

Introduction

The board of trustees of Wallacetown School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education as stated in 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.

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

Governance	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>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.</p> <p>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 sparingly and only when a need is identified in order to contribute to board work.</p> <p>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 running of the school.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand.</p>

Education Act 1989, (Section 75, 76)

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.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.

In order to carry out effective governance of the school the board has developed the following policies and procedures

NAG 1

Student Achievement Statements of Policy

Curriculum Delivery Policy

Delivery of the curriculum shall foster student progress and achievement and meet all legislative requirements and Ministry and Board expectations. Therefore the principal should ensure:

1. The provision of opportunities for success for all students in all essential learning areas and skill areas of the New Zealand Curriculum
2. Priority is given to student achievement in literacy and numeracy
3. Priority is given to regular quality physical activity that develops movement skills for all students
4. Report on progress and achievement of all students including information in relation to National Standards as per the Board's three year self review plan and agreed reporting formats
5. The identification of students at risk of not achieving including those gifted and talented students and implementation of teaching and learning strategies to address needs
6. That there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
7. That the school's Maori community is consulted about the policies/plans for improving the achievement of Maori students

8. That Board approval is sought before changes to the school curriculum requiring, increased expenditure, is implemented.

Written procedures are in place including those for:

- Achievement of Maori Students
- Animals in classrooms
- Assessment
- Classification of Students at entry to school (+Nag6)
- Gifted and talented
- Health Education
- Internet Safety
- Non Custodial Parents
- Priority Students
- Reading Recovery
- Resource Teacher of Literacy
- Self Review Programme
- Sun Sense

Guidelines for teachers

- Feedback to Students
- Homework
- Learning at Wallacetown School (which includes statements covering)
 - Curriculum Essence Statements and Learning Goals
 - Curriculum & Achievement Plan
 - School Wide Expectations for National Standards
 - Bookwork expectations
 - Curriculum Delivery Plans
- Physical Activity at School
- Planning Expectations (+Nag3)
- Reporting to Parents

NAG 2

Documentation & Self Review Statements of Policy

1. The documentation of the Board of Trustees is organised into the areas of the National Administration Guidelines.
2. A timetable of review is in place that covers:
 - Charter
 - Policies
3. Principal report is tabled at each board meeting
4. The school will report to parents twice a year in relation to National Standards
5. The school has:
 - Plans, covering three years
 - Self Review plan, covering three year life of Board
6. The School will Reporting School wide data to the MOE by 1 March under four headings:
 - I.school strengths and identified areas for improvement;
 - II.the basis for identifying areas for improvement;
 - III.planned actions for lifting achievement; andhow students are progressing in relation to National Standards.

NAG 3

Employer Responsibilities Statements of Policy

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

1. Ensure that employees are not discriminated against and use clearly job-related criteria, individual performance or qualifications in decision making.

2. Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process
3. Ensure that all required staff are registered or have a current Limited Authority to Teach.
4. Provide a smoke free environment
5. Provide for all staff an employment agreement
6. Provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans
7. Carry out annual performance appraisals
8. Meet current employment legislation
9. Take reasonable steps to protect staff from unsafe or unhealthy working conditions
10. Meet the requirements of the Health and Safety in Employment Act 1992 to provide Protected Disclosure protection

Written procedures are in place for:

- Staff leave
- Protected Disclosures
- Staff Development
- Appointments
- Performance Management
- Harassment
- Management Units
- Classroom Release Time
- School Helpers
- Dealing With Complaints
- Police Vetting
- Job descriptions
- Annual Confirmation of Registration
- Staff Code of Conduct

NAG 4

Finance & Property

Statements of Policy

Finance

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 Principal, is responsible for recommending an annual operating and capital budget to the board. This budget will include a professional development budget allocation for the principal and the staff.

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 with the board's requirement of a balanced budget
4. Ensure adequate working capital
5. Demonstrate an appropriate degree of conservatism in all estimates

Property (assets)

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The Board of Trustees is responsible for over viewing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the Principal should:

1. Insure assets
2. Insure that unauthorised personnel or groups do not handle funds or school property
3. Insure that plant and equipment are not subject to improper wear and tear or insufficient maintenance or inappropriate use
4. Maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. Ensure the implementation of the 10 year property maintenance plan
6. Engage sufficient property maintenance staff for the school within budget limitations
7. Receive board approval for maintenance contracts over \$5000 for any one contract
8. Conduct competitive tenders for all contracting
9. Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. Insure that the receipt process or disbursement of funds meet the board-appointed auditor's standards
11. Insure investment or operating capital is in secure accounts, or in interest bearing accounts, except where necessary to facilitate ease in operational transactions

Written procedures are in place for:

- Financial Decision Making
- Financial Timeline
- Gifts
- Laptops For Teachers
- Classroom Budgets
- Maintenance of Property
- Reimbursement and Travel Claim Form
- Teacher Registration Reimbursement
- Theft Fraud Prevention
- Trustee Register
- Trustee Remuneration and Expenses

NAG 5

Health & Safety

Statements of Policy

The board of trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

Therefore, the Principal should:

1. Take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions. Complying with the provisions of the Health and Safety at Work Act 2015 by:
 - making health and safety a key part of his/her role
 - working with our workers to improve the health and safety system at our school
 - doing everything reasonably possible to remove or reduce the risk of injury or illness
 - making sure all incidents, injuries and near misses are recorded in the appropriate place
 - investigating incidents, near misses and reducing the likelihood of them happening again
 - having emergency plans and procedures in place
 - training everyone about hazards and risks so everyone can work safely
 - providing appropriate induction, training and supervision for all new and existing workers
 - helping workers who were injured or ill return to work safely
 - making sure contractors and sub-contractors working at the school operate in a safe manner.
2. Ensure there are effective processes in place for dealing with bullying
3. Provide a smoke free environment
4. Ensure a risk analysis management system (RAMS) is carried out where and when appropriate
5. Consult with the community every two years regarding the health programme being delivered to students
6. Provide privacy of personal documentation held at the school
7. Advise the board chair of any emergency situations as soon as possible

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- being involved in improving health and safety systems at work
- following all instructions, rules, procedures and safe ways of working
- reporting any pain or discomfort as soon as possible
- reporting all injuries, incidents and near misses
- helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- reporting any health and safety concerns or issues through the reporting system
- keeping the work place tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards.

Others in the workplace

All others in the workplace including students and visitors are encouraged to:

- follow all instructions, rules and procedures while in the school grounds
- report all injuries, incidents and near misses to their teacher or other staff members
- wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

Health and safety is everyone's responsibility.

Written procedures are in place for:

Risk Management	Infection of HIV/AIDS and other blood-borne virus
Visitors at School	Drug Misuse
Worker's Health & Safety Training Plan and Record	Medical Care
External Contractor Health and Safety Agreement	Smoke Free
Induction, Training & Information	Sun Sense
Injury or Incident Investigation form	Health Education
Injury and Incident Board Report	First aid/ accidents
Adult-Student conduct	Non-Custodial Parents
Child protection procedure	Civil Defence and Emergency
Child abuse disclosure	EOTC
Safety checks	

NAG 6

Administration Statements of 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.

Written procedures are in place for:

Animals in Classrooms
Art Materials
Bell Times
Bicycles
Borrowing school equipment
Children going to dental Therapist

Duty Roster
Early Release of students from class
Enrolment of students
Leaving the school grounds
Length of the school year
Locking up classrooms
Lunches
Money and valuables
Pre-school visit
Privacy of information guidelines
Recycling
Reporting to parents
Road Patrol
School Attendance
School Uniform
Security
Standdowns and exclusions
Transport by car

CHILD ABUSE DISCLOSURE PROCEDURE

Child abuse may be encountered when a child discloses abuse to a friend or teacher, or when there are signs of injury, distress, neglect or sudden and inexplicable changes in a child's general attitude and behaviour.

Procedures

Staff are to bring all cases of suspected abuse of pupils to the attention of the appropriate professional agencies (eg: Police, CYFS). This includes cases of suspected physical (including neglect), emotional or sexual abuse.

Teachers who have a disclosure made to them in class will accept the disclosure with little or no comment, but will follow up the matter with the appropriate professional agencies (eg: Police, CYFS) without delay.

If a disclosure is made, staff should refrain from asking any "leading" questions of the student concerned. Interviewing of the student should be left to the appropriate professional agency.

If a staff member is implicated as being responsible for the abuse, contact with the B.O.T. Chair shall be made immediately. The Board shall ensure that the interests of the staff member (refer NZEI Guidelines) and those of the student are met.

Any member of the school staff or parents may report a suspected case of child abuse straight to the appropriate statutory agency without informing the Principal first if they deem this the appropriate action to take.

The school will follow up with the appropriate agencies to ensure that appropriate guidance and counselling is available to any student who reports abuse.

School staff are among those to whom a student may turn to for advice or to report an incident of abuse. Any report of suspected child abuse is protected from any criminal, civil, or disciplinary action by Section 16, Childrens, Young Persons and Their Families Act. The prime concern of the school will be to refer to persons with the statutory obligation to investigate, and if necessary protect the child. The teachers primary concern then is to support the student in any subsequent action.

References:
Appendix One
Appendix Two

APPENDIX ONE

Check List Of When To Suspect Abuse

Seriously suspect child abuse when there is ...

1. no explanation of injury
2. varying explanation of injury
3. injury not likely to have happened as stated
4. unreasonable delay in seeking medical attention
5. injuries of differing ages
6. multiple bruises
7. failure to thrive
8. a child under two years of age with a fracture
9. genital injury
10. a sexually transmitted disease
11. recurrent genital or urinary infections

APPENDIX TWO

Five Commandments For Professionals When Encountering Disclosure

- 1. Believe what children tell you – it is usually true**
Children can only describe events within their own experience. Explicit descriptions of physical or sexual abuse will not have come from books, T.V. or conversations.
You could be a child's lifeline out of an intolerable situation.
- 2. Believe what you see, rather than what adults tell you**
Most adults try to hide abuse and neglect, and their explanations of injuries may be plausible. Apparent warmth and concern in an adult does not mean that he or she is not responsible for the child's condition. If there is a tendency for you to disbelieve the facts an adult tells you, take note of any unease you have about the situation.
- 3. Report and consult on every case you suspect**
Don't assume that someone else will do something about it. You should share your concerns with a Child Protection Team, Social Worker, CYFS, Police or doctor.
- 4. Recognise the dilemma you face in taking action**
Child abuse and neglect does not stop spontaneously. Inaction is not a valid option. Generally, parents can accept that action is in their interests as well as the child's. But, in some cases, parents will feel angry and betrayed, and there may be no way of avoiding this if action is to be taken in the best interest of the child.
- 5. Don't assume that others are acting**
Regular communication among those involved with the child and the family is essential.
Review what is happening in each case from time to time.

Definition of Child Abuse

All staff must be able to clearly identify the signs and symptoms of abuse, and have the confidence to take the appropriate action.

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 definitions set out below provide some indicators of abuse and these should not be seen as an exhaustive list or as a check list.

Physical Abuse

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.

Signs to look for:

- Bruises and welts
- Cuts and abrasions
- Scalds and burns
- Fractures or sprains
- Unexplained injuries or explanations that don't fit
- Abdominal or head injuries
- Mistrusts of adults
- Anxious and jittery

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effect 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 the seeing or hearing the ill treatment of others.

Signs to look for:

- Sleep problems like bed-wetting or soiling
- Frequent physical complaints
- Signs of anxiety
- Lack of self esteem
- Extreme attention seeking behaviours
- Nightmares

- Parent/caregiver calling the child names or treating the child differently to other children

Sexual Abuse

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.

Signs to look for:

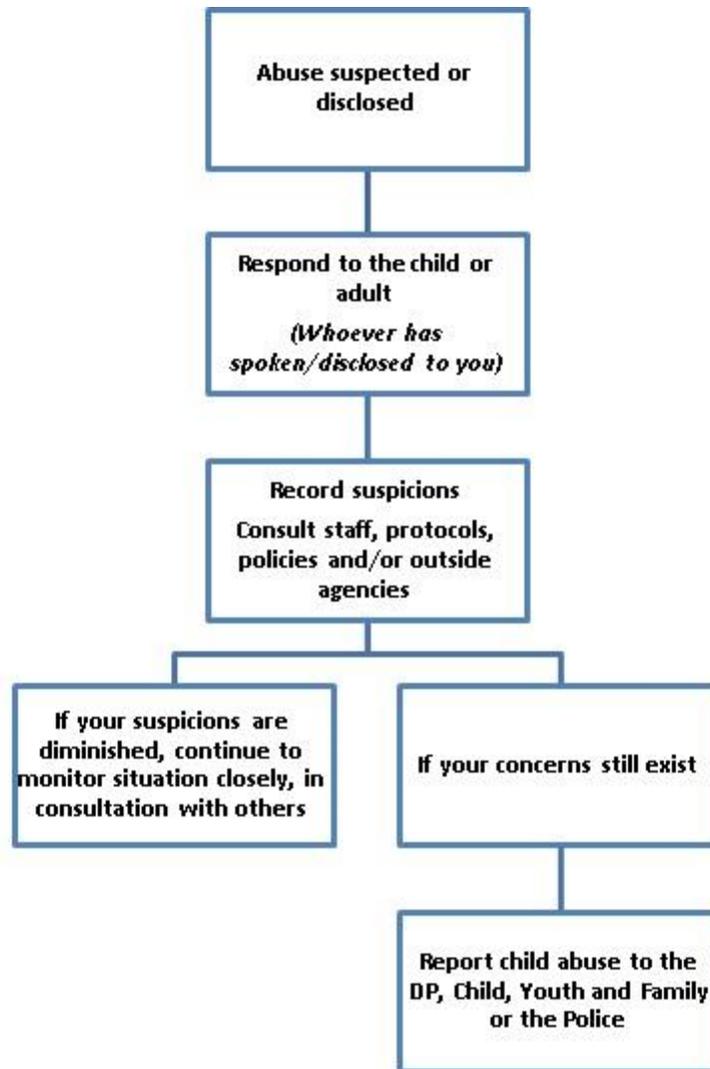
- Unusual or excessive itching, bruising, lacerations, redness, swelling or bleeding in the genital area
- Age inappropriate sexual play or interest
- Sexually explicit drawings, descriptions and talk about sex
- Fear or reluctance to spend time with of a certain person or place

Neglect

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.

Signs to look for:

- Physical neglect
- Neglectful supervision
- Emotional neglect
- Medical neglect
- Educational neglect
- Abandonment
- Refusal to accept parental responsibility



CHILD PROTECTION PROCEDURE

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

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

The board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and

neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

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

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

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
2. Comply with relevant legislative requirements and responsibilities
3. Make this procedure available on the school's internet site or available on request
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
5. Ensure the interests and protection of the child are paramount in all circumstances
6. Recognise the rights of family/whanau to participate in the decision-making about their children
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
8. Support all staff to work in accordance with the procedures, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this procedure
13. Ensure that this procedure forms part of the initial staff induction programme for each staff member

Review schedule: Within 3 years

Related documentation and information

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

COMPLAINTS PROCEDURES

The Board of Trustees recognise that legitimate complaints must be dealt with and that all procedures must be directed towards resolving conflict to the satisfaction of all parties.

The purpose of these procedures is to resolve conflict between staff, caregivers, students and/or Board members and to ensure that complaints are dealt with fairly and reasonably.

- Whenever a person has a complaint, that person should try to resolve the problem with the party(ies) concerned.
- If after a direct approach to the classroom teacher a problem is unresolved, contact with the Principal is to be made, or in the case of the Principal, the BOT Chair is to be approached.
- The Principal is recognised as the professional leader and manager of the school and will therefore deal with complaints that are unresolved.
- The Principal will abide by any and all relevant Contract Agreements.
- If a problem remains unresolved after contact with the Principal, complainants are invited to approach the Board of Trustees Chairperson so that the problem may be placed on the Boards agenda for discussion at the next Board meeting. Alternatively, an informal meeting, convened by the Board may be held.
- Those making complaints and those having complaints made against them will be informed of the Boards investigation/action.
- All participants to the action of a complaint are to maintain confidentiality of information and documents.
- The Principal will report to the Board of Trustees on resolution and action on complaints. Such reports will be confidential to the Board.
- Issues related to staff members competence may be initiated at any time by the Principal and addressed through Appraisal and Professional Standards.

PARENTAL COMPLAINTS

On any occasion where a parent approaches a teacher with a complaint, the details of the complaint should be recorded and dated regardless of the gravity of the complaint. Teachers are expected to respond promptly to any complaint made by a parent.

Teachers should outline to parents the steps they intend to take to remedy concerns. Any complaints of a serious nature should be directed to the Principal immediately.

WALLACETOWN SCHOOL CONCERNS/COMPLAINTS PROCEDURE

Note: If the concern/complaint is of a classroom nature, the process begins at point A. If it is at a school/management level, then the process begins at point B.

