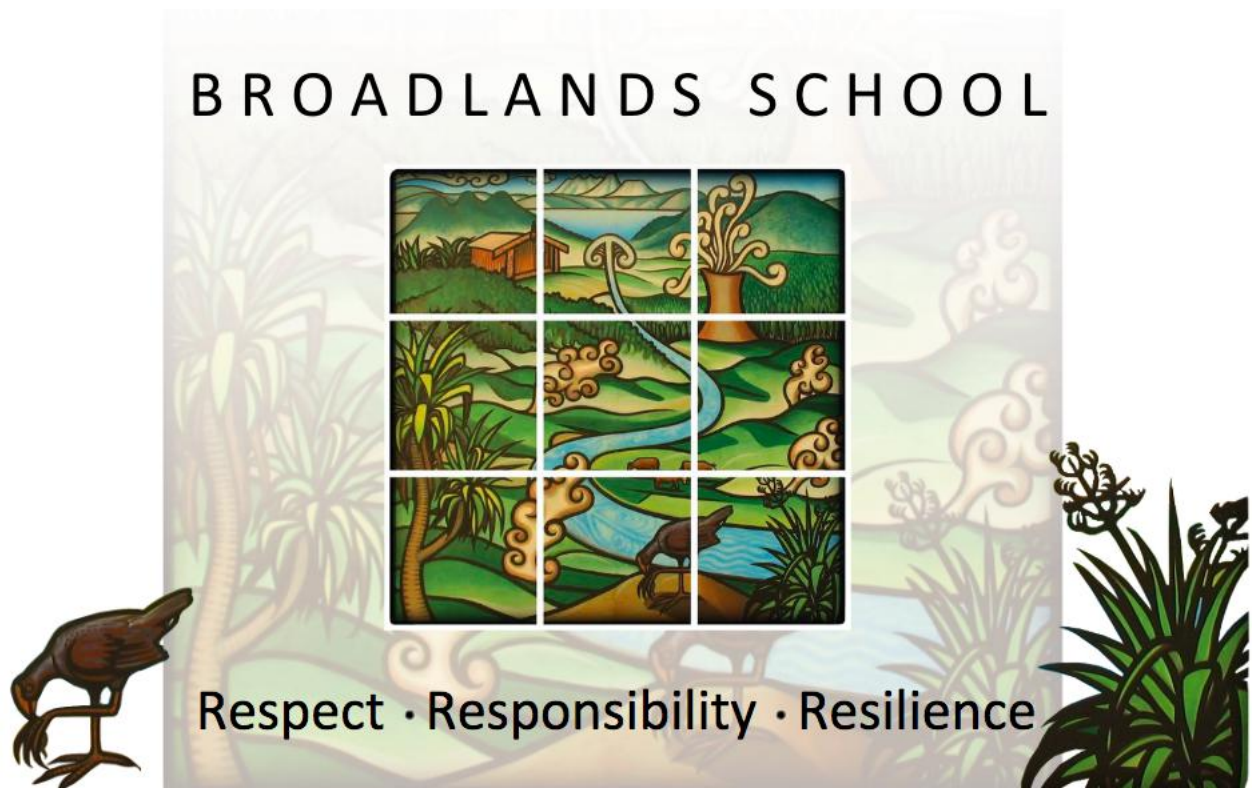




Governance Framework
2025
(as at BOT Meeting 27.02.2025)

The following documentation outlines the Board of Trustees' Governance Policy and Planning Framework which is aligned with the Broadlands School Charter and intrinsic values.

The following Governance Framework supports a governance model that is strategic rather than operational and meets the expectations of effective governance.

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Introduction

The Board of Trustees of Broadlands School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.

To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and Management

The following are the board's agreed governance and management definitions which form the basis upon which both the working relationships and the board's policies are developed.

Governance	Management
The ongoing improvement of student progress and achievement is the board's focus. The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements. Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used only when a need is identified in order to contribute to board work. The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day management of the school.	The board delegates all authority and accountability for the day-to-day operational management and organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand. [For detail see Operational Policies]

In developing the above definitions for Broadlands School the board is mindful of the following excerpts from the Education Act 1989:

Education Act 1989, (Section 75, 72, 76, 65 and 66)

The Education Act 1989 was revised on 13th June 2013 to better reflect the board's primary focus of student achievement. The legal and prime responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Functions and powers of boards

- (1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a

school's board has complete discretion to control the management of the school as it thinks fit.

s.72 By laws –

Subject to any enactment, the general law of New Zealand, and the school's charter, a school's board may make for the school any bylaws the board thinks necessary or desirable for the control and management of the school.

s.76 Principals –

- (1) A school's principal is the board's chief executive in relation to the school's control and management.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
 - (a) Shall comply with the board's general policy directions; and
 - (b) Subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 Staff

....A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

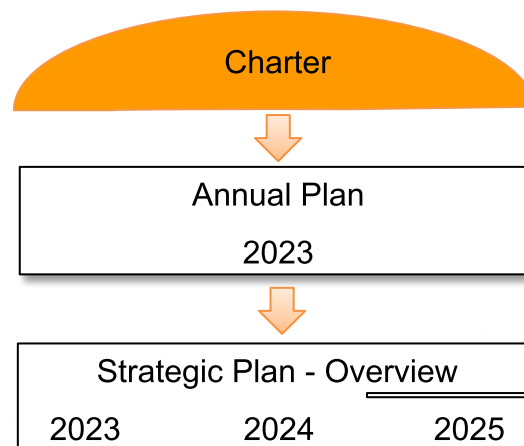
s66 Delegations

- (1) The governing board of a board may delegate any of the functions or powers of the board or the governing board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
 - (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 one of whom is a trustee:
 - (d) any other person or persons approved by the board's responsible Minister:
 - (e) any class of persons composed of any of the persons listed in paragraphs (a) to (d).

In order to carry out effective governance of the school the board has developed the following policy framework:

Part A

The Charter



Part A

Governance Policies

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. (See 3 year review programme).

G1. Board Roles and Responsibilities Policy

The board of trustees' key areas of contribution are focused on four outcome areas:

Representation Leadership Accountability Employer Role

The Board		The Standards	
1.	Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1	The board leads the annual charter review process
		1.2	The board sets/reviews the annual and strategic plans by xxxxx
		1.3	The board approves the annual plan, strategic plan and annual targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year
		1.4	Regular board meetings include a report on progress towards achieving annual and strategic plans and annual targets
		1.5	The Charter is the basis for all board decision making
2.	Monitors and evaluates student progress and achievement	2.1	The board approves an annual review schedule within the tri-ennial plan covering curriculum and student progress and achievement reports
		2.2	Reports at each regular board meeting, from principal, on progress against annual plan, highlight risk/success
		2.3	Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3.	Protects the special character of the school (Special character schools)	3.1	Special character is obviously considered in all board decisions
		3.2	Special character report is included at every board meeting as part of the principal's report
4.	Appoints, assesses the performance of and supports the principal	4.1	Principal's performance management system in place and implemented
5.	Approves the budget and monitors financial management of the school	5.1	Budget approved by the first meeting each year
		5.2	Satisfactory performance of school against budget
6.	Effectively manages risk	6.1	The board has an effective governance model in place
		6.2	The board remains briefed on internal/external risk environments and takes action where necessary
		6.3	The board identifies 'trouble spots' in statements of audit and takes action if necessary
		6.3	The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action
7.	Ensures compliance with legal requirements	7.1	New members have read and understood the governance framework including policies, the school

		charter, board induction pack and requirements and expectations of board members 7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 7.3 Accurate minutes of all board meetings, approved by board and signed by PM 7.4 Individual staff/student matters are always discussed in public excluded/in committee sessions 7.5 Board meetings have a quorum
8.	Ensures trustees attend board meetings and take an active role	8.1 Board meetings are effectively run 8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them 8.3 Attendance at 80% of meetings (min.) 8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
9.	Approves major policies and programme initiatives	9.1 Approve programme initiatives as per policies 9.2 The board monitors implementation of programme initiatives
10.	Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	10.1 The Treaty of Waitangi is obviously considered in board decisions 10.2 The board, principal and staff are culturally responsive and inclusive
11.	Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 11.3 Ensures there is ongoing monitoring and review of all personnel policies
12.	Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13.	Represents the school in a positive, professional manner	13.1 Code of Conduct adhered to in accordance with relevant Collective Agreement requirements
14.	Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15.	Effectively hands over governance to new board/trustees at election time	15.1 New trustees provided with governance manual and induction 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place as per s66 Education Act 15.3 Board and trustees participate in appropriate professional development

Review schedule: Triennially / BOT reviewed 30.6.22 / BOT reviewed 17.06.25

G2. Responsibilities of the Principal Policy

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the board's Charter or expressed values or commonly held professional ethic. The principal is bound by the terms and conditions of the current 'Primary Principals' Collective Agreement' (PPCA)

Alongside their professional role, the principal's key contribution to **day-to-day management** of the school is as per the management definition in the introduction to this governance manual.

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as 'principal' for responsibility for implementation. From time to time, the PM of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation.

The responsibilities of the principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the four areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions as per NZEI unit allocation guidelines.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional learning and development
10. Employ, deploy and terminate teaching (permanent/fixed-term), day-to-day relieving and support staff/non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
14. Keep the board informed of information important to its role.
15. Report to the board as per the board's reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the principal except in rare circumstances when the board has specifically authorised it.

The relationship is one of trust and support with expectations documented in the relationship policy. All parties work to ensure "no-surprises".

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

Review schedule: Triennially / BOT reviewed 30.6.22 / BOT reviewed 17.06.25

G3. Disciplinary Process in Relation to the Principal Policy

In the event the board receives a complaint regarding the principal or determines that policy violation(s) may have occurred in the first instance, the board will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal). Where the board considers the degree and seriousness of the concern or violation(s) sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

Review schedule: Triennially / BOT Reviewed 4.6.20 / BOT reviewed 18.5.23

G4. Principal Professional Expenses Policy

A budget for professional expenses, subscriptions (**added 28.06.23**) and for professional learning and development (PL & D) will be established annually in accordance with the principal's professional learning and development priorities contained in their performance agreement and be included in the board-approved annual budget. Expenditure within budget is with the approval of the board. Any overseas trips for professional learning and development must be approved by the board of trustees at least one term in advance of the event.

Professional learning and development expenses may include but are not confined to: continuing education, books and periodicals, mentoring, and attendance at professional conferences.

Review schedule: Triennially / BOT reviewed 2.7.20 / BOT reviewed 28.06.23

G5. Reporting to the Board Policy

The principal reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus, the board is supported in its strategic decision-making and risk management by also requiring the principal to submit any monitoring student achievement data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
2. Submit written reports covering The National Education Learning Priorities (NELP's) (**added 09.08.23**) and the following management areas for each board meeting:
 - principal's management report including:
 - i. Personnel (including staffing, unit allocation, police vetting & registration)
 - ii. Curriculum (Including curriculum reports & staff PL & D information/reports)
 - iii. Documentation, reporting & self-review (Including Charter, N/Standards, Annual & Strategic Plans)
 - iv. Property Report
 - v. Finance Report (Including accounts payable, variance report, credit card & bank balances)
 - vi. Health & Safety
 - vii. Administration
 - viii. Attendance termly (**added 09.08.23**)
 - the coordination and approval of the following reports:
 - i. Student Progress and Achievement Report (Including N/Standards)
 - ii. Curriculum Report
3. Inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. Submit any monitoring data required in a timely, accurate and understandable fashion from the Principal and/or delegated staff (**amended 09.08.23**)
5. Report and explain financial variance against the approved annual budget in line with the board's expectations
6. Report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
7. Report and explain roll variance against year levels and reasons on a per meeting basis
8. Present information in a suitable form – not too complex or lengthy
9. Inform the board when, for any reason, there is non-compliance of a board policy
10. Recommend changes in board policies when the need for them becomes known
11. Highlight areas of possible bad publicity or community dis-satisfaction
12. Coordinate management/staff reports to the board and present to the board under the principal's authority
13. Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
14. Report on any matter requested by the board and within the specified timeframe

Review schedule: Triennially / BOT reviewed 20.9.17 / BOT reviewed 6.8.20 / BOT reviewed 09.08.23

G6. Trustees' Code of Behaviour Policy

Review schedule: Triennially - BOT reviewed 9.11.17 & 15.8.19 / BOT reviewed 18.08.22

Replaced by G6. Trustees' Code of Conduct Policy (below) 28.06.23

G6. Trustees' Code of Conduct Policy

Objectives

The purpose of all school boards is to govern the school. As board members, we share the common objectives, as outlined in section 127 of the Education and Training Act 2020, including ensuring the school gives effect to Te Tiriti o Waitangi. These objectives are not achieved alone, but in partnership with parents/caregivers, whānau, iwi, hapū, communities, and students / ākonga. We act and behave in a manner that demonstrates and promotes these common objectives.

1. I act with integrity. I act with high standards of professional and personal integrity, including being honest, open, transparent, and trustworthy.
2. I am culturally responsive and fair. I do not act or advocate in a way that discriminates against, nor act in a way that unjustifiably favours particular individuals, groups, identities or interests.
3. I actively promote a safe school environment. I speak up when I see unethical behaviour. I treat all concerns raised seriously. I encourage an open culture where all staff, communities and students feel safe speaking up.
4. I am respectful of my fellow board members and act consistently with the designated or special character of my school. I follow the board's policies and procedures. I work with my fellow board members in a respectful way, even when we disagree. If I am a board member of a designated character school or state-integrated school I act consistently with the school's character. I act consistently with Te Aho Matua where the school is a Kura Kaupapa Māori Te Aho Matua.
5. I respect the process of collective decision-making. I recognise that only a member authorised by the board to do so may speak on behalf of the board. I do not act independently of the board's decisions.
6. I treat school staff, students and members of the school community with respect I treat the principal, staff, students, and school volunteers, and members of the school community with courtesy and respect.
7. I take responsibility for ongoing development in my role. I make myself available to undertake appropriate professional development, including a focus on Te Tiriti o Waitangi and good governance.
8. I engage with our community in sensitive and appropriate ways I work with my fellow board members to authentically engage with all people in our school community, including whānau, local Māori communities, iwi and hapū, fairly, impartially, promptly, and sensitively to help inform the decisions we make.
9. I speak up for all students. I put students' wellbeing, progress and achievement first and foremost, unaffected by my personal beliefs or interests.
10. I come prepared. I come to board meetings prepared to fully participate in decision-making.
11. I use my position responsibly. I maintain confidentiality when I receive non-public information gained in the course of my duties and use it only for its intended purpose. I publicly represent the school in a positive manner and do not publicly disclose information that may be harmful to the school. I do not pursue my own interests at the expense of the school or community's interests.
12. I do not seek gifts or favours I follow our board policy procedures in relation to any offers of gifts or hospitality. I never seek gifts, hospitality or favours for myself, members of my family or other close associates.
13. I am politically impartial in my role as a board member. I do not endorse or campaign for a political party or candidate in my capacity as a school board member.
14. I meet statutory and administrative requirements. I act in accordance with all statutory and administrative requirements relevant to the role of the school board (including as an employer) and will seek guidance and support if and where required.
15. I identify and manage conflicts of interest. I identify, disclose, manage and regularly review all interests. I become familiar with, and follow, all conflicts of interest requirements, including those of the board, the school, and all statutory requirements.
16. I maintain and understand the Mission, Vision and Values Statements and goals of the school.
17. I protect the special character of the school.

I, _____, have read and understood this 'Trustees' Code of Conduct Policy' and agree to follow and abide by it to the best of my ability.

Signed:

Date:

Education and Training Act 2020 - Section 166 (mandated as at 21.06.23) BOT adopted 28.06.23

G7. Trustee Remuneration and Expenses Policy

The board has the right to set the remuneration of the PM and other board members for attendance at board meetings in recognition that these fees cover the expense of attending board meetings. The principal, as a member of the board, is entitled to the same payment as all other trustees except the chair. At Broadlands School, remuneration is as follows:

- 1 The PM receives \$70.00 per board meeting
- 2 Elected board members receive \$55.00 per board meeting
- 3 The secretary receives \$55.00 per board meeting
- 4 There is no payment for working group/committee meetings
- 5 Attendance fees are non-taxable within the agreed non-taxable amounts of \$560.00 annually for the PM and \$440.00 for the PM (based upon eight meetings or two per term)
6. Attendance costs for professional development sessions will be met by the Board of Trustees. Prior approval must first be sought
- 7 All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring

Review schedule: Triennially – BOT reviewed 9.11.17 / BOT reviewed 02.11.22

G8. Conflict of Interest Policy

Outcome statement

The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.

Scoping

The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. It should be reviewed at the start of each school year and following trustee elections.

Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

Prior to a Board meeting the PM and/or Principal may approach another Trustee about the potential of a conflict of interest.

Expectations and limitations

All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest.

Any trustee who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a trustee must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter.

Any trustee who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.

Any trustee who is a student enrolled at the school must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to them as an individual student.

In the course of board meetings, board members will disclose any interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

This is at the full discretion of the Board or PM if a final decision is required. (ad 09.08.23)

Procedures/supporting documentation

Disclosure of interest statements

Monitoring

Board to enter its own monitoring and reporting procedures.

Legislative compliance

Review schedule: Triennially – BOT reviewed/adopted from NZSTA 5.3.20 / BOT reviewed 09.08.23

G9. Presiding Member's (PM 's) Role Description Policy

The PM of Broadlands School safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The PM ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the PM .

The Presiding Member:

1. Is elected at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the newly appointed (**Amended by BOT Resolution 6.12.18**) board*
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
4. Leads the board members and develops them as a cohesive and effective team
5. Ensures the work of the board is completed
6. Ensures they act within board policy and delegations at all times and do not act independently of the board
7. Approves the board's agenda drafted by the principal and ensures that all board members have the required information for informed discussion of the agenda items
8. Ensures the meeting agenda content is only of governance in nature which according to board policy clearly belong to the board to decide
9. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies*
10. Ensures interactive participation by all board members
11. Represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s and is the official signatory for the annual accounts*
12. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
13. Establishes and maintains a productive working relationship with the principal
14. Ensures the principal's performance agreement and review are completed on an annual basis
15. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
16. Ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint

** Legislative Requirement*

Review Schedule: Annually in November or prior to meeting when PM is elected / BOT reviewed 6.12.18 / BOT reviewed 11.9.19 / BOT reviewed 5.3.20 / BOT reviewed 3.3.21 / BOT reviewed 3.3.22 / BOT reviewed 16.2.23 / BOT reviewed 29.02.24 / BOT reviewed 27.02.25

G10. Staff Trustee Role Description Policy

The staff trustee fulfils legislative requirements relating to board composition. The role of the staff trustee is to bring a staff perspective to board decision making and discussion.

As a trustee the staff trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountability as all other trustees.

Staff Trustee accountability measure	Standard
1. To work within the board's Charter	1.1 The Charter is obviously considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 The staff trustee is not a staff advocate 3.2 The staff trustee does not bring staff/student concerns to the board
4. The staff trustee is bound by the Trustee Code of Behaviour	4.1 The staff trustee acts within the code of behaviour
5. It is not necessary for the staff trustee to prepare a verbal or written report for the board unless specifically requested to from the board	5.1 No regular reports received unless a request has been made by the board on a specific topic.

Review schedule: Triennially / BOT reviewed 22.2.18 / BOT reviewed 3.3.21 / BOT reviewed 29.02.24

G11. The Relationship between the Board and the Principal Policy

The performance of the school depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The board and the principal form the leadership team and as such clear role definitions have been developed. The 'Responsibilities of the Principal Policy' and 'Board Roles and Responsibilities Policy' (**BOT Amended by Resolution 20.9.17**) along with the board's agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The principal reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the principal are delegated to the chair.
5. All reports presented to the board by the staff (unless specifically requested by the board) arrive there with the principal's prior sighting and the principal may be part of an open follow-up discussion with the Board on the content. (**BOT Amended by Resolution 27.9.18**)
6. There are clear delegations and accountabilities by the board to the principal through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the principal in order to fulfil its role. The board is there to critique and challenge the information that comes to it, acting in the best interests of students and staff (**amended 6.4.22**) at the school.
11. The principal should be able to share their biggest concerns with the board, who, as an employer, should be approachable, responsive and sensitive to the principal's needs at both a professional and personal level.

Review schedule: Annually / BOT reviewed 20.9.17 / BOT reviewed 27.9.18 / BOT reviewed 4.4.19 / BOT reviewed 28.10.21 / BOT reviewed 6.4.22 / BOT reviewed 13.9.23 / BOT reviewed 19.9.24 / BOT reviewed 17.06.25

G12. Principal's Performance Management Policy

It is the policy of the Broadlands School Board of Trustees to establish a performance agreement with the principal each year* and review the principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

1. The review process will occur annually, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional learning and development needs.
2. The principal's PGC will be formally reviewed on a 12-month cycle by the board using an NZSTA-approved educational consultant. **(amended 11.04.24)**
3. Interim and final reporting is required within each 12-month cycle **(amended 13.04.21)**
4. The principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
5. If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
6. The PM, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
7. The principal and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report, in accordance with the principal's views, or let the report stand, with the principal's comments attached.
8. The chair/delegate(s)/consultant will present the interim and final report/summary back to the board. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit and further discussion may continue among the board.
9. The principal will be informed personally and in writing by the PM and/or consultant of the final outcome following the report discussion.
10. The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

* Legal requirement

I, **Graeme C Taylor**, have been informed of the performance review policy and procedures of Broadlands School Board.

Signature: *GC Taylor* Date: **5.4.18**

Signature: *GC Taylor* Date: **13.4.21**

Review schedule: Triennially / BOT reviewed 05.04.18 / BOT reviewed 13.04.21 / BOT reviewed 11.04.24

G13. The Relationship between the Presiding Member (PM) and the Principal Policy

The PM is the leader of the board and works on behalf of the board on a day to day basis with the principal.

The relationship principles are to be read in line with the following:

1. The board's agreed governance and management definitions
2. The board's 'Roles and Responsibilities Policy'
3. The 'Responsibilities of the Principal Policy'
4. The Presiding Member's 'Role Description Policy'
5. The Trustees' 'Code of Behaviour Policy'

Relationship principles:

1. A positive, productive working relationship between the principal and the PM is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The PM supports the principal and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agrees not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agrees and accepts the need to follow policy and procedures.
11. Agree not to hold back relevant information
12. Agree and understand the PM has no authority except that granted by the board.
13. Understand that the PM and principal should act as sounding boards, both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.

Review schedule: Annually / BOT reviewed 20.9.17 / BOT reviewed 27.9.18 / BOT reviewed 11.9.19 / BOT reviewed 5.3.20 / BOT reviewed 3.3.21 / BOT reviewed 3.3.22 / BOT reviewed 16.2.23 / BOT reviewed 29.02.24 / BOT reviewed 27.02.25

G14. Meeting Process Policy

The board is committed to effective and efficient meetings that are focused at a governance level and provide the information the board needs to be assured that all policies, plans and processes are being implemented and progressing as planned. Meetings:

1. Are based on the Triennial Plan (Reviewed annually). The agenda preparation is the responsibility of the principal but approved by the chair. Copies of the agenda of the open (public) session will be made available upon request from the Principal or Board Chair.
2. Are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
 - make the reasons for excluding the public clear
 - reserve the right to include any non-board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:
 - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

Review schedule: Triennially / BOT reviewed 7.6.18 / BOT reviewed 3.6.21 / BOT reviewed 23.05.24

G15. Board Meeting Procedure Policy

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all board meetings within the *Public Attending Board Meetings Procedure* (See p. 12).

The school community will be advised of the next board meeting at least four weeks' in advance through the weekly newsletter and school website calendar.

General:

- Meetings are held as per the triennial review schedule with dates confirmed on a term-by-term basis. Changes may occur if agreed to in writing by trustees.
- Board minutes will be taken by a non-trustee paid on a commercial basis on contract.
- The quorum shall be more than half the members of the board currently holding office.*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave, a trustee must request leave from the board at a board meeting and the board must make a decision.*
- The PM shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.*
- The PM may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board, such as, contracts and pay and conditions. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.
- Only trustees have automatic speaking rights.
- The board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The board delegates [and minutes] authority to the deputy principal in the times of absence of the principal.
- The amount the PM and other board members are paid for attendance at board meetings is set by the board. Currently the PM receives \$70.00 per board meeting and board members receive \$55.00 per board meeting. There is no payment for committee or working party meetings.
- The Board Secretary will receive a non-taxable payment of \$70.00 per board meeting (from \$55.00) from meeting #5 2024. **(clause added 04.07.24)**
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$560.00 annually for the PM and \$440.00 for trustees (based on eight meetings annually).

Time of meetings:

- Regular meetings commence at a date and time agreed upon by all trustees and will be of approximately two-hour duration.
- The board may, at its full discretion, agree to continue should the two-hour time-frame be exceeded.
- The board's intention will be to complete all items on the agenda

Special meetings:

- A special meeting may be called by delivery of notice to the PM signed by at least one third of trustees currently holding office.

Exclusion of the public:

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.*

Public participation:

- The board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting. *Public Attending Board Meetings Procedure* (See p. 12).

Motions/amendments:

- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the PM and are then open for discussion.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- No further amendments may be accepted until the first one is disposed of
- The mover of a motion has right of reply
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment

Tabling documents

- When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

Correspondence

- The board should have access to all correspondence. Correspondence that requires the board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.

Termination of debate:

- All decisions are to be taken by open voting by all trustees present.

Lying on the table

- When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

Points of order

- Points of order are questions directed to the PM which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

Suspension of meeting procedures:

- The board's normal meeting procedures may be suspended by resolution of the meeting.

Agenda:

- Agenda governance items are to be notified to the PM by the Friday immediately prior to the following week's meeting
- Late agenda items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- The order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the board are to be agenda'd as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agenda documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the board 48 hours before the meeting.

Minutes

- The principal is to ensure that secretarial services are provided to the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes is to be completed and sent to all trustees within eight working days of the board meeting. Sighted/trustee input to minutes are then distributed to trustees within two working days (48 hours) of the meeting.

Review schedule: Triennially / BOT reviewed 28.6.18 / BOT reviewed 5.8.21 / BOT reviewed 04.07.24

G15.1 Public Attending Board Meetings Procedure

The Board of Trustees welcomes public presence at board meetings and hopes that members of the public enjoy their time observing board meetings.

In order that members of the public understand the rules that apply to then attending board meetings these procedures will be provided and followed unless otherwise authorised by the board.

- 1 Board meetings are not public meetings but meetings held in public.
- 2 If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then you will be asked to leave the meeting until this aspect of business has been concluded.
- 3 Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the board.
- 4 Speakers shall be restricted to a maximum of three minutes each per subject, with a time limit of fifteen minutes per interest group.
- 5 No more than two speakers on any one topic.
- 6 Speakers are not to question the board and must speak to the topic.
- 7 Board members will not address questions or statements to speakers.
- 8 Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- 9 If the PM believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff, students and parents of the school who are not trustees on the board.

Review schedule: Triennially / BOT reviewed 5.8.21 / BOT reviewed 04.07.24

G15.2 Meeting Agenda

A typical agenda will be as follows.

Board of Trustees Meeting Agenda – date			
	Policy Reference:	Led by:	Time:
1. <u>Administration</u> 1.1 Present 1.2 Apologies 1.3 Conflict(s) of Interest Declaration		PM	
2. <u>Strategic Decisions</u> 2.1 Strategic discussions & decisions made (general) 2.2 Emergent reviews-government and topical initiatives (external) 2.3 Reporting to the Board (internal evidence) (2.2 & 2.3 added 04.07.24)	Policy Reference	PM	
3. <u>Principal's Report</u> 3.1 Curriculum 3.2 Documentation, reporting & self-review 3.3 Employer Responsibilities 3.4 Property 3.5 Finance 3.6 Health & Safety 3.7 Administration		Principal	
4. <u>Strategic Monitoring – Auditing, Reviewing & Reporting</u> 4.1 As per Triennial Plan (Three-year)		PM	
6. <u>Administration</u> 6.1 Minutes 6.2 Correspondence – Inward & Outward 6.3 Other Governance business		PM Principal	
7. <u>Meeting Closure</u> 7.1 Comments on meeting procedures and outcomes 7.2 Preparation for next meeting			
Note 1: Correspondence inward & outward is stated on the agenda Note 2: List of current delegations attached to agenda			

Review schedule: Triennially / BOT reviewed 5.8.21 / BOT reviewed 04.07.24

G15.3 Evaluation of meeting on 04.07.24 chaired by Ross Shaw

- 1 How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all **Very well**
1 2 3 4 5

Comment:

- 2 How satisfied are you with how the team worked as a group?

Not at all **Very well**
1 2 3 4 5

Comment:

- 3 How satisfied are you with your participation and contribution as an individual?

Not at all **Very well**
1 2 3 4 5

Comment:

- 4 Is there anything that you believe would improve our meeting process?

Name: (Optional).....

Review schedule: Triennially BOT reviewed 5.8.21 / BOT reviewed 04.07.24 (presented at the following BOT Meeting)

G16. Board Induction Policy

The board is committed to ensuring continuity of business and a smooth transition when trustees join the board. Therefore,

1. New trustees will receive a welcome letter on their joining the board which includes:
 - Where and when they can pick up their governance folder
 - The suggested date of the induction
 - The date of the next board meeting
 - PM and principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
 - Charter – including the strategic, annual/operational plans including annual targets (also available on www.broadlands.school.nz)
 - Policies
 - The current board-approved budget
 - The last ERO report
 - The last annual report
 - The triennial plan
 - Abbreviations summary (**BOT amended 4.4.19**)
 - Any other relevant material
3. The PM and Principal (**BOT amended 4.4.19**) will meet with new board members to explain board policy and other governance matters. (**BOT amended 4.4.19**). The principal and PM or delegate, will brief all new members on the organisational structure of the school. The principal and PM (**BOT amended 4.4.19**) will conduct a site visit of the school.
4. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
5. After three months on the board, the effectiveness of the induction process is to be reviewed by the PM with the new members. The review will include the following aspects:

▪ **Did you feel welcomed onto the board?**

Very welcome	Welcome	Not very welcome
Comment:		

▪ **Did you receive all necessary information in a timely manner?**

Very timely	Timely	Not very timely
Comment:		

▪ **Did you find the induction with the principal and board PM to be effective?**

Very effective	Effective	Not very effective
Comment:		

Please comment on how we could improve this induction process:

Review schedule: Triennially / BOT reviewed 4.4.19 / BOT reviewed 03.04.25

G17. Board Review Policy

The performance of the board is measured by the outcomes from;

- The annual report. Matters subject to audit - finance/accounting, property, Charter (AoV, Strategic Plan, Annual Plan) (**Amended 6.4.22**)
- Governance Framework - Triennial Plan policy review
- Education Review Office (ERO) report
- Any other means deemed appropriate by the board

Review schedule: Triennially / BOT reviewed 4.4.19 / BOT reviewed 6.4.22 / BOT reviewed 04.04.25

G18. Committee Policy

The board may set up committees/working parties to assist the board carry out its responsibilities and due process (e.g., staff appointments, finance, property and disciplinary).

Education Act 1989, section 66

Section 66 gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Section 66 for further information.

Board committees:

1. Are to be used only as strategically required to preserve the board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. May not speak or act for the board except when formally given such authority for specific and time-limited purposes. Such authority will be carefully stated in order not to conflict with authority delegated to the principal or the chair.
4. Help the board (not the staff) do its work.
5. The board discipline committee must act through the board and therefore can only recommend courses of action to the board and have no authority to act without the delegated authority of the board.
6. Assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board committees are not to be created by the board to advise staff.
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
 - purpose
 - committee members
 - delegated authority

The following committees are currently established:

- None

Review schedule: Triennially / BOT reviewed 16.8.18 / BOT reviewed 16.9.21

Committee Terms of Reference

G18.1 Review Committee Terms of Reference

Purpose:

To monitor, on the board's behalf, compliance with board policies and external legislation. This includes:

1. Supporting the board to review the effectiveness of the board's governance processes.
2. Reviewing the effectiveness of systems for the assessment and management of areas of risk.
3. Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
4. Commissioning reviews of specific controls and procedures (financial or non-financial) were so requested by the board.
5. Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers note to the attention of the board.
6. Ensuring implementation of the triennial review programme.

Committee Members:

[at least two trustees; excludes the board PM and excludes the principal]

Meets:

As required. The PM of this committee will report to the board as appropriate on the areas covered by the terms of reference and the triennial review programme.

Delegated Authority:

The review committee is formally constituted as a committee of the board within these approved terms of reference and the delegated authority on the delegations list.

The committee shall be appointed by the board. The board may co-opt additional trustees to the committee as and when required.

Members of the management team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The committee is authorised by the board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any trustee or employee and all trustees and employees are requested to cooperate with any request made by the committee. The principal will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the board.

[**Note:** NZSTA provides free and confidential advisory services via its helpdesk, human resource and industrial advisors free to trustees and boards.]

No individual member of the review committee can act without the directive of the committee as a whole.

Review schedule: Triennially / BOT reviewed 16.9.21 / BOT reviewed 15.8.24

G18.2 Student Disciplinary Committee Terms of Reference

Purpose:

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

Committee members:

All members of the board excluding the principal. The PM of the committee is the board PM or in the chair's absence will be determined by the committee. The quorum for the committee shall be two trustees.

Delegated Authority:

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the discipline committee of the board of trustees. The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the MoE guidelines
- act only on written and agreed information, not verbal hearsay
- use processes of natural justice in discipline hearing procedures
- make recommendations on discipline matters to the board as necessary.

The board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions at each board meeting by the principal.

Review schedule: Triennially / BOT reviewed 16.9.21 / BOT reviewed 15.8.24

G18.3 Finance Committee/Board Terms of Reference**Responsibility of the Board**

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 and budget to the principal.

The finance committee/Board as a committee of the board is responsible for providing guidance to the principal on financial matters.

Purpose of the Finance Committee

The finance committee/Board is formed to provide guidance to the principal in the financial management of the school.

Delegated Authority

The finance committee/Board is responsible to the board for:

1. Recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff.
2. Determining the level of budgetary discretion available to the principal.
3. Monitoring and reporting on the annual budget via the principal.
4. Reviewing on behalf of the board accounts passed for payment by the school. Advising on additional funding sources.
5. Assisting the principal to prepare a financial results report, where appropriate, which is to be provided to the board by the principal at every board meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for board approval.
8. Assisting the principal in reporting financial performance to parents and the community.
9. Providing input into the school's strategic plan.
10. Preparing special reports for consideration by the board.
11. Annually reviewing the school's risk management needs and insurance cover
12. Assessing and making recommendations to the board on requests for spending on individual items outside of budget.

Compliance Reporting

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

Finance Committee Annual Calendar

Date	Action Required
28 February	Finance committee self-review and plan for the year
31 March	Annual accounts prepared and forwarded to the auditors.
30 April	Annual review of 10-year property plan completed by the property committee and available as an input document for budgeting purposes. Note: this should also encompass normal cyclical maintenance and capital works
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed
31 August	Annual review of risk management needs and insurances
30 September	Annual plan available as an input document for preparation of the budget
31 October	Initial annual budget recommendations submitted to the board
30 November	Revised annual budget (if required) submitted to the board for approval

Review schedule: Triennially / BOT reviewed 5.04.18 / BOT reviewed 16.09.21 / BOT reviewed 11.04.24 / BOT reviewed 15.8.24

G19. Delegated Authorities

Date of Minuted Delegation	Personnel Delegations can be to a person or a committee. Committees must have a minimum of two persons, at least one of whom must be a trustee.	Delegated Authority See individual Committee Terms of Reference in the board's Governance Manual	Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
18.8.22	Disciplinary Committee All current trustees- excluding the Principal and Staff Representative (Amended 11.9.19)	That three current trustees bar the principal are delegated authority to be members of the board's Disciplinary Committee acting under the committee Terms of Reference. (Amended 18.8.22)	
18.8.22	Finance Committee Principal All Trustees (Amended 11.9.19) Finance Officers (transactional) Principal Delegated Trustee – Kasey 2022 (Amended 18.8.22)	That the Finance Committee member(s) are delegated authority to be members of the board's Finance Committee acting under the Terms of Reference for this committee.	
18.8.22	Deputy Principal (Amended 18.8.22)	That the board directs that, except where the board, at its discretion, otherwise determines, the delegated deputy principal (Amended 11.9.19) shall, in the absence of the principal from duty for periods not exceeding four weeks and for the full period or periods of such absence, perform all the duties and powers of the principal.(Amended 18.8.22)	
18.8.22	Health & Safety Officers Principal Delegated Trustee - Candice 2022 (Amended 3.3.22)		
18.8.22	Property Officers Principal Delegated Trustee – PM 2022 (Amended 3.3.22)	That the Property Officers member(s) are delegated authority to be members of the board's Property Committee acting under the Terms of Reference for this committee.	

Review schedule: Annually / BOT reviewed 27.9.18 / BOT reviewed 11.9.19 / BOT reviewed 5.3.20 / BOT reviewed 3.3.21 / BOT reviewed 3.3.22 / BOT reviewed 18.8.22 / BOT reviewed 16.2.23/ BOT reviewed 29.02.24 / BOT reviewed 27.02.25

G20. Concerns and Complaints Policy

Rationale:

The School Community contains diverse interests and viewpoints. Suggestions, concerns and complaints are likely to arise from this diversity. Procedures need to be put in place for dealing constructively and fairly with them. These procedures should be fair, straightforward, well-publicised and readily available to all concerned. Knowledge of these procedures should increase confidence between school staff, parents and community.

Legal Requirement:

The Board of Trustees has a legal obligation to act as a good employer and community representative (**BOT amended 4.4.19**) with regard to natural justice. The Board has an obligation to act in accordance with conditions set out in the relevant NZSTA Collective Agreements.

Guidelines:

1. In the matter of a concern, persons may choose to go to the individual involved. Many matters will be resolved in this way. A mutual time and place might need to be arranged for such a meeting so that relevant material can be gathered to resolve the concern by email or in person. (**BOT amended 4.4.19**)
2. If such an approach does not lead to resolution the matter is to be referred to the Principal, informally, who will endeavour to resolve the concern.
3. A formal complaint should be put in writing to the Principal. A copy of this complaint will be given to any other party or parties concerned. An initial formal interview needs to be requested. A record of the interview and any ensuing interviews will be kept recording the point(s) made, negotiated outcomes and a timeline for review when appropriate. This record will be signed and retained by all parties. If resolution is still not reached then go to Procedure 5.
4. In the case of a concern or complaint against the Principal then Procedure 1 should be followed. If this fails to result in a resolution of the concern then go to Procedure 5.
5. If a resolution is not reached, then the matter should be put in writing to the Board of Trustees PM. The PM may (**BOT amended 4.4.19**) seek help from the New Zealand School Trustees Association Industrial Relations Advisor and such advice will be followed. The person/s the complaint concerned will be encouraged to seek support from NZEI or appropriate union, whanau, family, friends etc. The complaint will be tabled at the next Board of Trustees meeting and the BOT will be informed by the PM 'in committee' if of an employee nature (**BOT amended 4.4.19**) of steps being taken to resolve the issue.
6. If resolution is still not reached, then the matter will be referred to either the Ministry of Education, Mediator or Arbitrator approved by all parties, who shall be independent from the School. The MOE/Mediator/Arbitrator will review the information and report back to the BOT with recommendations for appropriate actions.

Note: Steps 6 & 7 will only apply if of an employee / employer nature (**added 4.4.19**)

7. Persons intending to take matters further should inform all parties to the dispute and proceed to the next stage of the procedure as quickly as possible so that a resolution is obtained promptly.
8. In all other circumstances, advice should be obtained from NZSTA. (**BOT amended 23.8.17**)
9. Following a concern or complaint, the process to be followed and the outcomes(s) achieved will be formally reported in writing to all related parties in a timely manner. (**BOT amended 23.8.17**)

Conclusion:

The views of individuals in the school community are important to the life of the school. It is essential that individuals feel free to express their view, concerns and complaints. There is a need to recognise and accept the role of the Principal as the professional leader and manager of the school and to recognise the governance role of the Board of Trustees. We ask that users of this policy recognise there are leadership and personnel matters that will require confidentiality.

Review Schedule: Annually - BOT reviewed / 20.9.17 BOT reviewed 4.4.19 / BOT reviewed 2.7.20 / BOT reviewed 18.8.22 / BOT reviewed 07.11.24

G21. Trustee Register – Current. This register will be updated when any trustee joins or leaves the board or the board opts into or out of mid-term election cycle.

Approved Number of Elected Parent Representatives – 5 / Current 2022 Triennial Elections - 5

Name	Phone/email	Position on board [Chair, Commissioner, Trustee, Member]	Occupation	Type of member [Note 1]	Start date	Left the board	Current Term expires
Ross Shaw	027 444 7206 / bot-ross-pm@broadlands.school.nz	Trustee/ Presiding Member	Farmer	Elected	2016		2025
Andrew Bell	022 103 8611 / bot-andrew@broadlands.school.nz	Trustee	Farmer	Elected	10.08.22		2025
Ann Snowdon	021 025 46641 / bot-ann@broadlands.school.nz	Trustee	Farmer/business consultant	Elected	10.08.22		2025
Candice Riddle	021 025 69245 / bot-candice@broadlands.school.nz	Trustee	Landscaper	Elected	10.08.22		2025
Graeme Taylor	027 291 9171 / bot-principal@broadlands.school.nz	Trustee	Principal	Principal	2006		
Kasey Wills	021 186 7986 / bot-kasey@broadlands.school.nz	Trustee	Office Manager	Elected	6.6.19		2025
Traleenah Bentley	021 122 0976 bot-traleenah@broadlands.school	Trustee	Teacher	Staff Representative	10.08.22	09.05.25	2025

Mid-term election cycle

Yes/**No**

Date of board meeting where change was made: **18.8.22**

Note 1: Elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, principal

Note 2: If the board opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised

Note 3: Complete form (Appendix F) for informing MoE and NZSTA

Review Schedule: Annually / BOT reviewed 5.3.20 / BOT reviewed 3.3.21 / Principal updated for Staff Rep. 4.7.21 / BOT reviewed 30.6.22 / BOT reviewed 18.8 / BOT reviewed 16.2.23 / BOT reviewed 29.02.24 / BOT reviewed 17.06.25

G22. Triennial Plan/Board Annual Work Plan

Year: 2023 Review	Area for Review	Board Meeting Dates							
		Term 1 Meeting 1	Term 1 Meeting 2	Term 2 Meeting 1	Term 2 Meeting 2	Term 3 Meeting 1	Term 3 Meeting 2	Term 4 Meeting 1	Term4 Meeting 2
Strategic Review	Charter	Approve Charter to MoE (as a document)						Review Charter 2023	Review Charter 2023
	Strategic Plan and Annual Plan	Approve AoV 2022, Approve Annual Plan & Strategic Plan 2023						Annual Plan & Strategic Plan 2024	Strategic Planning (additional hui)
	Triennial Plan								Review Triennial Plan 2023-2025
Regular Review	Governance Policies	G9, G13, G19, G21		G3	G4, G6, G20	G5, G8	G11		G22
	Curriculum Delivery	Consultation Forum	Social Sciences	English	Whanau hui	O1 ICT/DT (optional)	Mathematics		
	Learner Progress and Achievement	Approve Achievement Targets 2023		SENCO / Intervention Reports	Review 1 Achievement Targets (Rdg, Writg & Maths)	O13	GATE Report	SENCO / Intervention Reports	Review 2 Achievement Targets (Rdg, Writg. & Maths)
	Personnel		Principal Appraisal		Principal Appraisal Interim Report 2023		Principal Appraisal Review for 2024		Principal Appraisal Final Report 2023
	Finance and Property		O4, O5/O5.1 Approve Budget 2023		Financial Mid-year review	Cyclical Maintenance Review		Approve DRAFT Budget 2024	
	Health & Safety		Grounds Audit - Report 1	O10, O12, O7.1		O7, O8, O11	Grounds Audit - Report 2	O9	
Emergent Review	New Gov. Initiatives	National Education Learning Priorities (NELP's)							
	New topical issues/ Initiatives			O15	Curriculum Trends			Curriculum Trends	
Board process Requirements		Appoint Presiding Member Health Curriculum Consultation (Term 1)	Financials to Audit Approve Annual Report to MoE Roll Return 1 March		'Assessment & Reporting Overview' - Seesaw milestone reporting	Roll Return 1 July	Health Curriculum Consultation		'Assessment & Reporting Overview' - Seesaw milestone reporting

Year: 2024 Review	Area for Review	Board Meeting Dates							
		Term 1 Meeting 1	Term 1 Meeting 2	Term 2 Meeting 1	Term 2 Meeting 2	Term 3 Meeting 1	Term 3 Meeting 2	Term 4 Meeting 1	Term 4 Meeting 2
Strategic Review	Charter	Approve Charter 2024 to MoE by 01.03.24						Review Charter 2024	Review Charter 2024
	Strategic Plan and Annual Plan	Approve Charter 2023 for compliance / audit						Annual Plan & Strategic Plan 2025	Strategic Planning (additional hui)
	Triennial Plan								Review Triennial -Plan 2023-2025
Regular Review	Governance Policies	G9, G10, G13, G19, G21	G12	G14	G15	G18	G11	G20	G22
	Curriculum Delivery	O1	Science	Technology/Digital Technologies	Whanau hui		Languages & Consultation Health		
	Learner Progress and Achievement	Approve Achievement Targets 2024		SENCO / Intervention Reports	Review 1 Achievement Targets (R, W & M)	O13	GATE Report	SENCO / Intervention Reports	Review 2 Achievement Targets (Rdg, Writg & Maths)
	Personnel		Principal Appraisal		Principal Appraisal Interim Report 2024		Principal Appraisal Review for 2025	O3	Principal Appraisal Final Report 2024
	Finance and Property		O4, O5/O5.1 G18.3 Approve Budget 2024	O6	Financial Mid-year review	Cyclical Maintenance Review		Approve DRAFT Budget 2025	
	Health & Safety		Grounds Audit - t Report 1	O10, O12		O7, O7.1, O8, O11,	Grounds Audit - Report 2	O9	
Emergent Review	New Gov. Initiatives								
	New topical issues/ initiatives			O15	Curriculum Trends			Curriculum Trends	
Board process Requirements		Appoint Presiding Member	Financials to Audit Approve Annual Report to MoE Roll Return 1 March		'Assessment & Reporting Overview' - Seesaw milestone reporting	Roll Return 1 July	Health Curriculum Consultation	Trustee Succession Planning	'Assessment & Reporting Overview' - Seesaw milestone reporting

Year: 2025 Review	Area for Review	Board Meeting Dates							
		Term 1 Meeting 1	Term 1 Meeting 2	Term 2 Meeting 1	Term 2 Meeting 2	Term 3 Meeting 1	Term 3 Meeting 2	Term 4 Meeting 1	Term 4 Meeting 2
Strategic Review	Charter	Approve Charter to MoE							Review Charter 2025
	Strategic Plan and Annual Plan	Approve AoV, Annual Plan & Strategic Plan 2025						Annual Plan & Strategic Plan 2026	Strategic Planning (additional hui)
	Triennial Plan				Review Triennial Plan 2023 – 2025 to 2026 - 2028				
Regular Review	Governance Policies	G9, G13, G19	G16, G17		G1, G2, G11, G21	G6	G15, G15.1, G15.2 & G15.3, G16	G7	G22, G16
	Curriculum Delivery	Consultation Forum	Gifted & Talented (GATE)	Health & PE	Whanau hui				Mathematics Writing (below also)
	Learner Progress and Achievement	Approve Achievement Targets 2025		SENCO / Intervention Reports	Review 1 Achievement Targets (Rdg, Wrtg & Maths)	O13	GATE Report (in conjunction with above)	SENCO / Intervention Reports	Charter – Achievement Targets Review 2 (Rdg, Wrtg & Maths)
	Personnel		Principal Appraisal FINAL Report	O2 (O2.1/O2.2)	Principal Appraisal Interim Report 2025		Principal Appraisal Review for 2026		Principal Appraisal Final Report 2025
	Finance and Property		O4, O5/O5.1 Approve Budget 2025		Cyclical Maintenance Review (Annual)	Finance 'Think Tank'/Review 2022		Approve DRAFT Budget 2026	
	Health & Safety		Grounds Audit - Report 1	O10, O12		O7, O7.1, O8, O11, O3	Grounds Audit - Report 2	O9	
Emergent Review	New Gov. initiatives								
	New topical issues / initiatives			O15	Curriculum Trends			Curriculum Trends	
Board process Requirements		Appoint Presiding Member Succession Planning Triennial Elections	Financial to Audit Approve Annual Report to MoE Roll Return 1 March		'Assessment & Reporting Overview' - Seesaw milestone reporting	Roll Return 1 July			'Assessment & Reporting Overview' - Seesaw milestone reporting

Part C Operational Policies

O1. Curriculum Delivery Policy

Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements. Therefore, the principal must ensure:

1. Achievement of the Charter aims and annual targets
2. Compliance with the National Administration Guidelines
3. There is a focus on the current national priorities with a priority towards Maori, Pasifika and students with special learning needs in school planning and reporting (**amended 6.8.20**)
4. That board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made

Review Schedule: Triennially / BOT reviewed 20.9.17 / BOT reviewed 6.8.20

O1.1 Curriculum Area Reporting to the BOT Policy

As per 'Governance Framework - Triennial Plan – Regular Review' cycle, the Board will be reported to by the Principal and/or personnel specifically responsible for each Learning Area.

Personnel specifically responsible for reporting will include Unit holders both Fixed-Term and Permanent. In each Curriculum Area, the person responsible will present in-person to ensure that the content can be clarified.

The applicable NZ Curriculum Learnings Areas are: English, The Arts, Health & Physical Education, Mathematics & Statistics, Science, Social Sciences, Digital Technologies/Technology. **(amended 6.8.20)** and Aotearoa NZ Histories Curriculum. **(added 29.02.24)**

Learning support interventions, excluding Reading Recovery (if applicable) will be reported by the Special Education Needs' Coordinator (SENCo).

Mid and End-of-Year student achievement data will be reported by the Lead Teachers in Literacy and Mathematics as per the applicable 'Assessment and Reporting Overview'.

Reporting may include the following key headings:

1. Curriculum Area:
2. BOT Delivery Date:
3. Delivery Personnel / Responsibility:
4. Focus: (Including links to Charter - Annual & Strategic Plans)
5. Assessment Procedures:
6. Assessment Analysis / Outcomes:
7. Assessment / Data Trends:
8. Links to Annual Plan – Achievement Targets (where applicable) (**Amended 24.10.19**)
9. Teaching and Learning Strategies:
10. National Priorities (current) / Priority Learners: (Special Needs / Abilities, Maori & Pasifika)
11. Trends in Education
12. Individuals / Groups of Students at Risk:
13. Funding / Resourcing:
14. Curriculum Area - Teaching & Learning Strategies - Strengths:
15. Curriculum Area – Teaching & Learning Strategies - Improvements Needed:
16. Recommendations (Other):
17. Date:
18. Signed:

All Curriculum Area reporting documentation will be filed within each Trustee's BOT folder.

Teaching Time

From the start of Term 1, 2024 school boards must ensure their school's teaching and learning programmes meet requirements for structuring teaching time for Reading, Writing and Mathematics in Years 0 - 8.

Specialist schools with students in Years 0 - 8 must ensure this from the start of 2025. Kura with a specified kura board must ensure this from Term 3, 2024.

See [Gazette Notice 2023-go5904](#) and [Changes to legislative requirements for school boards](#) on NZC Online. (Added 29.02.24)

Digital Devices at School

Broadlands School does not allow students to bring personal digital devices to school as they are not necessary to have during our teaching and learning day as we are already well-equipped. If a device is brought along to school, with or without permission, our approach is "away for the day", meaning that the device should be turned off, and handed in to the teacher to be secured during the school day.

However, in special circumstances (detailed below) students are permitted to use or access a phone to increase or improve their ability to participate in and access learning when: **(MOE - 'Bulletin for School Leaders' 03.04.24)**

- it is needed for health reasons (for example, to monitor insulin levels)
- it is needed to help a student with a disability or learning support need (for example, to assist with impaired communication)
- a teacher requires students to use phones for a specific educational task or purpose (for example, for a class project or ETOC)
- the principal decides that they are needed for special circumstances (for example, the student is a parent, protection issues or crisis support management)

Devices such as Apple watches should not have applications available other than those used to tell time accessed during school hours.

Students requiring a personal device at school must obtain permission from the Principal as per the directions within the 'Responsible Use Agreement for Students & Parents/Caregivers'. A personal digital device may include items such as: mobile phones, iPods, iPads, chromebooks, laptops, games, cameras and USB drives. Permission for students to use school supplied devices is provided upon signing the 'Responsible Use Agreement for Students & Parents/Caregivers'.

Where a student has used a personal device inappropriately or without permission during the school day, the device will be confiscated with the expectation that a parent or guardian will collect it at the end of the day.

Further details can be found within the 'Responsible Use Agreement for Students & Parents/Caregivers' located in the Broadlands School Enrolment Pack.

As of the end of Term 2 2024, all existing parents/caregivers will have re-signed the above agreement. **(ERO advised / Added by Digital Technology Lead Teacher / Trustee 03.04.2024)**

Review Schedule: As per 'Triennial Plan – Regular Review - Curriculum Delivery' / Approved by BOT Resolution 15.11.18 / BOT reviewed 6.8.20 / BOT reviewed 29.02.24

O2. Personnel Policy

Outcome statement

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

Scope

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

Delegations

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

Expectations and limitations

The principal must ensure:

- all employment-related legislative requirements are applied
- all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free environment is provided
- employment records are maintained and all employees have written employment agreements
- management pay units for appropriate positions are allocated in a fair, transparent manner
- employee leave is effectively managed and reported so that:
 - o the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
 - o Board PM notification for any requests for discretionary staff leave with pay for more than three days (**amended 26.5.22**)
 - o Board Board PM notification for any requests for discretionary staff leave without pay of longer than 4 days (**amended 26.5.22**)
 - o board approval is sought for any requests for staff travelling overseas on school business
 - o the Board PM is advised of any staff absences longer than six school days (**amended 26.5.22**)
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified.

Procedures/supporting documentation

Staff leave form

Staff leave procedure

Staff performance review

Professional learning and development

Storage of confidential information

Legislation

- State Sector Act 1988
- Employment Relations Act 2000
- Privacy Act 2020
- Health and Safety at Work Act 2015
- PTCA and PPCA
- Domestic Violence - Victims' Protection Act 2018

Review Schedule: Triennially – BOT reviewed 23.5.19 / BOT reviewed/adopted from NZSTA 5.3.20 / BOT reviewed 26.5.22 / BOT reviewed 22.05.25

02.1. Equal Employment Opportunities Policy

Purpose:

The School and Board of Trustees recognises:

1. The need for all school, policies and procedures to incorporate EEO principles and reflect a commitment to the Treaty of Waitangi
2. The need to identify and address discriminatory practices and policies
3. The need to provide opportunities that enhance the value and career opportunities of individual staff members, particularly those of the target groups (ie women, people from ethnic minorities and persons with disabilities)

Guidelines:

1. The principal (with appropriate assistance from BOT member(s) as necessary) is responsible for coordinating the development and implementation of the School's EEO programme and procedures
2. The School's staff appointment policies and procedures will ensure that there will be no discrimination in the area of recruiting and selection, or in promotion and career development.
3. The School will implement ongoing staff appraisals in a positive and supportive way that leads to the development of the abilities of individual staff members.
4. Equal Opportunities Reports will be written by the Principal after each staff appointment (or by the BOT Appointment's committee after the Principal's appointment) and be submitted to the Board of trustees at their next meeting.
5. The Principal will report annually to the Board of Trustees on the Professional Learning and Development Programme.
6. The school's Annual EEO Report will provide:
 - A summary of the Equal Employment Opportunity Programme for the year
 - An account of the extent to which the Board of Trustees was successful in its
 - continuing efforts to become/remain an EEO employer.

Review Schedule: Triennial / BOT approved 5.3.20 / BOT reviewed 26.5.22 / BOT reviewed 22.05.25

02.2. Protected Disclosures Policy

The Broadlands School Board of Trustees ensures procedures are in place to meet the requirements of the Protected Disclosures Act 2000

Guidelines:

Procedures for making a protected disclosure under the Protected Disclosures Act 2000

1. If on reasonable grounds you have information that a serious wrongdoing is occurring (or may occur) within the school and you wish to disclose that information so it can be investigated you can make a protected disclosure to the Principal.

1. This can be done verbally or in writing. You should identify that the disclosure is being made under the Protected Disclosure Act and is following the Board procedure, provide detail of the complaint (disclosure), and whom the complaint is against.

1. If you believe the Principal is involved in the wrongdoing, or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the PM of the Board of Trustees.

1. It is then up to the person you disclose to, to decide if the disclosure constitutes serious wrongdoing, and that the allegations need investigating.

They can decide:

- a. To investigate the disclosure themselves.
- b. To forward the disclosure to the Board or a committee of the Board to investigate.
- c. Whether it needs to be passed on to an **appropriate authority**. If it goes to an appropriate authority they will advise you that they are now investigating a complaint.

1. If you believe that both the Principal and the PM of the Board of Trustees may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external “appropriate authority” yourself.

Who is an “appropriate authority”?

1. As noted above, in some circumstances the disclosure could be made to an appropriate authority by yourself or the person to whom you have made the disclosure. An appropriate authority is defined in the Act as including:

“(a) includes ...

- i. The Commissioner of Police:
- ii. The Controller and Auditor-General:
- iii. The director of the Serious Fraud Office:
- iv. The Inspector-General of Intelligence and Security:
- v. An Ombudsman:
- vi. The Parliamentary Commissioner for the Environment:
- vii. The Police Complaints Authority:
- viii. The Solicitor-General:
- ix. The State Services Commissioner:
- x. The Health and Disability Commissioner: and

(b) includes the head of every public sector organisation, whether or not mentioned in paragraph (a)”.

1. Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary of Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).

Why can't I just go to the appropriate authority myself?

8. There are three circumstances when you can go directly to the appropriate authority:

- a. When you believe that the head of the organisation is also a party to the wrongdoing or has an association with the person which would make it inappropriate for them to investigate.
- b. If the matter needs urgent attention or there are other exceptional circumstances.
- c. If after 20 working days there has been no action or recommended action on the matter to which the disclosure related.

Otherwise you need to go through the internal process.

What happens if even the appropriate authority does nothing?

9. You could then make the disclosure to the Ombudsman (unless they were the authority you have already disclosed to) or a Minister of the Crown.

10. The Act does not protect you if you disclose information to the media, a social media forum (**amended 26.5.22**) or a member of Parliament other than a Minister of the Crown in the circumstances referred to above.

Where can I find out more information?

11. If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the Human Rights Act 1993 if the disclosure leads to victimisation.

12. A copy of the Act can be found on the internet at Legislation online

http://www.legislation.govt.nz/act/public/2000/0007/latest/DLM53466.html?search=ad_act%40bill%40regulation%40deemedreg_protected+disclosure+act_2000_25_ac%40bc%40rc%40dc%40apub%40aloc%40apri%40apro%40aimp%40bgov%40bloc%40bpri%40bmem%40rpub%40rimp_ac%40bc%40rc%40ainf%40anif%40bcur%40rinf%40rnif_a_aw_se&p=1

Review Schedule: Triennially – BOT reviewed 23.5.19 / BOT reviewed 26.5.22 / BOT reviewed 22.05.25

O3 Appointments Policy - Revised 5.8.21

Statement

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

Scope

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

Delegations

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

Expectations and limitations

The principal must ensure that:

- The appointment of deputy principals, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board PM and, at the discretion of the board, a further trustee
- Unless determined otherwise, PTCA unit allocations, part-time teachers, long term relieving teachers, daily relieving teachers, support staff and other non-teaching staff will be the responsibility of the principal in consultation with the board chair. (**Amended by BOT Resolution 15.11.18 & 5.8.21**)
- All permanent teacher appointments will include board representation. (**Added by BOT resolution 5.8.21**)
- Procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff.

In the case of Community of Learning I Kāhui Ako membership:

- Staff seeking the Communities of Learning I Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing board before applying for the role.

Risk Assessment

Workforce safety checks involve gathering a range of key information about a person and evaluating this information to determine if they pose a risk by being employed to work with children.

Regulations require that the worker safety checks include:

- Using electronic identity credential to check the identity is not claimed by someone else OR
- Checking a primary ID to verify identity (eg sighting NZ Passport) AND a secondary ID to verify identity (NZ Driver's Licence) (**Amended 2.9.21**)
- NZ Police Vetting
- Reference/Referee checks (phone calls)
- Chronological summary of work history for the preceding five years (**added by ERO/Principal 26.03.24**)
- Registration checks (Teaching Council online and sighting current Practicing Certificate) (**Amended 2.9.21**)
- Interviews (with short-listed applicants)

Children's workers NZ Police Vetting/safety and identity checks are required to be updated every three years. Teacher registrations are monitored for review by the Principal to ensure registrations are current. (**Added by ERO/Principal 26.03.24**)

The following steps must be followed when a children's worker is re-checked:

- Confirmation of any name change in the past three years. Such evidence is required.
- NZ Police Vetting that is VCA 2014 applicable
- Check of relevant licensing or registration status
- Risk assessment and final decision to retain or cease employment

Monitoring

The Principal will monitor and report to the Board termly, all staff employment details to ensure that all NZ Police vetting and registration status obligations remain current.

Legislation

- PPCA, PPCA
- Employment Relations Act 2000
- Vulnerable Children's Act 2014

Review Schedule: Triennially / BOT / ERO amended & approved 5.8.21 & 2.9.21 / BOT reviewed 17.11.21 / BOT reviewed 18.8.22 / BOT reviewed 07.11.24

04. Financial Planning Policy

The Board of Trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finances and budget to the principal. The principal, in association with

the Board (**amended 03.04.25**), is responsible for recommending an annual operating and capital budget within the timelines specified in the Board's (**amended 03.04.25**) terms of reference G18.3.

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

Thus, the budget should:

1. Reflect the results sought by the board
2. Reflect the priorities as established by the board
3. Comply where the board's requirement is for a code-specific and balanced budget
4. Demonstrate an appropriate degree of responsibility (**amended 13.4.21**) in all code-specific budget components

Review Schedule: Annually / BOT reviewed 05.04.18 / BOT reviewed 13.04.21 / BOT reviewed 6.04.22 / BOT reviewed 30.04.23 / BOT reviewed 11.04.24 / BOT reviewed 03.04.25

O5. Financial Condition Policy

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'. 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. Budgeted code expenditure in excess of the approved budget must have prior Board approval (**amended 5.3.20**)
5. All money owed to the school is collected in a timely manner
6. Timely payment to staff and other creditors is made
7. All relevant Ministry of Education and the Dept. of Internal Affairs (through the board's auditor) financial reporting requirements are completed in a timely manner
8. No one person has complete authority over the school's financial transactions
9. When making any purchase:
 - of over \$3000.00 (**amended 03.04.25**), comparative quotes are sought when making a new purchase (**amended 5.3.20**)
 - of over \$3000.00 (**amended 03.04.25**) on a single item board approval is first sought if not within approved budget code allocations
11. Effective systems are in place to meet the requirements and day-to-day management of EdPay (**amended 6.4.22**)
12. Should the need arise, a co-authoriser (currently must be reasonably conversant with and able to competently manage EdPay (**amended 6.4.22**) on a day to day basis.
13. Any fixed assets purchased over \$500.00 are to be treated as an asset. Any fixed assets under \$500.00 will be written off as an expense. (**13. added 11.9.19**)

Review Schedule: Annually / BOT reviewed 5.4.18 / BOT reviewed 05.03.20 / BOT reviewed 05.03.20 / BOT reviewed 13.04.21 / BOT / ERO reviewed and approved 2.9.21 / BOT reviewed 06.04.22 / BOT reviewed 30.03.23 / BOT reviewed 11.04.24 / BOT reviewed 03.04.25

O5.1. Credit Card Policy

The Board of Trustees (the Board), Broadlands School has consulted with all those concerned in the formulation of the Policy.

Introduction:

1. The Board agrees that it has a responsibility to ensure that credit card expenditure incurred by the school must clearly and transparently be linked to the business of the School. The Board agrees on the fundamental principles of the Policy and has delegated responsibility for the implementation and monitoring of the Policy to the Principal.
2. The Board requires the Principal, as the Chief Executive and Board's most senior employee, to implement and manage this Policy.
3. This Policy must be read in conjunction with other Board Policies.
4. The exercising of all authority and responsibilities concurred under this Policy must not exceed an individual's established level of delegated authority.

Process for issue of Credit Cards:

1. A credit card, authorised by the Board, shall be issued to the Principal (**amended 6.4.22**)
2. No other card holders shall be authorised other than the Principal. (**amended 03.04.25**)
3. The limits set for the credit card use should not exceed the overall financial delegation of the cardholder. Any variations require the Board approval.
4. Prior to the card being issued, the recipient must be given a copy of the Policy and be required to sign it to signify that they have read and understood it.

Procedures to be followed when using the Credit Card:

1. The credit card will not be used for any personal expenditure. If in the unlikely event that a card is mistakenly personally used, the Principal will repay the full amount immediately and advise the Board Chair.
2. The credit card will only be used for:
 - Payment of actual and reasonable travel, accommodation and meal expenses incurred on school business; or
 - Purchase of goods or services, where such purchases does not exceed \$2000.00 (**amended 30.3.23**) and
 - The credit card limit is not exceeded after such purchase(s).
3. All expenditure charged to the credit card should be supported by:
 - A credit card receipt.
 - A detailed invoice or receipt to confirm that the expenses are properly incurred on school business.
 - For expenditure incurred in New Zealand there should be a GST invoice to support the GST input credit. (**amended 30.3.23**)
4. The credit card statement shall be certified by the cardholder as evidence of the validity of expenditure.
5. Authorisation for the expenditure shall 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.
6. All purchases should be accounted for within 5 working days of receiving a credit card statement.
7. All monthly credit card statements must be sighted and signed by the Board PM at each Board Meeting regardless of whether any expenditure has occurred. (When statement has been issued)

Cash Advances:

1. Cash advances are not permitted.

Discretionary Benefits:

1. Any benefits of the credit card such a membership awards programme are only used for the benefit of the school. They should not be redeemed for personal use by the authorized card holders.

Cardholder Responsibilities:

1. The cardholder retains responsibility for card use. An employee may, when deemed appropriate to do so, use the card at the cardholders discretion.**(amended 11.04.24)**
2. The cardholder must protect the pin number of the card.
3. The cardholder must only purchase within the credit limit applicable to the card.
4. The cardholder must notify the credit card provider and the Board immediately if the card is lost or stolen.
5. The credit card shall not be used for on-line purchases without prior Board approval, unless payment relates to a legitimate and reputable school supplier of goods and /or services
6. The cardholder must return the credit card to the school upon ceasing employment or at any time upon request by the Board.

Approval:

1. When the Board approves this Policy it agrees that no variations of the Policy or amendments to it can be made except with the unanimous approval of the Board.
2. As part of its approval, the Board requires the Principal to include the approved Policy in the 'Curriculum, Policies and Procedures' folder kept in the Principal's Office.

Signatures of Authorised Cardholders:

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

GC Taylor

Signed: _____ (Cardholder #1)

Date: **30.3.23**

Review Schedule: Triennially/ BOT reviewed 05.04.18 / BOT reviewed 13.04.21 / BOT reviewed 06.04.22 / BOT reviewed 30.03.23 / BOT reviewed 11.04.24 / BOT reviewed 03.04.25

06. Asset Protection Policy

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 that 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 \$1000.00 **(amended from \$500.00 23.05.24)**
5. Ensure the implementation of the 5 Year Agreement (5YA) and 10 Year Property Plan (10YPP)
6. Engage sufficient property maintenance staff for the school within budget limitations
7. Receive board approval for maintenance contracts over \$2500.00 **(amended 3.6.21)** for any one contract
8. Conduct competitive tenders for all contracting. Ministry of Education-approved contractors must be tendered/contracted for all 5YA/10YPP Ministry projects
9. Protect intellectual property, information and files from loss or significant damage or unauthorised 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 – BOT reviewed 7.6.18/ BOT reviewed 3.6.21 / BOT reviewed 23.05.24

O7. Health and Safety Policy

Students and staff shall have a safe physical and emotional learning environment. Therefore, the principal must:

1. Take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
2. Ensure that the staff code of conduct is implemented effectively
3. Ensure there is zero tolerance to bullying and that there are effective processes in place
4. Comply with the provisions of the Health and Safety in Employment Act 2015
5. Comply with the provisions of the 2020 Privacy Act
[School Records Retention/Disposal Information Pack](#)
 This includes the storage of In-Committee minutes and proceedings, stand-downs and exclusions **(Added 28.10.21)**
6. Provide a smoke free environment
7. Ensure a robust risk analysis management system (RAMS) is carried out where and when appropriate
8. For any Broadlands School participation in an external event, request, and be provided with for sighting and signing off, the appropriate RAM.
9. For any internally-organised event, a RAM will be provided to the Principal for signing off, prior to the event occurring.
10. Seek approval for all overnight stays/camps attesting first to their compliance with (4) above. All RAMS to be sighted and approved by the PM seven days prior to events involving overnight and/or activities involving heightened risk
11. Consult with the community every two years regarding the health programme being delivered to students
12. Mandate through policy resolution that the Board and Management promotes only healthy drink options/water consumed on-site **(Amended by BOT Resolution 16.8.18)** by students from 2018. This includes all school and fundraising events **(Amended by BOT Resolution 23.8.17)**
13. Advise the PM of any emergency situations including fire, earthquake and lockdowns (level 1 and 2) as soon as possible
14. Refer to the Board-approved Safety Management Limited 2014 – Health and Safety Manual' as required by the Manual **(BOT-approved 29.6.16)**
15. In the absence of the Principal, delegated management personnel, or in their combined absence, staff personnel, will advise the PM or other delegated Board member, of any emergency in a prompt manner **(BOT amended 09.08.23)**

Review Schedule: Annually - BOT reviewed 20.9.17 / BOT reviewed 16.8.18 / BOT reviewed 22.8.19 / BOT reviewed 6.8.20 / BOT reviewed 28.10.21 / BOT reviewed 18.8.22 / BOT reviewed 09.08.23 / BOT reviewed 15.8.24

O7.1 Education Outside the Classroom (EOTC) Policy

Statement

Broadlands School is committed to providing a range of integrated learning experiences outside of the immediate school grounds.

Such opportunities may be cultural, social, recreational, traditional sport and/or adventure sport in nature.

Purpose

- Broadlands School has agreed planning and approval procedures to effectively manage the full range of EOTC activities.
- The EOTC Policy guides the selection and implementation of all activities.

Guidelines

The Board of Trustees must ensure that:

- All EOTC activity is directly and specifically linked to appropriate learning outcomes and relevant school priorities, in particular, the Health and PE with the NZ Curriculum.
- The safety and well-being / Hauora of all participants, including students, staff and support personnel is a priority.
- All costs associated with EOTC activities are kept to a minimum and are equitably dispersed and recovered.

Procedures

The following procedures must be strictly adhered to at all time:

1. EOTC Consent - Day (during school hours)

- Upon enrolment, parent/caregiver consent is provided for all Reporoa Cluster activities for the duration of the child's enrolment.
- For all other EOTC activities, parent/caregiver consent is required. For an overnight activity, refer to 2.
- Notification and full disclosure of the specific EOTC activity being planned must be provided in a timely manner, being at least one-week prior.
- RAM's for Broadlands School and, where appropriate, other organisational groups, must be sighted and signed by the Principal for day activities, and by the PM for overnight activities (**amended 18.5.23**) prior to each EOTC activity occurring.

2. EOTC activities - Overnight (out of school hours)

- The Board of Trustees must formally Move to Approve an overnight EOTC activity at its earliest opportunity within each calendar year. The Board will base this approval on the nature and relevance to learning criteria.
- Full written consent to attend, including the gathering of health/medicinal data, is required.
- Notification and full disclosure of the specific EOTC activities being undertaken must be provided in a timely manner, being at least four-weeks prior.
- For RAM's, refer to **07** Health and Safety Policy - 6, 7, 8 & 9
- At least one-week prior to the planned overnight activity, all RAM's must be sighted and signed by the PM. Specific RAM's include those of Broadlands School and of the commercially qualified providers of adventure activities.
- Evidence of commercial providers' qualifications must be obtained.
- NZ Police vetting of support personnel, namely parents/caregivers, will be in accordance with the Vulnerable Children Act 2014.
- The Board does not require NZ Police vetting for parents/caregivers attending an overnight camp/activity. (**added 2.9.21**)
- The Board makes an assurance that no child will be unsupervised with a parent/caregiver. (**added 2.9.21**)
- All commercially qualified providers of adventure activities will be independently NZ Police vetted, evidence of which/or assurance of, is provided by the contracted commercial operator (**amended 18.5.23**).
- Any amendment to any programme activity (day activities or overnight camps) on a pre-approved itinerary is at the full discretion of the PM in consultation with the Principal. (**added 28.06.23**)
- The addition of a new and unscheduled activity without prior parental knowledge and consent is NOT permitted. (**added 28.06.23**)

3. Supervision

- During EOTC activities, the students must be supervised at all times by staff, support personnel or authorised commercial providers.
- The adult: student ratio will be apportioned in accordance with an assessed level of risk. Ratios as follows:
 - High - 1:3
 - Moderate - 1:5
 - Low - 1: 8
- The risk assessment to be determined by the Principal and PM prior to the activity. Any change to the original plan and activities to be re-reviewed, including the sign-off of RAM's (**added 18.5.23**).
- The risk assessment is to be disclosed to the parents/caregivers of those attending the activity/activities (**added 18.5.23**).
- Prior to departure, all supervising personnel are briefed on their responsibilities and Broadlands School's expectations. Expectations will include a signed agreement concerning the non-consumption of alcohol, illicit and recreational drugs (including vaping).

4. Definition of Risk (**added 28.6.23**)

'Risk' can be broadly described as 'risk to health and safety arising from people being exposed to hazards (anything that can cause harm). Risk has two components – the likelihood that it will occur and the consequences (degree of harm) if it happens.

- Examples of high risk include:
 - all water sports (swimming, kayaking, motor boating, white water rafting, snorkelling, surfing, paddle boarding), high ropes, horse riding, extreme mountain biking, tramping in precipitous/mountainous/thermally active regions, caving, abseiling/climbing, particularly in geographically remote regions, skiing and areas exposed to environmentally hazardous materials or toxic air.
- Examples of moderate risk include:
 - tramping or biking on well-established footpaths/trails and organised contact games
- Examples of low risk include:
 - educational class/group/sports trips to a public/commercial business including a museum or another school (their RAM's also apply), organised non-contact games or activities.

[Worksafe: identifying, assessing and managing work risks](#)

5. Transportation

- For all EOTC activities where private transportation is required, the driver of the vehicle must complete the 'Transport Safety and Drivers' Form', which includes the presentation of a current Drivers' Licence and verification of current WOF and Registration status, including disclosure of expiry dates (**added 18.5.23**).
- Drivers' Licence colour copies will be taken which, along with the completed forms, will be kept on file.
- Where bus transportation is used, all bus contractors' legal requirements and obligations must be met, including load and seat belt restraint where provided.
- Where car transportation is provided, legally specified car/booster seat requirements must be met.

6. Finance

- It is anticipated that parents/caregivers will make a fair and reasonable donation towards overnight activities, including activity costs, accommodation, food and transportation as required.

- The Board's annual Budget and MOE Donations Scheme funding level (**amended 18.5.23**) will be used to determine the level of the donation, which may differ from year-to-year. However, a 90% rate of payment will be budgeted for.
- A comprehensive overnight budget will be prepared by the Principal.

Related Documents

- **08** Child Protection Policy
- **09** Well-being / Hauora Policy – Students
- **010** Well-being / Hauora Policy - Staff
- **07** Health and Safety Policy
- **014** Reducing Student Stress & Use of Physical Restraint Policy
- <https://supportadventure.co.nz/good-practice/good-practice-guidelines/>
- <https://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>
- <http://www.legislation.govt.nz/regulation/public/2016/0019/latest/DLM6725703.html#DLM6725760>

Legislation

- Vulnerable Children Act 2014
- Education and Training Act 2020

Review schedule: Triennially / BOT / ERO revised & approved 5.8.21 & 2.9.21 / BOT reviewed 18.8.22 / BOT reviewed 18.5.23 / BOT further amended 28.6.23 / BOT reviewed 15.8.24

08. Child Protection Policy (To be included by BOT Resolution 20.9.17)

Principles

Broadlands School is committed to the prevention of abuse and to the well-being of children, young people, vulnerable adults and their families.

All services provided by Broadlands School adhere to the principles of partnership, protection and participation and the rights and responsibilities accorded by Te Tiriti o Waitangi.

Purpose

The purpose of this policy is to provide Broadlands School staff guidelines by which to identify and respond appropriately to concerns of abuse and neglect and to understand their role in keeping children safe.

The policy will be reviewed annually and up-dated regularly in light of operational experience and in line with changes in legislation and related policies.

Broadlands School recognises that all staff and Trustees have a full and active part to play in protecting students from harm. Overall responsibility for the implementation of this policy rests with the Principal of Broadlands School, although the Board of Trustees is responsible for the annual review of this policy.

Scope

This policy covers all staff of Broadlands School who have direct or indirect contact with children. This includes teaching staff, non-teaching staff (including Support Staff), professional visiting staff, contractors (**added by ERO/Principal 26.03.24**) and voluntary personnel invited to provide services to children and the school community.

The policy also covers the Board of Trustees and their responsibilities in the safety and well-being of children.

Definitions

For the purposes of this policy, 'child' means a boy or girl under the age of 14 years; Young person means a boy or girl of or over the age of 14 but under 17 years; but does not include any person who is or has been married or in civil union (Children, Young Person and Their Families Act, 1989, Section 2)

Legislation

The following legislations under this policy must be considered:

Education and Training Act 2020
Children, Young Persons and Their Families Act 1989
Crimes Act 1961
Domestic Violence Act 1995
Privacy Act 2020
Vulnerable Children Act 2014
Care of Children Act, 2004
Employment Relations Act 2000
State Sector Act 1988
National Administrative Guidelines 5
Human Rights Act 1993
Health and Safety at Work Act 2016

Definitions of Child Abuse

The Children, Young Persons and their Families Act, 1989, defines child abuse as "...the harming (whether physically, emotionally, sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person".

The following definitions provide some indicators of abuse and these should not be seen as an exhaustive list or as a checklist.

Physical abuse is a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes seeing or hearing the ill treatment of others.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviours. Staff should be aware of their 'duty of care' which precludes developing a sexual relationship with or grooming of a child. A sexual relationship between an adult and a child will always be wrong, unequal and unacceptable.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack: of action, emotion or basic needs.

Family violence is physical, emotional, sexual and other abuse by someone of a person with whom there has been or is some form of intimate or sexual relationship, such as marriage or cohabitation, in order to maintain power and control over a person. It is important to be vigilant to any physical or emotional signs, particularly in children.

Roles and Responsibilities of Staff

It is the responsibility of all staff to be vigilant, have knowledge and awareness of the indicators of neglect, potential or actual abuse and to report any concerns, suspicions or allegations of suspected abuse immediately to the Principal.

Broadlands School will have appointed the Principal as the '**Designated Person for Child Protection**' as the lead person. In the Principal's absence, the Deputy Principal will assume this responsibility.

The '**Child Safety Team**' will consist of the Principal, Deputy Principal and SENCo.

The Board of Trustees has an ongoing commitment to appropriate training, development and supervision in child protection. (**Added 2.9.21**)

Safe Working Practices

Broadlands School will provide all staff with clear guidelines on staff behaviours that ensures consistency of actions that keep children and staff safe.

All staff are expected to behave in a manner consistent with their professional 'Code of Conduct'.

The relationship between an adult and a child or young person cannot be a relationship between equals. There is the potential for exploitation and harm of vulnerable young people. Therefore, adults have a responsibility to ensure that an unequal balance of power over children is not used for personal advantage or gratification.

Child Protection Procedures

Any issues of suspected child abuse must be taken seriously and handled in an appropriate manner that ensures the child's safety.

The '**Designated Person for Child Protection**' is responsible for ensuring that the procedure for reporting child abuse is effective and timely. If a member of staff has a child protection concern then they must inform the Designated Person as soon as possible.

All concerns of potential, suspected or alleged abuse must be immediately brought to the attention of the Designated Person. If the Designated person is unavailable, then the other Designated Person. At this time, a decision will be made to seek further advice or notify Child, Youth and Family.

If a child makes a verbal disclosure to a person(s) named above under 'Scope', it is important that that person(s) take what the child says seriously.

Under **NO CIRCUMSTANCES** should this person attempt to investigate or deal with concerns regarding alleged child abuse alone.

All decisions taken, including if the concern does not require notifying Child, Youth and Family, must be recorded in writing and kept securely in a Child Protection file, electronic and/or hard copy, with the reasons clearly identified and explained.

Giving information to protect children is not a breach of confidentiality. Guidance for sharing information with related parties is to be sought from either the NZ Police or Child, Youth and Family.

Principle 11 of the Privacy Act, 2020, states "Disclosure of the information is necessary to prevent or lessen serious threat."

Allegations Against Adults (Named under 'Scope')

Broadlands School will respond to suspicions and allegations of child abuse by a member of staff in a manner which best ensures children's or young persons' immediate and long-term safety and will treat suspicions or allegations against a staff member with the same seriousness as suspicions or allegations made against any other person.

Broadlands School will not act alone and will refer all suspected situations of child abuse to the NZ Police and/or Child, Youth and Family. The safety of the child will be the primary consideration, and no person in this organisation will collude to protect an adult or an organisation.

Allegations will be treated in such a way that the rights of adults and the stress upon the staff member are also taken into consideration.

When abuse is suspected or an allegation made against a staff member, the first consideration will be to ensure the safety of the child.

When abuse is suspected, staff will follow the process for '**Child Protection Procedures**' included in this policy. It is **NOT** the responsibility of staff to investigate allegations of child abuse.

When there are suspicions of abuse by a staff member, both staff and children's rights are to be attended to. This means that the safety of the child is of first concern, and that the staff member must have access to legal and professional advice.

The person managing the child abuse issue will not be the same person as that managing the employment issue. The suspected person named under 'Scope' will be prevented from having further unsupervised access to children during any investigation and will be informed fully of their rights.

Staff will declare to a senior person any situation where there could be a conflict of interest and provision made on a case-by-case basis about who will handle the process. If a child discloses abuse, staff will follow the established guidelines within this policy.

Broadlands School will adhere to the principles of the Employment Contracts Act and give the staff member all information regarding his or her rights. It recognises the added stress to fellow staff in such a situation, and will ensure support is available.

The '**Designated Person for Child Protection**' must immediately ensure that the suspected individual does not have any contact with the child making the allegation. A risk assessment must be undertaken to determine what level of access, if any, that person should have, to other children.

If the police decide to undertake a criminal investigation then the member of staff may be suspended, without prejudice, as a precautionary measure. It is important that no internal investigation is undertaken, and no evidence gathered that might prejudice the criminal investigation.

If Broadlands School is aware that a member of staff it has placed on precautionary suspension also works with children for another organisation, either as an employee or a volunteer, it should ensure that the other organisation is informed of the suspension and the subsequent outcome. Consultation with Child, Youth and Family or the NZ Police will determine how this information is conveyed.

Broadlands School will liaise with Child Youth and Family and the NZ Police regarding the progress of the investigation.

If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is "reasonable cause to suspect" that abuse may have occurred. The allegation may represent inappropriate behaviour of poor practice by a member of staff which needs to be considered under internal disciplinary procedures.

If the NZ Police decide to undertake a criminal investigation, then the member of the staff may be suspended, without prejudice, as a precautionary measure. It is important that no internal investigation is undertaken, and no evidence gathered, that might prejudice the criminal investigation.

Links to Other School Policies

Other relevant School Policies:

- **O7** Health and Safety Policy
- **O9** Well-being Policy – Students
- **O10** Well-being Policy – Staff
- **O12** Behaviour Management Policy
- Internet 'Acceptable Use Agreement' **Additional Resources**

Child, Youth and Family has developed the 'Working Together' guide on inter-agency working to identify and respond to potential abuse and neglect.
<http://www.cyf.govt.nz/documents/about-us/publications/27713-working-together-3-0-45ppi.pdf>

'**Child Matters**' is a registered charitable trust that provided guidance, education and support to protect children. <http://www.childmatters.org.nz/24/learn-about-child-abuse>

Ministry of Education www.education.govt.nz

Review Schedule: Annually – BOT reviewed 20.9.17 / BOT reviewed 6.8.20 / BOT / ERO revised & approved 2.9.21 / BOT reviewed 16.9.21 / BOT reviewed 18.8.22 / BOT reviewed 08.09.23 / BOT reviewed 15.8.24

09. Well-being / Hauora Policy – Students

Principles

The Broadlands School Board of Trustees believes that all students have the right to a safe school environment. It is committed to eliminating bullying in any form (as defined below) that causes, or has the potential to cause, undue anxiety or stress to others, thus compromising the supportive, caring, learning and safe environment it is determined to provide.

Through the Principal, the Board promotes virtuous behaviours within a culture that will not tolerate bullying or anti-social behaviour in any form.

A 'zero tolerance' to bullying applies ensuring that the Board and staff take appropriate and prompt action, as specified within the policy, should such behaviour be observed or reported within the school.

Objectives:

1. To educate the school community that bullying in any form is unacceptable
2. To provide guidelines to staff for the management of bullying should it occur
3. To establish procedures which supports the elimination of bullying and anti-social behaviour including the teaching of strategies to all stakeholders to deal with bullying when it occurs.
4. Through its Virtues, promote an 'anti-bullying' culture amongst all stakeholders which makes clear that bullying is never acceptable

Definition of Bullying

Bullying is defined as the process of repeatedly intimidating or mistreating another person deemed by the bully to be in a weaker or more vulnerable situation. The intent is to cause embarrassment, physical or emotional pain, and discomfort to another person.

Bullying can be directed at particular students because of the characteristics that, in the bully's eyes, sets them apart in some way. Actions can be highly calculated or be a random act repeated as the bully dictates.

Bullying behaviours may be verbal, non-verbal in nature.

An integral aspect of the interaction between a bully and the victim is the inability of the victim to have the strategies to defend himself/herself.

Defining a Bully

Bullies are often attention seekers who establish their power base by testing the response of less powerful members of the group watching how they react to their bullying actions.

They will establish, through observation, how the target of bullying staff, parents/caregivers, student leaders and peers react to and deal with their bullying strategies.

They bully because they believe that they are popular and have the actual or perceived consent of their peers, albeit a small group of like-minded peers.

They bully because they perceive that they gain mana, confidence and self-esteem from their actions and that it makes them 'popular'.

A bully will continue their behaviour if they deem there to be no consequences for their actions by those in authority, the target does not complain and if the bully's peers group silently or even actively collude.

Types of Bullying

The Board of Trustees deems the following to be common bullying-type behaviours:

1. Physical / Non-verbal:

- Hitting
- Kicking
- Punching
- Grabbing
- Pushing
- Shoving
- Spitting
- Rude gesturing including those of a sexual nature and intimidation

2. Verbal:

- Name calling
- Teasing
- Threatening
- Intimidating
- Making fun of due to physical appearance and/or disability
- Discrimination due to gender, sexual orientation, race, cultural background and/or special needs (**amended 5.8.21**)

3. Written:

- Teasing
- Intimidating
- Making fun of (as above)
- Discriminating (as above)

4. Indirect:

- Purposeful exclusion (from games, activities (including social)
- Malicious spreading of untrue stories, gossip designed to cause discomfort and isolation

- Cyber bullying including texts, social media (Facebook, Twitter, Blogs, TikTok, SnapChat (**amended 26.5.22**) and emails
- Intentional damaging of another person's property by the bully
- By the bully soliciting others to act on their behalf

Target Impact Behaviours

It is likely that the target of bullying and/or undesirable behaviours (**amended 3.6.21**) will feel or exhibit any/all the following behaviours:

- Feel frightened or unsafe
- Feel embarrassed, angry or unfairly treated
- Suffer from a heightened level of anxiety or stress (which may or may not show)
- Headaches or abdominal pains (or other potentially relevant or suspicious medical conditions)
- Become overtly withdrawn
- Become confused (especially in knowing what to do about the problem)
- React with unusual/rare anger and/or aggression
- Suffer from sleep deprivation
- Display an inability to concentrate
- Suffer from a decline in the quality of relationships including peers, close friends, team mates, family members (immediate and extended) and teachers
- Suffer from a decline in the quality of their learning and learning behaviours
- Truancy
- Disengage from learning (**added 3.6.21**)

Strategies to Deal with Bullying

At Broadlands School, we will place the well-being of our students as our absolute priority.

In managing a bullying incident, be it observed or alleged, the teacher and/or management, will assess the nature and seriousness of the observed or alleged bullying behaviour(s) and act accordingly.

At all times, the approach must be undertaken in a caring, supportive and empathetic manner ensuring that active listening strategies are employed.

If bullying is suspected, we will:

- Openly talk about bullying in 1:1, small group, class/peer group and school-wide settings.
- Talk to the target (either 1:1 or group depending on circumstances) and to any witnesses.
- Talk to the alleged bully (either 1:1 or small group)
- If the allegation(s) are proven to be true, talk to the bully indicating that the behaviour is unacceptable.
- Implement actions including the appropriate consequence(s) which will vary depending on the nature, severity and historical frequency of the bullying (See 'Actions' below)
- Teach our students the strategies to deal with bullying behaviours including walking away, empowering the target to have the confidence and self-esteem to respond and take a fair measure of responsibility for themselves and through reporting the bullying to a teacher, management, friend, and/or family members/whanau.
- Reinforce our 'Virtues' culture with all stakeholders
- Support and reassure the target throughout the process
- Provide a 'safe place'

Actions when Bullying is Proven

Without undermining the impact of each and every bullying incident, it is important that all actions taken are consistent, fair and respect natural justice for all parties. Actions applied must also consider the nature, severity and historical frequency of the offending.

Actions will include a combination of one or more of (**added 3.6.21**) the following:

- Discussion linked to Virtues (**added 3.6.21**)
- Detention (recorded on SMS)
- Letter and/or words of apology
- Restorative justice (agreed dialogue between parties undertaken in a safe environment)
- Immediate removal following a phone call to parents/caregivers for a mutually agreed period of time as a safety measure for all parties (likely 1-2 days)
- Immediate 'internal stand down', formal 'stand down' or in severe and/or repeated incidents of bullying, 'exclusion'.
- Engaging the on-site and/or home support of agencies such as RTLB, MoE, Strengthening Families, NZ Police (Refer to 'Resources' below)

Responsibilities of Staff

The staff at Broadlands School will support the elimination of bullying behaviours in the following ways:

- Actively promote our Virtues'-based culture
- Encourage students to "tell" if they feel they are being bullied or if they see someone being bullied.
- Encourage students to support the target of bullying.
- Discuss bullying behaviours with students emphasising its unacceptability at school and in society
- Report ALL allegations of bullying to the Principal (or delegated management)
- Record all bullying incidents in the designated place (Bullying book and/or SMS)
- Be role models in word and action at all times
- Ensure classroom and school-wide practices for the management of students are consistent, fair and respectful
- Be highly vigilant towards and aware of bullying-type behaviours in all areas of the school grounds
- Be highly vigilant towards and astutely aware of changes in the behaviour of a student (See 'Target Impact Behaviours' above).
- Treat all reports of alleged bullying seriously and promptly intervene in the most appropriate manner given reference to the nature and severity of the allegation.
- Specific conflict resolution training, assertive training and peer support programmes MAY be provided as circumstances dictate.
- In order to minimise bullying opportunities, be punctual for classroom commitments and duty responsibilities.
- Staff Meeting agendas will include 'Students Causing Concern' component
- Have clearly identified pathways for pastoral care and support
- Provide opportunities for staff to upskill in managing bullying behaviours, students' welfare, risk identification and awareness.
- Respond promptly to any concerns expressed by parents/caregivers and whanau

Responsibilities of our Parents/Caregivers & Whanau

Parents/Caregivers and Whanau will be strongly encouraged to support the elimination of bullying behaviours in the following ways:

- Actively promote and support our Virtues'-based culture at home
- Encourage students to "tell" if they feel they are being bullied or if they see someone being bullied.
- Watch for signs of a change in behaviour including a reluctance to go to school, unexplained requests for money, damaged clothing and/or bruising (See also 'Target Impact Behaviours' above)
- Speak to the classroom teacher, management or Principal as soon as concerns are aroused.

Methods of Consultation

All stakeholders will be informed as to the content of the 'Well-being Policy - Students'. In the following ways:

- The policy will be placed on the Broadlands School website www.broadlands.school.nz

Stakeholders will be consulted on the Well-being Policy – Students' and related areas of the Health Curriculum in the following ways:

- Student surveys (such as NZCER 'Me and my School' and student initiated)
- Student leaders consultation/feedback
- Community consultation/hui/surveys
- NZC 'Health & PE Curriculum' consultation/surveys (In relation to this Policy)

Related Documents

Other relevant School Policies include:

- **O7** Health and Safety Policy
- **O8** Child Protection Policy
- **O10** Well-being Policy – Staff
- **O12** Behaviour Management Policy
- Internet 'Acceptable Use Agreement' (Not a Governance Policy)

Conclusion

If we are to provide a safe and secure environment and succeed in the elimination of bullying at Broadlands School and in society, a sustained commitment and action will be required from ALL stakeholders.

Additional Resources

Information to support the identification and prevention of bullying for students, schools, parents/caregivers and whanau can be found below:

- **NZCER** - 'Well-being at School – Building a Safe and Caring School Climate that Deters Bullying'
<http://www.nzcer.org.nz>
- **ERO** – 'Safe Schools: Strategies to Prevent Bullying'
<http://www.ero.govt.nz/National-Reports/Safe-Schools-Strategies-to-Prevent-Bullying-May-2017>
- **MOE** – "Is My Child a Bully?"
<http://www.midedu.govt.nz/Parents/AllAges/UsefullInformation/IsMyChildABully.aspx>
- **MOE** – "Is My Child Being Bullied?"
http://www.midedu.govt.nz/Parents/AllAges/UsefullInformation/IsMyChildBeing_Bullied.aspx
- **NZ Police** – Kia Kaha Youth Education Programme
<http://www.police.govt.nz/kia-kaha>
- **Telecom NZ Police** – **0800 NO BULLY** (24 hour information line for young people, friends and families)
<http://www.police.govt.nz/service/yes/nobully/>
- **MOE** – 'Step Up, Be Safe, Be Proud' (booklet)
- **Life Education Trust**
- 'Restorative Justice in Schools'
<http://www.restorativejusticeaotearoa.org.nz/node/281>
- [Guidelines for Surrender and Retention of Property and Searches](#)
- **Cyber Bullying**
www.netsafe.org.nz; www.cyberbullying.co.nz & www.netbasics.org.nz
- **Facebook**

Review Schedule: Annually – BOT approved / 7.12.17 BOT reviewed 23.5.19 / BOT reviewed 4.6.20 / BOT reviewed 3.6.21 / BOT / ERO amended 5.8.21 / BOT reviewed 26.5.22 / BOT reviewed 2.11.23 / BOT reviewed 07.11.24

O9.1 Inclusion Policy

Principles

Inclusive education is where all children and young people are engaged, supported to learn and achieve through being present, participating, learning and belonging in all areas of school-life.

It is underpinned by the belief that every learner akonga has the potential to make a valuable contribution to the wellbeing of their family, whanau, school and wider community, and to Aotearoa as a whole. It asserts that diversity is a strength.

Inclusive education is also about how we develop and design our learning spaces and activities so that all learners are affirmed in their identity and can learn to participate together. It means deliberately identifying and removing barriers to learning and wellbeing.

Broadlands School provides a physically, emotionally safe and inclusive environment free from racism, discrimination for all learners.

Trustees, leaders, teachers and support staff recognise, affirm, value and cater for the diverse identities, language and cultures of learners, parents, whanau and community.

Rights to Inclusion

Every domestic student in Aotearoa is entitled to enrol at any State School and attend during normal school hours when the school is open for instruction. Students with special education needs have the same rights to enrol, attend and receive education at State Schools as students who do not (Education and Training Act 2020).

Guidelines to inclusion

[Te Whāriki](#) supports a community culture where all children can be actively involved in meaningful play and learning with and alongside their peers.

[The New Zealand Curriculum](#) and [Te Marautanga o Aotearoa](#) require that all students' identities, languages, cultures, abilities, and talents are recognised.

Systems, processes, and practices need to be flexible and responsive to this predictable diversity, rather than expecting learners to fit around a fixed system of teaching and learning.

Our curriculum documents are non-prescriptive and allow for this flexible learning approach. Schools and early learning services have a mandate to develop their curriculum in a personalised way as they notice, recognise, and respond to the needs of all their learners and their communities.

Developing an understanding of Te Tiriti o Waitangi and honouring the partnership principles is a critical starting point in inclusive education in Aotearoa New Zealand.

Benefits of Inclusive Education

Diversity is a defining feature of our society and therefore of our communities, workplaces, schools, and early learning services.

Inclusive education provides learners with opportunities to:

- foster a learning culture of respect and belonging
- positively affect understandings and expectations about inclusion in their community and in wider society
- learn about and accept individual differences, lessening the impact of harassment and bullying
- be both teacher and learner - tuakana and teina
- experience diversity as a source of strength and a catalyst for innovation
- develop wide-ranging friendships
- develop strengths and gifts, with high expectations for each child beyond formalised assessments
- work on individual goals and pathways while participating in the life of the learning community alongside their peers
- involve family, whānau and community in their education and in the activities of their local school or early learning service

Values of the Teaching Council of Aotearoa

The values from the [Teaching Council's Code](#) define, inspire and guide school teachers.

- **Whakamana:** empowering all learners to reach their highest potential by providing high-quality teaching and leadership.
- **Manaakitanga:** creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.
- **Pono:** showing integrity by acting in ways that are fair, honest, ethical and just.
- **Whanaungatanga:** engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

Related Documents

Other relevant School Policies include:

- **07** Health and Safety Policy
- **08** Child Protection Policy
- **09** Well-being Policy - Students
- **010** Well-being Policy – Staff

Related Acts

Education and Training Act 2020: All students have the right to attend school full time – Ministry of Education

Review Schedule: Annually – BOT adopted 11.04.24

010. Well-being / Hauora Policy - Staff

Principles

The Broadlands School Board of Trustees believes that all staff have the right to a dignified and safe school environment. It is committed to preventing and eliminating bullying and harassment in any form (as defined below) that causes, or has the potential to cause, undue anxiety or stress to others, thus, compromising the supportive, caring and safe environment it is determined to provide.

Through the Principal, the Board promotes virtuous behaviours within a culture that will not tolerate work-place bullying or harassment in any form. The staff have a collective responsibility to take the appropriate action(s) to deal with bullying and/or harassment should it arise.

A 'zero tolerance' applies ensuring that the Principal and Board take prompt action, as specified within the policy, should such behaviour be observed or reported within the school.

In general, the overall well-being of all employees; physically, emotionally, socially and spiritually (**amended 24.2.21**), or Te whare Tapa Wha; being the four pillars of hauora, are paramount. Therefore, monitoring of their well-being must be closely monitored by the Principal and Senior Management to ensure that a safe and emotionally supportive culture exists. These may include: Kahui Ako Well-being Surveys (bi-ennially), Staff Administration Meetings (weekly) & incidental (as required) (**Added 23.05.24**)

Objectives:

1. To educate all employees that work place bullying and harassment, in any form, is unacceptable
2. To provide guidelines to employees for the management of bullying and harassment should it occur
3. Through its Virtues, promote an anti-bullying and harassment culture amongst all stakeholders
4. To establish and maintain a culture of respect for a range of human values and character strengths for the school and community
5. To create and maintain a healthy and positive workplace culture where employees feel valued
6. To be proactive in the repair of sensitive (**word added**)working relationships

Definition of Bullying

Bullying is defined as targeted, deliberate and unreasonable behaviour, repeated over time, intended to humiliate, undermine, or otherwise have a detrimental effect on the recipient and/or pose a risk to their health and safety even though it may be unlawful.

Definition of Harassment

Harassment is defined as an unwelcome comment, conduct or gesture that is insulting, intimidating, humiliating, malicious, degrading or offensive. It may be repeated, but unlike bullying, harassment may be an isolated incident. But regardless, it may be so significant that it adversely affects a staff member's performance and self-esteem within the work environment.

Harassment can be:

- Physical
- Degrading
- Threatening
- Intimidating
- Malicious
- Verbal
- Non-verbal

Harassment can involve:

- Abuse of power
- Isolation
- Discrimination
- Sexual harassment (including gender bias)
- Racial harassment
- Cyberspace (including all social media forum and text messaging)
- Solicitation from another person
- Intentional damage to another person's property

Harassment is behaviour unwanted or uninvited by the recipient, even if the recipient does not specifically tell the perpetrator that the behaviour is unwanted. It may be unintentional behaviour borne out as an immature or naive act.

As per definition, a single incident is not considered bullying but can escalate if ignored.

Managing a staff member's performance within Broadlands School's policy and procedures when considered in conjunction with the Principal or Board of Trustees' obligations to PPCA, PTCA, SSQA, CCCA and its NZEI legal and their respective employment terms and conditions, is not considered bullying or harassment.

Regardless, a culture of natural and fair justice will apply.

Concerns and Complaints

Staff who believe they have experienced bullying or harassment in the workplace, including alleged bullying or harassment from a parent/caregiver, should act promptly and are encouraged to follow the internal processes as detailed within the Broadlands Schools 'G20 Concerns and Complaints Policy'.

Investigation and Resolution

Any formal complaints under this policy must be in writing. The Principal and/or Board of Trustees will not investigate complaints that are anonymous.

A staff member making a formal complaint under this policy will be expected to provide documented evidence, including anecdotal, of the incident/incidences of behaviour deemed by the complainant to be bullying or harassment.

The staff member making a formal complaint under this policy may request to be removed from the work situation whilst an investigation is being undertaken.

If, as an outcome of the investigation, it is determined that bullying or harassment has occurred, any remedial action and/or consequences will be in accordance with the employer's and employee's rights including the applicable CA.

If, as an outcome of the investigation, it is determined that an intentional false complaint was made, the staff member may be subject to disciplinary action in accordance with the employer's and employee's rights under the applicable CA.

The Principal and Board of Trustees will endeavour to seek a low-key solution, thus, alleviating the need for a formal process to ensue.

Employees' Responsibilities

Individual staff members have a responsibility to:

- Avoid behaviours which may be perceived by others as bullying or harassment
- Not encourage, in any way, undesirable or unwanted behaviours
- Promptly raise a concern with the Principal, other senior management or Board of Trustees following the steps outlined within 'G20 Concerns and Complaints Policy'.
- Employees have an individual and collective responsibility to maintain a positive and appreciative workplace culture.

Employer's Responsibilities

The Principal and/or (**Amended 22.8.19**) Board of Trustees:

- Have a legal obligation to act judiciously upon receiving a written complaint of bullying or harassment
- Must take reasonable steps to ensure that the complainant is protected from retaliation or unjustified disadvantage
- Must ensure that appropriate levels of confidentiality are maintained
- Must provide the employee with the opportunity to seek independent and confidential counselling should the employee deem this to be necessary. This will be at no cost to the employee. Note: Counsellors are to be NZEI-approved, even for non-NZEI members.
- Conduct staff climate surveys as deemed necessary
- Ensure that the relevant policies and procedure are reviewed as per 'Governance Framework – Triennial Plan'

Related Documents

- **02.1** Equal Employment Opportunities Policy
- **02.2** Protected Disclosures Policy
- **09.1** Inclusion Policy (**added 23.05.24**)

- **G20** Concerns and Complaints Policy
- **O12** Behaviour Management Policy
- Professional Code of Conduct
- Relevant PPCA, PTCA, SSCA and CCCA

Legislation

- Education and Training Act 2020
- Crimes Act 1961
- Employment Relations Act 2000
- Harassment Act 1997
- Health and Safety at Work Act 2015
- Human Rights Act 1993
- Privacy Act 2020
- Protected Disclosures Act 2000
- Domestic Violence Victims' Protection Act 2018 **(Included 29.3.19)**

Review Schedule: Annually – BOT approved 16.8.18 / BOT reviewed 22.8.19 / BOT reviewed 4.6.20 / BOT reviewed 3.6.21 / BOT reviewed 26.5.22 / BOT reviewed 18.5.23 / BOT reviewed 23.05.24 / BOT reviewed 22.05.25

O11. Legal Responsibilities Policy

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

Review Schedule: Annually - BOT reviewed 20.9.17 / BOT reviewed 16.8.18 / BOT reviewed 22.8.19 / BOT reviewed 6.8.20 / BOT reviewed 16.9.21 / BOT reviewed 18.8.22 / BOT reviewed 09.08.23 / 15.8.24

O12. Behaviour Management Policy

Principles

An inclusive and culturally responsive school culture strongly influences student behaviour and learning which requires strategic and careful management from both Management and the Board of Trustees.

When certain conditions align, a students' behaviour can create barriers to learning which inhibit well-being for both the student and those around them.

As learning, behaviour and well-being are inseparable, matching the learning environment, its design and the students' learning needs (special needs and abilities), learning dispositions and interests is critical.

Definition

Behaviour is defined as the way one acts or conducts oneself, especially towards others. It is often a response to a situation or stimulus.

Behaviour Principles

The following statements are deemed to be fundamental to the management of desirable behaviours:

- Behaviour is a form of communication
- A differentiated curriculum with effective teaching and learning strategies is more likely to engage the learner and manage good behavior
- An environment that is student-centred, high interest and low stress is most conducive to learning and good behavior
- Positive strategies increase the likelihood of desirable behaviours
- Behaviour is directly linked to social and emotional development

- Role modeling of desirable behaviours, including that of peers, is a fundamental practice
- Classroom teachers' ability to recognise and manage emotional signals/triggers is critical
- The engagement of parents/caregivers and whanau in the process will significantly increase the likelihood of a positive and sustainable outcome
- School-wide expectations and guidelines must be clearly articulated and consistently applied school-wide by all classroom teachers and management

Behavioural Strategies School-wide

Teachers have a direct and powerful influence over student behaviour at school. Quality professional learning and development can support teacher practice to support student learning and a teacher's capacity to effectively facilitate, co-construct and maintain a positive learning environment.

Understanding student behaviour:

- Deeply understanding student behavior patterns and why they occur
- Understand the role and nature of the teacher/adult response

Creating a classroom environment and culture that supports positive behaviour for learning:

- Remove barriers to learning from the outset
- Establish clear routines, support systems and transitional practices at all year levels
- Co-construct behavioural expectations with students as a genuine partnership

Build relationships that support learning and well-being:

- Establish, sustain and continue to strengthen peer, teacher and whanau relationships at all levels
- Build a culture of trust that sits within the Broadlands School Virtues-based culture
- Build a culture that nurtures inclusive practices and a safe environment
- Integrate positive behaviour strategies into classroom practice:
- Teach and nurture social and problem-solving skills and strategies based, in part, upon the Broadlands School Virtues aligned with the NZ Curriculum's Key Competencies
- Identify, co-construct, role model and teach desirable behaviours
- Co-construct individual plans in partnership with all relevant stakeholders
- Minimise or eliminate identified barriers to learning and behavioural 'triggers'

Increasing attention, encouragement, praise and incentives:

- Use praise to encourage behaviours that support learning and well-being
- Use incentive strategies to effectively motivate desirable behaviours that support learning and well-being
- Encourage on-task behaviours
- Provide highly specific, task-orientated and constructive feedback and feedforward
- Use the Virtues Awards' system (including Assembly) to acknowledge virtuous behaviours

Note: In all situations, reference to the Broadlands School Virtues is the preferred 'first-step' strategy.

Source:

- <http://inclusive.tki.org.nz/guides/behaviour-and-learning/>

Related links:

- <http://inclusive.tki.org.nz/guides/supporting-positive-peer-relationships/>
- <http://inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/>
- <http://inclusive.tki.org.nz/guides/deterring-and-respponding-to-bullying-behaviour/>

- <http://inclusive.tki.org.nz/guides/supporting-maori-students/>

Daily Management

The daily management of incidental behaviours are primarily the responsibility of the classroom teacher.

If incidental behaviours escalate, then the Principal and parent/caregiver may become directly involved if deemed necessary by the classroom teacher.

Restorative and/or punitive measures may need to be considered depending on the nature and frequency of the behaviour.

The Principal must NOT be considered the initial punitive measure consequence as, at all times, classroom teachers must maintain their own integrity and position of authority in the process. Assertiveness is essential as it involves confirming rights and responsibilities with respect to school guidelines.

The Principal is there to support should further measures be required whilst also giving timely reminders at school assemblies when required.

Surrender and Retention of Personal Property

The Board recognises and complies with the requirements of the surrender and retention of property and searches of students by the Principal, teachers and authorised staff members under Sections 105-114, part 3, subpart 4 of the Education and Training Act 2020.

[Guidelines for Surrender and Retention of Property and Searches](#)

Bullying and Harassment

ALL incidents involving bullying and harassment must be immediately reported to the Principal.

Parental Concerns

If a parent has a concern about the behaviour of their own or another student, the parent must contact the school directly, preferably the classroom teacher in the first instance, followed by the Principal.

The Board strongly encourages parents/caregivers to contact the school in person, by phone or by email and NOT approach either the student(s) or parents/caregivers directly as this action may cause undue tension.

Restorative Strategies

A restorative justice process with key stakeholders should reflect communicated expectations, actions and consequences so that respect, responsibility, dignity and natural justice for the individuals involved are upheld at all times.

The following four questions must guide all restorative practices:

- What happened? (Tell the story)
- Who do you think has been affected? (Explore the harm)
- What do you need to put things right? (Repair the harm)
- How can we make sure this doesn't happen again? (Offer support)

Depending on the circumstances, punitive measures may or may not be applied.

- For further support: info@restorativesolutions.co.nz

Interventions

Where on-going behaviour continues to cause concern, the classroom teacher and/or Principal may discuss the concerns with the SENCo. A collaborative IEP may be required.

Where deemed appropriate, further assistance and learning support may be sought with an external agency such as the RTLB or Special Education.

Punitive Strategies

Consequences for specific behaviours deemed serious enough are an important part of life, a student's learning and personal growth. Therefore, appropriate consequences and actions need to reflect this.

Measures may include the writing out of virtues, a letter of apology, community service (such as picking up rubbish and sweeping), additional classroom time and more formally for more serious offences, a Detention, which is documented on our SMS, Edge.

Seclusion

The Board defines seclusion as 'the act of involuntarily placing a student in a room by themselves, for a given period of time, where they are unable to leave of their own will. It is deemed inappropriate and can be emotionally damaging which has the potential to cause self-imposed physical harm to a student.

Seclusion is a prohibited action at Broadlands School.

Time-Out

The Board defines 'time-out' as 'the act of non-physically removing a student, or whole class, **(added 22.05.25)** from a situation where the student or class **(added)** are required to go, supervised, **(added)** to a specified area within the classroom or another part of the school, in order to calm down.'

If deemed necessary by the classroom teacher and/or Principal, a student may be separated from other students as above but in an area that is visible to staff. If separated, then close monitoring must be undertaken by a staff member. **(added 22.05.25)**

The amount of time spent in 'time-out' will vary depending on the severity and duration of the behaviour.

In extreme circumstances, parents must be contacted with the behaviour, or patterns of behaviour recorded. **(sentence added 22.05.25)**

Internal Stand-down

If severe enough, an 'Internal Stand-down' may be considered. In this situation, parents/caregivers will be contacted.

The amount of time spent in an 'Internal Stand-down' will vary depending on the severity and duration of the behaviour. At all times, effective strategies will be used to de-escalate and calm the situation.

Stand down and Exclusion

In all situations involving the potential for Stand down or Exclusion involving serious misbehaviour or serious risks to student or staff safety, a process that is fair, transparent, flexible and recognised natural justice must be followed.

The Board and Principal must consider all the circumstances and factors BEFORE making the decision to Stand down or Exclude.

The following guidelines should be adhered to.

- www.minedu.govt.nz/sdsguidelines
- Education and Training Act 2020

Physical Restraint (refer also to O14)

As this is a serious intervention, legislation authorises a teacher or persons employed and authorised by the Board of Trustees (**amended 2.9.21**) to use physical restraint if he/she reasonably believes that there is a serious or imminent risk to the safety of the student or others.

Physical restraint should be proportional to the level of risk the student or their behaviour poses and should end as soon as the safety of everyone involved is assured. If physical restraint is warranted, the level of restraint physical restraint should only be applied by staff trained in its safe use.

Staff should use preventative and de-escalation techniques (see the Ministry of Education guidelines referenced below) if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. The other students can be removed from the situation which may calm the student down.

Broadlands School has procedures in place for managing student behaviour and guidelines around the care and management of students. The key point is to safeguard the well-being of students, staff and others whenever behaviour management issues arise.

Examples may include:

- Breaking up a fight
- Stopping a student from moving in with a weapon
- Stopping a student who is throwing an object close to others who could be injured
- Preventing a student from running on to a road
- Imminent harm to themselves or others (**added 22.05.25**)

The Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint must be followed in all circumstances (see below).

It is important that management monitor the student, and the person who applied the physical restraint for signs of distress or shock in the aftermath of the incident.

The school holds a debrief after the incident, using the Ministry of Education's appropriate forms. This will examine the events leading up to it, the interventions used and what could have been done differently. Staff must complete a 'Staff Physical Restraint Incident' form within 24 hours.

An 'Incident of Physical Restraint Form' is to be completed and given to the Principal, who will notify the MOE using their approved format. The Board is notified of any incident involving physical restraint at the next available BOT meeting or earlier if deemed by the Principal to be the correct course of action.

Parents/caregivers whose child was involved in the incident should be notified on the same day, as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents/caregivers should be dealt with through the school's 'Concerns and Complaints Policy' process. The Ministry of Education and/or School Trustees can be contacted for advice, if necessary.

Students with high-risk behaviours should have an 'Individual Behaviour Plan' in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the particular student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an 'Individual Behaviour Plan' in place for the student.

Physical restraint is a last resort action.

All staff will receive training in the use of physical restraint techniques.

- Ministry of Education Guidelines for Registered Schools in NZ on the Use of Physical Restraint – August 2017. **Note: Provided to the Board of Trustees 27.9.18**
- <https://www.education.govt.nz/assets/Documents/News/2017-Physical-Restraint-Rules-2017.pdf>
- <https://www.education.govt.nz/assets/Documents/News/Incident-of-Physical-Restraint-form-for-the-Ministry-of-Education-and-th....docx>
- <https://www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/Guidance-for-New-Zealand-Schools-on-Behaviour-Mgmt-to-Minimise-Physical-....pdf>
- <https://www.education.govt.nz/ministry-of-education/regional-ministry-contacts/>
- <https://intranet.moe.govt.nz/assets/Communications/News2017/Ed-Update-Act/INTEdActUpdateFSSeclusionandRestraint.pdf> (provided by MOE 5.9.18)
- <https://assets.education.govt.nz/public/Physical-Restraint-Guidelines.pdf>
- <https://www.education.govt.nz/news/new-guidelines-to-minimise-the-use-of-physical-restraint-in-schools/>

Monitoring the Use of Physical Restraint

The principal, or delegate, monitors the use of physical restraint and collates information about any incidents.

The principal shares this information with the board through the Principal's Report at each relevant Board Meetings In-Committee.

Staff Training in Physical Restraint

As required, all staff will receive training in 'Understanding Behaviour Responding Safely'/UBRS by a Ministry-approved RTLB and/or UBRS facilitator. (pre 2023)

As of 2023, all teaching staff are required by the MOE to complete the MOE's 'Physical Restraint - Understanding the Rules and Guidelines - Module 1'. Support staff advised by email of their requirement not to engage in physical restraint.(added 23.05.24)

Physical Contact

When staff are dealing with a student one-to-one, ensure that wherever possible, that the area is not closed off from other people.

Staff should be aware that students with high learning needs may require additional health and safety supervision.

The Board prohibits the use of corporal punishment.

Staff must avoid physical contact with students that could be considered intimate, sexual, threatening, intimidating and/or violent.

If an adult/ teacher is physically attacked by a student, the teacher has the right to protect themselves without causing injury to the student involved. The incident must be immediately reported to the Principal.

If a student is unable to be restrained in any other way, the adult/teacher may physically restrain the student as appropriately as possible and must seek teacher/adult support. Refer to **Physical Restraint** above.

Related Documents

- **O8** Child Protection Policy

- **G20** Concerns and Complaints Policy
- **O9** Well-being Policy – Students
- **O10** Well-being Policy - Staff
- **O7** Health and Safety Policy
- **O14** Reducing Student Distress & Use of Physical Restraint Policy (2023)
- [Guidelines for Surrender and Retention of Property and Searches](#)

Legislation

- Education and Training Act 2020
- Vulnerable Children Act 2014

Review schedule: Annually / BOT approved 27.9.18 / BOT reviewed 4.6.20 / BOT reviewed 3.6.21 / BOT / ERO revised and approved 2.9.21 / BOT reviewed 18.5.23 / BOT reviewed 22.05.25

O13. Attendance Management Policy

Statement

Broadlands School is committed to encouraging attendance and managing absences, particularly those at risk of truancy. We believe that stable attendance provides a greater likelihood of engagement in learning.

Broadlands School is Ministry of Education-authorized to use an electronic Attendance Register (eAR) through its Student Management System (SMS), Edge (from Term 3/2021).

Broadlands School is proactive in its management of attendance, including:

1. Analysis of attendance data.
2. Informing the Board of Trustees, teaching staff and community of attendance procedures and attendances of concern. This may include general reminder notices as required in the 'Broadlands Bulletin'.
3. Follow-up (as required by Policy and Procedure).
4. Staff training, including new staff induction (as required).
5. Recognising 100% attendance at the final assembly of each term.
6. Reporting on attendance through the Principal's termly reporting to the Board. **(added 09.08.23)**

The following procedures have been developed to ensure that efficient attendance-focused protocols exist in order to maximise student attendance.

Procedures

1. Recording attendance:
 - Student attendance will be recorded twice-daily on the SMS at 9.00am and 1.30pm by the classroom teacher.
 - SMS set codes will be used if the reason for the absence is known. For any unknown reason, a ? will be used. If still undetermined, then a T will be used.
 - All notes, emails and verbal information received by classroom teachers must be forwarded to the Office when provided.
 - If a relief teacher or other has no access to the SMS, the class lists/board will be used.
2. Students Arriving Late
 - Students arriving late are required to sign-in on the VisTab tablet in the Office This will be recorded as an L on the SMS.
3. Students leaving during the day

- Students required to leave school early during the day with an authorised adult, are required to sign-out on the VisTab tablet in the Office. Both the classroom teacher and the Office must be aware of the student's departure.
- The relevant absence code will be recorded on the SMS.
- Students must also sign-out manually on the board outside the Office

4. Unknown whereabouts

- If during the day a student's whereabouts is unknown the classroom teacher must inform the Office immediately. The student's whereabouts will be investigated further to resolution.

5. Impending absence

- If a student's absence is pending or foreseen, the parent/caregiver is encouraged to advise the school ahead of time with the reason. The relevant absent code will be recorded on the SMS.
- Advice of a pending absence can be verbal or in writing (letter/note or email). All communication received by the classroom teacher must be forwarded to the Office.
- If advice has not been provided prior to the absence, then this must be obtained during or, as soon as practicable, afterwards.

6. Unexplained absence

- On any given day, when a student is marked absent without communication or explanation, the Office will contact the parent/caregiver by text message no later than 9.30am.
- The reason for the absence will be requested at this time. A reason is legally required so must be determined via text, email or phone.
- Once provided, the relevant absence code will be recorded on the SMS.
- If no reason is provided, the a ? will be recorded. If no subsequent reason is provided, then the absence is recorded as a T.

7. Absences causing concern

- Patterns of non-attendance causing concern will be made known to the Principal/Senior Leadership Team (SLT) by the classroom teacher or Office staff.
- The Principal/SLT will review the attendance data with a view to agree on an appropriate strategy to address the concern. Note: the strategy may differ from student to student depending on the personal/family circumstances at play.
-

8. Reporting to the Board of Trustees

- The Principal will provide an attendance report to the Board termly. Attendances of concerns or patterns will be specifically discussed.

9. Enrolment Pack

- A copy of the Attendance Management Policy will be included in the Enrolment Pack.

10. Roll Audits

- Broadlands School will adhere to all Ministry of Education Roll Return and Roll Audit requirements effective 1 March and 1 July.
- All ENROL administrative and reporting requirements will be adhered to.

11. Definition of Terms

- Refer to the MOE Guidelines for absentee code details.

Related Documents

- **08** Child Protection Policy
- **09** Well-being /Hauora Policy – Students
- **010** Well-being / Hauora Policy - Staff
- **07** Health and Safety Policy

Legislation

- Education and Training Act 2020

Relevant Links

School Responsibilities for Student Attendance:

<https://www.education.govt.nz/school/managing-and-supporting-students/managing-student-attendance/legal-responsibilities/#jump1>

Section 36:

https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS171382.html?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1

Section 48:

http://www.legislation.govt.nz/act/public/2020/0038/latest/LMS171386.html?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1

Section 49:

http://www.legislation.govt.nz/act/public/2020/0038/latest/LMS204058.html?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1

Section 242:

http://www.legislation.govt.nz/act/public/2020/0038/latest/LMS258475.html?search=ta_act_E_ac%40ainf%40anif_an%40bn%40rn_25_a&p=1

Appendix 1 of Attendance Matters:

<https://www.education.govt.nz/school/managing-and-supporting-students/managing-student-attendance/>

Review schedule: Annual / BOT / ERO revised & approved 5.8.21 / BOT reviewed 18.8.22 / BOT reviewed 09.08.23 / BOT reviewed 15.8.24

014. Reducing Student Distress & Use of Physical Restraint Policy (2023)

Outcome Statement

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

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

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

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

Delegations

The board delegates to the principal responsibility for:

- developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the Education (Physical Restraint) Rules 2023 and its amendments (“the 2023 Rules”), and
- recommending eligible non-teaching staff to the board for authorisation to use physical restraint according to requirements of the 2023 Rules.

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

Expectations

All staff subject to this policy are trained to confidently apply prevention and de-escalation strategies, limiting the need to restrain a student physically according to the 2023 Rules and the relevant guidelines.

Board of Trustees

The Board requires:

- compliance with the 2023 Rules, and
- an evidence-based assurance from their principal that this policy is being followed.

Principal

The principal shall ensure:

- the implementation and compliance of this policy, including the completion of best practice training by all staff who are authorised to use physical restraint,
- operational compliance with the Education and Training Act 2020 and the 2023 Rules,
- all physical restraint incidents are immediately reported at the next board meeting,
- the board is informed of all relevant information (risks, trends, and impacts), and
- all non-teaching staff who may use physical restraint on a student have been authorised by the board.

Monitoring

The principal shall report to the Board:

- on compliance, or the actions being taken to ensure compliance with this policy, the legislation, and the 2023 Rules on reducing student distress and use of physical restraint, and
- at every board meeting, all incidents, matters, or risks relating to this policy, ensuring that the non-identification and privacy of individual students is maintained.

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

Definitions

As defined in the Education and Training Act 2020:

Physical restraint is using physical force to prevent, restrict or subdue the movement of a student’s body or part of the student’s body against the student’s will.

Harm means harm to the health, safety, or well-being of the student or another person, including any significant emotional distress suffered by the student or the other person.

Authorised staff member means an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.

Legislation:

- [Education and Training Act 2020 \(Sections 99-101\)](#)
- [Education \(Physical Restraint\) Rules 2023](#)
- [Health and Safety at Work Act 2015](#)

Related Policies:

- **O7** Health and Safety Policy
- **O8** Child Protection Policy
- **O9** Well-being Policy - Students
- **O10** Well-being Policy - Staff
- **O12** Behaviour Management Policy
- **O2** Personnel (Privacy) Policy
- **G20** Concerns and Complaints Policy

Procedures/Supporting Documentation

- [The Ministry of Education's Physical Restraint Guidelines](#)

Appendix 1 of the [Rules](#)

Suggested procedures/practices that cover:

- the authorisation process
- reducing and de-escalating student distress
- training and support for staff
- notifying and reporting on instances of physical restraint
- monitoring the use of physical restraint

Review schedule: Annual / BOT adopted 18.5.23

O15. Religious Instruction Policy

Statement

The Broadlands School Board of Trustees provides a learning environment that supports a values, or virtues-based culture in accordance with its Vision Statement.

'Broadlands School actively promotes and models a virtues-based culture'.

In so doing, the Board provides a variety of opportunities that encourage an understanding and appreciation of a range of beliefs and values.

In consultation with the Principal and school community, the Board of Trustees approves that Christian based religious instruction will be held at Broadlands School for 30 minutes weekly, following a programme that supports our virtues-based culture.

Consultation with the school community regarding religious instruction is carried out every three years, with the last consultation being 2020, at which time the full cohort of then current eligible parents were consulted (in a broader and less specific context than in 2023) on religious instruction at school.

The current approved provider of religious instruction at Broadlands school is Go Bananaz (a non-profit organisation delivering a Christian, values based religious education programme). The programme is offered on an opt-in basis (i.e. all children who participate must have a permission slip completed and signed by their parents before participating). This opt-in form clearly states that the programme is Christian-based religious instruction, gives details about the nature of the programme, and advises that an alternative is available. If no form is completed, the child is opted-out of religious instruction.

A valid alternative is offered to students not participating in religious instruction. At the alternative class, supervision will be provided by a teacher aide with the additional presence of a teacher.

If/when Broadlands School changes the organisation providing religious instruction, or if there is a change to the programme offered, parents will be asked to complete a new opt-in permission slip approving participation in any new/alternative programme.

Religious instruction is offered during school hours. At this time, Broadlands School is deemed to be closed.

The presentation of Go Bananaz is strictly limited to the designated 30-minute time period. As such, no informal religious discussions shall occur with students by the Go Bananaz facilitator outside of this time.

This religious instruction policy includes activities both on site at Broadlands School, and any activities based off site (such as school camps). It excludes the annual Go Bananaz camp which is operated independently of Broadlands School with parental consent.

A 'Religious Instruction - Go Bananaz' information / 'opt-in' form will be included in the Enrolment Pack. This document forms part of the O15 Religious Instruction Policy.

Definitions

Religious instruction is defined as the teaching or endorsing of a particular faith, which supports or encourages belief in the religion being taught. It is the non-neutral, partisan teaching of religion which supports or encourages student belief in the religion being taught.

Religious instruction is not part of the NZ Curriculum or Te Marautanga o Aotearoa. (Religion in NZ Schools - published by the Human Rights Commission)

Religious instruction may develop a student's spiritual dimension by encouraging an understanding and appreciation of religious beliefs and values (virtues) through a non-denominational Christian programme of instruction.

Requirements:

- The Education and Training Act 2020 specifies that religious instruction in state primary schools must be entirely of a secular character while the school is open.
- Keep the wellbeing and rights of diverse students and their family/whanau at the centre of decision-making.
- After consulting with the Principal, Boards have the discretion to close the school, or part of the school, for up to one hour per week. (and no more than 20 hours) in a way the Board has approved.
- Students without signed consent are deemed to be 'non-consenting' so must not take part.
- The choice of whether or not to participate does not affect teaching time for any student.
- Those not participating have their rights protected and are treated in a non-discriminatory way.
- Students not taking part are supervised independently of the religious instruction by teacher aide and/or teaching staff (as numbers dictate) at which time they are offered a valid alternative, which must be secular (non-religious) in nature.
- All instructors who lead religious instruction are volunteers who are approved by the Board of Trustees.
- Staff members are made aware of their right not to attend religious instruction.

- Volunteers are made aware of the expectation that no treats, (such as lollies, or other gifts) should be offered.
- A NZ Police vetting is required if the volunteer has unsupervised access to students. However, the Board requires that a NZ Police Vet be undertaken as required every three years.
- It is deemed realistic for the teaching staff to engage in the programme in a supportive role, but not must not lead.
- Have a Concerns and Complaints Policy (G20) that is communicated to parents/caregivers and whanau that is used as a procedure to resolve issues when/if they arise.
- Offer religious instruction at enrolment through an informed written consent, 'opt-in' basis, before the programme begins for each child. Withdrawal can occur at any time in writing.
- Consult at least every three years or when there has been a noticeable change in the needs of the community.

Guidelines / Recommendations:

- Apply the guidelines to programmes run at school as well as activities based offsite (such as school camps).
- Provide full and accurate information as to the nature of religious instruction.
- Use community consultation / seek community input in the most appropriate way to inform the decision making process.
- Make the findings of the consultation available to the school community.

Legislation:

- Education and Training Act 2020
- Human Rights Act 1993
- Bill of Rights Act 1990

Related Policies:

- **G20** Concerns and Complaints Policy

Related Links:

- <https://www.education.govt.nz/school/boards-information/religious-instruction-guidelines/>
- <https://religiouseducation.co.nz/short-guide-to-religious-instruction-for-boards-of-trustees/>



Religious Instruction - Go Bananaz

Go Bananaz is a christian, faith-based, non-profit organisation that provides life skills, values (linked closely to our virtues) and education with a moral and biblical base to primary-aged students in the Rotorua District and in some of our Reporoa Valley Schools. Go Bananaz is its own brand, but is broadly based upon an organisation called 'Launchpad' which can be further researched via <https://launchpad.kiwi/about-us/>.

At Broadlands School, Go Bananaz has been visiting weekly for 30 minutes for approximately four years, with each session facilitated by Jono Jellard (refer to the flier attached over page).

All students have the opportunity to attend weekly Go Bananaz, which consists of learning a values-based memory verse, sharing a story, taking turns playing a short movement-based game that promotes the values and above all, having fun. The programme is structured to be engaging for children so that they can take away what they have learned and apply it to their daily lives.

The programme also supports our school and Board of Trustees'-approved Vision Statement:

***'Broadlands School actively promotes and models a virtues-based culture.
Virtues - the Gifts of Character'***

Your child's inclusion in the Go Bananaz programme is your choice. However, if you require additional information before making your decision, please contact the Principal on 07 333 8576 or email: principal@broadlands.school.nz.

You are also very welcome to view Go Bananaz in action before making your decision and also view the Board of Trustees' 'O15 Religious Instruction Policy' which can be found within the Governance Framework on www.broadlands.school.nz.

If you choose to not opt your child in, then they will be involved in activities organised and supervised by a Teacher Aide and further supported by a teacher.

You may withdraw your child from Go Bananaz at any time in the future by advising the Principal.

Please complete the following and tick an option::

I **approve** of my child attending weekly Go Bananaz. ☐

I **do not approve** of my child attending weekly Go Bananaz.(amended 12.08.25) ☐

Child's(ren's) Name(s): _____

Parent / Caregiver: _____ Date: _____

Review schedule: Annual / BOT adopted 28.06.23 / BOT reviewed 23.05.24

O16 Classroom Release Time (CRT) Policy

The Primary Teachers' Collective Agreement provides for classroom release time (CRT) for eligible classroom teachers. In accordance with clause 3.28.3, Broadlands School is required to have a policy that deals with the allocation of CRT.

CRT is professionally useful for the school's teaching and learning programmes, the professional growth of its teachers and the learning needs of its students. Ensuring the provision of CRT is also a tangible way the board can help teachers manage their workload.

Delegations

The day-to-day management of classroom release time is delegated to the Principal and Deputy Principal.

Expectations

Except for situations where genuine reasons arise at short notice, eligible teachers will receive their entitlement to CRT as set out in clauses 3.28.1 and 3.28.5 of the Primary Teachers' Collective Agreement and in accordance with this policy.

The Principal will manage, in good faith, situations where it is not possible for genuine, unavoidable reasons arising at short notice for a teacher to take their entitlement in accordance with this policy.

Monitoring

The Principal and Board of Trustees reviews this policy annually on the implementation of this policy, including identifying any areas of risk to the board (as employer), and as required.

The Principal will keep a log of instances where eligible teachers are unable to receive their entitlement.

The Principal will report to the board if they become aware of an ongoing inability for the school to meet their legal obligations under this policy.

Timetabling allocation of CRT

After consultation with staff, CRT will be allocated in the following way, taking into account practical aspects, such as the time of the term, school events and a fair and equitable distribution of each teacher's entitlement:

- At the start of each term, the Deputy Principal will determine the allocation of CRT to entitled teachers. This timetable will then be approved by the Principal prior to implementation.
- The allocation of management release for Unit holders will be determined by the Principal in consultation with the Unit holder. Note that management release for Unit holders is discretionary and not an entitlement as it falls outside of Broadlands School's actual staffing entitlement.

The principles that will guide rostering schedule and sequence are based on what is reasonably fair and equitable.

Use of CRT by eligible teachers

Eligible teachers are to utilise CRT for the following:

After consultation with staff, eligible teachers are to use CRT in the following ways:

- Planning
- Assessment / marking
- Data entry (Incl. Edge Learning)
- Reporting (Incl. Seesaw informal & formal)
- Tasks related to management/unit areas of responsibility
- Hui (incl. curriculum, IEP's & RTLB liaison)
- Whanau phone calls
- Observations of teaching practice internally or externally, prioritising Reading, Writing and Mathematics
- Making / sourcing resources

On occasion, the principal and an individual teacher may agree to the use of CRT for another purpose not listed above.

Managing situations where timetable allocated CRT is unable to be used

Where, because genuine reasons arising at short notice prevent an eligible teacher from using their allocation of CRT, the Principal will make every endeavour to reallocate the CRT to the employee at a later, mutually agreed time during the following term or term thereafter.

CRT specialisation

Wherever possible, CRT content will be specialised in a particular learning area of the NZ Curriculum, such as Digital Technology/ICT, Visual Art, Performing Arts/Music and Science.

The specialist teachers scheduled for CRT will be organised by the Principal and contracted on a case-by-case basis as determined by the Principal, be that day-to-day relieving or a fixed-term contract.

Legislation – Related Acts

[Employment Relations Act 2000](#)

[Primary Teachers' Collective Agreement](#)

Best Practice Guidance for School Boards and Principals – Classroom Release Time

Staff Consulted 06.05.24. Review Schedule: Annually / BOT adopted 23.05.24 / BOT reviewed 22.05.25