

Avondale College Policies



AVONDALE
COLLEGE

KohiaNgaTaikaka
Seek the Heartwood

To strive after the best things in life and to work, play and act in a manner that will bring credit to each individual and to the College

“Our Aim is Excellence”

AVONDALE COLLEGE POLICIES

INTRODUCTION



AVONDALE COLLEGE POLICIES INTRODUCTION

Welcome to the School Policies folder. This folder contains all of the policies that apply throughout the school. We have continued the practice of grouping the policies under the NAGS as the Board felt that this is a straightforward and logical way to group them.

A substantive revision of the School Policies was undertaken over many months in 2019 involving the parent community, the staff, the Executive and Trustees. The very helpful feedback that was received from stakeholders has been carefully considered and we have tried our best to make the changes that have been suggested. School Procedures folder operate alongside the Policies, and some of the comments from staff and other stakeholders have been incorporated in the Procedures.

While the Board of Trustees creates amends and revises Policies, the Procedures are created and amended by the Principal. The Procedures exist primarily to support the Policies and contain the detail about how a policy will be implemented. The Board of Trustees and Principal may seek community engagement for feedback regarding Policies and Procedures, regarding both their review and implementation.

We encourage all stakeholders to be familiar with the Policies and with the Procedures that are relevant to them. We welcome feedback from the community on how a Policy or Procedure is working in practice and what changes should be made to make it work better. Alternatively, you may feel that the school would benefit from an additional Policy or Procedure. Feel free to send any feedback to the Secretary of the Board, either by dropping it in to reception, or emailing it to the Board Secretary.

The Policies (and Procedures) apply to all students and employees of the Board, and any contractors engaged by the Board from time to time.

Principles of curriculum Decision Making

The College acknowledges Aotearoa New Zealand's cultural diversity and the unique position of Māori as tangata whenua, the indigenous people of these lands. Te Tiriti o Waitangi (the Treaty of Waitangi) is one of eight principles in *The New Zealand Curriculum* (2007, p.9) that provide a foundation for a school's decision making. It states,

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ona tikanga. (NZC, p.9)

Avondale College is therefore committed to making decisions that support Māori learners to enjoy and achieve education success, as Māori.

In addition to Te Tiriti o Waitangi, the other curriculum decision-making principles are: high expectations, cultural diversity, inclusion, learning to learn, community engagement, coherence and future focus (NZC, p.9). Each of these principles guide our practice and are incorporated into our policies and procedures.

AVONDALE COLLEGE POLICIES

03 FEBRUARY 2020



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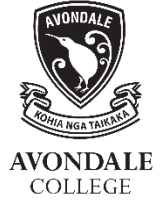
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AVONDALE COLLEGE POLICIES

BOARD DELEGATIONS AND BOARD OPERATIONS POLICY



Background

Schedule 6 of the Education Act 1989 at clauses 4 and 5, confirms that the Board has the power to govern the school including setting the policies by which the school is controlled and managed. Section 76 of the Act states that the Principal, as the Board's Chief Executive, has complete discretion, subject to the policy directions of the Board, to manage the day to day operations of the College.

The Education Act 1989 allows the Board of Trustees to delegate any of the functions or powers of the Board, (except the power to borrow, and the general power of delegation), either generally or specifically, to any of the following persons by resolution and written notice to the person or persons listed in Schedule 6. They include:

- a) A trustee or trustees:
- b) The Principal or any other employee or employees, or office holder or holders, of the board:
- c) A committee consisting of at least 2 persons, at least 1 of whom is a trustee:
- d) any other person or persons approved by the board's responsible Minister;

Board Delegation

1. Currency

- 1.1 Until revoked, a delegation to a Committee or individual continues in force even if the membership of the Board or Committee changes.

1. Delegations to the Chairperson of the Board

- 1.1. The Chairperson shall be the joint spokesperson, with the Principal, for the Board on all matters relating to the College and Board;
- 1.2. The Chairperson shall have the authority to make decisions, in consultation with the Principal and Deputy Chairperson, that bind the Board when urgent matters require a decision (such as an emergency) and the convening of a Board meeting is not practicable under the circumstances of the emergency;
- 1.3. The Chairperson shall represent the Board on all other day to day matters, including corresponding on the Board's behalf;
- 1.4. The Board Chair is delegated the responsibility for undertaking the Principal's annual appraisal. The Board Chair may employ an external consultant and may include a second Board member.

2. Delegations to the Principal

- 3.1. The Principal shall be the joint spokesperson, with the Board Chair, for the Board on all matters relating to the College and Board;
- 3.2. **Appointments**
The Principal is delegated authority to appoint all staff, except the Business Manager, the Accountant, and members of the Executive. The Principal may delegate these powers to other senior staff.
- 3.3. **Discretionary Leave**
The Principal has authority to grant discretionary leave up to a maximum of five days for Teaching staff and authority to grant discretionary leave for support staff. The Principal may delegate this task to other senior staff.
- 3.4. **Teacher Performance and Appraisal**
The Board delegates to the Principal the attestation of teacher performance, and appraisals of all staff. In turn the Principal may delegate this task to senior members of staff.
- 3.5. **Police Vetting and Teacher Registration**
The Board delegates to the Principal the task of undertaking police vetting and teacher registration. In turn, the Principal may delegate this task to senior members of staff.

- 3.6. **Associate staff**
The Principal is delegated authority to deal with all employment issues relating to support/ancillary staff. This includes undertaking disciplinary investigations, performance management, convening disciplinary hearings, and issuing sanctions, including warnings and dismissal. The Principal may delegate some of these functions to senior staff.
- 3.7. **Teaching Staff**
The Principal is delegated authority to commence preliminary inquiries under clause 3.4.1 of the Secondary Teachers Collective, and resolve matters informally, and issue verbal and written warnings as appropriate. Should a matter be regarded as serious, then the Principal shall refer the matter to the Personnel Committee pursuant to clause 3.4.3 of the Collective.
- 3.8. **Suspension**
The Principal may suspend any employee, at any time, including during an inquiry or following receipt of a complaint, if satisfied that the welfare and/or interests of any student attending the school or of any employee at the school so requires.
- 3.9. **Competency**
The Principal shall be responsible for administering the competency procedures against teaching staff on behalf of the Board. This in turn may be delegated by the Principal to senior staff.
- 3.10. **Budget**
3.10.1 The Principal has authority to spend up to the limits of the approved annual budget within respective categories.

3.10.2 The Principal has authority to replace capital items not approved in the budgeting process on an 'urgent' basis up to a limit of \$5,000. Power exercised under this authority will be reported to the next meeting of the Board.
- 3.11. **Privacy Officer**
The Principal is delegated authority to act as the Board's Privacy Officer. The Principal may delegate this task to a senior member of staff.
- 3.12. **Official Information**
The Principal is delegated authority to act for the Board when receiving, actioning and responding to any Official Information Act requests. The Principal may delegate this task to a senior member of staff.
- 3.13. **Overnight Trips**
The Principal is delegated authority to approve domestic overnight student trips. The Board has authority to approve overseas student trips.

3.14. School Closure

The Principal has authority to close the school if necessary due to exceptional circumstances, e.g. on advice of the Ministry of Health around pandemic issues or in an emergency.

3.15. Signing Declarations

The Principal can sign declarations on behalf of the Board in relation to information required by the Ministry of Education.

3.16. Mandatory Reporting

The Principal is delegated authority to complete any mandatory reports to the New Zealand Teaching Council.

3.17. Delegation to the Acting Principal

The Principal may delegate any or all of her powers, in writing, to the Acting Principal appointed, during a period of absence overseas, or during a period of extended leave lasting more than 7 days or in other situations as determined by the Principal.

3. Delegations to the Personnel Committee

3.1. The Personnel committee will be chaired by the Chairperson or Deputy Chairperson of the Board.

3.2. At least three Board members will be on the committee and the quorum will be a minimum of three Board members.

3.3. The Principal will be an ex-officio member of the committee.

3.4. The student representative and staff representative are ineligible to be members of this Committee.

3.5. The Personnel Committee shall have the power to meet and consider any serious conduct issues that are referred to it by the Principal under clause 3.4.3 of the STCA.

3.6. The Personnel Committee may also review any penalties imposed on a staff member, at the request of that staff member or their representative.

3.7. The Personnel Committee may commence disciplinary procedures, including an investigation, convene a disciplinary hearing, and issue sanctions including warnings or the termination of employment, without further recourse to the Board.

3.8. The Committee may also suspend staff during an investigation or disciplinary process, or review the suspensions of staff by the Principal, and decide to confirm, revoke or otherwise deal with the suspension.

3.9. The Personnel Committee will report to the Board.

5. Delegations to the Finance and Property Committee

- 5.1. The Finance and Property Committee will be chaired by a designated parent member of the Board.
- 5.2. The Principal will be a member of this Committee.
- 5.3. At least two Board members will be on the Committee with the Principal and the quorum will be a minimum of two members.
- 5.4. The Board delegates to the Committee the authority to make decisions on matters of finance and property only when urgency is required, and this will be reported to the Board at the next meeting.
- 5.5. The Committee is responsible for reviewing the reports provided and monitoring financial performance. The Committee should query items as deemed necessary and should approve the monthly financial report.
- 5.6. The Committee will also review reports provided and actions taken by the Business Manager including on:
 - 5.6.1. Property and maintenance;
 - 5.6.2. Minutes from the Health and Safety committee meetings which will be held twice a term and which will include a review of the accident and hazard registers;
 - 5.6.3. Emergency Evacuations.
- 5.7. The Finance and Property Committee will report to the Board.

6. Delegations to the Student Discipline Committee

- 6.1. The Student Discipline Committee will be chaired by a designated member of the Board. The Chair has authority to delegate that function to any other eligible Board member.
- 6.2. The Principal, student representative and staff representative are ineligible to be members of this Committee when convened for disciplinary hearings.
- 6.3. All other Board members will be members of this Committee and the quorum at any meeting or hearing will be a minimum of two Board members.
- 6.4. The Board delegates to the Student Discipline Committee the authority to:
 - 6.4.1. Carry out the role of the Board of Trustees;
 - 6.4.2. Make any decisions under the Education Act 1989 in relation to students that are suspended. This includes the power to lift or extend a suspension, with or without conditions, or exclude or expel a student, without further recourse to the Board;
 - 6.4.3. Consider any requests for review or reconsideration and make any decision as necessary.

- 6.5. Decisions of the Committee may be appealed to the full Board.
- 6.6. The Student Discipline Committee will report to the Board.



Signed: _____

**Mr David Erson
Chairperson
Board of Trustees**

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

BOARD OPERATIONS CODE OF CONDUCT



Trustees on the Avondale College Board of Trustees agree to adhere to the following Code of Conduct.

7. Trustees shall:

- 7.1. Ensure that Board of Trustee decisions support the delivery of the Charter, as defined by the Mission Statement and Vision, for all students. Decisions will reflect the MoE's NAGs, NEG's, and any other relevant legislation.
- 7.2. Ensure that the Values and Guiding Principles are foremost when making decisions.
- 7.3. Respect the integrity of all involved in the College i.e. students, parents, staff, trustees and the Principal as the professional leader of the College.
- 7.4. Maintain the confidentiality and trust vested in them, including never disclosing to non-Board members the contents of in-committee discussions, or confidential Board discussions and communications.
- 7.5. Support Board decisions and not act independently of any decisions made or speak out against Board decisions, or otherwise undermine a decision, once the Board has taken a position or made a decision even if the Board member voted against the decision or does not agree with the decision.
- 7.6. Defer to the Chair and Principal as the public spokespersons for the Board.
- 7.7. Declare any potential conflicts of interests to the Board as and when they arise. Failure to disclose a conflict of interest could result in disciplinary action.
- 7.8. Act as good employers. This includes supporting the work and decisions of the Principal and Executive to staff, students and members of the community.
- 7.9. Serve the College and community to the best of their ability and be honest, reliable and trustworthy in all Board matters.
- 7.10. Positively promote the College in the community.
- 7.11. Keep the Board informed about community perspective as relevant through the Chair.

8. Role of Chair

- 8.1. The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board processes
- 8.2. To ensure that all trustees understand and adhere to the Code of Conduct.
- 8.3. To chair Board meetings and ensure they run smoothly and democratically.
- 8.4. To encourage full participation of all trustees in Board meetings.
- 8.5. To ensure an agenda is prepared for meetings in consultation with the Principal.
- 8.6. To develop a good working relationship with the Principal through regular contact.
- 8.7. To share all relevant information with the full Board, as appropriate, in a timely manner.
- 8.8. To ensure that the Principal's performance agreement and appraisal are completed on an annual basis.

9. Board Meetings

- 9.1. The College is obliged to comply with the Local Government Official Information and Meetings Act 1987.

Conflict of Interest

10. Definition

- 10.1. A conflict of interest can arise when a member of the Board, or any employee of the Board, is related to or has a close relationship to a student, staff member, or other person that is the subject of a complaint or is a complainant or material witness in a complaint or process. A conflict of interest might also arise where a member of the Board, or employee of the Board, is related to or has a close relationship to a person that has some commercial relationship with the College or is proposing a relationship with the College. A conflict of interest might even arise when the trustee or employee has a financial interest in a business or company that has a commercial or vested interest in a relationship with the College or seeks to advance such a relationship.
- 10.2. If in any doubt, Board members must declare the conflict of interest.

11. General Procedure

A trustee who has a conflict of interest or a potential conflict of interest must:

- 11.1. Publicly declare a conflict of interest or potential conflict of interest and state the general nature of the interest and have the declaration recorded in the minutes;

11.2. Withdraw from the meeting while the matter is discussed;

11.3. Not vote on the matter; and

11.4. Not discuss the matter with the Board or attempt to influence any decision or vote.

12. Student Discipline Procedure

A trustee who has a conflict of interest or a potential conflict of interest when sitting as a member of the Student Discipline Committee in a disciplinary hearing must:

12.1. Publicly declare a conflict of interest or potential conflict of interest and state the general nature of the interest;

12.2. Where appropriate, seek the consent of all parties to remain on the Committee for the hearing;

12.3. Where not appropriate or where consent is not forthcoming, withdraw from the hearing and have no part in the deliberations; and

12.4. The declaration, the request for consent and the outcome will be recorded in the minutes of the hearing.



Signed: _____

**Mr David Erson
Chairperson
Board of Trustees**

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 1 – CURRICULUM AND ASSESSMENT POLICY



Background

National Administration Guideline 1- Curriculum

NAG 1 states that each Board of Trustees ('Board') is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa. NAG 1 also requires the Board to develop and implement teaching and learning programmes, undertake comprehensive assessment practices, use the assessment data to promote better teaching and learning, especially of students that require further support, partner with Māori and Pasifika, and provide career guidance. Avondale College meets its obligations under NAG 1 through the implementation of the following policy statements:

1. Curriculum

- 1.1. All departments will design and deliver the College curriculum based on the principles of the New Zealand Curriculum 2007. These over-arching principles, will also be applied as a lens in the implementation of The Cambridge Assessment International Education (CAIE). All departments will have a Scheme of Work detailing how the appropriate achievement objectives, principles, values and key competencies are to be covered.
- 1.2. Programmes should cater for student diversity and be built around individual students' prior knowledge, strengths, interests and needs. Student voice needs to be considered in the delivery of programmes. Each student should be learning at their appropriate level to achieve their full potential.
- 1.3. The College will provide an integrated careers programme designed to ensure that all students receive subject choice advice and quality career information. This will include specific career guidance for students identified by the college as being at risk of leaving unprepared for the transition to the workplace or further training.
- 1.4. The College will provide opportunities for Digital Technologies to be integrated through teaching and learning programmes.
- 1.5. The College will ensure visible, effective leadership, support and resourcing for teachers to develop te reo me ngā tikanga Māori.

2. Assessment

- 2.1 Assessment of students' learning in Years 9 and 10 must allow for tracking of individuals and groups in terms of progress against defined achievement objectives as expressed in the National Curriculum statements. Achievement information will be reported through Whole School Achievement Summary Reports, Annual Reports and Self-Review, and through other means as appropriate. The achievement information should include breakdowns for Māori and each main ethnic group, gender and targeted groups.
- 2.2 NZQA and CAIE achievement data will be tracked for individual students and groups of students. Directors will be responsible for ensuring students have the opportunity to meet Scholarship, CAIE and NCEA levels, literacy and numeracy requirements, merit and excellence endorsement, and course endorsements. The achievement information should include breakdowns for Māori and each main ethnic group, gender and targeted groups.
- 2.3 All assessment must be fair, valid, consistent and reliable, and at the appropriate national standard. Assessments will be moderated against specified achievement criteria and will follow the College attestation processes.

3. Reporting and Communication

- 3.1 Regular feedback should be provided for students as part of the learning process. Feedback should acknowledge progress and guide students' future learning. Students and parents will receive regular updates on progress and access to achievement data.

4. College Curriculum

- 4.1 Teachers and Directors will be expected to demonstrate how the information referred to above is used to develop and improve teaching programmes to maximise student learning. This will include identifying students and groups of students who are not achieving and who are at risk of not progressing and / or achieving.
- 4.2 Directors will be expected to work with their departments to ensure school-based curricula and resources are forward looking, inclusive and affirming of Aotearoa New Zealand's unique identity.
- 4.3 The College will support students and staff to address the learning needs of students. This will include students identified with different learning needs, and/or disabilities, and students identified as gifted and talented.
- 4.4 Avondale College will work to identify students with particular learning needs and will endeavour to provide ongoing support with resources for both curricular and co-curricular activities and assessments, as appropriate to the individual's needs.

5. Education Outside The Classroom (EOTC)

5.1 Avondale College will provide opportunities for curricular and co-curricular activities beyond the classroom. These opportunities enrich the college programme and enhance learning by providing first hand experiences.

5.2 The safety of students, teachers and volunteers is paramount and, as such, any trip which involves taking students out of the College during the normal college day, after college, overnight or during weekends and holidays must follow the college's EOTC procedures for approval.

6. Co-curricular activities

6.1 Avondale College acknowledges that the principles, values and key competencies in the New Zealand Curriculum can effectively be delivered in a co-curricular setting. The college will provide a holistic education that provides all students with opportunities to be involved and to excel in a range of sporting, cultural and leadership activities.

6.2 The College aims to provide a holistic education and opportunities for all members of the school community to learn, authentically participate and contribute to the development of the school's bicultural identity.

Monitoring of Compliance

The Board monitors the implementation and effectiveness of these policies through the Principal's reports on:

- Curriculum
- Student progress and achievement
- The analysis of achievement data
- Analysis of variance
- Interventions and outcomes for targeted groups
- The departmental Annual Report and Self-Review Process
- Professional learning and development
- Co-curricular activities
- Consultation with Māori and Pacific communities
- Career guidance for students



Signed: _____

**Mr David Erson
Chairperson
Board of Trustees**

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 2 – PLANNING AND REPORTING POLICY



Background

National Administration Guideline 2 - Planning and Reporting

NAG 2 requires the Board to develop a strategic plan which documents how the College is giving effect to the National Educational Guidelines, especially in relation to curriculum, assessment and staff professional development. NAG 2 also requires the Board to regularly review these programmes especially in relation to student achievement.

The Board will ensure that there is regular reporting on achievement, including Maori, Pasifika and special needs students.

Avondale College meets its obligations under NAG 2 through the implementation of the following policy statements:

Policy Statements

1. Strategic Planning

- 1.1. The College will have in place a current long term strategic plan in accordance with regulatory requirements. It will establish goals for the coming 3 - 5 years and will also outline how the College will meet these goals.
- 1.2. The Strategic plan will assist the Board to plan for continual improvement of student outcomes. The College will have an up-to-date plan for all areas of its operation which includes the College's charter, strategic plan, annual plan and targets.
- 1.3. Targets will be evaluated as part of the Ministry of Education annual planning and reporting requirements.
- 1.4. The College's annual plan, constructed by the Principal, will reflect set strategic objectives approved by the Board, will form part of the Principal's reports to the Board and will form a part of her annual performance agreement.

2. Self-Review

- 2.1. The College will undertake regular self-review across all levels of the school, including regular Board led self review of the Strategic Plan, School Policies and Achievement Data for all our students.
- 2.2. Through self-review the College will ensure that each area of the school is operating well, and the school continues to meet the primary purpose of the Board, to educate all of our students to reach their fullest potential.
- 2.3. It will provide a vehicle to acknowledge those areas working well and those areas needing improvement or development and support from the Board.
- 2.4. The Principal will regularly report to the Board on the review processes being undertaken throughout the school and any material findings that relate to the work of the Board. The Board may also develop further Policies or amend the Strategic Plan, or the Budget, as a result of reviews, or any other consultation undertaken by the Board.
- 2.5. Student achievement data will be reviewed regularly and reported to the Board as appropriate.
- 2.6. The Analysis of Variance will be presented to the Board as an integral part of the College's annual report. The annual report is available to the community.

3. Community Consultation

- 3.1. The College will consult with the community as appropriate through community meetings, formal surveys and parent consultation.
- 3.2. The College will welcome community input and feedback on relevant issues.
- 3.3. The community will be kept well informed through a range of media.
- 3.4. The Maori and Pasifika communities will be consulted in the development of plans to promote student achievement.

4. Reporting Student Progress

- 4.1. The College will ensure that parents/caregivers are kept informed about their child's progress through a range of media including online Family Connection, formal written reports, report evenings and contact through the pastoral network.

Monitoring Compliance with NAG 2

The Board monitors the implementation and effectiveness of these policies through the Principal's reports on:

- Annual plan progress reports
- Analysis of variance
- Annual plan review
- Internal reviews

- The College's compliance with the NEG's
- The reporting on student achievement, including Maori, Pasifika and special needs
- Staff professional development



Signed: _____

**Mr David Erson
Chairperson
Board of Trustees**

Date: 04 March 2020 _____

AVONDALE COLLEGE POLICIES

NAG 3 – PERSONNEL POLICY



Background

National Administration Guideline 3 - Personnel

NAG 3 requires the Board to develop and implement policies that promote high levels of staff performance, use educational resources effectively and recognise the needs of students. The Board is also required to be a good employer and ensure it complies with the provisions of contracts of employment for teaching and non-teaching staff.

Avondale College meets its obligations under NAG 3 through the implementation of the following policies statements:

Policy Statements

1. Personnel

The Board will act as a good employer as defined in the State Sector Act 1988. The Board will:

- 1.1. Comply with all relevant collective and individual employment contracts;
- 1.2. Ensure that the best, appropriately qualified applicant for any position is appointed to the College;
- 1.3. Have performance management systems in place which promote continued improvement and which meet all contractual requirements;
- 1.4. Ensure that all employees and all applicants for employment are treated equitably and all EEO requirements are met;
- 1.5. Ensure that all complaints relating to, or from, personnel are dealt with fairly and expeditiously; and
- 1.6. Ensure that, as far as is practicable, good and safe working conditions are provided for all staff.

2. Appointment of Staff

- 2.1. In its appointment of new staff to the College the Board aims to ensure that the most suitably qualified and experienced people are recruited and that its procedures are consistent with all statutory and contractual obligations. Through appointing the highest quality staff the College seeks to provide excellent learning opportunities to its students.

3. Discretionary Leave

- 3.1. The Board may grant discretionary leave in addition to any other leave provided for under the relevant employment agreement. Any requests for

discretionary leave must be made in writing to the Principal. The Principal may grant leave to non teaching staff without consulting the Board, or up to 5 days of leave for teaching staff.

- 3.2. Staff with less than 5 years of service would need exceptional circumstances for a discretionary leave request to be considered.

4. Complaints

- 4.1. The College will respond to complaints in a fair and consistent manner and in accordance with the relevant collective agreements, employment contracts and legislation.
- 4.2. Avondale College will treat all instances of complaints responsibly and these will be addressed promptly, confidentially and impartially. The principles of natural justice will apply in all cases. The complaints procedure will be made available on the College website.
- 4.3. This policy relates to any complaints received (see also Health and Safety Policy).
- 4.4. The process for making a complaint is set out in the Procedures Manual.

5. Protected Disclosure

- 5.1. In compliance with the Protected Disclosures Act 2000, the Board will ensure that procedures are in place for an employee to make a disclosure where he or she believes serious wrongdoing has occurred. These procedures must be of an order which provides protection for the employee against retaliatory action for the disclosure.
- 5.2. Disclosures are to be addressed to the Principal, or to the Board Chair if the disclosure concerns the Principal. The Principal is required to notify the Board Chair of any such disclosures.
- 5.3. The process for raising concerns is set out in the Procedures Manual.

6. Performance Management

- 6.1. In accordance with its legal obligations under Section 77C of the State Sector Act 1988 the Board will implement a performance management system including a system of staff appraisal and attestation.
- 6.2. The Principal has the responsibility for instituting the performance management system for teachers with authority to delegate to a Senior Manager if appropriate.
- 6.3. The Principal is also responsible for ensuring that an appropriate appraisal system is in place for all other employees and may delegate its operation to the Business Manager who will report annually to the Principal on the appraisal of all non-teaching staff.

Monitoring Compliance with NAG 3

The Board monitors the implementation and effectiveness of these policies through the Principal's reports on:

- Appointments
- Performance Management
- EEO
- Travel Awards, Sabbatical leave, and other ways that promote teacher excellence.



Signed: _____

**Mr David Erson
Chairperson
Board of Trustees**

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 3 – EMPLOYER RESPONSIBILITY POLICY



Avondale College Board of Trustees acts as a good employer, including:

- taking all reasonable steps to build working relationships based on trust, confidence, and good faith
- complying with the conditions contained in employment contracts for teaching and non-teaching staff
- complying with the legislation on employment and personnel matters
- treating employees fairly and properly in all aspects of their employment as required by the State Sector Act 1988.
- Ensuring that all staff have up-to-date job descriptions.
- Ensuring that all staff have a safe and supportive work environment.

According to NAG 3, each Board of Trustees is required to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the government from time to time, which promote high levels of staff performance, use educational resources effectively, and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

The Board supports school employees by:

- taking all steps, so far as is reasonably practicable, to ensure that good and safe working conditions exist for employees, and responding to all reasonable concerns and requests made by employees
- considering their health and well-being (hauora), and work–life balance
- dealing effectively and fairly with any concerns through the complaints and protected disclosure procedures
- budgeting for training and development programmes intended to enhance the abilities of individual employees
- ensuring that systems are in place for keeping employee files safe and secure.

The Board ensures strong leadership by recognising the Principal as the school's educational leader, the chief executive, and an employee of the board. The Board:

- appoints the Principal, through the appointment committee, and appraises the Principal, or delegates the process to an independent appraiser or consultant
- works transparently and positively with the Principal, recognising the Principal's role as the chief executive of the school.

The Board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related to student safety and welfare

- robust recruitment, appointment, and induction processes, including complying with the Children's Act 2014
- annual reports from the Principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
- information, in committee, from the Principal regarding complaints and concerns raised about staff, and the actions taken
- compliance with the mandatory reporting requirements to the Teaching Council under the Education Act 1989, regarding staff dismissals, resignations, complaints, serious misconduct, and competence.



Signed: _____

**Mr David Erson
Chairperson
Board of Trustees**

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 3 – EQUAL EMPLOYMENT OPPORTUNITES POLICY



The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without **bias or discrimination**.

All schools are required by the State Sector Act to be “good employers”, that is:

- to maintain and comply with their school's Equal Employment Opportunities policy, and
- to include in the annual report a summary of the year's compliance.

To achieve this, the Board:

- appoints a member to be the EEO officer – this role may be taken by the Principal
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- recognises the value of attracting people from all possible sources of talent
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- gives special recognition to applicants from target groups identified by the Board to provide a selection of role models for students
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, hours of work, etc.) and the employment requirements of diverse individuals/groups
- offers a variety of tenure such as permanent, fixed term, part time and will consider variations to contracts on request or in response to an individual's circumstances.
- ensures that employment and personnel practices are fair and free of any bias.

Signed: _____

Mr David Erson
Chairperson
Board of Trustees

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 4 – FINANCE AND PROPERTY POLICY



Background

National Administration Guideline 4 - Finance and Property

NAG 4 states that the Board is required to allocate funds to reflect the school's charter priorities, monitor and control school expenditure, prepare annual accounts, comply with any current asset management agreement and implement a maintenance programme for the school's buildings and facilities so that they provide a safe, healthy learning environment for students.

The Board meets the requirements of NAG 4 and other relevant legislation and financial obligations through the implementation of following policy statements and the financial procedures of the College.

Policy Statements

1. Financial Management

- 1.1. The Board will operate its fiscal activities in accordance with its responsibilities under the Public Finance Act.
- 1.2. The Board will each year prepare a budget based on the aims of the development plan.
- 1.3. The Finance and Property Committee will oversee the College's financial management.
- 1.4. The College will establish clear guidelines, including delegations and accountabilities, for the efficient management of each section of the budget.
- 1.5. Appropriate financial management procedures and practices are followed in line with Public Sector Finance requirements and guidelines set out by the Ministry of Education.
- 1.6. The Board will set a prudent annual reserve figure to respond to unforeseen risk.
- 1.7. Authorised spending limits and bank signatories will be in accordance with the delegated authorities. (see Finance Procedures)

2. Fixed Assets

- 2.1. The value of fixed assets recorded in the Statement of Financial Position is to be materially correct and the annual depreciation charges are to fairly represent the use of the assets over their lives.
- 2.2. Items of property, plant and equipment with an individual value in excess of \$1,000 are capitalised on purchase.
- 2.3. Items with an individual value of less than \$500 that are purchased in quantity will be capitalised where the total value of the purchase exceeds \$1,000.

2.4. Other items with an individual value below \$1,000 are expensed.

3. Depreciation

3.1. Depreciation will be deducted over the lifetime of the asset.

3.2. Depreciation rates for asset groups are set out in the financial procedures.

4. Property Management

The Board in meeting its statutory obligations will:

4.1. Provide a safe working and learning environment across the entire school, and comply with the health and safety requirements as described in NAG 5, and includes the rental properties and the ECE facility.

4.2. Facilitate and appropriate long-term maintenance of all property, plant and equipment in accordance with the College 5-year property plan and 10-year maintenance plan

4.3. Ensure that the College provides a safe, clean, hygienic facility that is attractive and conducive to good teaching and learning, in accordance with NAG 5

5. Financial Procedures

5.1. The College will develop financial procedures that will assist and support the financial management obligations of the Board. These procedures will manage risk relating to:

- (a) Credit and debit cards;
- (b) Expenses that can be claimed by staff and others;
- (c) Entertainment;
- (d) Gifts;
- (e) Depreciation;
- (f) Theft and fraud;
- (g) Signing authorities;
- (h) Debtors; and
- (i) Donations.

Monitoring Compliance with NAG 4

The Board will monitor the implementation and effectiveness of these policies through the Finance and Property Committee which will:

- Develop the annual budget
- Review monthly financial reports
- Review monthly property reports
- Monitor compliance with the negotiated current asset agreement
- Monitor compliance with the maintenance programme for buildings and facilities
- Focus on the provision of safe, healthy learning environments for students and staff



Signed: _____

**Mr David Erson
Chairperson
Board of Trustees**

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 4 – STAR POLICY



STAR objectives

The key objectives of STAR are to:

- provide flexibility for courses which will better respond to students' needs, motivate them to achieve, and facilitate their smooth transition to further education, training or employment
- support students to explore career pathways and help them make informed decisions about their schooling and future work or study.

Operational policy

The STAR Coordinator will ensure that the school has STAR operational policies and procedures, and formally reviews them at least every 2 years in consultation with the Principal.

- Responsibility for day-to-day financial administration is delegated to the STAR Coordinator. The STAR Co-ordinator will be a Deputy Principal.
- The STAR funding and budgeting will be included in the school's accounting processes. This will be included in the monthly reporting to the Board of Trustees Finance Committee. The will be reviewed by the external Financial audit.
- STAR funding can be spent on; Outside Providers [including assessment and moderation], resources for the courses, transport to external agencies, support staff, proportional contribution to teaching staff costs for small groups.
- STAR funded courses will contribute to achieving the school's strategic plan in raising student achievement.
- The school will target students that will benefit from gaining standards and experience in proceeding towards their vocational pathway
- the school expects that students participating in STAR funded courses will meet all academic and practical requirements of the course
- consent, attendance, and health and safety requirements will be consistent with all school procedures for off-site learning
- The STAR Coordinator will report annually to the Board of Trustees, on student achievement and the use of finances.
- Student's needs can be obtained from a variety of sources including the Careers Department and student demand for courses.
- what to do if a student withdraws from a course and is not entitled to a refund
- To ensure the quality of courses there will be ongoing dialogue with the outside providers. If matters are not resolved then the course and other outside providers will be reviewed.

- Courses will be reviewed annually as part of self-review to ensure they are responsive to student, community and local-industry needs
- The performance of students in a course, and the evidence that courses are appropriate will be assessed by student outcomes..

When developing a STAR operational policy, schools should consult the entire staff, students, parents or caregivers, and providers.

The national objectives for STAR should be central to developing a school's STAR policy. Seek input from the wider school community to identify:

- students who may benefit by a STAR course or activity
- how to respond to new needs and opportunities as they arise.

The STAR courses will:

- include work-based learning where appropriate
- lead towards, but not explicitly include, the achievement of NCEA and other qualifications on the New Zealand Qualifications Framework
- support students transition to further education, training or employment
- be quality assured and meet the needs of the student.
- be a component within a student's coherent learning programme within a vocational pathway

STAR funding can be used for a range of educational opportunities, including industry training, academic courses, introductory courses, Schools can offer STAR funded courses on site, off site, or a combination of both.

STAR funding can purchase course materials and assessors from an external provider while supervising students themselves, or they may pay an external provider to come into their school to provide tuition.

STAR funding can engage organisations such as local employers to provide work-based learning. A memorandum of understanding outlining the expectations, roles, and outcomes must be signed by the school and the organisation.



Signed: _____

Mr David Erson
Chairperson
Board of Trustees

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 5 – HEALTH AND SAFETY POLICY



Background

National Administration Guideline 5 - Health and Safety

NAG 5 requires the Board to provide a safe physical and emotional environment for students; promote healthy food and nutrition for students; and comply in full with any legislative requirements relating to the safety of staff and students.

Avondale College meets its obligations under NAG 5 through the implementation of the following policy statements:

Policy Statement

1. Health and Safety

- 1.1. The Board will strive always to provide a safe and healthy working and learning environment.
- 1.2. The Board will promote and maintain high behavioural standards for staff, students, contractors of, and visitors to, the College. These are based on the principles of respect for self, for others and for property.
- 1.3. The Board will comply with all legislative requirements as they relate to Health and Safety.
- 1.4. The College shall maintain a Health & Safety Plan. A Health and Safety committee will be established to meet regularly to review Health and Safety issues and provide ongoing reports to the Board through the Finance and Property Committee.
- 1.5. The College will undertake risk assessment of new equipment and any changes in College environment or procedures.
- 1.6. The College will ensure that all contractors will comply with the College Health and Safety Plan.
- 1.7. The College will ensure, as far as practicable, that visitors to the College comply with the College Health and Safety Plan.
- 1.8. The Board recognises that health and safety has a strong component of personal responsibility. Individuals are expected to take all care, where practical, to mitigate any risk and report any hazards or incidents.
- 1.9. The Board will have a separate Anti-Bullying and Anti-Harassment policy.

2. Behaviour or conduct that is not permitted from staff or students

Behaviour not permitted at the College, at any College related event, or on any College property or facility includes:

- 2.1. Bullying or harassment of any sort including verbal, physical, text, cyber, sexual, racial, or any other form of unwanted and inappropriate behaviour;
- 2.2. Violence of any sort including fighting, assault, and threats of violence;
- 2.3. Statements or communication that is racially offensive, sexually offensive, or otherwise incites violence;
- 2.4. Theft, fraud, destruction of property and gross negligence;
- 2.5. Refusal to comply with a lawful and reasonable instruction from the Board, Principal or senior manager, including a Deputy Principal or the Business Manager and a Director;
- 2.6. The bringing of any illegal substances on site or to any College function, being under the influence of illegal substances, or selling or distributing such items on site or to any College staff or students.
- 2.7. In the case of a student- bringing alcohol or cigarettes or vapes to College, or to any College function, or consuming or distributing them.
- 2.8. Misuse of the College's IT systems and network, including accessing or viewing objectionable or pornographic material, or bringing such objectionable material on site or to a College function;
- 2.9. Behaving in a way that is offensive, demeaning, or which brings the College into disrepute; or
- 2.10. Conduct unbecoming a member of staff, a student, or a member of the teaching profession.

3. Extra territoriality

- 3.1. When outside College premises, any student of the College, identifiable as a student by the wearing of uniform or engagement in College activities, must comply with the normal expectations of College behaviour.
- 3.2. The Board may also consider behaviour that occurs outside of College hours or away from College, including behaviour that occurs on weekends or during holidays, as behaviour warranting disciplinary action if the behaviour brings the College into disrepute; or is unbecoming a student or staff member of the College; or is behaviour that undermines the trust and confidence of the Board in the staff member or student and is otherwise a dangerous or harmful example to other staff or students.

4. Communicable Diseases

- 4.1. The College will establish sound practices to manage and ameliorate risk, including protection from, and for, those carrying communicable diseases.
- 4.2. The Education Act gives the Principal the authority to remove from the College any student who may have a communicable disease.
- 4.3. The Principal also has the authority to take the necessary steps (within employment laws) to ensure that a staff member does not put other staff or students at risk.

5. Dress and Hygiene

5.1. Staff and students are required to maintain a high standard of dress, personal grooming and hygiene and not act in a way that unreasonably impacts on the health and safety, study conditions or work conditions of other members of our College community.

6. Uniform

6.1. The Board will determine College uniform.

7. Search and Seizure, Seclusion rooms or restraints

7.1. The Board will comply with the Guidelines issued by the Ministry of Education relating to searches and seizures.

7.2. The Board does not permit the use of seclusion rooms or restraint.

8. Crisis and Emergency Management

8.1. The Board will maintain crisis and emergency plans and will deal appropriately and responsibly with full regard to the well-being and safety of students and staff. The best interests of those concerned, the students' families, caregivers and the community will be taken into account. The College will work with appropriate agencies for the best outcomes for students. This also covers emergency evacuations, lock downs and pandemic planning.

9. Reporting Child Abuse

9.1. To safeguard the physical and emotional safety of children all reasonable steps will be taken by staff of the College to appropriately handle cases of suspected abuse and to alert relevant agencies in accordance with College procedures and legislation outlined in the Children, Young Persons and their Families Act 1989. **See Child Protection Policy attached.**

10. Healthy Foods

10.1. The College will promote good nutrition as part of its commitment to promote healthy lifestyles.

11. Administering Medication

11.1. From time to time College staff may be required to administer medication to students. The College will only administer medication during normal College hours when it is either not possible, or impractical, for a parent or caregiver to do so. Any medication must be administered by the College nurse following the College procedure and medical practice. On EOTC excursions an identified staff member will be delegated the responsibility for administering medication.

12. Behaviour Management

12.1. The College will establish clear expectations of student behaviour and apply practices that reinforce these expectations in a positive and supportive manner to maximize all students' learning.

12.2. All students at the College will be treated fairly, equitably and with dignity which respects the rights of the individual.

12.3. Restorative approaches will be used wherever possible and practicable to deal with behavioural issues.

12.4. The College may use stand-downs and suspensions as part of the process for dealing with serious misconduct or risk in accordance with current Ministry of Education guidelines.

13. Complaints

13.1. Refer to Concerns and Complaints Policy under NAG 6.

14. Internet and Acceptable ICT Use

14.1. The College will maintain procedures to ensure that students and staff use the College ICT network to maximise the educational benefits of communication technologies while minimising the risks.

14.2. The College will make internet access available to the Board, staff and students provided they each individually sign their Computer and Internet Acceptable Use Agreement.

14.3. See also Digital Technology and Cybersafety Policy – under NAG 6

Monitoring Compliance with NAG 5

The Board monitors the implementation and effectiveness of these policies through the Principal's and sub-committee reports on:

- The provision of a safe physical and emotional environment for students and staff
- The College's compliance with health and safety legislation



Signed: _____

**Mr David Erson
Chairperson
Board of Trustees**

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 5 – CHILD PROTECTION POLICY



Introduction

Under the provisions of the Vulnerable Children Act 2014, the Board of Trustees is required to have a Child Protection Policy (CPP) to set out our commitment to building a culture of child protection and to provide information on how staff are expected to respond when they have concerns about the safety and well-being of children and young people.

This Policy applies to all employees of the Board of Trustees, and includes all permanent, fixed term, part-time, contracted and volunteer staff employed/engaged by Avondale College.

Purpose

The Board of Trustees is committed to child protection and its responsibilities under the Vulnerable Children Act 2014.

We have a responsibility to ensure that our staff can identify the signs of possible abuse or neglect and are able to take appropriate action, in a safe environment.

The purpose of this CPP is to imbed a culture of child protection that consistently safeguards and promotes the well-being of children and young people.

Scope

The Board of Trustees Child Protection Policy applies to **all staff employed, contracted to, or people volunteering with**, Avondale College

Responsibilities

Heads of Department and Heads of Faculty and/or Directors are responsible for ensuring their staff understand and adhere to this policy. They are expected to ensure that their staff have undertaken the appropriate training associated with this policy.

Policy to cover disclosures by students

For the avoidance of doubt, this policy also covers student disclosure of suspected abuse or neglect of another student or a child, by another student or child, or by an employee of the Board, or a third party. Employees of the Board are to treat such disclosures by students, in the same way (and follow the same process of reporting) as if the disclosure were from an adult.

The Policy

Principles of Child Protection

While many of the principles listed below are considered values we encompass in everything we do as a school, it is important to capture and reinforce these alongside our more child protection specific principles. These principles apply to every staff member.

Our child protection principles are:

- i. Making the safety and wellbeing of children and young people our primary concern, with the child or young person at the centre of all decision-making when responding to suspected abuse or neglect
- ii. Promoting a culture where staff feel confident to constructively challenge poor practice and raise issues of concern
- iii. Recognition of the culture of the family/whānau, its importance and the rights of family/whānau to participate in decision-making about their children unless this would result in an escalation of risk to the child.

- iv. All staff know they can report suspected child abuse and neglect to Ministry of Children Oranga Tamariki or the Police.

Definitions

The following definitions apply to this policy:

Abuse – the harming (whether physically, emotionally or sexually), ill-treatment, neglect or deprivation of any child.

Neglect – the persistent failure to meet a child's basic physical or psychological needs, leading to adverse or impaired physical or emotional functioning or development

Child – any child or young person aged under 17 years, and who is not married or in a civil union

Child protection – activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or the risk of abuse or neglect

Disclosure – information given to a staff member by the child, parent or caregiver or third party in relation to abuse or neglect

Ministry of Children Oranga Tamariki – the agency responsible for investigating and responding to suspected abuse and neglect and for providing a statutory response to children found to be in need of care and protection

Standard safety checking – the process of safer recruitment that will be mandatory for organisations covered by the Vulnerable Children Act 2014

Physical abuse – any acts that may result in the physical harm of a child or young person. It can be, but is not limited to: bruising, cutting, hitting, beating, biting, burning, causing abrasions, strangulation, suffocation, drowning, poisoning and fabricated or induced illness.

Sexual abuse – any acts that involve forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. Sexual abuse can be, but is not limited to:

Contact abuse: touching breasts, genital/anal fondling, masturbation, oral sex, penetrative or non-penetrative contact with the anus or genitals, encouraging the child to perform such acts on the perpetrator or another, involvement of the child in activities for the purposes of pornography or prostitution

Non-contact abuse: exhibitionism, voyeurism, exposure to pornographic or sexual imagery, inappropriate photography or depictions of sexual or suggestive behaviours or comments.

Emotional abuse – any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development. This can include:

Patterns of isolation, degradation, constant criticism or negative comparison to others. Isolating, corrupting, exploiting or terrorising a child can also be emotional abuse. Exposure to family/whānau or intimate partner violence.

Neglect – neglect is the most common form of abuse, and although the effects may not be as obvious as physical abuse, it is just as serious. Neglect can be:

Physical (not providing the necessities of life, like a warm place, food and clothing).

Emotional (not providing comfort, attention and love).

Neglectful supervision (leaving children without someone safe looking after them).

Medical neglect (not taking care of health needs).

Educational neglect (allowing chronic truancy, failure to enrol in education or inattention to education needs).

Identifying and reporting child abuse and neglect

Potential indicators

- Indicators are signs or symptoms that, when found either on their own or in various combinations, point to possible abuse, family violence or neglect. In many cases, indicators are found in combinations or clusters.
- Indicators do not necessarily prove or mean that a child has been harmed. They are clues that alert us that abuse may have occurred and that a child may require help or protection. Sometimes indicators can result from life events which do not involve abuse, e.g. accidental injury.

Additional Resources

References to resources on identifying possible abuse or neglect are given below.

- **Ministry of Children Oranga Tamariki** has developed the Working Together guide on inter-agency working to identify and respond to potential abuse and neglect. <https://www.orangatamariki.govt.nz/assets/Uploads/Documents/Interagency-guide-working-together.pdf>
- **Child Matters** is a registered charitable trust that provides guidance, advice, education and support to protect children. <http://www.childmatters.org.nz/24/learn-about-child-abuse>
- The **Ministry of Health** has also made guidance available in the health sector. <https://www.health.govt.nz/our-work/preventative-health-wellness/family-violence/family-violence-guidelines>
- Murphy, C. et al (2013) *Understanding connections and relationships: Child maltreatment, intimate partner violence and parenting*. NZ Family Violence Clearing House. Issues Paper 3. April.

Reporting and responding to suspected abuse or neglect

1. If a staff member has a concern about a child safety or wellbeing they will, in all instances, report this to a Deputy Principal. This will be done at the first possible opportunity to best ensure the safety of the child.
2. The severity of the suspected abuse or neglect is not up to the staff member to determine. The Deputy Principal has the ultimate responsibility to ensure appropriate authorities are notified.
3. In consultation with the Deputy Principal, staff should always respond if they suspect abuse or neglect of a child, regardless of who may be involved, as follows:

Contact the Police immediately if a child is in immediate danger. The primary response must be to ensure the safety of the child.

Contact the Ministry of Children Oranga Tamariki National Contact Centre to discuss appropriate steps where:

- a) A child has disclosed abuse or neglect (see table below)
- b) Abuse or neglect of a child has been disclosed by the person responsible
- c) A staff member has observed abuse or neglect, or suspects abuse or neglect on the basis of their own observations
- d) A third party has told a staff member of known child abuse or neglect, or of their suspicions of possible child abuse or neglect

Contact local family/whanau social service providers, such as Whānau Ora, where the concern is more of a general, wellbeing related concern and not specifically about abuse or neglect. The services available in each community will vary and may include a range of government and non-government providers who will be able to help the child and their family/whānau.

Important Notes

- **All staff** have a responsibility to discuss any child protection or wellbeing concerns with their line manager.
- **Line Managers** (Deputy Principals, Directors, Heads of Department) have a responsibility to ensure that the appropriate authority is notified when a staff member informs them that a child has been, or is likely to be, or is suspected of being, abused or neglected. This extends to ensuring that all known information about the child, young person, and their siblings and family/whānau, is shared in full with the appropriate authority, to determine the most appropriate response (see section below on confidentiality and information sharing).
- **Volunteers** report to the relevant staff member or Deputy Principal
- **Board of Trustees members** report to the Chairperson of the Board
- Where a **third party** has advised of the abuse, that person should be encouraged to report the information to Ministry of Children Oranga Tamariki. In the spirit of full ownership and collective responsibility for child protection, where a third party has been advised of the abuse, that person should be encouraged to report the information to Ministry of Children Oranga Tamariki. The staff member should ensure that this is done by following up with Ministry of Children Oranga Tamariki.

Responding to a child when the child discloses abuse

Listen to the child	Disclosures by children are often subtle and need to be handled with care, including an awareness of the child's cultural identity and how that affects interpretation of their behaviour and language.
Reassure the child	Let the child know that they are not in trouble and have done the right thing. While reassuring the child it is important that you do not agree 'not to tell anyone'.
Ask open ended prompts, e.g. "What happened next?"	Do not interview the child (do not ask questions beyond open prompts for the child to continue).
If the child is visibly distressed	Provide appropriate reassurance and engage in appropriate activities under supervision until they are able to participate in ordinary activities.
If the child is not in immediate danger	Re-involve the child in ordinary activities and explain what you are going to do next.
As soon as possible formally record the disclosure	Record: <ul style="list-style-type: none"> • Word for word, what the child said. • The date, time and who was present.

Other Important Information

Confidentiality and Information Sharing

The Privacy Act 1993 and the Ministry of Children Oranga Tamariki Act 1989 (Children & Young People's Well-being Act) allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated.

Under sections 15 and 16 of the Ministry of Children Oranga Tamariki Act, any person who believes that a child has been, or is likely to be, harmed physically, emotionally or sexually, or ill-treated, abused, neglected or deprived may report the matter to Ministry of Children Oranga Tamariki or the Police and, **provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.**

Recruitment and Employment (safety checking)

Our recruitment practises reflects a commitment to child protection by including comprehensive screening procedures. Safety checks will be carried out, as required by the Vulnerable Children Act 2014.

Professional Development and Support

The Board of Trustees is committed to ensuring that it builds the capability and provides the appropriate resources and support, to all staff. The underlying principle is that staff will have the necessary skills consistent with the scope of their work/role.

Policy Review

Under the Vulnerable Children Act 2014 the Board of Trustees is required to review this CPP every three years.



Signed: _____

**Mr David Erson
Chairperson
Board of Trustees**

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 5 – ANTI BULLYING POLICY



Bullying is a form of harassment, and usually refers to intimidatory behaviour between school students, but may involve staff. If the bullying involves staff and students, the **Harassment procedure** is followed.

Bullying is deliberate, harmful behaviour that is often repeated, or continues over a period of time. It often involves a power imbalance and it is difficult for those being bullied to defend themselves.

Bullying takes place in the digital world too, through **cyberbullying** and texting.

All members of the school, including students themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening.

Bullying behaviour can be overt (directly and easily observed) or covert (indirect and hidden or less easily observed). A great deal of bullying is covert with bullying behaviour rarely occurring in front of adults. If students are being bullied, they need to feel supported and know what to do.

Examples of bullying behaviours include:

- physical, e.g. hitting, kicking, taking belongings
- verbal, e.g. name calling; insults; racist, sexist, sexuality and gender-based bullying
- social/relational, e.g. spreading nasty stories, excluding from groups, making threats, standover tactics
- cyberbullying, e.g. posting negative comments on social media, publishing or sending inappropriate messages or images
- digital, e.g. sending mean or intimidating texts

To effectively prevent and respond to bullying behaviour at Avondale College we:

- create a safe, inclusive, and respectful environment
- promote **digital citizenship** to our students
- identify and acknowledge bullying/intimidating behaviour and do not tolerate it

Signed: _____

Mr David Erson
Chairperson
Board of Trustees

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 5 – HARASSMENT POLICY



Schools are required to provide a safe physical and emotional environment and to treat all people with dignity and respect.

This policy describes the steps to take when there is harassment involving employees in the workplace. Harassment between students or by students towards staff members is usually dealt with using the Anti-Bullying policy.

Harassment, and bullying behaviour, is not tolerated at Avondale College.

Harassment is any behaviour that is unwelcome, intimidating, intrusive, or offensive to the receiver, and which would be seen as unreasonable by any reasonable person.

Types of harassment include harassment based on ethnicity or race, gender, sexuality, religion and beliefs, disability, age, or harassment may be sexual in nature. Harassment can result in **Victimisation**.

Harassment may be ongoing or may be an isolated incident. It may be delivered in-person or impersonally, such as through emails, texts, phone calls, social media, etc. Victims of harassment can suffer psychological harm or physical injury. Harassment can adversely affect someone's mental health and performance. It may affect productivity and staff morale, and contributes to an unsafe work environment and unhealthy workplace culture.

Our harassment policy requires us to:

- work towards a safe and effective learning environment where staff and students are free from harassment
- provide educational programmes that promote positive attitudes to racial and other differences, and to the bicultural heritage of New Zealand
- educate and inform the whole school community about what is acceptable, and what is unacceptable behaviour
- promote respectful interactions between members of the school community
- follow appropriate and proper procedures to handle **complaints** of harassment
- meet the requirements of the Human Rights Commission and employment legislation.

Any member of staff, volunteer, parent, or other member of the school community who feels that they are suffering harassment should follow the **harassment complaints procedure**.



Signed: _____

Mr David Erson
Chairperson
Board of Trustees

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 6 – LEGISLATIVE REQUIREMENTS

POLICY



Background

National Administration Guideline 6 – Legislative Requirements

NAG 6 requires the Board to comply with all legislation concerning requirements such as attendance, the length of the school day and the length of the school year.

Avondale College meets its obligations under the NAG 6 through the implementation of the following policies statements.

Policy Statements

1. Attendance

- 1.1. All students will be full-time students and are expected to attend College during normal College hours, unless the Principal agrees to part-time attendance for health or other exceptional circumstances. Students who fail to attend regularly will be identified by the College and their non-attendance will be addressed in an effort to promote improved attendance.

2. Enrolment

- 2.1. The enrolment of students will be in accordance with the current Enrolment Scheme and in accordance with national legislative requirements.

3. Length of School day and school year

- 3.1. The Principal shall ensure that the College complies with all general legislation or Ministry requirements regarding the length of the school day, and the length of the school year.

Other Requirements

4. Privacy and Official Information

- 4.1. The College will act in accordance with the Privacy Act 1993 and the Privacy Principles, and will create procedures to give effect to the Privacy Principles.
- 4.2. Personal information of students and staff will be safeguarded and information received by the College for a specific purpose shall not be used for another purpose.
- 4.3. In accordance with the Privacy Principles, staff will not access or divulge any staff, student or family's personal information that is not authorised. If in doubt, staff must consult with the Privacy Officer before release.

- 4.4. The Privacy Officer will handle concerns regarding confidentiality and complaints about alleged breaches to the Privacy Act 1993.
- 4.5. The Principal will handle any Official Information Act 1982 requests or complaints on behalf of the Board.

5. Copyright

- 5.1. The College will comply with the Copyright Act 1994, including with respect to the use of musical scores, videos, books, digital media and other material protected by copyright. The Principal shall ensure that staff and students are made aware of the College's obligations under copyright law.
- 5.2. Individual staff or students will be personally liable for any breaches of the Copyright Act 1994

Monitoring Compliance with NAG 6

The Board monitors the implementation and effectiveness of these policies through exception reporting in the Principal's monthly report.



Signed: _____
Mr David Erson
Chairperson
Board of Trustees

04 March 2020
Date: _____

AVONDALE COLLEGE POLICIES

NAG 6 – TIMETABLE POLICY



A timetable policy is a requirement under the Secondary Teachers' Collective Agreement (STCA). Timetabling is a complex process of balancing curriculum opportunities for students with the teaching and other resources available.

The aim is to offer our students a broad and balanced range of subjects at all appropriate levels, and to offer staff appropriate entitlements and recognition.

The Principal has overall responsibility for the timetable and delegates duties, as appropriate, to the Deputy Principal with responsibility for timetabling. All staff are consulted over the timetable and provided with the draft timetable before it is finalised.

Our timetable policy allows the school to:

- meet the requirements of the Secondary Teachers' Collective Agreement (STCA)
- meet the pastoral and curriculum needs of students
- assist teachers to manage the demands of preparing their classes and assessing students
- free teachers to participate in the extra-curricular activities of the school
- recognise the pastoral, curricular, and administration responsibilities of teachers.

To achieve the goals of our policy, we:

- implement appropriate maximum timetabled classroom teaching times and allow for non-contact time for teachers (and a process for managing changes in various circumstances)
- organise relief cover as necessary
- produce information for student subject choices in term 3
- review timetabling in term 3 for the next year
- set maximum class sizes and cap student numbers as necessary
- have the Principal and Executive investigate the viability of new subjects, taking into account:
 - resources available
 - the effect on the school's staffing entitlement
 - student interest and demand
 - relevance to the curriculum and school charter, and to the school's aims, objectives, directions, and targets.

Signed: _____

Mr David Erson
Chairperson
Board of Trustees

04 March 2020

Date: _____

AVONDALE COLLEGE POLICIES

NAG 6 – DIGITAL TECHNOLOGY AND CYBERSAFETY POLICY



Digital technology has an increasing role in teaching and learning, in running our workplaces, and in our daily lives. We value our internet facilities and ICT digital technology equipment and the benefits they bring us in learning outcomes and the effective operation of the school. Digital technology equipment includes computers, storage devices, cameras, mobile phones, gaming consoles, video/audio devices, and other digital peripheral devices (including digital watches, smartphones, and tablet computers) whether owned by the school, or privately.

We actively encourage our students to be competent and confident in the use of digital technology; and aware of and able to manage the challenges and issues that go with it. These issues include safety of themselves and others, privacy, copyright, and protection of digital devices and equipment. In short, to be digital citizens. As defined by NetSafe, a digital citizen:

- is a confident and capable user of ICT
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- is aware of ICT challenges and can manage them effectively
- uses ICT to relate to others in positive, meaningful ways
- demonstrates honesty and integrity and ethical behaviour in their use of digital technology
- respects the concepts of privacy and freedom of speech in a digital world
- contributes and actively promotes the values of digital citizenship.

We follow procedures to guide our use of the internet, mobile phones, and other digital devices and equipment. We maintain a cybersafe school environment by:

- educating students and the school community about the safe and responsible use of information and communication technologies
- ensuring that systems are effectively maintained, secure, and filtered when necessary
- allowing for professional development and training for staff
- setting and sharing clear guidelines about acceptable and unacceptable use of the technology, and monitoring these guidelines
- following clear guidelines about publishing student information online
- having a clear process for dealing with breaches of the policy or agreements, including any incidents of cyberbullying
- ensuring that all members of the school community understand the policy, and commit to it by signing the appropriate Agreement which outlines requirements and expectations of staff and students
- reviewing these Agreements annually.

The policy applies to every member of the school community authorised to use the digital technology equipment, including staff, students, volunteers, trainees, contractors, special visitors, and board members. It applies to digital devices/equipment owned or leased by the school and also those privately owned. It applies whether the digital technology equipment is used at the school, or any other location for a school based activity. This includes off-site access to the school network.

The school maintains the right to monitor, access, and review digital technology use, including email use; and to audit at any time material on the school's equipment. The school may also ask to audit privately owned digital technology devices/equipment used on the school site or at any school related activity.

The safety of students is of paramount concern. Any apparent breach of cybersafety will be taken seriously. The response to individual incidents involving staff will follow the school's procedures which detail how to Investigate a Formal Complaint or Serious Allegation. In serious incidents, advice will be sought from an appropriate source, such as NetSafe, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.



Signed: _____

**Mr David Erson
Chairperson
Board of Trustees**

04 March 2020

Date: _____