learning difficulties and those in at risk learner groups.

Definition

Adapted from Neil Mc Kay British Dyslexia specialist

We recognise a specific learning difference which at any level of ability may cause unexpected difficulties in the acquisition of certain skills. We also recognise the Ministry working definition for dyslexia.

Dyslexia is a spectrum of specific learning difficulties and is evident when accurate and/or fluent reading and writing skills, particularly phonological awareness, develop incompletely or with great difficulty. This may include difficulties with one or more of reading, writing, spelling, numeracy, or musical notation. These difficulties are persistent despite access to learning opportunities that are effective and appropriate for most other children.

Developing practice

We will use a recognised range of indicators to be used as a guide. Classroom teachers will be responsible for identification of students with areas of concerns. Classroom teachers will raise these concerns with HOD's and SENCO. Appropriate assessment will be conducted.

- An early screening programme
- Use of a screening tool
- In some cases, formal assessment may be recommended

Parent partnership

We will be proactive at raising concerns with parents at the earliest opportunity. Permission and parent consultation will take place around specialist assessment and intervention. Parents are encouraged and supported to pursue own external assessment and intervention. We work with parents to create an environment at home and school where students can go beyond their difficulties. We want parents to be comfortable to seek support and accommodations to assist their children reach potential.

Early intervention

We recognise the critical need for intervention and therefore develop a screening process for use with students on entry into year 9 and whenever new students enrol in the school. An individualised learning programme will be established for all identified students. This may include:

- Specialist in school support.
- A modified classroom programme.
- Parent involvement support for learning and homework
- Use of software programmes for repetition and overlearning.
- Outside agency specialist support.

School and classroom beliefs.

- No student left behind.
- Notice and adjust approach.
- Learning preferences are identified and celebrated. Strengths are recognised and developed and learning difficulties are identified and minimised.
- The classroom is a place where difference is celebrated.
- Children are in inclusive environment where all learner types and differences are valued. Inclusion also means that students can access the curriculum.
- Goals are explicit and shared.
- We recognise the value of a collaborative partnership where trust forms the cornerstone of the relationship.

Commitment to professional development

The school commits to teacher development to assist teachers to develop:

1. A multisensory teaching approach.
2. Developing more structured classroom environments for at risk student groups
3. An understanding of the developmental stages of learning
4. Learning and teaching based on research, best practice and neuroscience
5. A focus on repetition and overlearning
6. Teaching programmes informed by diagnostic assessment
7. The teaching of metacognitive strategies

Teachers will be able to identify learner difficulties. Teachers will be expected to adapt classwork, homework, marking and assessments to adapt to the needs of the student recognising learning preferences. Alternative ways of presenting work is accepted as evidence of learning. Teachers will know and use metacognitive strategies to assist skill acquisition and will know and apply a range of accommodations to assist student achievement.

Working with other organisations and assistive technology

We develop links with outside agencies such as SPELD and specialist teachers and assessors. The school recognises the benefits of assistive technology and commits time to applications and finding funding options for its provision.

Links:

Review schedule: **Triennially**

Last review: **June 2018**



Information & Communications Technology (ICT) Policy

Hāwera High School

Hawera High School will maintain an ICT infrastructure that:

- Meets student curriculum needs (as taken from the NZ Curriculum).
- Enhances and enriches student learning across all learning areas.
- Contributes to raising student literacy and numeracy achievement at the school.
- Extends student learning beyond the school environment.
- Increases staff professional efficiency through the use of ICT for planning, recording and reporting.
- Enables staff to use student data to inform strategic annual and routine planning.
- Supports communication with parents and the wider community.
- Meets school business communication requirements.

The ICT purchasing decisions of the school are made by the Principal, acting within the Board of Trustees approved annual budget. The Principal's decisions are informed by the advice of the ICT committee, which comprises of Senior Leadership Team, Executive Officer, HoD Digital Technologies, school computer technician and other interested staff.

The school aims to future proof the school's ICT facilities and resources. Therefore, the ICT facilities provided are selected so as to be reliable, fit for purpose and consistent with the equipment and software students are likely to encounter in their future working lives.

The network equipment is maintained and replaced according to a financially sustainable schedule. The importance of accessing external grants and donations to maintain this schedule is acknowledged.

Review schedule: **Triennially**

Last reviewed: **August 2019**



Bring Your Own Device Policy

Hāwera High School

Rationale

Hawera High School values the learning experiences that ICT technology brings. The continued promotion and advancement of acceptable ICT experience for students is core to the school's educational philosophies.

By facilitating Bring Your Own Device (BYOD), Hawera High School empowers its students and gives them direct involvement in the way they use ICT technology in their learning. At the same time, we wish to enable teachers to build on their ICT experiences and adapt to the BYOD environment without losing the core technological capabilities on which they have been able to rely.

References

- BYOD User Agreement

Objectives

1. To facilitate and promote the bringing of a computing device to school by *all* students in Years 9 -13, for use in their education.
2. To provide a safe environment in which students can achieve Objective 1.
3. To ensure a minimum standard of device that is compatible with our network, subject specific software and the work we do.
4. To enable students to use technology to further their learning, independently and in structured lessons.
5. To provide a basis on which Hawera High School teachers can continue to tailor lesson delivery so that students can use their devices in class toward specific learning outcomes.

Actions

(A) Students and Parents/Carers

- All students in Years 9 - 13 are allowed to bring information technology device(s) to school each day. Smart phones are not considered to be a suitable device.
- This device may be a personal device of student's own choosing and ownership which meets the 'Device Specification' Hawera High School has provided. Or one that has been provided by the school on a long or short-term basis.
- The personal device must be able to be brought to school on each and every school day and be solely the students to use throughout the school day.
- Students and Parents are responsible for ensuring the device brought to school meets all the requirements of the 'Device Specification' of Hawera High School. A device which does not meet the Specification may not be permitted access to school networks and services.
- Prior to bringing a personal device for the first time, students and their parents must read and sign the **BYOD User Agreement** which sets out the responsibilities and expectations for use of personal devices at Hawera High School.
- Students must use their device in accordance with Hawera High School's **Acceptable Use of Information and Communication Resources** Policy, and the **BYOD User Agreement** for Hawera High School.
- Students must follow teachers' directions as to appropriate use of their devices in class.
- Each student is absolutely and solely responsible for the care and conduct of his own personal device whilst: at school or at other school activities or travelling to and from school or to and from other school activities.
- Students must connect their device to the designated wireless data network supplied by Hawera High School using their own, individual user account credentials only. Students must not connect to any other network, wired, wireless or cellular. Students must not bridge the Hawera High School designated network to any other network.

(B) Teachers

- Teachers should encourage and facilitate the use of students' devices in their classes where they deem appropriate. *Use of students' own devices in class is, however, at the sole discretion of the teacher.*
- Teachers should follow standard discipline procedures in case a student fails to bring their device, in the same manner as if a student fails to bring any other required material to class.

(C) Hawera High School will:

- Ensure all students, no matter their family's financial means, have access to the computing resources at school, inside and outside of class time, that are required by their coursework.
- Provide a **BYOD User Agreement** to list the responsibilities and expectations of each student and their families in the BYOD program.
- Ensure a copy of the **BYOD User Agreement** is signed by each student and their parents prior to allowing the student's device to be brought to school.
- Publish a '**Device Specification**' that describes the requirements for devices brought to school pursuant to the BYOD program. This Device Specification may include requirements for devices specifications that go to:
 - Size or form factor
 - Network connectivity
 - Operating system and standard software
 - Input method
 - Security measures
 - Battery runtime
 - Other device feature or software requirements determined by the school
- Provide a wireless network with filtered Internet connection to which students may connect their BYOD program device.
- Provide support to assist students with establishing network connectivity with the BYOD program device.
- Accept no responsibility for loss or damage to, or for maintenance or repair required on a student's own device through any act or omission resulting from the negligence or otherwise of the school, a member of the school staff or of another student.
- Should a student's device fail to meet a requirement of the **Device Specification**, the school may not facilitate the student's access to any network or school services. The school may direct a student to cease bringing a device to school which does not meet all the requirements of the Device Specification.

Review schedule: **Triennially**

Last review: **28 October 2020**



Personnel Policy

Rationale

Staff are the schools most important resource. Principled, effective staff management processes will achieve the best outcomes for staff and students.

Scope

This policy applies to all Hawera High School employees.

Purpose

To ensure that all staff have the skills, knowledge and support they need to work effectively and safely.

Principles

- All staff are responsible for contributing to the achievement of the school goals. Ultimately, the school's goals are to provide all of our students with skills, knowledge and dispositions so that those students have choices and opportunities beyond school.
- All staff are to be treated with respect and honesty.
- All staff are responsible for ensuring safe operation of the school.

Personnel Policy

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

1. that all employment related legislative requirements are applied
2. all employees' rights to personal dignity and safety are maintained and ensure that matters are resolved in an appropriate and fair manner
3. a smoke free environment is provided
4. that employment records are maintained and that all employees have written employment agreements
5. that employee leave is effectively managed and reported so that the risk of financial liability is minimized, operational needs are met, and the needs of individual staff are considered.
6. the Principal is delegated the authority to grant and/or require the following in relation to leave:
 - Medical certificate for an absence on sick leave in excess of five days **up to 20 days**
 - Discretionary leave not exceeding **six** days
7. that performance agreements are established for all staff and that reviews are undertaken annually
8. a suitable professional development program, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
9. the requirements of the current Health and Safety legislation are met
10. Advice is sought as necessary from NZSTA advisers where employment issues arise

Review schedule: **Triennially**

Last Reviewed: **August 2020**



Support Staff Maximum Annual Leave Accrual Policy

Hāwera High School

Rationale

Employees and their supervisors are mutually responsible for planning and scheduling the use of employees' annual leave throughout the year and to manage absences in line with contractual entitlements and operational requirements.

Scope

This policy applies to support staff on full year contracts.

Policy

20 Day annual leave accrual limit

- Employees' endeavour to have annual leave balances at, or below, one year's worth of annual leave on their anniversary date.
 - Employees accumulate 4 weeks (20 days) annual leave per annum for the first five years of employment
 - On completion of the fifth year, employees' entitlements increase to 4.6 weeks (23 days) annual leave per annum
 - On completion of ten years' service, employees' entitlements increase to 5 weeks (25 days) per annum
- Employees may accumulate annual leave hours above the one-year entitlement maximum as long as they use the excess hours by their anniversary date.
- If employees fail to use the excess annual leave hours by their anniversary date, a plan to reduce accumulated leave must be negotiated with the Principal.

Review schedule: Triennially

Last Reviewed: November 2020



Professional Growth Cycle Policy

Hāwera High School

Rationale

A Professional Growth Cycle is intended to capitalise on the authentic learning collaborations between teachers that are likely to already be in place.

Principles underlying Professional Growth Cycle

The Code of Professional Responsibility Ngā Tikanga Matatika mō te Haepapa Ngaioatanga outlines the high standards of ethical behaviour expected of every teacher. This also influences the way in which the Standards for the Teaching Profession (Standards) or Ngā Paerewa mō te Umanga Whakaakoranga (Paerewa) are understood and enacted within teacher practice in each context.

Elements of the Professional Growth Cycle for Teachers

1. **Principals and professional leaders** will facilitate a common understanding of the Standards or Paerewa in their own context and what meeting and using them in their practice looks like (Not annually but once in place revisit from time to time and with new teachers to the setting).
2. **Principals and professional leaders** will design with teachers an annual cycle of professional growth in their setting, using the Standards or Paerewa and support teachers to engage in it, fostering an environment for inclusive, collaborative teacher learning.
3. **Every teacher** will engage in professional learning using the Standards or Paerewa to advance their understanding of the relationship between their professional practice and outcomes for learners
4. **Every teacher** will be given the opportunity to discuss and receive feedback on their practice including observation, particularly for teachers holding Tōmua practising certificates (provisionally certificated teachers).
5. **Principals and professional leaders** will confirm annually that each teacher has participated in the annual cycle and will also provide a statement to the teacher about whether they meet (Tūturu: Full Practising Certificate) or likely to meet (Pūmau: Subject to Confirmation) the Standards or Paerewa (but with no requirement to create evidential documents).

OR

6. If in the **Principal or professional leader's** judgment the teacher does not currently meet the Standards or Paerewa, they will discuss that with the teacher and provide support to enable improvement and if sufficient progress is not made, they may commence formal performance management processes outlined in employment agreements. Note that in these situations the Council's registration and certification policy will set out the expectations for the endorsement of a practising certificate renewal.

This policy should be read in conjunction with the following documents.

- Professional Growth Cycle for Teachers
https://teachingcouncil.nz/sites/default/files/TC-Professional%20Growth%20Cycle%20for%20Teachers_Elements_0.pdf

- The Code of Professional Responsibility
<https://teachingcouncil.nz/sites/default/files/Code%20Guidance%20FINAL.pdf>
- Our Code, Our Standards
<https://teachingcouncil.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf>
- HHS Professional Growth Procedure

Review cycle: **Triennially**

Last reviewed: **September 2020**



Resolution for Delegations of Authority to Principal

Hāwera High School

The Board resolves to delegate to the Principal the following powers and responsibilities:

- a. Appointment of staff as per the Appointments Policy.
- b. Approval of:
 - Capital expenditure outside **of capital projects or budget approved by the Board of Trustees** to a maximum value of **\$10,000** per annum.
 - **Contractor payments on BoT approved capital projects.**
- c. Performance Management, disciplinary action (including dismissal of non-teaching staff).
- d. Competency procedures in relation to teaching staff in accordance with the Secondary Teachers' Collective Agreement ("STCA") through to the completion of the evaluation report as set out in clause 3.3.5(d) of the STCA. The report and any recommendation will then be provided to the Board for any decision as set out in clause 3.3.5(e) of the STCA.
- e. Undertaking any inquiry into a possible breach of discipline in accordance with section 3.4 of the STCA. In the event the issues under investigation are not resolved informally by discussion or the Principal is of the view that the matter should proceed to the Board, then the Principal may initiate formal disciplinary procedures by forwarding relevant documents to the Board for this purpose according to the staff member's collective agreement or individual contract.
- f. Suspending any employee during any inquiry or following receipt of a complaint if satisfied that the welfare and interests of any student attending the school or of any employee at the school so requires.
- g. Grant and/or require the following in relation to leave:
 - Medical certificate for sick leave absence (whether paid or unpaid) in excess of three days **up to 20 days** provided there is sufficient medical leave available to that staff member. Anything exceeding 20 days must be decided upon in consultation with the Board.
 - Discretionary leave not exceeding **5** days per annum whether paid or unpaid.
- h. Authorising unbudgeted **operational** expenditure / payments up to a maximum value of **\$20,000 per annum.**
- i. Applying for funds, sponsorship or other monies up to a value of **\$25,000.**
- j. Signing of declarations on behalf of the Board in relation to information required by the Ministry of Education, overseas students.
- k. Mandatory reports to the Education Council.
- l. Principal's authority to delegate parts of these authorities to appropriate staff. E.g.: SLT / Exec Officer

Review schedule: Triennially

Last Reviewed: February 2020



Staff ICT Policy

Hāwera High School

Preface

All school computers and the contents within them are the property of the school. Staff are expected to use common-sense and professional judgment when sharing any of the digital content on school devices. All Internet access and e-mails are logged automatically as part of the network management. As the content of a machine's hard drive is school property it is not "private" and is open for inspection. Staff should be aware that all forms of digital communication and are not necessarily private and as such should ensure they keep the content of messages confidential and professional.

I will:

- use school computers or any other devices to support teaching and classroom learning and administration. Staff are not expected to use personal devices for school activities, however, should they do so they must ensure they maintain professional standards.
- not access pornographic dangerous, inappropriate, or illegal material at school or on school devices. I am forbidden to pass on such material by copying, storing or printing.
- not send any email messages which are offensive, pornographic, dangerous, inappropriate at school, or illegal. If I receive any such e-mail, I am to notify a member of the Senior Leadership Team (SLT) and take advice and appropriate action and will then advise the sender not to send me such messages again.
- not use school equipment for any criminal purpose, including hacking into another computer or system.
- not use the Internet to directly order resources for the school unless authorised to do so by the Head of Department or Executive Officer.
- advise, in writing, a member of the Senior Leadership Team (SLT) of any access of inappropriate/forbidden material. The Network Manager will be informed by SLT so that any inappropriate information/sites can be blocked.
- not take school ICT equipment off the premises without the knowledge of the Head of Department or a member of the SLT (this does not apply to laptops assigned to an individual under the Ministry program).
- not allow any unauthorised person, or any student, access to my device, internet access or e-mail account or network user account. I will keep my password secure and not disclose to any other person.
- not disclose any staff or student data/information to unauthorised people. The data/information will only be used for the school-related purpose it was gathered. (From time to time these conditions may change and I will be advised at that time.)
- ensure all communication with the school community should be through the school approved channels e.g. Teams or Outlook emails.

I agree to:

- take care of information technology resources.
- respect the copyrights on software that prohibit copying.
- only use school software on school computers – except for a trial purpose authorised by the Network Manager, Chair of the Computer Committee or SLT member.
- be considerate of other users.
- remove immediately from the screen any material that would not be allowed at the school that I come across, and promptly advise a member of the SLT in writing, who will contact the Network Manager.
- be responsible for privacy and security. I will log out of the network or lock my computer if I am going to leave a computer unattended/unsupervised.
- use disks/cloud storage/pen drives only to back up work or take it to and from home. Use of these devices containing school material mixed with other material can create accidental breaches of privacy (use of these devices on a range of machines increases the risk of virus infection).
- advise the Network Manager if I come across a virus or security problem.

Name (printed)_____

Signature_____

Date _____

Please keep a copy for your information.

Review schedule: Triennially

Last review: April 2021



Appointments Policy

Hāwera High School

Rationale

Staff are the school's most important resource. Principled, effective appointment processes will achieve the best outcomes for staff and students and ensure that all staff have the skills, knowledge and support they need to work effectively and safely.

To assist in the appointment of quality staff to any vacancy which 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 Hawera High School procedures on safety checking, police vetting and screening.

Principles

- All staff are responsible for contributing to the achievement of the school goals. Ultimately the school's goals are to provide all of our students with skills, knowledge and dispositions so that those students have choices and opportunities beyond school.
- All staff are to be treated with respect and honesty.
- All staff are responsible for ensuring safe operation of the school.

Therefore, the principal must ensure that they:

1. Determine the composition of the various appointment committees according to the schedule outlined below:
 - Appointment of the Senior Leaders, head of departments and senior teachers will involve an appointments committee consisting of the Principal, the Board Chair (or delegated person) and a further trustee (should the board feel the need to include one).
 - For the appointment of all other teachers, part time teachers, and long term relieving teachers, the principal must form an appointments committee unless determined otherwise by the board. This committee must include two or more people of which the principal must be one.
 - The same process is to be followed for non-teaching staff. The Principal may or may not be part of the non-teaching staff committee, at the Principal's discretion.
2. Have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff.
3. As part of the appointment process new staff will take part in an induction process that will include:
 - The School's Goals.
 - An explanation of the employee's duties.
 - School processes to ensure staff and student safety.
 - The expected school ethos that staff will work collaboratively and positively with other staff, students and parents.
 - Roles and responsibilities of school staff.
 - Matters of school routine.

Appointment of the principal is the responsibility of the board which will determine the process

Scope

This policy applies to the employment of all Hawera High School employees.

Links

Employment Relations Act:

<http://legislation.govt.nz/act/public/2000/0024/latest/DLM58317.html>

Vulnerable Children's Act:

http://legislation.govt.nz/act/public/2014/0040/latest/DLM5501618.html?search=ts_act%40bill%40regulation%40d_eemedreg_vulnerable_reseal_25_a&p=1

Other Relevant HHS Documents

- Hawera High School Employment Safety Check
- Hawera High School Personnel Policy
- Hawera High School Equal Employment Opportunities Policy
- Hawera High School Child Protection Policy

Review Schedule: **Triennially**

Last Reviewed: **June 2019**



Equal Employment Opportunities Policy

Hāwera High School

Rationale

It is the aim of Hawera High School to be a good employer through its equal employment policies and practices.

Purpose

1. To meet the requirements of the current legislation for the implementation of the EEO policy.
2. To ensure that there is equal access to job opportunities for:
 - recruitment and selection
 - promotion and career selection
 - training and professional development
 - conditions of service.

Guidelines

1. The Board of Trustees and Principal are required to ensure that the principles of EEO are maintained throughout the school.
2. The Principal should maintain information detailing the ethnicity of staff and their distribution across the various employment levels of the school.
3. In all appointments, the importance of merit shall be paramount.
4. Complaints against the school in respect of EEO are to be made to the Principal as per the school's complaint procedures.

Human Rights Act

<http://www.legislation.govt.nz/act/public/1993/0082/latest/DLM304212.html>

Employment relations Act

<http://www.legislation.govt.nz/act/public/2000/0024/latest/DLM58317.html>

Review schedule: Triennially

Last Reviewed: August 2020



Financial Planning Policy

Hāwera High School

The Board of Trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance's and budget to the Principal. The Principal, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference.

Budgeting shall not fail to reflect the strategic and annual plan, risk financial jeopardy, nor fail to show a generally acceptable level of foresight.

Thus the budget should:

1. Reflect the strategic plan set by the board
2. Reflect the priorities as established by the senior leadership team in the annual plan
3. Comply where the board's requirement is for a balanced budget
4. Demonstrate an appropriate degree of conservatism in all estimates

Review Schedule: Triennially

Last Reviewed: August 2020



Financial Condition Policy

Hāwera High School

The financial viability of the school must be protected at all times. The board understands that the possibility of theft or fraud cannot be entirely eliminated however the principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Resource: Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH)

<https://www.education.govt.nz/assets/Education-and-Training-Act-2020/Financial-Information-for-Schools-Handbook-2020.pdf>

Therefore, the principal must ensure that:

1. Unauthorised debt or liability is not incurred.
2. Generally accepted accounting practices or principles are not violated.
3. Tagged/committed funds are not used for purposes other than those approved.
4. More funds than have been allocated in the fiscal year are not spent without prior board approval.
5. All money owed to the school is collected in a timely manner.
6. Timely payment to staff and other creditors is made.
7. Unauthorized property is not sold or purchased.
8. All relevant government returns are completed on time.
9. No one person has complete authority over the school's financial transactions.
10. When making any purchase:
 - of over \$5,000, comparative prices are sought.
 - of over \$30,000 an adequate review on ongoing costs, value and reliability is undertaken.
 - of over \$10,00 for capital and \$20,000 for operational on a single item board approval is first sought.
11. Effective systems are in place to meet the requirements of the payroll system.

Links:

Financial Management
School Houses
Theft & Fraud Protection Policy

Review schedule: Triennially

Last Reviewed: August 2020



Credit Card Policy

Hāwera High School

Introduction

1. The Board agrees that it has a responsibility to ensure that credit card expenditure incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this policy and has delegated responsibility for the implementation and monitoring of this policy to the Principal.
2. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities in accordance with the Delegations of Authority to Principal resolution.
3. This policy must be read in conjunction with other Board policies, and the exercising of all authority and responsibilities conferred under this policy must be in accordance with Delegations of Authority to Principal resolution and may not exceed an individual's established level of delegated authority.

Process for Issue of Credit Cards

4. Credit cards should only be issued to staff members after being authorised by the Board.
5. A register of cardholders should be maintained.
6. The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Delegations of Authority to Principal resolution. Any variations require Board approval.
7. Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.
8. Procedures to be Followed when Using the Card
9. The credit card is not to be used for any personal expenditure.
10. The credit card will only be used for:
11. payment of actual and reasonable travel, accommodation and meal expenses incurred on school business; or
12. purchase of goods where prior authorisation from the Board is given, eg items within the approved budget.
13. All expenditure charged to the credit card should be supported by:
14. A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
15. For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit
16. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
17. Authorisation for the expenditure should be obtained on a one-up basis (for example the Principal should authorise any travel by the Deputy Principal and the Board should authorise any travel by the Principal). Cardholders are not allowed to approve their own expenditure.
18. All purchases should be accounted for within 5 working days of receiving a credit card statement.

Cash Advances

19. Cash advances are not permitted except in an emergency, eg on a school trip and need to make payment to a supplier / provider with no credit card facility.
20. Where cash advances are taken, the cardholder must provide a full reconciliation, with receipts wherever possible, of how the cash was used. Any unspent monies must be returned to the school.

Discretionary Benefits

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

Cardholder Responsibilities

22. The cardholder should never allow another person to use the card.
23. The cardholder must protect the pin number of the card.
24. The cardholder must only purchase within the credit limit applicable to the card.

25. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
26. The cardholder must return the credit card to the school upon ceasing employment there or at any time upon request by the Board.

Approval

When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the approval of the Board.

As part of its approval the Board requires the Principal to circulate this policy to all staff, and for a copy to be included in the school policy manual, copies of which shall be available to all staff. The school policy manual shall also be made available to students and parents at their request.

The Board requires that the Principal arrange for all new staff to be made familiar with this policy and other policies approved by the Board.

Signature Section for Prospective Cardholders

I have read and understood this policy and agree to abide by it.

_____ Signed	_____ Name	_____ Date
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_____ Signed	_____ Name	_____ Date
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_____ Signed	_____ Name	_____ Date
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Review schedule: **Triennially**

Last Reviewed: **July 2019**



Asset Protection Policy

Hāwera High School

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The Principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the Principal must:

1. Ensure all board assets are insured.
2. Not allow unauthorised personnel or groups to handle funds or school property.
3. Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use.
4. Maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00.
5. Ensure the implementation of the 10 year property maintenance plan.
6. Engage sufficient property maintenance staff for the school within budget limitations.
7. Receive board approval for maintenance contracts over \$10,000 for any one contract.
8. Conduct competitive tenders for all contracting.
9. Protect intellectual property, information and files from loss or significant damage or unauthorized access or duplication.
10. Not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards.
11. Not invest or hold operating capital in insecure accounts, or in non-interest-bearing accounts except where necessary to facilitate ease in operational transactions.

Review schedule: Triennially

Last Reviewed: August 2020

All parts of this policy will comply with New Zealand Law



Legal Responsibilities Policy

Hāwera High School

School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

For more information

<http://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html>

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

<https://www.nzsta.org.nz/>

Specific advice is available from NZSTA at 0800STAHELP.

Review cycle: Triennially

Last Review: October 2020



Protection and Sharing of Intellectual Property Policy (Creative Commons)

Hāwera High School

Learning resources and other materials created by school staff in the course of their employment are an important asset and form a large part of the school's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible. The purpose of this policy is to ensure that the board's access to materials produced by the board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Hawera High School therefore:

1. Recognises that the board of trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the Principal the responsibility to:
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees of the school owns copyright.
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (1).
 - c. 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.
 - d. 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.
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees of the school 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 then the documentation should be presented to the chairman of the board of trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

Definitions:

Creative Commons: An international non-profit 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.

Review schedule: Triennially

Last Reviewed: March 2020



CCTV Policy

Hāwera High School

Purpose

This policy sets the framework for the closed-circuit television (CCTV) surveillance systems at Hawera High School.

Scope

The policy applies to all Board of Trustees members, employees of Hawera High School, contractors and general public who may enter Hawera High School grounds.

Definitions

“CCTV” means closed circuit television which is a reference to camera surveillance systems that capture images and/or sound of individuals or information relating to individuals.

Authorised personnel means:

CCTV administrator / High Level User	Full system access to all CCTV camera features and programming for maintenance purposes	Cyclone Computer Technician
CCTV Operator	Majority system access for all CCTV cameras on their site including some programming ability, live view, playback and export	Senior Leadership Team Computer Technician Executive Officer
CCTV View Only	Live view, playback (no export)	Deans Property Supervisor Teachers (permission from SLT must be obtained prior to viewing)

Objectives

Hawera High School aims to provide a safe and secure environment to protect staff and students by using CCTV to:

- To increase personal safety of staff, students and visitors.
- To protect Hawera High School buildings and assets.
- To assist Senior Leaders investigating student and/or staff related incident.
- To assist in managing Hawera High School, particularly areas with high Health and Safety risk.

Privacy Act

The operation of CCTV means that images and/or sound recordings of identifiable individuals will be collected, held and disclosed by Hawera High School. Compliance with the privacy Act principles is required by all Hawera High School staff.

The system

1. The system may comprise, but not limited to, a range of: Fixed position cameras; Pan Tilt and Zoom cameras; Sound recorders; Monitors; Multiplexers; digital recorders; Public information signs.
2. Cameras will be located at various places in the school and may be relocated from time to time. CCTV may cover (but is not limited to):
 - a. Classrooms/breakout spaces/Library spaces
 - b. General circulation/Corridors/Hallways
 - c. Areas where cash, high value equipment, and high value information are stored or handled.
 - d. Areas where staff interact with students and/or the public.
 - e. Areas with high risk equipment, processes, or chemicals e.g. kitchens, labs, trade training areas
3. No camera will be hidden from view.

4. Signage advising of CCTV equipment will be installed at entry points to the school and close to the cameras where practicable.
5. Any staff or student incidents or misconduct detected by CCTV will be handled in accordance with Hawera High School Policies and Procedures.
6. The placement of any and all CCTV equipment will not unreasonably intrude on the privacy of individuals. For Example:
 - a. CCTV will not be used in areas such as changing areas, or in areas where activities like massage are taking place.
 - b. CCTV footage will only be viewed by authorised personnel who have first sought permission of the Senior Leadership Team.
 - c. Footage will be viewed in accordance with the purpose of the cameras as detailed in this policy.
 - d. If cameras are located in classrooms or teaching spaces, footage will not be used to monitor teaching performance.
7. Managers may view real time and recorded data that cover areas that they manage but may not keep recordings without going through the access storage and use process set out in this policy.
 - a. Managers must apply in writing giving reason(s) why they require real time and recorded data
8. Any or all cameras and sound recorders may operate 24 hours per day, 7 days per week.

CCTV footage access, storage and use

1. CCTV footage is stored on a secure hard drive or similar storage device.
2. Access to the server is restricted by Hawera High School IT policies.
3. CCTV footage will record on the hard drive for no more than 60 days before being overwritten in a continuous recording cycle. Where an incident or suspected incident has been identified, and with the approval of the Senior Leadership Team, a portion of the footage is to be retained for that incident.
4. Any written request by an individual for a copy of the footage identifying them personally will be referred to the Senior Leadership Team for consideration. An application form is attached in Appendix I for use by staff and students. Any response to a request will include considerations of the ease of access to the footage, and the need to protect other people's privacy. If a request for a copy of the footage is unable to be granted without unreasonably breaching others' privacy, a written description may be provided of activities in the footage pertaining to the individual requesting the information or a viewing of footage may be arranged. Any request will be responded to within 20 working days.
5. The Senior Leadership Team will allow access only of relevant CCTV footage to:
 - a. Authorised personnel of Hawera High School who have requested footage in terms of this policy.
 - b. Contractors on site specifically to work on the CCTV equipment at the request of the Executive Officer.
 - c. New Zealand Police or other public sector agency such as the Privacy Commissioner.
 - d. Individuals who have formally requested information pertaining to themselves at the authorisation and direction of the Senior Leadership Team.
6. When a request for access to the CCTV has been received and if the footage can be located, Hawera High School will take measures to ensure the relevant footage is saved.
7. Hawera High School will take reasonable steps to ensure that public disclosure does not occur (i.e. not upload footage to internet, not publish still images in newspapers, not circulate it widely by email) unless the Police want it public.
8. Hawera High School staff will take reasonable steps to check CCTV images are accurate, complete, relevant and not misleading before using them.
9. All access to CCTV images will be logged where access is not by a Hawera High School staff member.

Complaints

1. Any complaint about the CCTV will be received in accordance with Hawera High School's formal complaints process.
2. Any complaint is to be forwarded in writing to the Senior Leadership Team or Board of Trustees.

Relevant Legislation

- This policy has been created by the Board of Trustees to protect the privacy of individuals and comply with its legal obligations under the Privacy Act 1993.
- The policy aims to follow best privacy practice to ensure that any image captured, collected and stored are handled in a confidential manner that protects an individual's privacy. This policy deals with all CCTV installed at Hawera High School.

Review schedule: **Triennially**

Last Reviewed: **April 2019**

Application Form for Access to CCTV Images

Hawera High School uses Closed Circuit Television (CCTV) systems for the purposes of public safety and for the objectives set out in Hawera High School's CCTV Policy. The Privacy Act 1993 gives you the statutory right of access to the CCTV images and any voice recordings we hold about you. Please complete this form if you wish to access a CCTV image. If you require assistance, please contact the Senior Leadership Team.

Name of person making the request:	
Address:	
Contact Number:	
Email Address:	

Details of image to be viewed

Date/Estimated time:	
Location:	
Reason for request:	
I acknowledge that the footage provided will only be used within the terms and purposes of the CCTV policy and will not be published on the internet or given to newspapers.	
Signed:	
Date:	

Please return this form to the Senior Leadership Team

On receipt of your completed form, we will respond to your request promptly, and in no more than 20 working days. If we encounter any difficulties in locating your image(s) we will keep you informed of our progress.

To be completed by the Senior Leadership Team

Request Approve / Declined (please circle)	
Reason if declined:	
Details:	
Signed:	
Date:	
Enquiry completed on:	



Sponsorship Policy

Hāwera High School

Rationale:

To forge closer links between Hawera High School and the business community, attracting sponsorship from the business community and at the same time providing benefits to those businesses.

Purpose:

1. To enable Hawera High School to purchase additional or improved goods for the school and school groups/teams by using extra funding provided by sponsors.
2. To reduce overall costs of activities of the school.
3. To open new channels of communication with potential sponsors from the community.

Guidelines:

1. All sponsorship contracts entered into should aim to be mutually beneficial to both Hawera High School and the sponsor concerned.
2. All applications for sponsorship will be coordinated through the School Finance Administrator and approved by the Principal or the Board of Trustees if the Principal so desires.
3. The school's brand must be maintained.
4. A business may be associated with the group/team name, however, the business name must not replace or dominate the name of the school or the group/team.
5. No sponsorship from the liquor, tobacco or sex industry.
6. Logos on group/team uniforms must comply with rules for the particular code/activity/sport. In general, a logo should not exceed 10cm by 10cm or 150mm by 50mm.
7. Hawera High School will endeavor wherever possible, to use the services of businesses that provide sponsorship at the school.
8. Hawera High School will promote business providing sponsorship by including their names in appropriate school newsletters and publications and will invite them to advertise.
9. There is an onus after accepting sponsorship not to bring the company concerned into disrepute.

Links:

Review schedule: Triennially

Last review: April 2018



Complaints Policy

Hāwera High School

Guidelines

1. Complaints shall be treated according to the Secondary Teachers' Collective Employment Contract, Section 3.4, and the Support Staff in Schools Collective Employment Contract, Part 8 and provisions in the Employment Relations Act 2000 for staff on individual contracts, taking note of the concepts of "natural justice" and "common sense".
2. This policy is to be read in conjunction with "Our Code, Our Standards – Code of Professional Responsibility and Standards for the Teaching Profession", Education Council 2017.
3. Complaints against staff, whether originating from staff, students or members of the public, will be referred immediately to the Principal for investigation. The Principal may call on senior leadership for assistance.
4. Staff, who in the course of providing any sort of counseling or guidance to students, become aware of accusations of improper conduct by another teacher, or who have reason to suspect improper conduct by another staff member, must report immediately to the Principal.
5. In cases of alleged serious misconduct, where the emotional or physical safety of students could be at risk, the staff member may be suspended on full pay until the formal hearing has been completed.
6. Complaints that allege criminal actions, or actions that may involve the Police, will be referred immediately, through the Principal, to the Board.
7. When investigating complaints against teachers, the Board will follow the guidelines of the New Zealand Trustee Association handbook. When investigating complaints against non-teaching staff, the same procedures will be followed wherever practicable.
8. Complaints that remain unresolved by the Principal, in consultation with senior leadership, after a reasonable period of time, must be referred to the Board.
9. All complaints to the Board must be put in writing and addressed to the Chairperson of the Board.
10. The Board Chairperson will acknowledge the letter of complaint and the complainant will be advised in writing of the Board process.
11. The letter will be tabled at a Board meeting (in committee) and referred to the relevant parties for reporting back to the Board. The Board may appoint a committee to investigate and report back to the full Board.
12. At the meeting of the Board/Committee the reports are received, and relevant parties may be invited to speak to their complaint or answer questions. All parties to a complaint may bring a support person to any meeting where the issue is to be discussed.
13. The Board/Committee will then come to a decision or recommendation that will be communicated to the parties. (This may be confidential.)
14. Any of the parties may request the Board to reconsider their decision if new information is produced.
15. Complaints about the Principal should be made directly to the Board Chairperson in writing.

Conclusion

Complaints will be dealt with in a manner that protects the rights of all parties and works towards an appropriate conclusion as quickly as possible.

Review schedule: Triennially

Last Reviewed: May 2019



Health and Safety Policy

The Board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace. 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.

The Board will, as far as is reasonably practicable;ⁱ 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 with workers and the school community on the strategy occurs.
- 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. This includes recording and investigating injuries, and reporting serious harm incidents.
- Having a commitment to a culture of continuous improvement.
- Encouraging and promoting staff to make health choices that will have a positive impact on their total hāuora/well-being.
- Offering staff confidential access to professional health services.

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 obligationsⁱⁱ.
- Take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices.
- Ensure that the staff code of conduct is implemented effectively.
- Ensure there is zero tolerance to unacceptable behavior, such as bullying, and that there are effective processes in place.
- Provide a smoke free environment.
- Provide an environment free of dangerous substances (refer to the Dangerous Substance Policy).
- Ensure a risk analysis management system (including a Safety Action Plan) is in place and carried out.
- Obtain approval for overnight stays/camps/visits attesting first to their compliance with above.
- Ensure a regular review cycle with a view to continual improvement.
- Consult with the community every two years regarding the health programme being delivered to students
- Provide information and training opportunities to employees.
- Advise the Board chair of any emergency situations as soon as possible.
- Ensure all employees and other workers at the school will take reasonable care to:
 - Cooperate with school health and safety procedures.
 - Comply with the health and safety legislation, duties of workers.
 - Ensure their own safety at work.
 - Promote and contribute to a safety conscious culture at the school.
 - Promote staff to make health choices that will have a positive impact on their total hāuora/well-being.

Review schedule: **Triennially**

Last reviewed: **November 2020**

ⁱ **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.

ⁱⁱ 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 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.



Health and Safety – Induction, Training, Monitoring & Review

Hāwera High School

This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

<https://www.worksafe.govt.nz/laws-and-regulations/acts/hsa/>

<https://www.education.govt.nz/school/health-safety-and-wellbeing/health-and-safety-requirements/h-and-s-for-boards-of-trustees-and-school-leaders/>

Purpose:

1. To provide new workers with information and training in health and safety, including their responsibilities and rights to a safe and healthy workplace.
2. Health and safety is everybody's responsibility. Effective health and safety management requires the involvement of all school workers.

Guidelines:

Induction

1. All new staff must have a school induction *arranged* by the Principal and will include:
 - a. Risks and hazards within their work area.
 - b. Appropriate risk control procedures.
 - c. The risk register which will be provided to be read and signed by the worker.
 - d. Relevant school health and safety policy and procedures for reading.
 - e. Emergency and evacuation procedures.
 - f. Information regarding the Health and Safety Representatives and those trained in first aid.
2. The Principal is responsible for ensuring the staff induction checklist is completed.
3. The Principal or relevant delegated school authority will provide health and safety induction to contractors, as appropriate, and will include:
 - a. Hazards and controls within their area and scope of work.
 - b. A walk-through of emergency procedures.
 - c. Relevant school health and safety policies and procedures.

Training

4. The Board will ensure that compulsory health and safety training is provided to all workers and will include:
 - a. Fire drills.
 - b. Computer health and safety.
 - c. Harassment and bullying prevention.
 - d. Other training necessary to ensure identified risks associated with specific work are managed in a safe manner.
5. First aid training will be provided to selected workers in order to meet a target ratio of 1 certified first aider for every 5 Workers. Priority staff will include Physical Education teachers. Training will be conducted through a registered and reputable first aid training provider to ensure appropriate qualifications, experience and competency.
6. All newly elected Health and Safety Representatives must complete NZQA Unit Standard 29315 39. Additional training requirements will be funded according to the guidelines in the *Practical Guide for Boards of Trustees*.

Monitoring

7. Completion of health and safety related training, including renewal and refresher courses, must be monitored, recorded and reported.
8. The Principal or relevant delegated school authority will monitor contractors to ensure that all health and safety requirements and responsibilities are carried out in accordance with policy and procedures.
9. The Principal will ensure that monthly reports to the board include:
 - a. Fire drills.
 - b. Computer health and safety.
 - c. Harassment and bullying prevention.
 - d. Other training necessary to ensure identified risks associated with specific work are managed in a safe manner.
 - e. Wellbeing of staff and student.

Review

10. The effectiveness of information and training programmes will be assessed at the same time as health and safety components of the Annual Plan. The assessment needs to determine whether:
 - a. Programmes are effective and still appropriate.
 - b. Any updates are required.
 - c. Further topics should be added.
11. Training needs shall be reviewed, in consultation with workers, when professional development plans are updated.

Review schedule: **Triennially**

Last review: **March 2021**



Health and Safety – Injury and Incident Management & Reporting

Hāwera High School

This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

Incident management is vital to any workplace's Health and Safety systems/processes. Incident management requires a school wide approach with clear points of accountability for reporting and feedback.

Purpose:

1. To outline the principles of incident management
2. To standardise the incident management process
3. To ensure consistency in definitions

Scope:

This policy applies to and is to be followed by all individuals in the workplace. This includes all members of the Board of Trustees, school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

Guidelines:

1. The Board will ensure that incident management systems and processes are managed and operating within the school.
2. The Board will ensure that an accident, incident and near miss register is kept and ensure that required information is recorded.
3. This policy will apply to all accidents, incidents and near misses that occur within the school workplace and/or during all school activities. This encompasses off-site activities including co-curricular, extra-curricular and education outside the classroom events.
4. Everyone has a role and responsibility for managing incidents effectively. The Board will support all officers, workers, Health and Safety committees, Health and Safety Representatives and others to fulfil their roles and responsibilities under the act.
5. The principles of accountability, obligation to act, and collaboration will be applied at each step of the incident management process.

Roles and Responsibilities

Refer to the General Roles and Responsibilities section of the Policy: Health and Safety in the Workplace.

Review schedule: Triennially

Last review: March 2018



Health and Safety – Others in the Workplace

Hāwera High School

Policy

This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

Rationale

For the safety of visitors and the school's students and workers, the school must be able to identify who is on the school site. The Principal must be informed of any interviews of students by visitors from outside agencies.

Purpose:

1. To identify all visitors to the school.
2. To ensure administration workers are aware of who is in the school throughout the day for security and emergency purposes.
3. To provide clear guidelines on identifying and managing visitors.

Guidelines:

1. Signs requesting visitors report to the school office must be posted around the school and the administration block must be clearly marked.
2. All visitors meeting with workers or students, or going to other parts of the school must sign in.
3. On reporting to the office, visitors going to other parts of the school are requested to sign and receive a visitor's label to wear while on the school grounds.
4. Persons unknown to the school must produce recognised photo identification (being Driver's Licence, Passport or other formal identification with a photo).
5. Visitors wishing to speak to a student must be listed in the school's student management system(KAMAR) as a caregiver or emergency contact. All other visitors must have the permission of the Principal or a delegated representative.
6. Administration workers will contact an appropriate staff member to meet with the visitor and escort them around the school.
7. School workers are expected to challenge any visitors without a visitors label to ensure they have reported to the office. If a school worker has reason to believe that challenging the visitor would be unsafe, they must report to the office immediately.
8. The Principal or a delegated representative must approve any non-workers attendance at school.

Review:

This policy shall be reviewed every three years or more regularly by agreement. The provisions of this agreement may be varied by the Board following consultation with workers.

Review schedule: Triennially

Last review: March 2018



Health and Safety – Personal Protective Equipment

Hawera High School

Policy

This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

Purpose

The purpose of the Personal Protective Equipment (PPE) policy is to protect our workers from risks we have in the workplace. PPE is not a substitute for more effective control methods. It is considered when all other means of hazard and risk control are not satisfactory or possible. It will be used with other controls unless there are no other means of control.

Scope

This policy applies to and is to be followed by all of our workers and others at the school. This includes all members of the school's leadership team, workers, contractors, temporary workers, volunteers, students and visitors. The Board will consult, co-operate and co-ordinate with other workplaces on PPE that is to be used. For that reason, this policy can also be applied where an adequate PPE policy does not exist at other workplaces.

Standards

- We will meet the requirements of WorkSafe NZ Regulations.
- Our people must have access to PPE when it is required.
- PPE must meet the relevant AS/NZS compliance standards -
 - Equipment provided must fit the person correctly for example: hard hats/helmets fit and adjusted correctly.
 - Foot and eye wear must be the right size.
 - Our people must be trained in using the PPE.
 - PPE must be maintained in good condition and available for use when needed.

Roles and Responsibilities

We will provide the right tools to get the job done safely.

Workers – (employees, temporary workers, contractors, volunteers, students)

- Wearing PPE properly as required.
- Attending the required training sessions.
- Properly caring for, cleaning, maintaining and inspecting PPE as required.
- Following the board's PPE policies and rules.
- Informing the relevant school leader of the need to repair or replace PPE.

Elected Health and Safety representatives

- Conducting workplace and activity hazard and risk assessments.
- Determining the presence of hazard and risks which need PPE.
- Selecting and purchasing PPE and making it available to our people.
 - Reviewing, updating and conducting PPE hazard and risk assessments whenever a job changes.
 - New equipment is used.
 - There has been an incident.
 - A person or manager requests it, or at least every year.
- Maintaining hazard and risk assessment records.
- Providing training, guidance and help to our people on the proper use, care and cleaning of approved PPE.
- Ensuring that PPE training certification and signed evaluation forms are in the person's PPE and training records.
- Maintaining records of PPE issued and training undertaken.
- Ensuring that our people properly use and maintain their PPE.

- Ensuring that our people follow the board's PPE policies and rules.
- Notifying the school leadership team and health and safety representatives when new hazard and risks arise, or processes are added or changed.
- Ensuring the immediate disposal and replacement of defective or damaged PPE.
- Periodically re-evaluating the suitability of previously selected PPE.
- Reviewing, updating, and evaluating the overall effectiveness of PPE use, training and policies.

Review

This policy shall be reviewed every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Review schedule: **Triennially**

Last review: **April 2021**



Health and Safety – Risk Management

Hāwera High School

This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities.

Risk management is the cornerstone of the Health and Safety at Work Act 2015. It allows the board to perform its primary duty of care, as far as reasonably practicable, to its workers and others.

Purpose

To ensure effective risk management of the school environment and work carried out by the school.

Scope

This policy applies to and is to be followed by all individuals in the workplace. This includes all members of the Board of Trustees, school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

Guidelines

1. The Board will ensure that effective risk management systems are managed and operating within the school.
2. The Board will ensure that a risk register is kept and ensure that required information from the risk management process is recorded.
3. This policy can be applied where an adequate risk policy does not exist in other workplaces.
4. Everyone has a role and responsibility for managing risk effectively. The board will support all officers, workers, Health and Safety committees, Health and Safety Representatives and others to fulfil their roles and responsibilities under the act.
5. The Board will ensure that workers are educated on how to manage risk effectively.

Roles and Responsibilities

Refer to the General Roles and Responsibilities section of the Policy: Health and Safety in the Workplace.

Effective management of health and safety risks

Health and safety is everyone's responsibility and together we will keep our workplace safe and secure. To do this, we will manage health and safety risks effectively. The four steps below describe how we do this.

1. Identifying hazards: finding out what situations and things could cause death, injury or illness.
2. Assessing risks: understanding the nature of the risk that could be caused by the hazard, what the consequences could be and the likelihood of it happening.
3. Controlling risks: implementing the most effective control measures that are reasonably practicable in the circumstances.
4. Reviewing control measures: ensuring control measures are working as planned.

Risk Register

A centralised risk register must be kept, and the following information is required to be recorded for each identified hazard:

- The harm the hazard could cause
- The likelihood the harm would occur
- The level of risk
- The effectiveness of current controls
- What further controls are needed
- How the controls will be implemented – by whom and by when
- Review date

Review

This policy shall be reviewed every three years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Review schedule: **Triennially**

Last review: **April 2021**



Health and Safety Worker Engagement, Participation, HSR's & HSC

This policy should be read in conjunction with the Health and Safety at Work Act 2015, and with *the Health and Safety Practical Guide for Boards of Trustees and School Leaders* which outlines Health and Safety responsibilities, and with Employment Relations Act 2000. According to Worksafe New Zealand, the best health and safety outcomes are achieved when a PCBU and its workers work together. Workplaces in which workers and their representatives actively contribute to health and safety are safer workplaces with lower occupational illness and injury rates.

Effective health and safety practices, through their effects on staff and students, lend to improved 'core business' outcomes and organisational effectiveness by:

- Increasing productivity
- Enhancing commitment
- Controlling disruption and cost due to illness or injury
- Improving public perception of the organisation, and
- Attracting more quality prospective employees.

Purpose

1. To support and improve health and safety in the workplace.
2. To promote engagement between the board (PCBU), officers and workers.
3. To provide all workers with a reasonable opportunity to be actively involved in the ongoing management of health and safety.
4. To identify and acknowledge that health and safety committees and elected health and safety representatives are an effective means for promoting worker engagement and participation.

Scope

This policy applies to and is to be followed by all individuals in the workplace. This includes all members of the Board of Trustees, school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

Guidelines

1. The PCBU will engage with all workers or their elected representatives on health and safety matters, including the development of standards, rules, policies and procedures relating to health and safety.
2. Worker engagement and participation will be actively encouraged.

Health and Safety Representatives (HSRs)

3. The school will consist of a default single workgroup with a minimum ratio of 19 workers: 1 HSR [19:1].
4. Elections will be held for Health and Safety Representatives every three years or as required in the event of an HSR vacating the role.
5. The Principals Personal Assistant will act as Election Organiser, unless standing for election.
6. All workers in a workgroup must have the opportunity to nominate and vote for HSRs.
7. All workers, who work regularly and for enough hours [at least 20 hours onsite per week], are eligible to stand for the position of HSR.
8. All newly elected HSRs must register for health and safety initial training in the first two months after being elected. Initial training is considered completed when the HSR is assessed as having achieved the NZQA US29315.
9. The PCBU will act to meet all of its obligations to the HSRs.

Health and Safety Committee (HSC)

10. Hawera High School will have a Health and Safety committee.
11. The PCBU will act to meet its obligations to the HSC.
12. The PCBU and workers must agree on the membership of the HSC.
13. HSRs have an automatic right to be on the HSC.

Table: Obligations of the Board to HSRs and the HSC

<i>To a health and safety representative (HSR)</i>	<i>To a health and safety committee (HSC)</i>
<ul style="list-style-type: none">• Maintain and update a readily accessible list of the names and contact details of HSRs.• Provide the resources, facilities and assistance that are reasonably necessary to conduct an election of 1 or more HSRs.• Consult about health and safety matters with the HSR.	<ul style="list-style-type: none">• Consult about health and safety matters with the HSC.
<ul style="list-style-type: none">• Allow a HSR paid time and provide any resources, facilities, and assistance to enable them to perform their role and exercise their powers.	<ul style="list-style-type: none">• Allow each member of a HSC paid time to attend meetings of the committee and to carry out functions as a member of the committee.
<ul style="list-style-type: none">• Provide the HSR with information relating to hazards (including associated risks) and the health and safety of the workers at the workplace.	<ul style="list-style-type: none">• Provide the HSC with information relating to hazards (including associated risks) and the health and safety of the workers at the workplace.
<ul style="list-style-type: none">• Allow the HSR to be present at an interview about health and safety between a worker or group of workers and an inspector, the school or the school's representative.	<ul style="list-style-type: none">• Adopt any recommendations from the HSC on work health and safety or provide reasons for not doing so in writing, within a reasonable time.
<ul style="list-style-type: none">• Adopt any recommendations from the HSR on work health and safety or provide reasons for not doing so in writing, within a reasonable time.	
<ul style="list-style-type: none">• Allow HSRs the prescribed paid time off a year to attend relevant health and safety training.	
<ul style="list-style-type: none">• Pay the HSR's training fees and any reasonable expenses incurred in attending the training.	

Additional Information:

Health and Safety Representatives (HSR's)

Election of HSRs

- Elections for HSRs are held every three years, or as required in the event of a HSR vacating their role.
- The election organiser calls for nominations for the HSR position by a certain date – all workers in the workgroup must have the opportunity to nominate and elect their HSR
- Elections may be undertaken using any form of voting. Voting may be by a secret ballot (if requested by a member of the workgroup, a candidate for election or the board).

Health and Safety Committees (HSC's)

An effective way to work on health and safety matters is through a health and safety committee. Holding an election for a health and safety committee is not a requirement under HSWA. However, a school may choose to do so. HSRs are automatically members of the committee. The board and workers agree on the membership of the health and safety committee.

Objectives

- Encourage co-operation and collaboration in meeting the board's health and safety objectives.
- Ensure there is a consistent, co-ordinated approach to health and safety on-site.
- Look for initiatives to ensure health and safety continuously evolves and improves the health, safety and wellbeing of workers.
- Provide accurate and timely information and advice to management and workers.
- Ensure there is a systematic process for managing risk.
- Ensure effective monitoring and review systems are in place.
- To escalate unresolved issues to the relevant member of the school's leadership.
- Wherever possible and practical health and safety committees should represent all workers, including team leaders and school management, working at the site.

Making this policy work:

Issue resolution

- i. Any matter that concerns a worker about their health and safety should be raised with that worker's school leader. This can be raised by that worker, or a HSR.
- ii. If the school leader cannot resolve the matter to the worker's satisfaction, the HSR will be approached if they are not already involved.
- iii. The school leader, worker and the HSR will work together to get a satisfactory resolution.
- iv. If a satisfactory resolution cannot be reached with the school leader, the worker, HSR, or worker representative may look to the options below to resolve the issue.
- v. Operational matters, including workload or work process, should be raised with the relevant manager as appropriate.
- vi. Building facilities matters should be raised with the principal in the first instance.
- vii. Policy concerns should be raised with the board.
- viii. School leaders involved should make every effort to find satisfactory and timely resolutions.

Right to refuse unsafe work

The board recognises a worker may cease or refuse to carry out work, if the worker believes carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health and safety arising from an immediate or imminent exposure to a hazard.

In this event the following steps will be taken:

- i. The worker will advise their relevant member of school leadership immediately.
- ii. The worker and school leader will attempt to resolve the matter as soon as practicable.
- iii. If the matter is not resolved the worker may continue to refuse to carry out the work, if the worker believes on reasonable grounds that carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health or safety arising from an immediate or imminent exposure to a hazard.
- iv. If the matter cannot be resolved, WorkSafe NZ will be contacted.

- v. The worker will perform any other work the employer reasonably requests within the scope of their employment agreement.

Provisional Improvement Notices

An HSR who has received the appropriate training may issue a provisional improvement notice (notice) to a person if the HSR reasonably believes that the person is contravening, or is likely to contravene, a provision of the Act or Regulations. The notice may require the person to—

- a. Remedy the contravention; or
- b. Prevent a likely contravention from occurring; or
- c. Remedy the things or activities causing the contravention or likely to cause a contravention.

The HSR must not issue a notice to a person unless he or she has first consulted the person.

The HSR must not issue a notice if an inspector has already issued a notice in relation to the same matter. If a notice is issued, the HSR must provide a copy of that notice to the relevant school leader as soon as practicable.

Review schedule: **Triennially**

Last review: **March 2018**



Dangerous Substances Policy

Hāwera High School

This policy should be read in conjunction with the Search and Seizure Procedure and the Student Behavior Management Policy. This policy should also be read in conjunction with Administration of Prescription Medication and Administration of 'General Sale' Medication Policies.

Rationale

Every community has the right to provide a healthy and safe environment of staff and students that is free of dangerous substances.

Definition of Dangerous Substance:

A dangerous substance is defined as being alcohol, illegal drugs, volatile substances (such as petrol, solvents and inhalants), tobacco (including e-cigarettes), vaping products and other substances used for psycho-active effects, recreation, or enhancement, as well as prescription and pharmacy-only drugs used outside medical or pharmaceutical advice.

Purposes

1. To discourage all dangerous substance use which is detrimental to the health and wellbeing of students and staff.
2. To create an environment where students are educated about dangerous substance issues.
3. To develop social skills that are compatible with school values
4. To comply with the requirements of relevant legislation
5. To support individuals who wish to quit dangerous substance abuse.

Guidelines

1. Hawera High School will not tolerate dangerous substance abuse on school grounds or on any school activity/function/event.
2. The school will provide staff with education about dangerous substance issues through the professional development programme.
3. The school will provide staff with education about dangerous substance issues through the Health curriculum.
4. Education on dangerous substances can be provided for parents by the school.
5. Counselling will be offered to students who are identified as have a dangerous substance issue.
6. The school will liaise with outside agencies to provide support for students who have been identified as needing support for dangerous substance issues.
7. Students cannot be in possession of dangerous substances at school, or on the way to and from school or during any school activity. Students in possession of dangerous substances will face very serious consequences.
8. Staff are not to consume dangerous substances (including alcohol) when they have responsibility for students.
9. Alcohol is only permitted within the school grounds for specific school functions. Written permission from the Principal and/or Board of Trustees is required for all such functions.
10. At staff functions, alcohol may be served at the discretion of the Principal.
11. Dangerous substances – no person while under the jurisdiction of the school:
 - I. Be under the influence of dangerous substances.
 - II. Have dangerous substances in their possession.
 - III. Use dangerous substances.
 - IV. Sell or supply dangerous substances.
 - V. Purchase or receive dangerous substances.

Links

Smokefree Environment Act 1990:

<http://www.legislation.govt.nz/act/public/1990/0108/latest/DLM223191.html>

Alcohol and Other Drug Education Programmes – Guide for Schools

<https://health.tki.org.nz/Teaching-in-HPE/Policy-Guidelines/Alcohol-and-other-drug-education-programmes>

Review schedule: **Triennially**

Last Reviewed: **May 2019**



Administration of General Sale Medication Policy

Hāwera High School

Rationale

The school office supports the safe administration of all 'general sale' medication. All requests to obtain any 'general sale' medication will be assessed fully and discussion concerning health condition, fluid intake, harmful effects of medication and previous use will be undertaken.

'General Sale' medication can only be administered by a first aid registered staff member. 'General Sale' medication includes those that can be purchased from a supermarket.

Purposes

1. To ensure that appropriate management is implemented.
2. To refer students for medical assessment if appropriate.
3. To seek to involve family/caregivers where appropriate within the confines of ethical and privacy standards.
4. To educate students concerning the correct usage of medication.

Guidelines

1. Family/caregivers must ensure that the school has current health/medical information on students who have conditions that may require intervention.
2. It shall be the family's/caregiver's responsibility to inform the school of any change in the student's medication.
3. Permission for Paracetamol can be authorised by family/caregivers on the enrolment form.
4. No alternative 'general sale' analgesic medication will be administered to students under 16 years of age without the consent of family/caregivers.
5. Verbal consent from family/caregivers can be given for 'general sale' medication, and this permission will be transferred to the student health record for ongoing authorisation.
6. Alternatively, requests for 'general sale' medication should be on the appropriate 'Parental Medication Agreement' form. The 'Parental Medication Agreement' Form is to be signed by the family/caregivers.
7. Students over 16 years of age will be provided with a dose of medication as recommended on the packaging if this is assessed as appropriate.
8. Fluid intake will be encouraged when student's present with headache symptoms. (Fluids will not be given where a possible need for surgical intervention is assessed.)
9. The following will also be discussed; time of last dose, frequency and reason for use, possible effects of overuse of non-prescription analgesic medication (e.g. liver damage).
10. A record will be made in student's health file if any medication is administered at school and details of the health consultation will be recorded.

Related Documents

NZ Legislation	Privacy Act (1993) Medicines Act (1981)
Other related documents	'Parental Medication Agreement' form

Review cycle: Triennially

Last Review: May 2019



Administration of Prescription Medication Policy

Hāwera High School

Rationale

The office supports the safe administration of prescription medication by a first aid registered staff member.

All prescription medication to be administered must be in the original pharmacy container with the student's name and close details clearly documented on the container in English. Medication given will be documented.

Purposes

1. To safely administer medication to clients prescribed by a General Practitioner or Specialist.
2. To give clear guidelines on the administration of routine, non-emergency prescribed medication to students.

Guidelines

1. Parent's/Caregiver's have a responsibility to inform the school of any condition that requires the administration of prescription medication.
2. It is the responsibility of the Parent/Caregivers (not the school) to supply prescription medication in the original pharmacy container.
3. A first aid registered staff member will only administer medicine that is in the original pharmacy packaging, and follow the directions given. This includes the Medication name, dose, directions for administration, Doctor and pharmacy details and expiry date of medication.
4. Prescription medication will be stored as directed by the pharmacy. All prescription medication will be kept in the school safe.
5. Student's requiring medication are to present themselves to the office at the requested time. If the student does not present at the appropriate time, every effort will be made to locate the student. If the medication has not been administered the Parent/Caregiver will be notified.
6. Documentation of medication administered must be documented in the student's pastoral file by the administering staff member. Documentation must include date, time of administration, name of medication and dosage given. The student assessment, treatment and, if necessary, any monitoring and follow-up must be documented in the clinical record.
7. If the medication is refused, or not taken this shall be recorded in the student's pastoral notes and the Parent/Caregivers notified.
8. If the school is unable to find a person who is willing to administer medication, the school may ask the parent/caregiver to perform this task.

Related Documents

NZ Legislation	Privacy Act (1993) Medicines Act (1981)
Other related documents	'Parental Medication Agreement' form

Review cycle: Triennially

Last Review: May 2019



Education Outside the Classroom / Outdoor Education Policy

Hāwera High School

Rationale

Experiences outside the classroom reinforce learning by enabling students to make connections between what they have learnt in the classroom and the world beyond the classroom. EOTC experiences give students opportunities to demonstrate the essential knowledge, skills, values, attitudes and key competencies identified in the New Zealand Curriculum and Te Maratanga O Aotearoa.

The EOTC programme is important to Hawera High School, and aims to provide:

- Opportunities beyond the classroom to support learning in all areas of the curriculum.
- Opportunities for students to discover, enjoy, learn and develop in outdoor, leisure and recreational contexts.
- Safe learning experiences across a variety of contexts and environments.

Policy

It is the policy of Hawera High School to provide all students with safe, well planned and educationally valuable Education Outside the Classroom (EOTC) and Outdoor Education (OE) opportunities.

Guidelines

To ensure that:

- Risks associated with EOTC/OE are clearly identified and managed. Student and staff safety is paramount.
- EOTC/OE activities must have a valid curriculum justification and reasonable steps must be taken to minimise disruption to student learning and expense to parents.
- EOTC/OE programmes are to be coordinated and well planned.
 - Staff will endeavour to provide detailed and timely communication re EOTC to parents and students: i.e. no surprises.
 - Prior to any trip leaving the school grounds, a trip application and Safety Action Plan should be completed, submitted to and discussed with the Assistant Principal in accordance with school EOTC/OE approval procedures.
 - Required documentation will be proportionate to the level of risk involved.
 - Pre-approval discussions between the applying staff member and the Assistant Principal shall include a decision as to whether a pre-trip visit is necessary.
 - EOTC/OE trips are normally approved by the Principal, acting on the delegated authority of the Board of Trustees.
 - Higher risk activities and all overseas trips require prior approval from the Board of Trustees. (Higher risk trips are defined as trips involving water-based activities and overnight trips. Examples would include Year 10 and 12 TOPEC trips and Year 12/13 Chef Training trips staying in the Wellington CBD).
 - Guidance ratios shall be in accordance with the degree of risk of the activity and the experience levels of the staff involved.
 - EOTC/OE activities involving equipment and resources must meet safety guidelines and use of protective clothing and equipment when required.
- EOTC/OE opportunities are to be available to all students.
 - Consideration will be given to facilitating the participation of students with disabilities or financial hardship and assistance will be given where practicable.
- EOTC/OE activities are a natural extension of school and equally high standards of conduct are expected.
- All community members attending overnight EOTC/OE activities must have a current Police Vet.
- Staff should not consume alcohol while involved in EOTC/OE activities.
- EOTC/OE activities should be cost neutral to the school and the following factors should be considered; transport, accommodation, outside tutors, activities, equipment and relief.
- Transport:

- Students should not transport other students unless by specific permission of the Deputy Principal and consent of the parents involved.
- Parents transporting students must have a full license, written permission from the parents of the students they are transporting and current WOF on their vehicle.

Links: EOTC Safety Management Plan
Crisis Management Plan
Emergency Management Plan
EOTC Forms
Health and Safety in the Workplace policy

Review schedule: Triennially

Last Reviewed: November 2020



School Vehicle Safety Policy

RATIONALE:

The Board of Trustees is committed to providing for the safety of students and staff.

PURPOSE:

- To ensure that staff who drive vehicles in the course of their work demonstrate safe, efficient driving skills and other good road safety habits at all times.
- To maintain all school vehicles in a safe, clean and roadworthy condition to ensure the maximum safety of the drivers, occupants and other road users, and reduce the impacts of school vehicles on the environment – this also applies to personal vehicles used for work purposes.

GUIDELINES:

- The Executive Officer is responsible for the effective administration of school vehicles including bookings and charging.
- A well-resourced First Aid kit is to be kept in all school vehicles.
- A brush and shovel is to be kept in all school vehicles.
- The following actions in school vehicles will be viewed as serious breaches of conduct and dismissal may be a consequence:
 - School vehicles must be used for school purposes only.
 - Drinking or being under the influence of drugs while driving.
 - Driving while disqualified or not correctly licensed
 - Reckless or dangerous driving causing death or injury.
 - Failing to stop after a crash.
 - Acquiring demerit points leading to suspension of licence.
 - Any actions that warrant the suspension of a licence.

RESPONSIBILITIES AS A VEHICLE DRIVER

Every driver of a vehicle transporting Hawera High School students for school activities (this includes school vehicles, hired vehicles, borrowed or own vehicles) will:

1. Ensure they hold a current driver licence for the class of vehicle they are driving and this licence is carried when driving a school vehicle.
2. Abide by the current NZ Land Transport legislation.
3. Immediately notify their supervisor or manager if their driver licence has been suspended or cancelled or has had limitations placed upon it.
4. Be responsible and accountable for their actions when operating a school vehicle or driving for the purposes of work.
5. Display the highest level of professional conduct when driving a school vehicle.
6. All drivers of school vehicles must hold a current full drivers licence. Drivers must be over 25 years of age and have at least three years driving experience under a full motor car licence.
7. Drivers must not suffer from any chronic or recurrent medical condition including sight and hearing that would affect the ability to drive a school vehicle.
8. A booking form must be taken when booking vans and returned at the completion of the trip.
9. It is the responsibility of the driver to ensure that the vehicle is left in a clean condition and is refuelled.
10. If the vehicle is damaged the person driving is required to provide a full written report to the Executive Officer.
11. The driver of a school vehicle must not drive for a continuous period of more than three hours. Driving should not exceed 8 hours in a 24-hour period.

Commented [CB1]: Changed by R Williams on 16 March from "Every driver of a school vehicle or hired vehicle will:"

RESPONSIBILITIES AS AN EMPLOYER

- The employer will take all steps to ensure school vehicles are as safe as possible and will not require staff to drive under conditions that are unsafe and/or likely to create an unsafe environment, physical distress, fatigue, etc.
- servicing the vehicles according to manufacturers' recommendations.
- keeping maintenance schedules in the glove boxes of all vehicles, which are completed each time the vehicles are serviced in any way.
- following the maintenance schedules in the vehicles' manuals.
- setting up a procedure to identify and rectify faults as soon as practicable.
- The person/position responsible for ensuring this is followed is the Executive Officer.

WHAT DRIVERS ARE TO DO IF THERE IS A CRASH IN A SCHOOL VEHICLE OR HIRED VEHICLE

- Immediately stop your vehicle at the scene or as close to it as possible, making sure you are not obstructing traffic. Ensure your own safety first. Help any injured people and call for assistance if needed.
- Try to get the following information:
 - Details of the other vehicle(s) and registration number(s).
 - Name(s) and address(es) of the other vehicle owner(s) and driver(s).
 - Name(s) and address(es) of any witness(es).
 - Name(s) of insurer(s).
- Give the following information:
 - Your name and address and school details.
- If you damage another vehicle that is unattended, leave a note on the vehicle with your contact details. Contact the police:
 - If there are injuries.
 - If there is a disagreement over the cause of the crash.
 - If you damage property other than your own.
 - If damage to the vehicle looks to be worth more than \$2500.
 - If there is an injury or major damage, report the crash to your manager as soon as you can.

REVIEW

These guidelines will be reviewed according to the BOT's triennial programme of self-review.

Review schedule: **Triennially**

Last Reviewed: **August 2019**



Endeavour Centre EOTC Policy

Hāwera High School

This policy must be read in conjunction with the Hawera High School Education Outside the Classroom / Outdoor education Policy.

Rationale

EOTC Programmes provide an exciting, challenging environment for personal, social and physical skills development. In addition, Outdoor Education give students knowledge of the outdoors and the opportunity to apply this knowledge in other curriculum areas. Students working in the endeavour centre have a variety of needs and these must be taken into consideration when planning EOTC. EOTC for endeavour centre students should be aligned to their learning and behaviour management plans.

Policy

It is the policy of Hawera High School to provide all students with safe, well planned and educationally valuable Education Outside the Classroom (EOTC) and Outdoor Education (OE) opportunities.

Guidelines

- Prior approval for all EOTC involving endeavour centre students must be gained by the HOD Special Needs or EOTC co-ordinator.
- The school Blanket Consent Form enables students to participate in low risk on-site events in the school grounds and off-site events in the local community occurring in school time.
 - Off-site events in the local community are defined as events within 5km of the school site.
 - Examples of on-site events include sports events and athletics day
 - Examples of off – site events include museum, library, garden and local park visits.
- The school Blanket Consent Form enables students to participate in low risk events occurring or finishing outside of school hours.
 - Examples of off-site events include farm visits and local park/bush visits
- Separate consent from parents is needed for the following scenarios:
 - High risk on-site events in the school grounds and off-site events in the local community occurring in school time. Examples of these events include river swimming and rock climbing.
 - High risk off-site events occurring or finishing outside of school time. Examples of these events include river swimming and rock climbing.
 - Low and high risk off-site residential overnight events. Examples of these events include sports tournament and trips to another region, overseas trips, trips to alpine environments.
- **Transport:**
 - Endeavour centre students should only be transported by staff in private and school vehicles with the permission of the HOD Special Needs or EOTC co-ordinator.
 - Endeavour centre students should have two staff members with them for EOTC events outside of the school grounds.
 - Staff should not vary from the agreed EOTC activity unless they have direct permission from the HOD Special Needs or EOTC co-ordinator.
 - Staff should have a cell phone on them at all times throughout EOTC activities.
 - The HOD Special Needs and EOTC co-ordinator will undertake an analysis of the risks, and identify the management strategies required to eliminate, isolate and minimise the risks.
 - Staff are only entitled to claim mileage for EOTC events approved by the HOD Special Needs or EOTC co-ordinator.

Review schedule: Triennially

Last Reviewed: May 2019



Gateway Work Placement Policy

Hāwera High School

WHAT IS GATEWAY?

'Gateway – Te Tomokanga builds links between school and business and allows schools to offer workplace learning opportunities for their students. The programme will develop students' vocational skills while at school. They will be able to get firsthand experience of what it's like in the workforce, and to begin the qualifications needed in today's job market'.

Steve Maharey

The Gateway programme enables schools to help students by strengthening the range of career pathways into working life. A feature of the initiative is that students' learning is integrated with their general education but still allows them to begin a National Certificate in a chosen trade or occupation.

For students involved in NCEA Levels 2 and 3, they will have the opportunity to pursue these qualifications whilst beginning a trade/career specific qualification. They will be registered with the appropriate Industry Training Organisation (ITO) to begin their workplace training. The School receives money, through its contract with Skill New Zealand, to pay for workplace assessments of students and to support them towards achieving unit standards.

Students chosen for the programme need to be committed to it. They will become full members of an organisation's workplace and will be treated much the same as any other employee.

They will be expected to:

1. Dress appropriately for the workplace
2. Work a FULL working day (hours specified by employer)
3. Complete a formal interview with the employer before beginning work placement
4. Complete workplace assessment requirements
5. Notify school and employer in case of illness/absence on a workplace day
6. Behave enthusiastically and politely whilst 'on the job'

Review schedule: **Annually**

Last reviewed: **November 2020**



Child Protection Policy

Hāwera High School

Rationale

Hawera High School has an obligation to endeavour to keep young people safe and protected from all types of abuse - physical, sexual, social and emotional. When abuse is occurring, or suspected of occurring, either in the present or immediate past, then the resources of the school and its community should be available to help the student.

Scope

This policy applies to all Hawera High School employees and volunteer workers.

Purpose

- To minimise the possibility of abuse and neglect to children in the school's care.
- To offer appropriate support and help to all students who are in need of care and protection.
- To ensure the appropriate outside agencies are informed of suspected abuse so that they have the opportunity to investigate and intervene.

Principles

The principles that underpin our Child Protection Policy are:

- The school needs to ensure that all staff are safe persons to be working with students.
- All staff need the skills and knowledge to respond in a timely and appropriate manner to suspected abuse.
- It is important to allow the victim to maintain control of their decisions except where the young person is in clear and imminent danger.

Child Protection Policy

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

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

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

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

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

- 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/whanau 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, 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 policies 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, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the Board or designated person
- Seek advice as necessary from NZSTA advisors 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

Roles and responsibilities

Senior staff are responsible for:

- Maintaining current knowledge of the law as it relates to the care and protection of young people.
- Reporting abuse or suspected abuse in accordance with the current and relevant laws associated with Protection of Young People.

Protection of Young People.

- Ensuring that affected students are supported while at school.
- Informing staff when a student is at risk, on a need-to-know basis.

All staff are responsible for:

- Remaining vigilant for possible abuse.
- Reporting suspected abuse to the school senior leadership team or guidance councillors.

Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz
- Ministry of Education website www.education.govt.nz
- Vulnerable Children Act 2014
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children: <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>

Review cycle: Triennially

Last Review: August 2020



Student Behaviour Policy

Hāwera High School

Rationale

For effective teaching and learning is to take place in school, students' ability to self-manage and to work with others are essential skills. These are important life skills that are required beyond school and into the workforce.

Scope

This policy applies to all members of the school community.

Policy

It is the expectation that all members of the Hawera High School community operate in positive, respectful and restorative ways to:

- Maintain a safe, ordered and positive teaching and learning environment.
- Support students to develop the important life skills of self-management and the ability to work with others.

Principles and guidelines informing this policy

- Student behaviour procedures at Hawera High School are developed in accordance with the Ministry of Education endorsed "Better Behaviour for Learning" programme.
- Hawera High School uses a restorative practice approach to hold people accountable for their actions and to allow them to repair the harm that has been done.
- It is expected that school staff will model the behaviours required of their students using Relationship Based Learning practice.
- From time to time the Principal may deem it necessary to stand-down a student, or to suspend a student to the Board of Trustees disciplinary committee. Any such action will be conducted in accordance with legislation and MOE guidelines.
- Hawera High School processes are consistent with New Zealand law. Corporal punishment, seclusion and restraint are specifically prohibited, as are unusual and degrading punishments.

An overview of expectations and processes

The school behavioural expectations can be summarise as follows;

- Be responsible - Being accountable for my actions.
- Be respectful - Showing consideration for myself, others and the environment.
- Be ready to learn – be a life-long learner.

These expectations are described more fully in the Hawera High School-Wide Behavioural Expectations Matrix.

When behavioural expectations are not met the following actions are taken.

- Initially a minor behavior incident will be dealt with by the classroom teacher or grounds duty teacher. This interaction will include a reminder of the expected behaviour and may, at the teacher's discretion, result in a minor intervention and removal from the situation.
- More serious incidents, non-compliance or repeated minor behavior, will be escalated to major behavior interventions and will involve the form teacher, year level dean, school senior leadership and ultimately the Principal. It is expected that parents and caregivers will be contacted at this point.
- The school guidance counsellor is included in the process so that where possible, and with student permission, staff are made aware of personal circumstances that may be contributing to the behaviour, and to provide the student with necessary support.
- Some flexibility in these procedures is allowed, to fit the circumstances of individual students and incidents.

Supporting documents

- Hawera High School-Wide Behavioural Expectation Matrix
- MOE Guidelines for principals and boards of trustees on stand-downs, suspensions, exclusions and expulsions. (Part 1 Legal options and duties. Part 11 Good practice.)

Review cycle: **Triennially**

Last Review: **September 2020**



Student Counselling & Pastoral Care Policy

Hāwera High School

Rationale

The primary aim of counselling and pastoral care is to improve the learning outcomes and the well-being of students. A holistic approach is used to achieve this. The interests, safety and well-being of students in our care are paramount.

Scope

This policy applies to students and families of Hawera High School.

Policy

It is the policy of Hawera High School to include counselling and pastoral care for all students so as to:

- Maintain a safe, student-centered school environment for all students.
- Provide advice and support to all students during their time at school.
- Provide support in the area of student well-being, resilience and self-management skills.

Principles and guidelines informing this policy

Hawera High School endeavours:

- To provide advice in the appropriate choice of subjects at the time of enrolling and throughout the student's time at Hawera High School.
- To offer help in diagnosing and solving learning and / or behavioural problems as they occur.
- To provide the opportunity to hold restorative conversations for students affected by an incident/issue.
- To offer advice and counselling in dealing with barriers to learning whether home based, or school based.
- To provide access and referral to other agencies if and as they are needed.
- To provide a 'network' of staff for students to seek assistance from when making choices.

Procedures

- Pastoral care for less serious issues is initially the responsibility of the Form Teacher & Dean.
- Teachers and support staff should not attempt to counsel students on serious pastoral matters but should pass these on to our trained counsellors.
- Restorative conversations will involve trained staff and follow a prescribed script.
- The Guidance Counsellors may offer further help and support as needed.
- The Senior Management Team provide further support in areas of concern or discipline.
- Students are encouraged to approach the most appropriate person for their need.
- In the first instance, the confidentiality of students shall be respected.
- Guidance Counsellors are bound by their "Code of Ethics".

Review schedule: Triennially

Last review: November 2020



Policy for Deans

Hāwera High School

Rationale

The Deans at the various year levels are important in providing pastoral care, guidance, discipline and management to the student body.

Scope

Applies to all Deans.

Policy

Hawera High School will provide pastoral care and support for students at all year levels. This will be in the form of Year Level Deans that will, whenever possible, remain with the assigned year group for five years of secondary schooling. The Deans will have the assistance of the Student Support Officer in the areas of students' attendance and wellbeing.

Principals and Guidelines informing this policy

- Each year level will have one Dean, responsible for the administration of the designated form level and to contribute to the overall wellbeing of all Hawera High School students.
- Deans will normally be free from the role of Form Teacher, to provide support and guidance to students.
- Deans will be given a time allocation to carry out of their duties, facilitate contact between caregivers and school as required and provide support for colleagues in their dealings with students.
- Deans will be allocated supervision time in the Deans Centre to support students through the day and regular Deans meetings will be held to discuss the progress and wellbeing of students.

An overview of expectations and processes

Year level Deans are expected to:

- Enroll and assist with transitions for all students in their year level.
- Work effectively with form teachers to ensure the wellbeing and success of students.
- Follow PB4L and RbL practices when engaging with students.
- Ensure students uphold the school values; Be respectful, Be responsible and Be ready to learn.
- Treat each student as an individual, in a fair and unbiased manner.
- Follow the guidelines set out in the Hawera High School Pastoral Care Manual.

Supporting Documents

- Hawera High School – Pastoral Care Manual
- Hawera High School – Wide Behavioural Expectation Matrix

Review schedule: Triennially

Last review: September 2020



Anti-Bullying Policy

Hāwera High School

Scope

This policy and associated procedures apply to all staff, students, contractors and other visitors to the Hawera High School. It includes all forms of bullying and harassment including racial abuse, sexual harassment and harassment related to sexual orientation.

Policy

Bullying will not be accepted at Hawera High School.

Hawera High School seeks to eliminate bullying through the following actions:

1. Involving *all* members of the school community in eliminating bullying.
2. Building a common understanding of what bullying is.
3. Gaining agreement that bullying is an unacceptable behaviour.
4. Developing clear guidelines on individual responsibility.
5. Identifying and monitoring high risk times and places.
6. Supporting victims of bullying.
7. Changing bullying behaviours.

Involve *all* members of the school community in eliminating bullying by:

- Developing and sharing base-line data on the occurrence of bullying at the school.
- Developing a school-wide anti-bullying policy, which creates a common understanding of the problem, and agreed ways of dealing with bullying.

Build a common understanding of what bullying is:

Bullying is the use of violence or threats to gain power over another person.

Bullying usually has three common features:

- It is a deliberate, hurtful behaviour.
- It is repeated.
- It is difficult for those being bullied to defend themselves.

There are three main types of bullying:

- Physical - hitting, kicking, taking belongings.
- Verbal - name-calling, insulting, racist remarks.
- Indirect / emotional - spreading nasty stories, excluding from groups.

Gain agreement that bullying is an unacceptable behaviour:

Raise awareness of all pupils at the school through:

- Formalised within the curriculum, i.e. taught as part of health, social education and peer support.
- Year level groups and school assemblies.
- Visiting speakers as appropriate.
- Selected student groups.

Within this, focus on the following themes:

- What is bullying?
- Why do people bully?
- Links with other abuse activities.
- Bullying can be stopped.
- Sharing the problem; telling friends, parents and teachers is an essential step.
- Everyone needs to share responsibility to help stop bullying behaviour.
- The problem is the bullying behaviour, not the victim.

Reinforce these messages in school wide forums such as assemblies and newsletters. They must have the active and visible support of all staff.

Develop clear guidelines on individual responsibility.

Maintaining a safe school is everyone's responsibility.

Most pupils (80%) are not actively involved in bullying. They neither bully nor are victims. They know it's wrong but unless they are asked for help or are made to feel they have a responsibility or duty to act, they will silently collude with the abuse.

The school encourages the reporting of bullying. The school understands that bullying cannot flourish when it is reported openly. If pupils know that the telling will result in a fair resolution, they will trust the adults with information about bad behaviour.

The school will foster this environment by constant attention to:

- Basic codes of behaviour.
- The maintenance of a co-operative, well ordered, tolerant classrooms.
- Providing pupils with the opportunity to tell, without attracting the attention of offending peers.
- Senior pupils may play a vital role in many anti-bullying activities. Eg Peer support and peer mediation programmes.

Identify and monitor high risk times and places.

- Ensure that pupils who feel vulnerable, or who are currently in a bully-victim relationship, have a safe place to go.
- Have adequate numbers of teachers monitoring all 'danger areas and times'. *In our experience most bullying incidents do not occur in classrooms. They happen at transitions between lessons, interval, lunchtime and immediately after school.*
- Continue to provide activities that involve the bullies and encourage them to participate positively.

Support victims of bullying.

All staff must be committed to a common response to bullying when it does happen. The immediate problem is the harassment and that is what must be stopped.

Link: This policy is consistent with the school's PB4L approach to managing behaviour.

Review schedule: Triennially

Last Reviewed: August 2020



Student Health and Wellbeing Policy

Hāwera High School

Rationale

Hāwera High School is committed to providing an appropriate health programme covering a wide range of health issues and using a variety of health professionals to encourage students to work towards their optimum well-being.

Scope

This policy applies to all staff, students, visitors, volunteers and contractors.

Policy

Hāwera High School is committed to educating students to increase their knowledge and understanding of hāuora, encourage and promote that their health choices will have a positive impact on their total hāuora/well-being. Students and staff are offered confidential access to professionally staffed health services.

Procedures

1. The school meets the requirements of the Health and Physical Education Curriculum.
2. Parents may expect their children to participate in health education programmes at school providing information on matters of personal and public health reflecting the needs of students and wider community and are welcome to contribute towards the content and evaluation of courses, at the appropriate consultation meetings.
3. The school, in a pastoral role (form teacher, School guidance counsellor or classroom teacher) or in the classroom setting can advise where sexually active students can obtain contraception and can give advice on contraception.
4. Students have a right to arrange a confidential appointment with the Health Nurse's, Clinical nurse practitioner or General Practitioner during school hours (Health Act 1956). Confidentiality shall be maintained unless issues of serious personal safety arise for the student or others. Should this occur students are to be made aware that further consultation or action will be taken by the nurse/doctor concerned. This may include leaving the school site during school hours.
5. Health Nurses may give advice on matters of personal health and under direct supervision of the Medical Officer or General Practitioner may provide contraceptives. Emergency contraception may be administered provided the nurse is certificated to do this.
6. Health nurses encourage students wherever possible to involve their parents/ caregiver in matters pertaining to their well-being. Parents/caregiver can expect teaching and health providers to act professionally within regulations and guidelines when dealing with the health education and individual needs of students.
7. The school will gather information on student well-being, including the results of anonymous student wellbeing surveys. This information will be used to modify the content and delivery of the Health Programme so as to better meet student needs.

Review schedule: Triennially

Last Reviewed: October 2020



Uniform Policy

Hāwera High School

Rationale

Historically, the school's community tends to support the compulsory wearing of a specialised school uniform. The uniform is a means by which students are identified as belonging to Hawera High School and, as such should be worn correctly and with pride.

Scope

This policy applies to all students of Hawera High School.

Policy

Hawera High School is a uniform school and we promote the wearing of our uniform with pride. Uniforms create and reinforce identity; help develop self-esteem and an awareness of appropriate dress standards. Parents are expected to outfit their child in the applicable uniform.

By enrolling a child at Hawera High School parents and caregivers indicate that they accept the school uniform as determined by the Board of Trustees. The Principal and staff have delegated to them the rights to take all reasonable steps to ensure the school uniform is worn correctly and with pride. Students wearing non regulation uniform risk having the item confiscated for a period of time.

Uniform Standards

It is an expectation that every student who attends Hawera High School:

- Will wear the correct school uniform at all times, including travel to and from school
- Will keep their school uniform and footwear in a clean and tidy condition
- Will clearly name all uniform items (It is useful to have a unique or secret means of identifying items of clothing) Will wear the correct school uniform at formal school occasions or when representing the school on school sports and cultural trips

BOYS' STYLE UNIFORM	
Year 9 to Year 11	Year 12 and Year 13
Navy shorts with HHS label	Navy shorts with HHS label
Blue polo shirt with HHS name and crest	Blue dress shirt with HHS name and crest
Navy jersey with HHS name and crest	
Navy school knee high socks (may not be worn with sandals)	
GIRLS' STYLE UNIFORM	
Year 9 to Year 11	Year 12 and Year 13
Tartan skirt with kick pleats - knee length	Navy skirt with kick pleats - knee length
Blue polo shirt with HHS name and crest	Blue blouse with HHS name and crest
Navy jersey with HHS name and crest	
Navy ankle socks with HHS emblem / black tights (may not be worn with sandals)	
FOOTWEAR	
Students must wear plain black polish-able shoes or black / brown sandals with a back strap. Closed-in shoes must be worn during some classes for health and safety reasons.	



Optional Uniform items

- Navy blazer with Hawera High School name and crest (Year 12 and Year 13)
- Navy dress trouser
- School jacket with Hawera High School name and crest
- School tie (worn only with senior uniform dress shirt or blouse)
- School scarf
- School cap, beanie or brim hat with Hawera High School name and crest

Formal Uniform

To be worn at formal school occasions or when representing the school on the school sports field and cultural trips:

- Navy blazer with Hawera High School name and crest
- Navy dress trouser or navy blue skirt
- Blue dress shirt or blouse with Hawera High School name and crest
- School tie
- Black dress shoes with navy school socks or black tights

The person in charge of individual school sporting codes has the discretion on what players will wear on and off the playing surface outside of school hours in consultation with the Principal.

Personal Appearance /Grooming

- One flat ring
- Necklaces must be worn under shirt/blouse at all times
- Students with pierced ears may only wear ONE plain stud or sleeper in each ear
- No tongue, nose, eyebrow, lip or cheek piercings or stretchers
- No bracelets or anklets on arms or legs (with the exception of a Medic Alert Bracelet)
- No facial hair. Boys must be clean shaven at all times
- Hair should be of natural colour
- Natural looking makeup. Nail polish should be discrete and of natural colour
- Tattoos: students are encouraged to wear a uniform item that covers tattoos at all times

Students with long hair must secure their hair in all practical lessons. Students must be prepared and able to remove all jewellery items during Physical Education and Technology lessons for Health and Safety reasons

Physical Education Uniform

The following items are worn by students when they are participating in Physical Education:

- Hawera High School Physical Education shirt
- Hawera High School Physical Education shorts or dark shorts
- Non-marking sports or gym sneakers (must not have black soles)

Note: if a student participates in sports representing the school, they may require further sports uniform items. All rugby, football and hockey players are expected to wear the Hawera High School Sports Sock.

LINKS:

- [Hawera High School Uniform Regulations Brochure](#)
- [Hawera High School Prospectus](#)

Review schedule: **Triennially**

Last review: **September 2018**



International Students Policy

Hāwera High School

RATIONALE

This policy outlines the school's purpose and benefits for the enrolment of fee-paying international students. By enrolling international students, the school aims to promote internationalization, providing opportunities for students and staff from different cultures to work alongside each other in teaching and learning, providing different perspectives in order to develop each individual's understanding of other cultures. Our goal is for all our students to become connected global citizens, ready to live and work in the diverse and connected modern world.

PURPOSE

- To develop cultural understanding and insight in our students to enable them to become global citizens
- To foster international cooperation and relationships now and in the future
- To enable exchanges of benefit to language learners, and other learning and co-curricular areas such as history, geography, social studies, economics, sports, cultural activities, etcetera
- To provide the school with additional funds to enhance quality teaching and learning

GUIDELINES

1. Hawera High School will be compliant with all aspects of the Education (Pastoral Care of International Students) Code of Practice, 2016.
2. International Students will be enrolled at Hawera High School under a Contract of Enrolment in accordance with Section 2 of the Education Act 1989.
3. Appropriate staff and resources will be allocated by the school for the recruitment, administration and pastoral care requirements of international students.
4. There will be clear procedures in place which relate to this policy.

Last Reviewed: August 2019

Review schedule: Triennially



Exchange Students Policy

Hāwera High School

Rationale

We support overseas student exchange schemes because we recognise the benefits of travel and living in a different cultural environment.

Scope

This policy applies to all staff, students, visitors, volunteers and contractors.

Policy

Hawera High School will ensure that the experience of exchange students is a broad one, encouraging extra-curricular and social activities, as well as academic work. Where necessary, the school will assist in the development of English language skills. Exchange students will be encouraged to profile their culture to both students and the wider community.

Procedures

1. The number of exchange students enrolled at Hawera High School at any one time is restricted to ten.
2. A member of staff will be a designated contact person and co-ordinator of exchange student programmes and will promote them to Hawera High School students.
3. Exchange students will be expected to maintain a reasonable standard of academic work. This includes sitting internal school examinations, and where appropriate, entering external examinations.
4. It is expected that exchange students will be aware that they are representing their country and will behave in a manner appropriate to their position in a host country.
5. Exchange students attending Hawera High School will abide by the school rules.
6. The school will provide support through the guidance network. However, it is the Exchange Programme's responsibility to resolve home difficulties if they arise.
7. The school will be understanding of demands on exchange students' time and make allowance for a higher than usual absence rate.

Links: Hawera High School is a signatory of the Code of Practice for the Pastoral Care of International Students.

Review schedule: Triennially

Last review: August 2018



International Students Accommodation Policy

Hāwera High School

PURPOSE:

This accommodation policy outlines factors that will be considered when managing accommodation for international students enrolled at the school. This policy should be read in conjunction with the Education (Pastoral Care of International Students) Code of Practice 2016 and the Education Act 1989.

RATIONALE:

The school undertakes to comply with the accommodation provisions set out in Education (Pastoral Care of International Students) Code of Practice 2016 (The Code).

POLICY OBJECTIVES:

1. To provide a suitable living environment conducive to study and a safe and supportive home life.
2. To involve residential caregivers in the welfare of the student.
3. To assist the student to successfully integrate into New Zealand life.
4. To ensuring the student is well cared for and supported by the school.

APPROVED ACCOMMODATION

All international students must live with parents or residential caregivers that have been approved by the school. The following categories of residential care may be approved by the school:

- Designated caregiver
- Homestay
- Approved temporary accommodation

The school will not approve accommodation for students over 18 years of age not living with parents other than with a residential caregiver.

USE OF ACCOMMODATION AGENTS

The school may make use of accommodation agents to organise and manage student accommodation. In the event that an accommodation agent is used, the school will enter into a written contract with the agent and will ensure that the accommodation services provided by the agent meets the requirements of the Code.

RESIDENTIAL CAREGIVERS

• ONSITE ASSESSMENT

Residential care accommodation for international students will undergo an on-site assessment to determine that the accommodation is of an acceptable standard, is not a boarding establishment and the residential caregiver provides a safe physical and emotional living environment.

• ONGOING MONITORING

All residential care accommodation for international students will be monitored on a regular basis including visits to the accommodation and student interviews to ensure that the accommodation continues to meet required standards.

• RESOLVING DIFFICULTIES

Where difficulties arise in residential care, the school will liaise with residential caregivers, contracted agents, students and parents as appropriate to resolve such difficulties.

• SAFETY CHECKING

Safety checks, including Police vetting as appropriate, will be carried out for residential caregivers. Other adults aged 18 years and over living in the accommodation will undergo an appropriate safety check.

DESIGNATED CAREGIVERS

- The school will have written Designated Caregiver Agreements with all designated caregivers.
- The monitoring of students living in designated care will be managed in accordance with this policy and the Designated Caregiver Agreement.

HOMESTAY

- The school will have written Residential Caregiver Agreements with all homestays.
- The school will have written Homestay Accommodation Agreements with all students and their families.
- The monitoring of students living in homestays will be managed in accordance with this policy and the Homestay Accommodation Agreement.
- Homestay fees paid to the school will be held by the school on behalf of students and paid to host families in regular payments. Remaining homestay fees at the end of enrolment will be refunded according to the schools' refund policy.

TEMPORARY ACCOMMODATION

- The school will assess the suitability of the accommodation considering the age and gender of the students.
- The school will ensure adequate supervision is in place for all students.
- The school will ensure all pastoral needs of the students are met including meals and laundry.
- The school will ensure that supervisors in temporary accommodation undergo an appropriate safety check.
- The school will monitor and manage risks to students.

REVIEW

The school will review the conditions relating to this policy as part the annual self-review. The school will collect and record appropriate evidence of the review.

REPORTING

The staff member in charge of international education will report directly to the school Principal on the operation of the school's policy for accommodation for international students.

Review schedule: **Triennially**

Last Reviewed: **August 2019**



Managing Recruitment Agencies Policy

Hāwera High School

PURPOSE:

This policy is to provide clear and consistent guidance for relationships between the school and education agencies. This policy should be read in conjunction with the Agency Agreement, and the Education (Pastoral Care of International Students) Code of Practice 2016.

MANAGING RECRUITMENT AGENCIES:

• CONTRACTS

The school will sign agreements with all education agencies who recruit students for the school.

• REFERENCE CHECKS

The school will enter into working relationships with reputable agencies, once a reference check has been carried out and all supporting documentation has been submitted by the agency, i.e. an Agency Application Form, and other supporting documentation the school deems necessary. Results of reference checks will be recorded by international staff.

• ETHICAL CONDUCT

New Zealand is a signatory to the Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants (To be known as the London Statement of Principles) and operates under the Education (Pastoral Care of International Students) Code of Practice 2016. Recruitment agencies will be informed about, and will comply with, the requirements of the Code and the London Statement of Principles.

• ACTION FOR BREACH

Where agencies are found to contravene the Code and/or the London Statement of Principles, the school will apply the appropriate sanctions as detailed in the Agency Agreement.

• COMMISSIONS

- The school will pay commission to the agency as set out in the Agency Agreement. The commission rate will generally be 15% of tuition fees and the school reserves the right to make other commission or incentive arrangements with selected agencies by special negotiation.
- The school will generally pay commissions to contracted agencies upon receipt of an invoice. Commission payments will be made within 4 weeks after the student has commenced at the school and is subject to the tuition fee being received by the school.
- The school may elect to make special arrangements with trusted agencies to allow the agency to withhold commissions from tuition payments due to the school. Such arrangements are at the sole discretion of the school and no commissions should be withheld by an agency without prior agreement from the school.
- Where a student does not see out the entire period of their enrolment at the school, the school may, on a case by case basis, decide whether or not to request a refund of all or any part of any commission fees paid to an agency.
- The school will have no obligation to pay commission fees to any agency with whom the school does not have a signed Agency Agreement.

• AGENCY MONITORING AND REVIEW:

The school will review the conduct and performance of its agencies as a part of an annual self-review. The school will collect and record appropriate evidence of agency reviews.

• REPORTING:

The staff member in charge of international education will report directly to the school Principal on the performance of the school's contracted agencies and report any breaches of the Code that may lead to the termination of an agency contract.

Review schedule: Triennially

Last Reviewed: August 2019



International Students Refunds Policy

Hāwera High School

PURPOSE:

This refund policy outlines how the school will manage a request for a refund of international student's fees.

REQUESTS FOR A REFUND OF INTERNATIONAL STUDENT FEES

The school will consider all requests for a refund of international student fees. Requests should be made in writing to the school as soon as possible after the circumstances leading to a request. A request for a refund should provide the following information to the school:

- The name of the student
- The circumstances of the request
- The amount of refund requested
- The name of the person requesting the refund
- The name of the person who paid the fees
- The bank account details to receive any eligible refund
- Any relevant supporting documentation such as receipts or invoices

NON-REFUNDABLE FEES

The school is unable to refund some fees. The following fees relate to expenses that the school may have paid or will incur as a result of receiving an application for enrolment and cannot be refunded:

- **Administration Fee:**
Administration fees meet the cost of processing an international student application. Administration fees exist whether an application is accepted or not or whether a student remains enrolled after an application is accepted.
- **Insurance:**
Once insurance is purchased, the school is unable to refund insurance premiums paid on behalf of a student. Students and families may apply directly to an insurance company for a refund of premiums paid.
- **Homestay Placement Fee:**
Homestay placement fees meet the cost of processing a request for homestay accommodation by the student. Costs incurred for arranging homestay accommodation for international students prior to the refund request, cannot be refunded.
- **Used Homestay Fees:**
Homestay fees paid for time the student has already spent in a homestay cannot be refunded. Used homestay fees may also include a notice period of two weeks.
- **Portion of Unused Tuition Fees:**
The school may retain a portion of unused tuition fees. Amounts retained will relate to costs that have been incurred or committed by the school and may vary depending on the time of year the request is received.
- **Outstanding Activity Fees:**
Any activity or other fees incurred by a student during enrolment and owed to the school at the time of withdrawal, will be deducted from any eligible refund.

REQUESTS FOR A REFUND FOR FAILURE TO OBTAIN A STUDY VISA:

If an international student fails to obtain an appropriate study visa, a refund of international student tuition fees will be provided less an Administration Fee of \$_____.

REQUESTS FOR A REFUND FOR VOLUNTARY WITHDRAWAL:

- **Withdrawal prior to enrolment**
If an international student voluntarily withdraws prior to the start date of their enrolment, a refund of international student fees will be provided less any relevant non-refundable fees set out in this policy.

- **Withdrawal after enrolment**

If an international student withdraws after the start date of their enrolment, reasonable written notice of withdrawal is required by the school. Unless otherwise agreed by the school, a refund will be provided less a minimum of ten weeks tuition fee and other any relevant non-refundable fees as outlined in this policy.

REQUESTS FOR A REFUND FOR FAILURE TO PROVIDE A COURSE, CESSATION AS A SIGNATORY OR CESSATION TO BE A PROVIDER:

If the school fails to provide the agreed course of education or is no longer a signatory to the Code or no longer operates as an international education provider, the school will negotiate with the student or their family to either:

- Refund the unused portion of international student tuition fees or other fees paid for services not delivered or
- Transfer the amount of any eligible refund to another provider or
- Make other arrangements agreed to by the student or their family and the school.

OTHER CIRCUMSTANCES WHERE A REFUND REQUEST MAY BE CONSIDERED:

- **Where a student's enrolment is brought to an end by the school**

In the event a student's enrolment is ended by the school for a breach of the Contract of Enrolment, the school will consider a request for a refund less:

- Any non-refundable fees set out in this policy
- Ten weeks tuition fee
- Any other reasonable costs that the school has incurred in ending the student's enrolment

- **Where a student changes to a domestic student during the period of enrolment**

If an international student changes to a domestic student after the start date of their enrolment, reasonable written notice of the change is required by the school. Unless otherwise agreed by the school, a refund will be provided less a minimum of ten weeks tuition fee and other any relevant non-refundable fees as outlined in this policy.

- **Where a student voluntarily requests to transfer to another signatory**

If an international student requests to transfer to another signatory after the start date of their enrolment, reasonable written notice of the transfer is required by the school. Unless otherwise agreed by the school, a refund will be provided less a minimum of ten weeks tuition fee and other any relevant non-refundable fees as outlined in this policy.

REFUND OF OTHER FEES

- **Requests for a refund of homestay fees**

If for any reason, an international student withdraws after the start date of their enrolment, any unused homestay fees will be refunded, less any relevant non-refundable fees set out in this policy.

Where a student moves from a school homestay and requests a refund of any unused homestay fees, these will be refunded less any non-refundable fees set out in this policy.

- **Requests for a refund of fees unused at the end of enrolment**

Except by written request from parents, prepaid fees unused at the end of enrolment amounting to less than NZD\$_____ will be refunded to the student in cash. Sums greater than NZD\$_____ will be refunded into a nominated bank account.

OUTSTANDING ACTIVITY FEES OR OTHER FEES

Any activity or other fees incurred by a student during enrolment and owed to the school at the time of withdrawal, will be deducted from any eligible refund.

REFUNDS TO BE MADE TO THE COUNTRY OF RECEIPT

Unless otherwise agreed in writing, all eligible refunds of fees over NZD\$_____ received from outside of New Zealand will be refunded to a nominated bank account in the source country, **at the exchange rate as at the date transacted.**

RIGHTS OF FAMILIES AFTER A DECISION REGARDING A REFUND HAS BEEN MADE

A decision by the school relating to a request for a refund of international student fees will be provided to the student or family in writing and will set out the following information:

- Factors considered when making the refund decision
- The total amount to be refunded
- Details of non-refundable fees

Students and families have the right to submit a grievance to the Code Administrator or Disputes Resolution Scheme in the event they are dissatisfied with a refund decision made by the school.

REVIEW AND REPORTING

- **Review:**

The school will review the conditions relating to this policy as part the annual self-review. The school will collect and record appropriate evidence of the review.

- **Reporting:**

The staff member in charge of international education will report directly to the school Principal on the operation of the school's policy for the refund of international student fees.

Review schedule: **Triennially**

Last Reviewed: **August 2019**



International Students Fees Protection Policy

Hāwera High School

PURPOSE:

This fees protection policy makes clear factors that will be considered to ensure that international student fees paid in advance are protected and can be made available in accordance with the school's refund policy. This policy should be read in conjunction with the Education (Pastoral Care of International Students) Code of Practice 2016.

FEES PROTECTION:

The school will ensure that its fee protection mechanisms and accounting procedures provide the following safeguards:

1. The school will ensure that funds from international students paid in advance are accounted for in such a way that individual student balances are clearly identified and monitored.
2. The school will ensure that generally accepted accounting procedures are applied to international student fees paid in advance.
3. The school will ensure that only those staff with appropriate authority will have access to international student funds paid in advance.
4. The school will ensure that all International fees paid in advance shall be paid into the school's operating account or other account authorized by the Principal.
5. The school will transfer fees paid in advance to revenues at appropriate intervals during the period of enrolment for each student.
6. The school will ensure that it has sufficient funds available to meet any remaining international student fees paid in advance liability at any time.
7. The school will ensure that the operation of this fee protection policy is audited as part of the school's audit procedures.
8. Refunds will be calculated based on the exchange rate as at the date transacted.

REVIEW:

The school will review procedures relating to this policy as part the annual self-review. The school will collect and record appropriate evidence of the review.

REPORTING:

The staff member in charge of international education will report directly to the school Principal on the operation of the school's fees protection policy.

Review schedule: Triennially

Last Reviewed: August 2019



Management of Supervised Groups Policy

Hāwera High School

PURPOSE:

This policy outlines factors that will be considered when managing supervised groups enrolling at the school. This policy should be read in conjunction with the Education (Pastoral Care of International Students) Code of Practice 2016 and the Education Act 1989.

RATIONALE:

Hawera High School has developed a Supervised-Groups Policy:

- To ensure that students enrolling at the school as part of a group are properly supervised.
- To ensure the safety and well-being of the students and the quality of academic and social education of all International Students studying at the school.
- To ensure compliance with the Education (Pastoral Care of International Students) Code of Practice 2016. (The Code)

A supervised group is considered to be:

- Two or more international students travelling together in New Zealand under the supervision of a person or organisation other than Hawera High School and enrolling at Hawera High School as international students for periods up to three months.

POLICY OBJECTIVES:

1. To promote international understanding and enhance internationalisation at Hawera High School.
2. To ensure the safety and wellbeing of all supervised-group students that enrol at Hawera High School.
3. To consider the particular needs of students enrolling as part of supervised groups and ensure the administration and pastoral care provided for supervised-group students meet the requirements of the Code.

ENROLMENT OF SUPERVISED GROUP STUDENTS

Hawera High School will enrol supervised-group students on the ENROL system as per Ministry of Education Guidelines for groups to ensure that these students are recorded as international students.

USE OF EDUCATION AGENTS

The Assistant Principal or International Student Dean will ensure that we do not accept any supervised-group students through an education agent without first following our policy and procedures for the management of education agents, including having a signed and current Agency Agreement with the education agent.

In order to ensure that (Hawera High School) and an education agent understand and meet their duty-of-care for the students, the Assistant Principal or International Student Dean will draft, and ensure that both parties sign, a memorandum of understanding for each supervised-group. The memorandum of understanding will provide details of the group including, expected number, ages and genders of students, arrangements for group supervision and accommodation, agreed pricing schedules, important timelines, program requirements and the roles and responsibilities of both parties.

ACCOMMODATION FOR SUPERVISED-GROUP STUDENTS

Hawera High School will ensure that supervised-group students stay in appropriate accommodation as defined in the Code. Appropriate accommodation may be:

- Residential caregiver including homestays
- Hotel, motel, unlicensed hostels or other supervised-group accommodation options
- Staying with students' parents or legal guardians

If an accommodation agent is involved in the placement of supervised-group students in accommodation on behalf of Hawera High School, we will have an Agency Agreement with that accommodation agent.

INSURANCE FOR SUPERVISED GROUP STUDENTS

IMPORTANT NOTE: The Code requires that all students enrolled with a signatory for 2 weeks duration or longer must have appropriate insurance cover. In order to better fulfil our duty-of-care for all international students enrolled at Hawera High School, this policy requires all international students to have appropriate insurance cover including those who enrol at the school for less than two weeks.

Hawera High School will therefore ensure that all supervised-group students have appropriate insurance for the duration of their enrolment, and if practicable, for the duration of their time in New Zealand including travel between their home country and New Zealand. Insurance policies, whether arranged by the school or the student or their family, will be deemed to be appropriate if they provide cover for:

- medical expenses to the value of NZ\$1,000 000 to unlimited
- repatriation or expatriation of the student as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and
- death of the student, including cover of:
 - I. travel costs of family members to and from New Zealand; and
 - II. costs of repatriation or expatriation of the body; and
 - III. funeral expenses

GROUP SUPERVISION

Hawera High School will ensure that groups enrolling at the school have proper supervision. The number of supervisors and the type of supervision for a group will be negotiated and detailed in the memorandum of understanding. Factors in deciding proper supervision will include:

- The number of students
- The ages and genders of the students
- The duration of the visit
- The levels of students' English language proficiency
- The activities that the students will be involved in

If Education Outside the Classroom (EOTC) activities are undertaken, the school's EOTC guidelines will determine appropriate supervision ratios and other safety measures put in place for these activities.

ORIENTATION

Supervised-group students will be provided with an orientation on arrival as per the school orientation procedures.

VISAS

The school will ensure that all students enrolling as part of a supervised group will have the appropriate visa to study at Hawera High School.

Review schedule: Triennially

Last Reviewed: August 2019