

Mt Roskill Grammar

School School Policy

Manual Latest Revisions:

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Policy review 2021

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101 Curriculum Delivery Policy

Policy and Rationale

The Board recognises its responsibilities under National Administration Guideline 1 ([NAG 1](#)) to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (learning areas, key competencies, attitudes and values). This will be implemented by providing opportunities for all students to achieve success.

Purpose

- That all students receive the New Zealand Curriculum in a manner that encourages them to be life long learners and achieve their maximum potential

Guidelines

The Board will ensure that:

1. Competence in Literacy and Numeracy have priority in curriculum delivery and all essential learning areas will be regularly reviewed.
2. There is a good range of assessment practices.
3. There is sufficiently comprehensive data for student evaluation
4. All students have equitable access to the resources and staff of the school.
5. Students with special needs are resourced to achieve their maximum potential.

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6. That Treaty of Waitangi obligations are achieved through consultation with the Maori community and subsequent curriculum delivery.

7. We identify those students who are not achieving and those who are at risk of not achieving and target resources, learning strategies and teaching methods to assist them.
8. Career opportunities and guidance are provided for all students, particularly those in danger of leaving school unprepared for the workplace environment.
9. The school recognises the value of parents as educators and will consult with the community as and when appropriate.

Links: [NAG 1](#)

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102 Literacy and Numeracy Policy

Policy and Rationale

The Board acknowledges the central role played by Literacy and Numeracy in the New Zealand school curriculum and that competency in these areas underpins learning and academic achievement within the National Qualifications Framework. As well, Literacy and Numeracy are basic requirements if young people are to take their place in modern society and particularly are part of entrance requirements to tertiary institutions. The National Administration Guidelines (**NAG 1** in particular) seek to direct schools into emphasising these areas of the curriculum. The Board will support the Principal in work done by the School to provide every student with the opportunity to achieve success in these vital areas.

Purpose

- To ensure that every student is given the opportunity to attain appropriate levels of literacy and numeracy
- To provide resourcing priority for literacy and numeracy

Guidelines

1. An assessment of students' literacy and numeracy levels will occur at entry to the school to ensure that students are placed in classes where their learning needs will be best met.
2. As part of its curriculum planning process, school management will ensure that Heads of Department are informed and aware of their responsibilities to focus on these requirements within their subject area, and where necessary offer guidance in fulfilling these responsibilities.
3. As part of the course choice and careers guidance process at senior levels staff and students will be made aware of Literacy and Numeracy requirements for National Qualifications and tertiary course entry.
4. The Learning Extension department will work towards improving literacy levels through the

teaching of targeted classes, individual students or providing support for teachers in the classroom.

5. The Literacy and Numeracy needs of non-English speaking students will be initially responded to by the ESL Department. Refugee students who are neither literate nor numerate in their own language will receive special support through the teacher in charge of refugee students.
6. As every teacher is considered to be a teacher of literacy, appropriate Professional Development will be provided as necessary to assist teachers in their work in these areas.
7. The Principal will conduct regular reviews of progress and will in consultation with staff develop plans to address issues raised in reviews.
8. The Principal will as part of reporting to the Board include information and data on achievement of strategies in addressing Literacy and Numeracy.

Links:

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103 Student Equity Policy

Policy and Rationale

The Board affirms the principle that all students shall have access to the National Curriculum regardless of cultural or socio-economic background, identity, belief or ability. The Board affirms that MRGS is co-educational, extensively multi-cultural, and includes the MacLeans Centre. The School will at all times work to maintain a learning environment in which difference and diversity are respected; this will include the way in which the curriculum is presented and within an ethos of mutual respect.

Purpose

- To ensure fair access for all students in its educational provision.
 - To nurture the school community's awareness of the difference and diversity of its students. •
- To inclusively cater for differing student needs.

Guidelines

1. The School will endeavour to provide positive role models in terms of gender, race, learning and physical ability so that pupils can understand the importance of equity.
2. Teachers will ensure they are aware of the diversity in the student body and its professional implications for them as teachers.
3. The School will work to ensure that equity goals are being met in teaching programmes.
4. Resources distribution will be fair to the needs of all groups in the school. A diversity of Homework Centres and other methods of academic support will help meet the learning needs of students from different backgrounds.
5. Opportunities will be provided to staff to be aware of the educational implications of the Treaty of Waitangi, and the special learning needs of Māori students.
6. Culturally appropriate methods of teaching and learning will be practised.

7. Provision of salary units or positions for Multi-cultural responsibility will acknowledge student cultural and ethnic diversity and help support equity issues.
8. Assemblies and other occasions in which students meet together as a 'school family' will be utilised as opportunities to promote celebration of difference, respect for self and others.

Links: BOP 1, 1993 Human Rights Act (www.hrc.co.nz), 1990 NZ Bill of Rights

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104 Health Education Policy

Policy and Rationale

NAG 1 states that the Board is required to foster student achievement in essential learning areas, essential skills and attitudes and values. Health is one such programme; any changes to the programme must also be approved by the Board.

Purpose

- To provide information to enable students to make responsible decisions about their participation in NZ society.
- To provide advice and guidance to enable students to make informed choices about their own wellbeing.

Guidelines

1. A Mount Roskill Grammar School staff member will be present during Health sessions (especially when PSSP programme is run) to ensure only appropriate content is presented to students.
2. The Board delegates to the Principal approval of teachers and visiting speakers and facilitators, and the responsibility of informing the parents.
3. Parents will be informed of the contents of the sexuality portion of the Health programme before it commences, and be given the option to withdraw students from this part of the course. A file copy of the course is available for parents/caregivers to consult.
4. The Board will consult with the community before making significant changes to the Health programme as per current statutory requirements

Links: [500 series policies](#)

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105 Co-curricular Procedures

Rationale

The Board of Trustees recognises the positive outcomes which occur as a result of having a high involvement by staff and students in a wide range of co-curricular activities. This involvement provides opportunities for students to enhance their quality of life and experience achievement through participation in sport and co-curricular activities. Fully utilise the co-curricular facilities.

Purpose

- To provide opportunities for students to fulfil their potential outside the classroom. •
- To foster participation in teamwork and group activities.
- To encourage fitness and development of skills.
- To learn valuable life skills such as goal setting, time management, commitment and team work.

Guidelines

1. Oversight of co-curricular activities will be shared by the Sports Director and Sports co-ordinator, teacher in charge of co-curricular activity and where relevant and Heads of Department.
2. The Sports Director in conjunction with the Sports Co-ordinator will be in charge of all activities associated with sports. In other activities the appropriate Head of Department or specialist member of staff will have responsibility.
3. The Sports Director in conjunction with other required personnel will lead the group that is responsible for implementing policy, organisation of awards, sports development in the school and events which recognise co-curricular achievement by individuals, teams and coaches.
4. The Sports Director is responsible for the development of all planning, goal setting, targets and strategies that relate to sport.
5. A budget is allocated annually and administered by the appropriate co-curricular leader. 6. Staff will be encouraged and supported in their involvement in co-curricular activities.
7. The Principal and Sports Director will report regularly to the school community on co-curricular matters
8. Co-curricular opportunities will be made available to all students

9. Parents will be informed by the relevant co-curricular leader of transport arrangements and parental responsibility for them
10. Activities outside the school and transport arrangements will be made and assured in accordance with the School's [EOTC policy](#) and procedures.
11. Students must abide by school rules and the rules of activities.
12. All tutors, coaches, managers (staff or non-staff) will be subject to police vetting.
13. All tutors, coaches, managers will respect and model the school's values, abide by the rules of the activities.

Links: [106 EOTC](#), [402 Voluntary Contribution](#) , [Fair Play Charter \(SPARC\)](#)

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106 Education Outside the Classroom Policy

Rationale

The Board of Trustees recognises the importance of the role of education outside the classroom (EOTC) in contributing towards students' intellectual, social and emotional development. EOTC also provides opportunities for: the sharing of knowledge and experience from within the community; the appreciation of other cultures both past and present; an understanding of different aspects of the local environment

Purpose

- To provide additional opportunities for learning outside the classroom setting.
- To provide activities which reflect and enrich the curriculum.
- To provide further opportunities for individual learning, personal growth and development.
- To ensure that those taking part in EOTC are safe and that any potential risks have been managed.

Guidelines

1. The Board delegates responsibility for EOTC to the Principal and/or his nominee
2. The overview of the School's EOTC activities will be the responsibility of the senior manager co ordinating School Trips, who will liaise with the member of staff responsible for risk management and with the senior manager in charge of staff day relief.
3. Student safety will be the main priority, with the associated issues of appropriateness of the activity for the particular students, the required ratio of staff to students, risk assessment management and the informed and written permission of parents for their children to take part in that activity. Special recognition will be paid to such issues as facilities and activities available, needs of the students, skills and experience of staff, financial resources of students, effective communication with parents/caregivers, and the application of all required safety procedures.
4. School EOTC procedures in planning, development of a Safety Action Plan, Standard Operating Procedures reflecting best practice, risk management assessment, obtaining appropriate approvals and conducting the programme must be followed.
5. Activities must relate to specific learning objectives, be within the capabilities of participants, present appropriate activities, be adequately supervised, foster an awareness and sensitivity to the environment and utilise local opportunities.
6. EOTC activities must fit in with the overall planning of the School year, and not impose undue pressure on the staff relief schedule or budget and take into account any assessment or curricular

commitments within the school calendar.

7. Teachers supervising must have sound management and leadership skills, teaching skills appropriate to the environment, they should initiate personal growth of students, be trained and prepared in meeting emergencies and be aware of all legal responsibilities.
8. For EOTC activities that are not being run by MRGS, prior to engaging any such external organisation to undertake the EOTC activity, staff must contact the member of staff responsible for risk management, who will make enquiries in order to satisfactorily confirm that the organisation concerned is reputable, experienced and has provided written assurances and copies of certifications from the organisation that it complies with all legal requirements (including health and safety requirements). If the management and/or the member of staff responsible for risk management are unsure about a particular external organisation or its personnel, then for clarity, management and staff should err on the side of prudence with the health and safety of the students, staff and any support persons attending such EOTC activity being the primary consideration.
9. Board approval is required before planning any trips out of New Zealand.
10. All general school expectations must be followed by all participants.

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11. The EOTC procedures manual for the school will be subject to annual review and must be cognizant of any legislative changes which may affect them.

Links: [105 Co-curricular](#), MRGS EOTC manual, MRGS TIRPS procedures.

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107 Assessment Policy

Policy and Rationale

Assessment is the process by which students, parents and teachers evaluate the effectiveness of student learning. The Board is responsible for ensuring that it is fair, reliable, valid and consistent. (NAG 1 (ii))

Purpose

- To ensure that there is a range of assessment procedures.
- To provide students with accurate and honest feedback on their progress.
- To assist students and their parents/caregivers in course and subject discussions/choices.
- To provide all staff with suitable data to: inform planning and delivery of programmes; identify barriers to learning; evaluate the effectiveness of their teaching and programmes.
- To evaluate

student achievement to meet the requirements of external assessment systems. • To identify learning strengths and weakness to help teachers meet the needs of individual students, to overcome barriers to learning, to ensure that students have appropriate courses, to develop or modify teaching and learning strategies and selection of resources.

Guidelines

1. The school has an appointed Senior Leader who consults with the Principal's Nominee and other senior leaders in the school to oversee the implementation of assessment policies, procedures and principles.
2. Each HOD or Teacher in Charge of a subject is responsible for the preparation and review of an assessment policy for their subject and submission of a copy of this to the Assessment Officer of the school.
3. The HOD or teacher in charge of a subject is responsible for ensuring that all staff in the department have an understanding of assessment procedures.
4. The Senior Leader appointed as Assessment Officer with reference to the Principal's Nominee will develop and lead a regular review of the overall Senior assessment procedure in line with school and NZQA Management of National Assessment requirements.
5. The school's assessment officer will be responsible for ensuring that staff, students and parents/caregivers are made aware of the assessment procedures.
6. The Assessment officer will be responsible for liaising with the school's Principal's Nominee in matters of external assessment and moderation practice.
7. Senior Leadership in consultation with the assessment officer will ensure a consistent approach to planning and implementing major assessments.
8. Various forms of assessment will be used as part of teaching and learning to provide suitable data to inform planning and delivery of programmes, identify barriers to learning and evaluate the effectiveness of teaching programmes.
9. As part of departmental practice there will be regular feedback to students through such means as marking, review and discussion in order to facilitate learning.
10. Assessment outcomes will be reported formally to parents and students through regular written reporting and conferences with parents and students.
11. The Assessment officer and the Principal's Nominee will ensure that all nationally assessed courses whether administered by NZQA or other Standard Setting Bodies are correctly accredited, resourced and are compliant with appropriate Assessment and Moderation Action Plans.

Links: Departmental Assessment Policies, Senior Assessment policies, NZQA and Ministry regulations and guidelines, [101 Curriculum Delivery](#), [111 Homework](#), [201 Vision & Strategic Plan](#), [205 Reporting Student Achievement](#), [206 Self Review](#).

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108 Te Tiritiri o Waitangi Policy

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Policy and Rationale

The Board accepts its obligation under its Charter to fulfil the requirements relating to Te Tiritiri o Waitangi.

Purpose

- To ensure the curriculum reflects Maori perspectives.
- To make provision for the needs of Maori which ensures they reach their academic and personal potential.
- To provide the option of Te Reo and Tikanga to students at every level in the school. •
To enhance mana of Maori in the school
- To provide experiences for the school community which will increase the understanding of Maoritanga.

Guidelines

1. The study of Maori language and culture will be offered as an optional subject at all year levels.
2. An appropriate budget will enable the HOD Maori to carry out the necessary teaching programmes and cultural activities. Professional and personal support for the work of the HOD Maori is an important priority.
3. The requirements in the Professional Standards of Teachers in relation to Te Reo me ona Tikanga will be met.
4. Curriculum planning will ensure Maori perspectives are embodied, where appropriate, in the content, methodology and assessment of courses.
5. Pastoral care will be provided through culturally appropriate ways.
6. Support systems will be provided to ensure retention of Maori students through to senior levels of the School.
7. A goal of the School is to improve the achievement of Maori students in and out of the classroom.
8. Budgeting will reflect the need to implement Te Tiritiri o Waitangi.
9. The election or co-option of a Maori Trustee will be a consideration for the Board.

Links:

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109 Children with Special Abilities Policy (CWSA)

Policy and Rationale

The Board recognises the equity issue associated with the responsibility to make ongoing provision for children with special abilities and interests to achieve their potential (NAG 1 (iii)c). In general, this will involve gifted and talented students.

Purpose

- To identify gifted and talented students.
- To resource and train staff to provide suitable teaching and learning programmes.
- To monitor and evaluate programmes to ensure that gifted and talented students access the curriculum and achieve their full potential.
- To ensure that parents/caregivers will be kept informed of the progress and welfare of their children.

Guidelines

1. A range of approaches will be used to identify gifted and talented students
2. To respond to the needs of gifted and talented students, the school has established enhanced bands of classes at junior level.
3. The School's provision will endeavour to be wide ranging and include all aspects of the individual student's development (e.g. physical, academic, emotional, social, leadership etc.).
4. Ongoing professional development will be offered to appropriate staff to enable them to cater more effectively for such students.
5. Access to the curriculum for such students will be achieved through moderation of programmes, by adapting methods of instruction and/or equipment, and by developing a positive social and emotional environment throughout the school.
6. Each Department has the responsibility to provide programmes of enrichment for enhanced classes. Programmes must have supporting documentation including a rationale, performance criteria and include teaching and learning that actively promote the school's vision.
7. Departments will seek approval from the Curriculum Committee before commencing programmes of acceleration rather than enrichment.

Links: [101 Curriculum Delivery](#), [103 Student Equity](#). See also MRGS Gifted and Talented Procedures, Departmental Gifted and Talented Procedures, Gifted and Talented Register.

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110 Career Guidance-Work Experience/Transitions Policy

Policy and Rationale

In accordance with NAG1 (vi) the Board recognises its responsibility to provide appropriate career education and guidance for all students in year 9 and above and in particular for those students who have been identified as being at risk of leaving school unprepared for the transition to the workplace or further education/training. The school will respond to this requirement by means of the advice, opportunities and facilitation provided by its Careers and Transition Department.

Purpose

- To offer information and guidance to students and caregivers so that students are able to make informed decisions about their future educational, training and work pathways. • To encourage awareness of career information and support for subject choices within the school community of staff, students and parents/caregivers.
- To foster the positive recognition of the important role of Careers guidance within the school community.
- To ensure that students at MRGS are able to compete equally in the workplace for whichever work or training they choose.

Guidelines

1. The school will establish a Careers/Transition department with staff members who will support and facilitate the awareness of career and training opportunities to all students.
2. The department will make advice and guidance available to both students and caregivers.
3. The department will provide appropriate support for those particular students most at risk of being unprepared for further education or transition to the workplace.
4. Information on tertiary education will be made available to students and particular contact will be made with year 12 and 13 students with a view to gaining admission to tertiary courses.
5. The Department will develop and maintain links with providers of tertiary training and education, providing visiting speakers for students and arranging visits to develop awareness of tertiary opportunities.
6. The Department will develop and maintain links with providers of workplace training and placement, providing visits and transitional information to give students the opportunity of work related courses and experience.
7. Information and advice will be made available for staff and students to support subject choices and career expos etc. will supplement the school's own advice procedures when students are choosing educational pathways.

Links:

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111 Homework Procedures

Rationale

The Board is required to implement teaching and learning programmes (NAG 1 i.) and recognises a link between academic achievement and the amount of time and effort expended on quality homework activities. Regular homework contributes to the development of good work habits and encourages students to be responsible and independent learners by reinforcing what is happening at school.

Purpose

- To develop independent learning and self management skills as tools for future learning. • To reinforce and revise class work.

- To practise skills learned.
 - To extend and broaden knowledge through independent research and reading.
- To reinforce the concept of learning as a continuous, self regulated process.

Guidelines

1. All levels in the school will be set homework which reinforces concepts taught in normal school time and enhances the learning which takes place.
2. Students requiring assistance with Homework or access to good study conditions will be urged to attend Homework Centres. In addition, the School Library will be open five days a week, providing an excellent facility and resource for Homework.
3. Work on learning extension and examination skills will be overseen through the LCT programme.
4. Advice on how to balance the demands of study, sports and other extra-curricular activities will be given to students at appropriate times by mentors (teachers), Deans, Academic Deans and senior staff.
5. The Board will provide when appropriate, practical support for homework such as providing *Homework Centres/ Tutorial Programmes*.
6. Parents and caregivers play an important role by providing conditions at home which facilitate effective learning and by encouraging the student to expend appropriate effort in their home study tasks. Parents on request can obtain advice and guidance relevant to the Homework Policy.

Links: [102 Literacy & Numeracy](#)

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112 Assembly Procedures

Rationale

The Board is committed to School assemblies as an important event in promoting the school's values.

Purpose

- To provide an opportunity to celebrate and share achievement.
- To provide an opportunity to celebrate the cultural diversity of the school
- To stimulate students to consider values and current issues.
- To encourage pride and unity in the school
- To provide a forum in which all members of the school community can share
- To provide leadership opportunities for students
- To reinforce the School's' expectations.

Guidelines

1. The number, nature and size of assemblies will be determined by the Principal. 2. Student leaders will be encouraged to actively participate in the assembly programme.
3. A focus of assemblies will be the celebration of student achievement; academic, sporting, performing arts, musical, cultural and social; where appropriate students are invited onto the stage for public recognition and applause.
4. An aim of the assembly programme will be to seek to recognise and affirm difference in culture and ethnicity which exist within the student body and to enhance gender equity.
5. The hall will be decorated in a manner which ensures students from a wide variety of backgrounds feel welcome.
6. General safety issues will be a consideration, especially in case of fire. As part of regular School evacuation practices, the students will be evacuated from the hall.

Links: [113- Prefect](#), [501 Health & Safety](#)

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113 Prefect Procedures

Rationale

The Board promotes the Prefect system as a significant method of providing leadership opportunities to senior students. The Prefect system reinforces the School ethos of 'leading by example'.

Purpose

- To provide role models for other students
- To assist in leadership of the school

Guidelines

1. The Principal has the responsibility for the method of prefect selection in consultation with senior staff.
2. The Principal will select the Head Prefects and Deputy Head Prefects.
3. Prefects will be selected for their leadership qualities, involvement in school life, service to others and a commitment to the vision of the school.

4. Prefects will receive on-going support for their leadership throughout the year.
5. Prefects will be required to fulfil specific duties during the School week and School year. Their main role is to demonstrate the qualities and values of the school through all they do in and out of the classroom.

Links: [112 Assembly](#)

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114 Children with Special Needs

Policy and Rationale

Students with special needs have the right to attend their local school and receive equitable educational opportunities which will enable them to reach their potential(NAG 1 (iii)c). This school recognises, respects and responds to the diverse needs of all students within the context of the New Zealand Curriculum Framework. The school will provide for students with special educational needs through; The MacLean Centre for students with physical disabilities, English as Second Language Department, Learning Extension Department and the Resource Teacher for Learning and Behaviour.

Purpose

- To ensure that all students, whatever their special needs, can access the curriculum. • To enhance the learning of students identified as having significant special needs because of their disability.
- To ensure the provision of inclusive programmes to support students with special education needs.
- To ensure that funding for students with special education needs is effectively managed and accounted for.

Guidelines

1. A range of approaches will be used to identify students with special education needs- these may include: School Entry Assessment, Enrolment Information, standardised tests, individual literacy assessments, teacher referral, monitoring by staff and specialists and discussion with parents/caregivers.
2. Education support programmes will be developed for individuals through such mechanisms as Individual Education Plans (IEPs), small group planning and consultation with those involved with the student.
3. Individual programmes for students with special education needs will be delivered both within the regular classroom setting and in small groups. Ongoing professional development will be offered to all staff to enable them to cater more effectively for students in their classes who find learning difficult.
4. Education support programmes will be funded from a variety of sources including the Ongoing Resourcing Scheme (ORS), the Special Education Grant (SEG), Targeted Funding for English Speakers of Other Languages (TESOL) and supplemented by Board Funds or application within Ministry initiatives where appropriate.
5. The school will utilise approved and accredited external agencies, when needed, to assist students to access the curriculum.
6. Access to the curriculum for students with Special needs will be achieved through moderation of programmes, by adapting methods of instruction and/or equipment, and by developing a positive social and emotional environment throughout the school.

Links: MacLean Centre Policies and Procedures; [101 Curriculum Delivery](#), [102 Literacy & Numeracy](#), [509.Medication](#)

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201 School Charter

Policy and Rationale

The charter is the key planning document for the school. It outlines how the Board intends to improve progress and achievement for all learners. The Board recognises the importance of a Charter for the school which helps set the direction of the school in the years ahead.

Purpose

- The Charter sets out the school vision, values, strategic and annual plan, goals and targets that make a difference for all learners over the next 3-5 years

Guidelines

1. The charter is a document for the school, its parents, families and whanau and reflects the community's goals and aspirations for its learners.
2. The Charter reflects the government priorities as set out in the National Education Goals and National Administration Guidelines.
3. The Charter should be referred to throughout the school year guiding annual planning and resourcing.

Links:

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202 Curriculum Decision Making

Policy and Rationale

National Administration Guideline (NAG) 1 requires the Board of Trustees to foster student achievement by providing the appropriate teaching and learning programmes which achieve the National Curriculum Objectives. The Decision Making process that selects and assures those programmes is the responsibility of the Board.

Purpose

- To ensure that the Board, in consultation with the community, has review processes to provide for the best possible delivery of the curriculum and achievement of the National Education Goals.

Guidelines

1. The Board ratifies all curricula.
2. Senior Leadership has overall responsibility for the management of that decision making process.
3. The school's Curriculum Committee establishes appropriate self-review processes regarding all curricular work and makes recommendations to Senior Leadership for consideration.
4. The school will establish a range of opportunities to seek feedback on significant curricular changes as part of the self-review cycle/process.
5. The process for development and assurance is outlined in relevant Management documentation.

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203 Community Communication and Consultation Policy

Policy and Rationale

The Board recognises that a strong partnership and effective communication between the school and its community is important and that the school should reflect its community's needs and wishes. In order to achieve these goals it is necessary to establish and maintain workable channels of communication between the school and its community to inform and consult on such issues as the curriculum, student achievement, welfare and the wider life of the school.

Purpose

- To maintain an ongoing partnership between the school and its community •
To strengthen the partnership through effective two-way communication
- To meet the challenge of the community's diversity
- To ensure that all members of the school community have an opportunity to be informed about and to participate in school issues and events.
- To communicate with Parents/caregivers and the wider internal and external community through means which take account of the diversity of their interest and involvement

Guidelines

1. Consultation and communication will be an ongoing reciprocal process.
2. Communications will take into account awareness and sensitivity to both language and cultural diversity. Strategies will be in place to facilitate communication through translation or other supported means where appropriate

3. The school and its community will be informed about the priorities and vision the Board have for the school and consulted in the strategic planning process.
4. Board meetings are open to the public and provide the opportunity for interested stakeholders to communicate with the board. Dates for board meetings will be advertised.
5. The school will make available details of its performance and strategies in an Annual Report, maintain an informative website and provide general information in an annual Prospectus.
6. The Principal and staff will communicate with parents and caregivers on a regular basis about individual students.
7. A range of appropriate methods will be used to develop a well-informed community.
8. The Principal will report on the progress, organisation and achievement of the school throughout the year by all appropriate means, including but not limited to: assemblies, staff meetings, Board meetings, parent information evenings, e-communications, newsletters, school magazine and press releases.

Links:

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205 Reporting Student Achievement Policy

Policy and Rationale

The Board recognises its responsibility to foster student achievement by adequate reporting to students, their parents/caregivers, the school community and Ministry of Education. (NAG 2 (ii)). The Board also recognises that good reporting will help identify and assist students who possess skills or needs. NAG 1 (iii).

Purpose

- To ensure that there is good reporting from a variety of assessment sources.
- To ensure that

students are informed of their progress, affirmed in their achievement, made aware of their own skills and needs, able to make informed choices about future courses and career options.

- To ensure that parents/caregivers are aware of their child's progress and able to take an informed part in the education and development of their child.
- To provide all staff with suitable data to: inform planning and delivery of programmes; identify barriers to learning; evaluate the effectiveness of their teaching and programmes.
- To enable the Board to assess the learning progress of students against national outcomes.
- To inform the Board about strategic management decisions including allocation of resources.
- To inform the community about student progress and achievement.
- To inform the government on the extent to which current education policies are working and assist their decision making.

Guidelines

1. Achievement will be reported to students regularly by feedback as part of the classroom process in each subject.
2. Achievement will be reported to students and parents through formal reports, mentoring conversations and other contacts with staff.
3. Individual reporting of student achievement will be available in the form of learning data, student profiles, references etc. on exit from the school to facilitate student entry into further training or employment.
4. Achievement of the school in academic and co-curricular areas will be reported to the community and statements of results published under the direction of the Principal.
5. Annual Departmental Self Review Reports will be submitted to the Board via the Principal and be part of their own continuing review and assurance of school achievement.
6. The Annual Report of the Board will inform the wider community and the Ministry of the progress and achievement of the school.

Links: [107 Assessment](#), [109 CWSA](#), [110 Career Guidance](#), [114 CSN](#).

Revision history: July 2016, September 2019

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206 Self Review Policy

Policy and Rationale

The Board recognises its responsibility to seek improvements in all aspects of the school's operations and the need therefore to have in place a relevant and practicable review programme. It is also recognised that a programme for self-review is a requirement as detailed in the national Administration Guidelines ([NAG 4 \(ii\)](#)).

Purpose

- To continually improve the performance of the school.
- To continually improve the outcomes of students in relation to achievement.
- To ensure continual support and development of staff.
- To ensure the continuing health and safety of the school community.

- To encourage the best possible use of resources.

Guidelines

1. The implementation of the self-review policy is delegated to the Principal. 2. The Principal may delegate particular responsibilities to senior leadership staff. 3. The process of self-review will be in accordance with the school's review procedures. 4. The Board of Trustees will undertake regular self-review.

Links: Board of Trustees reviews, Strategic Plan (incl. Analysis of Variance)

Revision history: May 2016, September 2019

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301 Personnel and Industrial Policy

Policy and Rationale

NAG 3.i requires that the Board develop and implement personnel and industrial policies that operate within the current policy and procedures communicated by the Government from time to time.

Purpose

- To promote high levels of staff performance
- To use educational resources effectively
- To recognise the needs of students.

Guidelines

1. The BOT will introduce changes to the Employment and Personnel policies as and when required.

2. The Principal will be responsible for reporting to the BOT any changes of legislation affecting the school.
3. Personnel issues may be raised with the Board where staff are concerned that practice is not reflecting policy or that policy is lagging behind legal requirement.
4. The NAG 3 policies will be reviewed as part of the normal cycle for Board policy review. 5. The Personnel and Industry Policies will apply to all business units associated with the School.

Links: [307- Complaints](#), [NAG3](#)

Revision history: October 2014, June 2020

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302 Salary Unit Allocation Policy

Policy and Rationale

Each year the roll of the school generates staffing allocations. Part of these allocations are salary units which carry a remuneration for both permanent positions of seniority and for fixed term positions. The School will consult with relevant staff on the allocation of fixed term units. It is the School's policy that salary units be allocated in a manner which best meets the current needs of the School and students, and gives due recognition to staff for the duties they undertake.

Purpose

- To provide a transparent and equitable mechanism for the allocation of salary units
- To recognise and remunerate staff who carry additional workload or responsibility.

Guidelines

1. The Principal will conduct a process of consultation with appropriate staff which allows an opportunity to make suggestions regarding the use of fixed term units.
2. Fixed term units may be allocated for a whole or part of a year.

3. The Principal is ineligible for allocation of fixed term units.
4. The final decision on allocation of three units and higher will rest with the Board. The Board delegates to the Principal the allocation of one and two units, subject to ratification by the Board.
5. All salary units allocated will be used, though not necessarily when they become available to the school. It may be necessary to retain a small number until it becomes clear what is the best use of those units.
6. Positions of responsibility carrying units will be advertised nationally where appropriate and internally in other cases.

Links: [303- EEO](#), [304- Staff Appointment](#),

Revision history: October 2014, September 2019

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303 Equal Employment Opportunities Policy [EEO]

Policy and Rationale

The Board of Trustees aims to fully comply with the requirements of the State Sector Amendment Act 1989 relating to providing fair opportunities for all employees and potential employees to gain employment at the school. The Board is committed to the goal of freedom from discrimination and recognises the need for an active approach to the achievement of equal opportunities in employment. The Board is committed to appointing the best possible applicant for any position.

Purpose

- To ensure that all employees and applicants for positions are given fair and equitable treatment in the areas of recruitment, selection, promotion, conditions of employment and career development, according to their skills, qualifications, abilities and aptitudes without regard to irrelevant factors.

Guidelines

1. The appointment of the School's EEO Officer will be reviewed annually. 2. The EEO Officer will be responsible for co-ordinating the School's EEO programme and will be the main contact person for further information about EEO matters in the School. 3. An annual report will be available to the BOT and the school community. 4. An employee database will be maintained so that employment patterns with respect to gender, ethnicity, disability and age factors can be monitored.

5. All School personnel policies, practices and procedures will have due regard to EEO considerations.
6. The Board of Trustees will recognise the aims, aspirations and cultural difference of ethnic and minority groups.
7. The role of non-permanent, part-time or job-share positions within the School is recognised.
8. The Board is committed to achieving appropriate gender representation in the senior leadership team.

Links: [NAG3](#), [304 Staff Appointment](#), [307 Complaints](#),

Revision history: October 2014

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304 Appointments Policy

Policy and Rationale

[NAG 3](#) requires the Board to be a good employer. It is important that the most suitable and best qualified people are appointed to fill vacancies in the school, in line with the School's [EEO Policy](#). A fair, reasonable and consistent process is applied to making appointments.

Purpose

- To appoint applicants to positions according to identified criteria and identified school needs and to ensure that the most suitable applicant is appointed.

Guidelines

The appointment process will be as follows:

1. The Board delegates to the Principal the authority to employ all staff required to meet the teaching and learning needs of students.
2. The appointment of the Principal, Associate Principals, Deputy Principals and Business Manager will be full Board appointments; all applications will be viewed by the Board for short-listing and the full Board will interview and appoint.
3. All appointments are subject to Police vetting.
4. The responsibility for appointments with one or two Salary Units is delegated to the Principal who may be assisted by another member of the senior leadership team. In the case of a Salary Unit within a department, the Head of Department will be invited to take part in the interview and appointment process. The Principal at his discretion will keep the Chairperson of the Board informed.
5. A Person specification and/or job description will be available for each vacancy and an appropriate appointment process as determined by the school followed. Appointees to teaching

- positions will have appropriate qualifications as per the position description.
6. EEO implications will be considered when making all appointments to the School.
 7. The EEO Officer will be present at the interview and subsequent decision-making procedures for the appointment of Principal and Senior staff.

Confidentiality will be maintained throughout the appointment process.

Links: [302 Salary Unit Allocation](#), [303- EEO](#)

Revision history: May 2015, June 2020

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305 Staff Induction Policy

Policy and Rationale

It is important that before beginning their duties, new staff are provided with the necessary information to allow them to carry out those duties and become part of the school community, and that the process is continued over an appropriate time period. To facilitate this process, the Principal will ensure there is an appropriate programme of induction and on-going professional development for teachers and classroom support staff, while the Business Manager will ensure a similar programme exists for staff under their management.

Purpose

To ensure that new staff:

- are well supported and quickly assimilate into the school to find a place of belonging in the community
- identify with the vision and character of the school so that they take their part in promoting it • ensure new staff have clarity about their professional expectations of their role.

Guidelines

1. Systems will be in place to support all newly appointed staff, teaching and non-teaching. For teaching staff, this will include the delegation to an appropriate member of the teaching staff, the responsibility for organising and carrying out a programme of induction and on-going support for Year 1 and Year 2 teachers, as well as experienced teachers new to the School. This will include awareness of the strategic plan obligations, School Vision, School organisation documents, School policies and teacher support systems.
2. Provisionally Certificated Teachers and those employed as part of the Teach First programme will be provided with appropriate programmes of support. The current staffing entitlement for Year 1 and Year 2 Provisionally Certificated Teachers will be used for support and guidance.
3. Heads of Department will be responsible for ensuring new teachers in their department are informed,

supported and supervised as regards the delivery of curriculum, assessment policies and protocols, and the management of students in the classroom. In liaison with the Business Manager, Heads of Department will also be responsible for the induction and on-going professional development of teacher support staff, where appropriate.

4. The Business Manager will be responsible for the induction, support and on-going professional development of non-teaching staff.
5. All new staff will be provided with a staff handbook.
6. All staff will be provided with a job description and performance agreement.

Links:

Revision history: July 2016, September 2019

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306 Leave Policy

Policy and Rationale

From time to time staff members may request leave from School either for reasons contained in their collective contract or for reasons other than those covered. It is important that all applications be treated fairly and equitably.

Purpose

- To ensure that all staff are aware of the application process and to ensure that all leave applications are treated fairly and equitably. Each case will be treated on its own merits, taking into account such matters as the reason for the application, frequency of requests from that staff member, the effect on the running of the School, the appropriateness of the length of leave and length of School service. Maintenance of appropriate staffing levels may also be a factor.

Guidelines

1. For teaching staff and other staff responsible to the Principal

a) Leave for one term or more

Applications should be made in writing to the Board Secretary well in advance. The application will be considered at a full meeting of the Board of Trustees, along with the Principal's recommendation and due consideration of relevant issues and information. The staff member will be informed of the Board's decision as soon as possible.

b) Leave for less than one term

The Principal has been delegated authority to respond to staff applications for leave for up to one term. Due consideration will be made of relevant issues and information. The staff member will be informed of the Principal's decision as soon as possible. When a request for leave involves only a very short period of time, the Principal may delegate authority to the Deputy Principal responsible for Day Relief.

c) Leave entitlements

The Deputy Principal responsible for Day Relief will liaise with the Business Manager to facilitate such requests. Leave with or without pay will be at the discretion of the Principal/Board, having due consideration to any relevant contracts and other information.

2. For Business Unit staff and ancillary staff responsible to the Business Manager

a) Leave for one term or more

Applications should be made in writing to the Board Secretary well in advance. The application will be discussed by the Principal and the Business Manager and the resulting recommendation will be considered at a full meeting of the Board of Trustees, along with due consideration of the relevant issues and information. The staff member will be informed of the Board's decision as soon as possible.

b) Leave for less than one term

Due consideration will be made of relevant issues and information, and the Business Manager will make a recommendation to the Principal. The staff member will be informed of the Principal's decision as soon as possible.

c) Leave entitlements

The Business Manager will be responsible for ensuring the facilitation of such requests. Leave with or without pay will be at the discretion of the Principal/Board, having due consideration of any relevant contracts and other information.

The Principal will report to each Board of Trustees meeting on relevant matters relating to staff leave.

Links:

Revision history: May 2015, June 2020

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307 Complaints Policy

Policy and Rationale

The Board recognises the importance of the School responding to complaints in a fair and consistent manner and in accordance with the relevant employment contracts, legislation and the School's codes of conduct. The Board also recognises that there are a variety of potential sources of complaint to a School, including a student, staff member, parent, member of the community, or

government/community agency; all require to be responded to in the appropriate manner.

Purpose

- To ensure consistency when dealing with complaints
- To deal with complaints in line with set procedures
- To put in place corrective or disciplinary action when appropriate

Guidelines

1. Methods by which complaints can be made should be made known to the school community.
2. Complaints should be made in writing or in person.
3. Complaints should then be passed to the appropriate person to handle.
4. Whilst Heads of Departments or House Deans may handle lower level complaints, more serious matters should be referred to the Principal or Senior Leaders. Complaints may be made directly to B.O.T. chairperson.
5. The Principal and Senior leaders are always available to handle concerns/complaints and all parents have access to the Principal.
6. Complaints of a serious nature should be directed to either the Principal or the BOT chairperson.
7. In the above case, other parties are informed at the Principal's discretion and appropriate action taken at that point as required.
8. Appropriate documentation of all complaints should be made and retained for a reasonable period of time; in matters referred to the Principal, documentation should be stored in the complaints file.
9. In cases of complaint against the Principal which remains unresolved in the first instance, a formal written complaint must be made to the B.O.T. chairperson.
10. In serious cases, the complainants are informed by the Principal or B.O.T. chairperson of the outcomes of the complaint.
11. Where appropriate, outside mediation may be sought from organisations such as NZSTA, PPTA, NZEI etc.
12. In dealing with any complaint the school will act in accordance with the relevant conditions of the current employment contract(s).
13. In all cases the Board, in dealing with complaints, will act as a good employer.

Links: [303- EEO](#), [304- Staff Appointments](#),

Revision history: May 2015

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308 Staff Discipline Policy

Policy and Rationale

The Board acknowledges its responsibility to be a good employer. The Board will comply with all regulations relative to disciplinary procedures relating to teaching and ancillary staff. The Board will comply with all provisions in employment agreements relating to procedures and processes when competence of a member of staff is at issue. The Board will act in a fair and reasonable manner. Procedures for dealing with discipline issues will be equitable, consistent and open.

Purpose

- To outline the procedure, responsibilities and rights in relation to matters of staff discipline.

Guidelines

1. All reasonable efforts will be made by the Principal to resolve issues as early as possible.
2. A system of verbal and written warnings will be used as disciplinary measures. Verbal warnings will precede written warnings, unless the matter is of such a nature that it is necessary to proceed immediately to a more serious disciplinary response. All formal warnings will be documented in the staff member's file.
3. Staff members facing alleged breaches of discipline or competence will be advised in writing of the right to have a support person attend disciplinary meetings.
4. Where necessary the Personnel Committee of the Board will meet to discuss matters of staff discipline.
5. The Board delegates to the Principal the decision to invoke relevant clauses of the various agreements relating to discipline or suspension of a staff member.
6. In dealing with alleged breaches of conduct or of staff competency all appropriate steps as laid down in relevant contracts will be followed.

Links: [307- Complaints](#), [309- Performance Management](#),

Revision history: September 2016

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309 Performance Management Policy

Policy and Rationale

This school recognises its responsibility to regularly evaluate the quality of teaching and learning at all levels relative to the standards of teaching performance outlined in current Ministry documentation for Registered Teacher Criteria (including any amendments or revisions) and to the school's goals and objectives as expressed in the Charter and School Vision.

Purpose

- To ensure that teaching and learning at MRGS are maintained at a standard commensurate with the Registered Teacher Criteria for Quality teaching.
- To ensure that teaching and learning are compatible with the School's goals and objectives as expressed in its Vision, Strategic Plan and Annual Plan .
- To ensure that attestation, the process whereby a salary increment is awarded in recognition of a

teacher achieving the relevant registered teacher criteria, is completed appropriately. .

Guidelines

1. A system of staff performance appraisal will be maintained with the aim of ensuring and improving the quality of teaching and learning outcomes achieved by the staff and students.
2. The appraisal system will, where necessary, identify areas for development and provide for staff support and opportunities that will enable them to achieve their personal and professional goals.
3. The Principal has responsibility for the effective implementation of the Performance Management Policy and for ensuring that teaching criteria are met by all members of the teaching staff. The appraisal of the Principal is the responsibility of the Board.
4. Funding to implement the appraisal policy will be made available where appropriate.
5. A document outlining the appraisal process will be made available to all staff. This document will detail:
 - Those members of staff who have access to the documents generated by the process;
 - The process for ensuring the security of the documents generated;
 - The formal relationship between the appraiser and the appraisee;
 - The guidelines for classroom observation;
 - The achievement of performance criteria;
 - The process for setting agreed development objectives;
 - The destruction of documents no longer relevant.
 - The process to follow in the event of a dispute.

Links: [308 Staff Discipline](#), [311 Staff Professional Development](#),

Revision history: November 2015

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310 Trainee Teacher Procedures

Rationale

A professional and consistent approach to trainee teachers working within our School will be maintained while ensuring needs of students and staff are met. An effective, professional working relationship between all staff, trainee teachers and students, will be established and trainee teachers will be encouraged to feel part of the 'whole' staff and make the best possible use of their learning experience at this School.

Purpose

- To ensure that trainee teachers can begin their practice within real life situations while being guided and supported.
- To ensure that a high level of teaching and learning is maintained within the school.

Guidelines

1. The Principal will delegate responsibility to a staff member for ensuring the appropriate

information and programmes provided in areas such as :

- induction.
 - professional conduct.
 - professional and administrative responsibilities as appropriate.
 - an appropriate range of teaching experience.
 - pastoral care and supervision.
 - feedback and advice.
 - expectations of the personal presentation.
 - the opportunity to take part in activities which are part of the wider life of the School.
2. The delegated staff member will ensure that while teacher trainees are working with classes, appropriate protocols and lines of communication are maintained, so that students and staff are safe and the quality of classroom teaching is upheld.
 3. The delegated staff member will liaise with the teacher training institutions.
 4. The delegated staff member will be responsible for ensuring that whilst in the School, teacher trainees are treated with professional respect.
 5. Responsibility will be delegated to ensure the relevant reports and information are supplied to the teaching training institutions.
 6. The staff member responsible for teacher trainees will report to and liaise with a designated senior manager with regard to any matters concerning teacher trainees. The Principal will be informed of any concerns.

Links:

Revision history: March 2015, September 2019

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311 Staff Professional Learning Policy

Policy and Rationale

The Board of Trustees places a high priority on the on-going professional learning of staff. On the advice of the Principal, the Board will adopt a staff development programme designed to enhance the educational opportunities of students and improve the capabilities of all staff. Where possible appropriate funding will be allocated to enable the programme to be carried out.

Purpose

- To provide opportunities for staff to update their professional knowledge and practice.
- To encourage participation of staff in professional learning.
- To support the performance management systems of the school by providing where necessary opportunity and resourcing for directed professional development.
- To enable the school to implement its strategic plan initiatives.

Guidelines

1. Towards the end of each year, the Board will meet as part of its budgeting process to decide the allocation of funds for professional learning in the following year.
2. The principal will appoint a senior leader who will have the responsibility for managing staff professional learning.

3. The senior leader in charge of curriculum will also be responsible for advertising P.L. opportunities within the school and through external providers.
4. The Principal is responsible for ensuring there is staff input into the goals, development and running of the professional learning programme within the school.
5. The Principal is responsible for ensuring professional learning goals and procedures are regularly reviewed and evaluated within the School.
6. The Principal will report annually to the Board how the year's professional learning objectives have been met and provide a brief evaluation of the programme.

Links: [101 Curriculum Delivery](#), [309 Performance Management](#)

Revision history: August 2015, September 2019

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312 Timetable Procedures

Rationale

The Board of Trustees recognises the need to develop a school timetable annually that best offers the curriculum and responds to the learning needs and pathways of students by using the available staffing resources. It also recognises that the current Secondary Teachers Collective Agreement (STCA) sets out particular requirements which must be incorporated into the process of developing the timetable.

Purpose

- To ensure that a process for timetabling is followed.
- To meet the needs of students
- To ensure that there is fairness and transparency in the timetabling process • To comply with current conditions of the STCA in consultation with teaching staff

Guidelines

1. A timetabling document will detail a means to ensure that the timetable meets the provisions of the current STCA for the annual development of the school's timetable.
2. The document will be reviewed annually and/or after relevant changes to the Collective

Agreement or gazetted changes from the Ministry of Education.

3. A timetable team is responsible for the enactment of the timetabling document.

Revision history: August 2015, September 2019

37

401 Financial Management Policy

Policy and Rationale

According to NAG 4 the BOT is required to allocate funds to reflect the School's Charter priorities; to monitor and control school expenditure.

Purpose

- To ensure accountability for the control of school finances
- To report to all interested parties and present accounts for audit
- To ensure the efficient use of funds

Guidelines

1. The Principal will prepare and present each year a budget based on the aims of the strategic plan and to present the budget to the full Board for review and approval.
2. The school will establish clear guidelines, including delegations and accountabilities, for the efficient management of each section of the budget
3. Appropriate financial management procedures and practices are followed in line with the current Public Sector Finance requirements and guidelines set out by the Ministry of Education.
4. Monthly accounts for payment summaries will be presented for each Board meeting and a statement of financial position will accompany this.
5. An auditor will be appointed for the school

Links: [400 Series policies](#)

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402 Voluntary Contribution Policy

Policy and Rationale

The Board recognises that Voluntary Contributions are an important source of income and are used to enhance facilities, resources and student activities both inside and outside the classroom.

Purpose

This policy provides guidance for the collection, review and notification of the voluntary contribution.

Guidelines

1. The suggested voluntary contribution will be set and reviewed annually by the Board of Trustees.
2. This suggested amount will be published in the school prospectus/newsletters, along with information on how and where the contributions can be made, and the range of student activities this contribution supports.
3. Although the contribution is not compulsory all parents/caregivers will be encouraged to support the school and its students in this manner.
4. Students whose families have paid the appropriate fees but not made a voluntary contribution will not be excluded from any of the sporting and cultural activities financially supported by this contribution although they will not be eligible for a free copy of the annual School magazine.
5. Staff involved in the collection of the voluntary contributions will be sensitive to the situation of students whose family have not made a contribution.

Links: [NAG 4](#)

Revision history: August 2015

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403 International Fee-Paying Students Policy (IFPS)

Policy and Rationale

NAG 4 states that the Board is required to allocate funds that reflect the school's priorities. The Board recognises the value to the school of enrolling students who are not entitled to free access to education in this country. This value includes the financial support which the school receives as a result of the fees paid to the school by these International Fee-Paying Students (IFPS) as well as social and cultural advantages. The IFPS students in turn receive all the benefits of an excellent education in a caring environment and with the special support of the Director of International Students both in and out of school time. The financial support received by the school is used to enhance the many educational opportunities offered to students who attend this school by right.

Purpose

- To enhance the provision of learning opportunities of all students at MRGS

Guidelines

1. All legislative requirements as regards IF paying students will be met.
2. The pastoral care of the IFPS is the responsibility of the Director of International Students. The Manager is expected to comply with all Ministry of Education and Government requirements regarding the welfare of IFPS.
3. The School is a signatory to the Code of Practice for the Pastoral Care of International Students

and compliance with this is the responsibility of the Director of International Students.

4. In keeping with the School Enrolment the number of IFP students will be reviewed annually by the Board.
5. The BOT annually reviews the fees for IFPS.
6. An instalment and deposit structure for the payment of fees will be the responsibility of the Business Manager, subject to the approval of the Principal and the Board.
 7. If a IFP student gains permanent residence then any refund of fees will be at the discretion of the Principal in liaison with the Business Manager, as will be the rate if such a refund is permitted.
8. The Principal is responsible for the enrolment of all IFP students, but will delegate responsibilities to the Business Manager and the Director of International Students who will ensure that relevant information and procedures are communicated to prospective students.
9. The manager of IFP students will ensure that the staff of the school are informed of relevant aspects of the Code of Practice for International students to provide suitable support in their education.
10. IFPS have full access to school programmes, sporting and cultural opportunities and to all guidance facilities and programmes.
11. Procedures and protocols will be in place to deal appropriately with different situations which may occur e.g. the need for a IFPS to return home during the year for personal reasons, the need for the school to take disciplinary action against the student or finding the student has misrepresented him/herself or misled the school in the enrolment data supplied
12. The Director of International Students will liaise with approved overseas agents over the selection of students and their accommodation once in New Zealand.
13. The Director of International students will ensure that procedures are in place for the vetting and monitoring of accommodation providers.
14. The Director of International Students will regularly report to the Board.
15. There will be yearly review of the school's IFPS procedures and programme in accordance with the IFPS self-review policy.

Links: [602 Enrolment policy](#)

Revision history: November 2014

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404 Property Management Policy

Policy and Rationale

[NAG 4](#) states that the Board has responsibility for the maintenance of school buildings and facilities. It needs to comply with current asset management agreements and implementing programmes of maintenance to ensure that the school's buildings facilities and equipment provide a safe, healthy, attractive learning environment for students and staff. The Board also recognises its responsibility, under [NAG 5](#), to provide a safe physical environment for students and employees

Purpose

- To ensure effective management of the property, its safety and its future viability

Guidelines

1. The Board may establish a Property Sub-Committee as required.
2. The annual budget will provide for ongoing maintenance to existing plant, equipment and property.
3. A programme of preventative maintenance, including checklists is prepared and reviewed annually by the Property Manager.
4. The school will comply with all requirements for health and safety, including where appropriate, local body regulations.
5. Day to day maintenance is the responsibility of the Property Manager.
 6. The Property Manager is responsible for the Building Warrant of Fitness and all aspects of appropriate legislation to ensure the property is a safe place for students and staff.
7. The School works with the Ministry of Education Property Auditor to ensure all the Ministry's responsibilities in terms of maintenance are observed and carried out.
8. The Principal reviews all aspects of building maintenance, safety and hygiene to make sure that requirements of Occupational Safety and Health legislation are met.

Links: [NAG 4](#)

Revision history: May 2014

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405 Use of School Property Policy

Policy and Rationale

Under the expenditure responsibilities of [NAG 4](#) the Board will monitor and control the use of school property.

Purpose

- To ensure that the school's property assets are maintained for the present and future use of members of the educational community.
- To ensure that school property is used to advance the objectives of teaching, learning and the wider educational experience of the community

Guidelines

1. The Board delegates responsibility for establishing the criteria for access and use to the Principal who will consult where appropriate with other staff members
2. Access will be controlled by means such as: written permissions, contractual arrangements or security key issue, log book, booking-out sheets.
3. Arrangements will be made where appropriate for supervised access, parking arrangements and special facilities/equipment, transport, advice/instruction manuals, as part of the control process.
4. Compliance with site Health and Safety policies as well as general legal requirements including fire regulations, driver licensing, WOF & registration, etc. will be conditions of use.
5. Responsibility for proper care, carriage, restoration of equipment, liability for damage and appropriate insurance arrangements where applicable will also be a condition of use.
6. The Principal will report to the full Board or through an appropriate Sub-Committee any exceptional variance from the acceptable and proper use covered by the above guidelines.

Links: [NAG 4](#)

Revision history: September 2015, June 2020

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406 Credit Card Policy

Policy and Rationale

The Board recognises its responsibility to ensure credit card expenditure incurred by the School must clearly be linked to the business of the School.

Purpose

- To provide a clear process for the issue of credit cards.
- To ensure proper authorisation of credit card expenditure.
- To provide detail of the responsibilities of credit card users.

Guidelines

1. The responsibility for management and implementation of this policy is delegated to the Principal
2. The Principal is responsible for approving the issue of staff credit cards.
3. Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.
4. The credit card is not to be used for any personal expenditure.
5. The credit card will only be used for:
 - payment of actual and reasonable travel, accommodation and meal expenses incurred on School business
 - purchase of goods where prior authorisation from the Business Manager or Principal is given.
6. All expenditure charged to the credit card should be supported by:
 - A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
 - In the case of Expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit.
7. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
8. Authorisation for the expenditure should be obtained on a one-up basis. Cardholders are not allowed

to approve their own expenditure.

9. Cash advances are not permitted
10. The cardholder should never allow another person to use the card and must protect the pin number of the card.
11. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen, or used fraudulently.
12. The cardholder must return the credit card to the School upon ceasing employment there or at any time upon request by the Principal.

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407 Sensitive Expenditure Policy

Policy and Rationale

The Board recognises its responsibility to ensure expenditure incurred by the School must clearly be linked to the business of the School and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students). It, however, acknowledges that in particular circumstances there are expenses that may be considered to be beneficial to individuals or small groups of individuals. In such cases the Board accepts that the expenditure will be scrutinised before authorisation.

Purpose

- To provide guidance for the authorisation of expenditure which may be considered to be beneficial only to individuals or small groups of individuals.

Guidelines

1. The Board delegates responsibility for the authorisation and monitoring of expenditure to the Principal.
2. The Principal is responsible for the authorisation and monitoring of expenditure, and may delegate responsibilities to the Business Manager.
3. Where expenditure may be beneficial to an individual or group of individuals, prior to authorising this expenditure, the Principal will take account of the following:
 - Does the expenditure benefit student outcomes?
 - Does the expenditure represent the best value for money?
 - Is it in the budget?
 - Could the board justify this expenditure to a taxpayer, parent or other interested party? • Would there be perceived to be any personal gain from this expenditure?
 - Does this expenditure occur frequently?
4. Where an individual or group of individuals benefit from a third party gift, the gift is to be declared to the Business Manager and/or Principal.

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408 Theft And Fraud Prevention Policy

Policy and Rationale

The Board recognises its responsibility to protect the physical and financial resources of the School.

Purpose

- To prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School.
- To ensure that investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

Guidelines

1. The Principal is delegated by the Board to establish systems and procedures to guard against the actions of theft and fraud.
2. The Principal will ensure that:
 - The School's physical resources are kept secure and accounted for.
 - The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
 - Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 - All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
3. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:

Decide to either immediately report the matter to the New Zealand Police or proceed so far as it is possible and within 24 hours:

- a. To record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
- b. To decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
- c. To Inform the Board Chairperson of the information received and consult with them as appropriate.

On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.

The Principal shall then carry out the Staff Disciplinary Policy 308. Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.

4. The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

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Allegations Concerning the Principal or a Trustee

5. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of Guidelines section 3 of this Policy. 6. Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of Guidelines section 3 of this Policy.

Revision history: November 2016

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409 Staff Reimbursement Policy

Policy and Rationale

The Board recognises its responsibility to ensure that expenditure incurred by the School is clearly linked to the business of the School. As part of this responsibility there must be clear authorisation processes for staff expenditure and reimbursement.

Purpose

- To provide guidance for the authorisation of staff expenditure and reimbursement.

Guidelines

1. The Principal on behalf of the Board is responsible for the monitoring of staff expenditure, but may delegate responsibilities to the Business Manager.
2. Authorisation for staff expenditure should be obtained from the appropriate budget holder. 3. Authorisation for staff expenditure should be obtained on a one-up basis.
4. Expense reimbursements must be certified by the manager of the individual being reimbursed, provided that the certifier holds delegated authority to sign.
5. An expense claim must be supported by GST receipts or invoices to confirm that the expenses are properly incurred on School business.
6. Claims for the use of private motor vehicle usage must be certified by the Principal or delegated manager to indicate that approval was given. Reimbursement rates per kilometre will apply as designated in the relevant collective employment agreement.

Revision history: November 2016, June 2020

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501 Health and Safety Policy

Policy and Rationale

The Board acknowledges its responsibility under Health and Safety at Work legislation and National Administrative Guidelines and is committed to take all practicable steps to provide a safe and healthy learning environment for the many students who attend the School, the many staff whose place of work it is, caregivers, contractors and visitors to the school. It is also committed to engaging with workers and worker representatives in the facilitating of a safe environment.

Purpose

To comply with legislative requirements, regulations New Zealand standards and approved codes of practice by providing a safe, clean, work environment, establishing safe methods and safe practices: and in general, working and to facilitate the health and safety of the school community.

Policy Compliance

In compliance with this Policy:

It is recognised that Health and Safety at the School is the responsibility of every staff member and individual.

The Board will require all accidents to be accurately reported and recorded and when necessary investigated as accident reporting and investigation is an integral part of the school environment.

The Senior Leadership Team and the Board are responsible for the safety of the operations under their control and must ensure that the School's Health and Safety policies, procedures and rules are understood and enforced.

The school will:

- take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, guidelines and codes of practice • strive to continue to improve health and safety at MRGS
- with regular staff input and review establish a safe working environment and develop safe working practices for the school community
- In the event of an injury occurring to a staff member, will fully participate where practicable in appropriate rehabilitation programmes
- do everything reasonably possible to remove or reduce the risk of injury or illness

The Senior Leadership Team will:

- ensure that there are procedures to deal with any emergencies that may arise at the School

Staff, contractors, sub-contractors and students (and any others in the work place)will: • be required to comply with the safe working policies and procedures which apply to their tasks and duties.

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 any injuries, incidents and near misses
- helping new workers, staff members, trainees and visitors to the workplace to understand the safety procedures and their purpose
- report any health and safety concerns or issues through the reporting system

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- keeping the workplace tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise exposure to workplace hazards

Guidelines

1. The Board will expect a report on Health and Safety each month. This will include a report on any major risk that is ongoing at the school and the Senior Leadership need to report to the Board on the management of these risks.

2. The Board will be advised monthly of any serious harm accidents that occur at the School. 3. A committee will be established to oversee the implementation, management and review of Health and Safety in the school.
4. The committee will record near-misses and facilitate any investigation and required action to reduce the likelihood of them happening again.
5. Designated personnel will be responsible for the different aspects of health and safety. 6. The Board will promote and maintain a high level of health and safety throughout the school environment, provide education and promotion to encourage students and staff to engage in positive health and safety practices.
7. The Board will promote the health of students by supporting education within the health curriculum and ensure appropriate staff deliver health programmes.
8. The Board will seek to ensure that the services of a NZ registered School Nurse with a current practising certificate is available throughout the school day.
9. The Board will ensure that procedures and protocols are in place to provide sexual health care and support as required as part of the Student Services Centre.
10. The Board will ensure that protocols for response to the disclosure of abuse whether physical or emotional are in place.
11. The Board will take all practicable steps to ensure that there are procedures for the maintenance of a clean and safe physical environment in the buildings and grounds of the school. 12. The Board will ensure that there are proper processes in place to report and investigate all accidents and incidents.
13. The Principal will report to the Board any accident involving serious injury which occurs in the school or during an off-site school activity and in addition will ensure that serious harm incidents are reported to Worksafe New Zealand
14. The Board will ensure that procedures are in place to provide employees with information and training in the safe storage and handling of chemicals or hazardous substances and also the safe handling of equipment.
15. The Board will ensure that there is sufficient safety equipment (PPE) in the school Science and Technology Departments.
16. The Board will ensure that effective emergency procedures are in place to manage fire evacuation, hazardous substances, spillages, natural disasters, violent events or pandemics. 17. The Board will ensure that the school has procedures for the completion and approval of safety action plans for trips away from the school.
18. The Board will have effective procedures for the hiring and monitoring of contractors and be accountable for their safety and for that of visitors and volunteers
19. The Board will provide appropriate health and safety orientation, training and supervision for all new and existing staff to inform them about hazards and risks so that everyone can work safely.

Links: BOP 8, Health & Safety at Work

Revision history: November 2016, September 2019

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502 Harassment Policy

Policy and Rationale

As part of its health and safety requirements the Board is committed to maintaining an environment for staff and students which is as free as far as possible from harassment as defined under the Employment

Relations Act 2000 and the Human Rights Act 1993.

The Board believes that harassment is a barrier to wellbeing, teaching and learning. All harassment is unacceptable. Countering harassment is a whole-staff responsibility, which includes both teaching and non-teaching staff.

The Board is committed to the following:

- a. providing pro-active Anti-Harassment education programmes.
- b. re-active interventions: disclosure is encouraged and supported at all times, and conflict resolution and restorative measures are taken to effectively stop harassment.
- c. creating a community of students trained and willing to act as Advocates for Social Justice (Advanced Peer Mediators) in the school. These students model respectful relationships and actively intervene when they identify disrespect, harassment or bullying.

Purpose

- a. To develop a shared language and shared understanding of what constitutes harassment, both verbal (sexual, homophobic, racial, religious, dis/ability, family honour), non-verbal (physical, sexual, exclusion/isolation) and cyber technology-based harassment.
- b. To establish clear procedures on the management of harassment issues and the handling of complaints as they arise in the school community so harassment can be effectively stopped.
- c. To ensure that those who experience harassment have both relationships and dignity restored through restorative meetings, or through counselling follow-up if this is not possible.
- d. To establish a work environment where staff and students can feel safe and free from harassment.
- e. To provide clear guidelines and procedures for the pro-active, preventative education on harassment for students.

Guidelines

The Board is committed to:

1. ensuring we have a competent, well-trained, effective Peer-Mediation service by providing annual Peer mediation training so students can develop their skills and further training to enable them to achieve Advanced Mediator status.
2. providing pro-active, interactive Year 9 Anti- Harassment workshops for students delivered by skilled staff.
3. the provision of Restorative Practices to deal with harassment in such a way that harm is repaired and victim needs are paramount.
4. supporting students in building resilience by offering appropriate programmes to students identified as 'High Risk'.
5. having in place appropriate procedures and personnel to deal with allegations of student and staff harassment.
6. referring to the Principal matters where the alleged offender is a Counsellor or Senior leader.
7. directly responding to matters where the alleged offender is the Principal.
8. Maintaining an expectation that all staff identify, address harassment and where appropriate report.

Revision history: November 2016, September 2019

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503 Reporting of Abuse and/or Neglect Policy

Policy and Rationale

It is the responsibility of the School to ensure the safe emotional health and well being of students in its care. The school recognizes its responsibility to report cases of suspected child abuse and/or neglect to the appropriate agency(ies).

Purpose

- To safeguard the physical and emotional safety of students

A. Sexual violation or physical abuse allegations between MRGS students and/or staff during school time, or at a school activity.**

Guidelines

1. If a student or staff member discloses sexual violation or physical abuse, staff at our school will NOT investigate or gather evidence. It may damage the complainant's interest that any evidence obtained may be contaminated by unskilled questioning.
2. Staff hearing a complainant making a disclosure will cease taking a statement immediately, and will walk the person to an Associate Principal or the Principal, or a Counsellor.
3. The matter may be referred to Child, Youth and Family who may refer on to the Child Protection Team at Te Puawaitahi, or to Te Pohutukawa in case of an adult complainant. However, if the matter is unlikely to go to court, using our own robust Restorative processes can be considered as an option. The Child Protection Team provides useful consultancy in such circumstances.
4. An MRGS Senior Leader will offer re-assurance to the communicator of the allegation, and communicate clearly the matter is taken seriously and will be dealt with appropriately. Also, this Leader will instruct the communicator to maintain confidentiality, and the staff member will be required to make contact with the H.O.D. Guidance to consult on obtaining support, as receiving a disclosure can be a traumatic experience.
5. School counsellors may become involved once the matter has been dealt with by the above agencies of Te Puawaitahi, or Te Pohutukawa. The H.O.D. Guidance will decide whether support for the alleged offender can be given at the School Counselling Department, or whether a referral to an Outside Agency like SAFE is more appropriate.
6. The Principal or HOD Guidance will consult with the Police of the Child Protection Team and the H.O.D. Guidance on keeping the school community safe in the presence of the alleged offender, and whether a formal suspension may be required.

B. Reporting of Sexual violation or Physical abuse out of school.**

Guidelines

1. If a student reports sexual or physical abuse, staff at our school will not investigate or gather evidence. It may damage the child's interest that any evidence obtained may be contaminated by unskilled questioning.
2. The student will be brought over to a Counsellor or a Nurse, who will reassure the students they are doing the right thing in "telling". They may refer the case to Child, Youth and Family who can refer to the Child protection Team at Te Puawaitahi. There is no mandatory reporting in New Zealand.

****Definition of Sexual Abuse**

Rape under NZ law is called sexual violation. Sexual violation includes any type of sex without consent. It includes sexual intercourse, oral sex, digital sex, anal sex and sex with

Links:502, 510, *Interagency guide: Working together to keep children and young people safe – Child, Youth and family*

Appendix – MRGS Health and Wellness Centre Procedures

Revision History: November 2016, September 2019

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504 Accident/Incident Reporting & Investigation Policy

Policy and Rationale

The Board recognises its legal responsibilities to notify Worksafe New Zealand immediately of all work-related illnesses and accidents where an employee has received serious harm, and follow this with an accident report within 7 days.

An investigation into any accident/incident will take place with the aim of discovering the causes of the accident/incident and ensuring that the Board does everything within its power to minimise the hazard.

Purpose

- To provide information leading to the ongoing elimination, isolation or minimization of hazards •
To facilitate the reporting and investigation of accidents/incidents
- To ensure that appropriate authorities/services are informed of accidents and incidents.

Guidelines

1. In the case of an accident which has resulted in serious harm it is important not to disturb the scene, unless authorised by an OSH inspector, or to save life, prevent further harm or damage to property, or relieve the suffering of any person.
2. All accidents and incidents are to be recorded in the accident register and, where appropriate, in cases of serious harm, reported on the OSH form provided.
3. All reported accidents and incidents will be investigated in order to minimise the likelihood of similar accidents/incidents.
4. The Board, having delegated responsibility to the Principal to undertake any investigation, will consider and act appropriately given the resulting recommendations. In the case of incidents involving serious harm, the Principal will ensure that a report is made to Worksafe New Zealand
5. Where relevant, the hazard register will be updated in the light of new information resulting from reports/investigations

Links:

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505 Food Procedures

Rationale

The Board recognises the role played in the health of Mt Roskill Grammar School by the food supplied on the School campus and the food education programmes. The Board recognises its responsibility to foster healthy eating habits by ensuring healthy food is available throughout the campus.

Purpose

- To provide a food service which promotes a variety of healthy options, e.g. Foods low in fat, salt and sugar, and high in fibre.
- To present in the context of the Health curriculum information and advice that promotes awareness of the importance of healthy food choices.

Guidelines

1. Students will be encouraged in their choice of healthier foods through four main avenues:
 - a) Education:-
 - The school will fulfil the requirements as prescribed in the Health and Physical Education curriculum.
 - b) Sales & Service: (by suitable provision)
 - The school canteen will provide a menu which contains sufficient healthy food which is low in fat, sugar and salt and high in fibre.
 - c) Promotion:-
 - The sales and service of healthy food will be promoted as part of the requirements of the Health and Physical Education curriculum.
 - All students and staff involved with food service in the school are educated on food safety and nutrition.
 - d) Fund Raising:-
 - The food guidelines will be considered in such activities within the school.
2. Food will be prepared and served in a smoke-free environment
3. Hygienic handling and storage practices of all foods will be paramount.
4. Food safety is a priority.

Links: School Management Policy on Food Handling

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506 Emergency Procedures

Rationale

The School will make a planned response to emergency situations. A response to an Emergency such as a fire, gas leak or dangerous intruder may require a speedy evacuation of students, staff and visitors in a manner which does not further endanger lives. Responses to other emergency events such as a pandemic or natural disaster may require particular communications, precautions, preparations and post event procedures involving the immediate school and the wider community. The School will make provision for appropriate response to emergency situations, even when the safest course of action may not be immediately clear.

Purpose

- To organise and regularly practise an efficient drill for the whole school premises to be vacated. For situations in which there is an emergency but it is thought advisable to keep staff and students in their rooms, there will be an appropriate signal and procedure which is known to staff and students.
- To ensure that an appropriate plan of action and procedures will be developed and communicated for the advent of a pandemic situation or a natural disaster that may involve civil defence services.

Guidelines

1. A member of the senior staff will be designated Emergency Manager and be responsible to the Principal for regular reviewing and updating of emergency procedures, their publication and the carrying out of appropriate safety practices. This person will have documented the details of the response to specific emergency situations in the school and wider community context.
2. At regular intervals staff are to be briefed regarding emergency procedures.
3. There will be regular evacuation and lockdown practices each year.
4. The Emergency Drill Instruction Sheet containing responsibilities and procedures is updated regularly and is posted in all rooms and office areas throughout the School.
5. Fire Department protocols and regulations will be observed at all times
6. School emergency procedures will take cognisance of the special needs of physically disabled MacLean Centre students.
7. Staff members with special duties will be informed of their responsibilities. Those with designated responsibility will check specific building areas have been vacated, closing fire stop doors and blocks before going to assembly areas.
8. In the event of a disaster or fire requiring evacuation of the School, a continuous siren will sound accompanied by verbal instruction to warn everyone to vacate the buildings. Another bell will

ring for 7 seconds to signal an end to the emergency procedures.

9. In the event of an earthquake, students and teachers will seek refuge under desks until appropriate time enables buildings to be vacated
10. There will be an emergency lockdown procedure in the case of a dangerous intruder, gas leak or other emergency that requires students to be kept indoors.
11. Teachers will lead classes to a designated assembly point using signposted egress.
12. Any noted absences must be reported immediately to the Emergency Manager.
13. In the case of an emergency for which it is not appropriate to evacuate the School (e.g. an armed offender) a special signal, a repeated intermittent siren accompanied by verbal instruction will be used to warn teachers to keep students in their classrooms even when the teaching period has concluded.
14. In the case of a Pandemic situation the school will respond according to its designated protocols and procedures for notification, communication, precautions and other requirements to ensure the health and safety of its staff and students.

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15. In the event of a natural disaster or Civil Defence emergency the school will respond according to its procedures for linking with post disaster and relief.

Links:

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507 Cybersafety Procedures

Policy and Rationale

This policy is designed to meet the school's statutory obligations to maintain a safe learning environment.

This policy includes other technologies associated with information transfer and storage. Staff and

student access to these technologies is available under certain conditions, as outlined in signed Cybersafety Use Agreements. Basic training for staff using such technologies is essential for the safety and protection of staff, students and equipment. Appropriate cybersafety measures will be put in place, monitored and enforced. In order to ensure the safety of the school learning environment, action will be taken if these safety regulations are breached by students or staff.

Purpose

- To maximise the educational benefits of communication technologies while minimising the risks.
- To ensure that internet and other facilities are used only for educational and personal purposes appropriate in the school environment.
- To ensure that appropriate Cybersafety User agreements are provided for members of the school community to sign.
- To ensure that appropriate cybersafety awareness, training and professional development are made available to members of the school community.
- To establish and enforce procedures within the school community to ensure that the school maintains as far as possible a safe environment for learning in the context of cyber and communication technologies.

Guidelines

1. On enrolment all students and parents/caregivers must read and sign a Cybersafety Use Agreement outlining the regulations and conditions under which computers and communication technologies may be used while at school.
2. Students will be supervised while using school facilities; the degree and type of that supervision may be dependent on the type of technology concerned, where the equipment is physically situated and whether or not the activity is occurring in the classroom.
3. All staff must sign a Cybersafety Use Agreement which details their professional responsibilities for supervision of students and their own use of the internet.
4. Educational material on cybersafety will be provided by management to staff and students.
5. As some internet-accessible computers are in the care of subject departments, the Heads of those Departments are responsible for departmental internet safety procedures to cover their particular situation. The Library will also have such procedures.
6. The school will provide whatever electronic filtering and other security systems are recommended by the E learning Lead team and school management and are financially practicable. The School will continue to refine methods to improve safety.
7. Through the information sheet supplied with the use agreement, students will be provided with basic internet safety information.
8. A member of the Senior Leadership Team will be designated Cybersafety Officer to whom breaches of the Cybersafety regulations by students or staff will be reported and who will coordinate the appropriate response.
9. The Board supports the right of the school to check communication technology related work or data of staff or students at any time and this is to be done in accordance with the provisions of the current Privacy act.
10. In the case of incidents of breaches of the policy there will be appropriate attention paid to the need for specific procedures for the gathering and analysis of evidence.

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11. The school will consult with the wider community and provide where possible opportunities for the community to learn about cybersafety issues.

Links: Internet Use Agreement; [308 Staff Discipline](#).

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508 Student Behaviour Management Policy

Policy and Rationale

The Board recognises the requirement under the National Educational Guidelines to provide students and staff with a safe physical and emotional working and learning environment, and delegates authority for the control and management of the School to the Principal. Students are expected to meet school expectations in line with school values.

Purpose

To develop an environment of mutual respect where,

- students appreciate the rights of others to learn in a safe secure environment •
- students abide by the routines and accepted practices of the school
- students are respectful of the authority of all staff at the school
- students should see the consequences of their own actions and the actions of others •
- students learn alternative modes of behaviour.

Guidelines

1. The school will develop and maintain school-wide behavioural expectations that are known and understood by the whole School and its community. These expectations will be outlined in the Prospectus and in other publications when deemed necessary. Students will regularly be reminded of the expectations and staff will receive the necessary on-going professional development to support these expectations in and out of the classroom.
2. School-wide systems and procedures will provide an extensive support system to meet the needs of students. These will be wide-ranging and involve students as well as staff.
3. The focus of education and expectations will be on the positive i.e. providing good role models and affirming positive behaviour and activities.
4. All members of the school community are expected to meet the school's expectations to ensure a safe school environment.
5. Parents/caregivers will be involved when a student's behaviour is causing concern to ensure they are informed of the problem and have the opportunity to co-operate with the School.
6. In all aspects of the School's behaviour management practices staff will strive to enable students to understand their actions, think about what they have done, correct their behaviour and restore relationships where harm has been caused.
7. Every behaviour management situation will be treated on its own merits. A clear set of steps will be taken to respond to behaviour that is causing concern. There will be a range of responses which will include restorative practices and where necessary Stand-Downs of one to five days, or Suspension may be used. Wherever possible all responses will include guidance from external agencies as needed.
8. In no circumstances is any aspect or form of physical punishment or force to be used in the response to or in the management of student behaviour or conduct.
9. The School's behavioural expectations are applicable to students during the school day, coming to and going from school by whatever means of transport, on school trips whether in New Zealand or overseas, and any event, incident or activity in which a student is involved while wearing the school uniform or representing the school.

Links: [NAG 5](#), [LOTS](#), [Guidance for Principals and Boards of Trustees on Stand-Downs, Suspensions, Exclusions, and Expulsions](#), [Bullying prevention and response guide \(ero.govt.nz\)](#), [Digital technology: Safe & Responsible in schools](#)

Revision history: November 2015, September 2019

Rationale

The School recognises the need in particular cases for students on prescribed courses of medication to have it administered during the School day. It also recognises the importance of keeping students safe from misuse or abuse of such prescribed medications ([NAG 5 \(i\)](#)). The School should be formally requested by the parent/caregiver to administer such medication only during normal school hours when it is either not possible or impractical for a parent or caregiver to do so, or the nature/level of the medication necessitates treatment by trained medical staff. For reasons of health and safety medication will be administered in such cases by the School Nurse or a MacLeans Centre Nurse and the Policy Guidelines and protocols outlined below should be followed.

Purpose

- To facilitate the request of a parent/caregiver for the administration of prescribed medicines or course of treatment so that a student's health is not placed in jeopardy by school attendance.
- To ensure all such medication is in the safekeeping and/or under the control of the School Nurse and so not able to be lost, sold, consumed or in any other way misused to the detriment of the safety of the school and its students.

Guidelines

1. In such cases of a prescribed course of treatment the student will not be permitted to have medication in their possession during the School day, or while involved in any School activity.
2. The parent/caregiver of any student requiring such a prescribed course of medication during the School day should first contact the School Nurse to discuss the matter and leave contact details of the doctor and family members in case of any problem arising.
3. The parent will sign a notification authorising the school nurse to hold and administer the prescribed course of medication.
4. Sufficient medication should be given to the Nurse to complete the course of treatment with information on dosage and timing.
5. The medication must be kept in a locked place in the Student Services Centre or MacLeans Centre and the Nurse will document each dosage administered with the date and time.
6. If the student does not keep appointments for the administration of medication, then the Nurse will inform the parent/caregiver.
7. In situations where a student requiring a course of treatment is not able to be under the supervision of the school nurse (i.e. on school camps, EOTC etc.) or if the prescribed course of treatment is outside the scope of the Nurse's capabilities then it is the responsibility of the parents/caregivers to make provision for the administration and security of medicines.
8. If the Nurse has any concerns about the administration of medication to a particular student the matter will be referred on to a member of the Senior staff.

Links: [106 EOTC](#), [114 CSN](#)

Revision history: November 2016, September 2019

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510 Search and Seizure

Policy and Rationale

The Board recognises that it must provide a safe physical and emotional environment for students and staff. Parents have a clear expectation that the school will be free from drugs, weapons, alcohol, harassment and cyber bullying. The school must act reasonably and in good faith in the matters of searching and retaining student property – behaving in the least intrusive manner to achieve a safe environment. The Board recognises that students are protected under the New Zealand Bill of Rights which does not prohibit searches but they must be able to justify actions to provide a safe environment. The Board while respecting the above rights may require the search of students and seizure of property to maintain a safe and orderly place of learning.

Purpose

- That the school remains a safe, orderly and secure place of learning.
- That the rights of students are protected.
- That the school can ensure that forbidden items are not on site or used inappropriately.
- That there is a deterrent to any students considering bringing unlawful or inappropriate items to school.

Guidelines

1. A search can be initiated where reasonable grounds exist that the suspected item or device is harmful (poses a threat to the physical or emotional safety of any person).
2. A seizure can be initiated where reasonable grounds exist that a student has an item or has stored on an electronic device information that is likely to
 - a) Endanger the safety of any person or
 - b) Detrimentally affect the learning environment
3. All teaching staff are authorised under Section 139AA of the Education Act to conduct searches or seizures. Any non-teaching staff must have written authorisation by the Board which they must confirm in writing.
4. Although all teaching staff are authorised to conduct searches they will be conducted at the school by a member of the Senior Leadership Team with another staff member present. Search procedures will follow the process outlined by the school and remain in adherence to those outlined in the Ministry of Education's "Guidelines for the Surrender and retention of Property and Searches."
5. The search or seizure must be carried out in the least intrusive manner to respect the dignity and privacy of the student involved.
6. Any item or device taken may be retained, returned to the student, passed to another person or agency, or disposed of. When deciding on the action the value, related entitlement and threat to health and safety of the item should be considered.
7. Confiscated items must be passed to the relevant Senior Leader for secure storage and to determine if and when the item should be returned. A record must be kept of any item retained for two nights or longer.
8. All reasonable care of items must be taken by anyone in possession of property or items.
9. It is expected that items for return are returned as soon as is practicable.
10. If deemed appropriate to do so any item or device may be passed to another person such as a parent/caregiver, the person entitled to have the item or other agencies such as the New Zealand Police.
11. If satisfied that it is appropriate to do so an authorised staff member in the case of the school, a senior leader may dispose of an item. But no item may be disposed of by sale.
12. A record must be made and kept of every search that is carried out of a student's clothing, bags or other containers.
13. Where necessary the appropriate disciplinary response to a search/seizure will be carried out.

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14. If a student refuses to relinquish or provide access to any item to be seized or searched then appropriate referral or disciplinary action will be taken.

15. In the case of a referral due to non-compliance by the student parent./caregivers or in particular circumstances the New Zealand Police will be contacted and disciplinary responses also carried out.

Revision History

March 2015

Links – NAG 5

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511 School Uniform Procedures

Rationale

Mt Roskill Grammar School has a school uniform for all students in keeping with the traditional educational expectations of the community. The School uniform is also a symbol that in attending this school, students of many different cultures come together to live as one cohesive group.

Purpose

- To ensure no student is disadvantaged in their clothing.
- To encourage a feeling of pride in, and belonging to, the School.
- To ensure clothing is worn that is appropriate for school activities guideline. • To facilitate easy

identification of students both on school grounds in and in the community for reasons of safety.

Guidelines

1. The uniform is decided by the Principal in consultation with the staff, parents and students, and with the approval of the Board of Trustees. It should be subject to regular review.
2. The required school uniform and standard of personal presentation details are published for present and prospective students. They are also available on the school website.
3. Mount Roskill Grammar School students are expected to be in correct school uniform during the School day, and when travelling to and from school. Unless otherwise advised, students should wear correct school uniform on school trips and at all events organised by the school.
4. At any time students are wearing the formal uniform, PE uniform or sports uniform, they are expected to wear the full uniform correctly. i.e. a mix of formal and sportswear is not permitted, nor is a mix of school uniform and *mufti*. Students may go home from school in PE uniform at the conclusion of sports practices or other designated situations (i.e. Sports day or school cross country.)
5. If there is a temporary problem with a uniform item, the student is expected to bring a letter from the parent/caregiver to the Deans' centre at the start of the school day. In some cases where the problem cannot be resolved by the dean, uniform passes will be issued by the dean or Senior Leader on duty.
6. Families suffering financial hardship will be referred to appropriate agencies (such as WINZ) or in exceptional circumstances to the Ministry of Education through the Senior leader overseeing uniform to help them with the purchase of uniform items.
7. The Principal is responsible for monitoring and enforcing uniform regulations, a responsibility which is delegated to and shared by all the teaching staff of the school.
8. Parents/caregivers will be informed if uniform infringements are of a serious or on-going nature.
9. If necessary, non-regulation items may be confiscated and stored in the Deans' Centre with a protocol for retrieval. If it is not appropriate to return the item to the student concerned, a parent/caregiver may be required to collect the item.
10. Special dispensation for uniform may be granted at the discretion of the Principal for religious, cultural or medical reasons. It is the responsibility of the parents/caregivers to seek this dispensation.

Links: [508 Behaviour Management](#)

Revision history: October 2015, September 2019

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512 Communicable Diseases Procedures

Rationale

Effective response to those carrying a communicable disease is part of the responsibility of the Board to provide a healthy and safe working environment as outlined in [NAG 5 \(i\)](#).

Purpose

- To provide appropriate, timely and effective information to parents, staff and students.
- To ensure that all members of the school community are protected as far as possible from infection

- To safeguard as far as is practicable, the privacy of all members of the school community

Guidelines

1. The school nurses are responsible for keeping school management informed on issues relating to communicable diseases
2. If a member of the school community's health is causing concern, staff will notify the (lead) school nurse or DP lead and where a communicable disease is suspected the Principal, the Senior leader overseeing Communicable Disease and the Public Health Nurse will be notified. The MRGS DP lead will pass on information in accordance with the Ministry of Health guidelines.
3. All staff will be informed of any preventative measures.
4. The school reserves the right to limit access to school grounds for any student known to be carrying a communicable disease.
5. Individual students and staff will have information relating to their health documented on their personal file and this data is to be subject to the Privacy Act requirements.

Links: [509 Medication](#), [606 Privacy](#).

Revision history: October 2015, September 2019

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513 Vehicles Policy

Policy and Rationale

The Board recognises the need for car parking and control on the school site. The safety of students and the safety of the School campus are the main priorities of the Board in this matter ([NAG 5 \(i\)](#)).

Purpose

- To ensure the safe and efficient use of vehicles in the school grounds

- To ensure that parents/caregivers are aware of vehicle use for school activities.

Guidelines

1. The school will maintain procedures for controlling staff vehicle usage on the premises.
2. The school will have procedures in place to manage the use of vehicles for school activities.

Links: [105 Co-curricular](#), [106 EOTC](#).

Revision history: March 2012

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514 Sun Safety Policy

Policy and Rationale

The Board recognises the effects of sun in a sub-tropical climate and accepts the school's obligation to promote and encourage precautions to limit these effects. It also recognises the need to provide sun-free areas for students at recreational times.

Purpose

- To advise students on proper measures of protection in situations where they may be exposed to the sun's detrimental effects.
- To provide sun-safe areas within the school.

Guidelines

1. The school will encourage sun-safe practices for all school activities.
2. The school will ensure the provision of sun-safe areas.

Links:

Revision history: March 2015

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515 Traumatic Incident Policy

Policy and Rationale

The Board recognises the need for provision to be made for response to a traumatic incident. The impact of such an event puts other members of the school community at risk: the risk of false or partial information and intense feelings, both present potential problems. To deal with such effects the

school's processes adopt a principle of postvention or sensible actions taken in the wake of the trauma to prevent or limit the ill effects of the experience.

Purpose

- To ensure that information and communication are appropriately monitored and facilitated.
- To establish support and guidance for those in the school community directly affected.
- To respect the wishes and feelings of the family of those involved in the incident and ensure that they are consulted on any decisions that might affect them.
- To ensure that students and staff are given the opportunity to express their feelings in response to the incident whether affected directly or indirectly.
- To return to the normal routine within the school as soon as possible.

Guidelines

1. The school will establish and review annually a Traumatic Incident Response Plan which will be issued to all staff members
2. Each year staff members will be informed of the plan and new staff given training on their responsibilities within it.
3. The Plan will establish and document appropriate procedures to respond to a traumatic incident.

Links: Traumatic Incident Response Plan

Revision history: October 2015

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516 Do Not Resuscitate Policy

Policy and Rationale

The Board recognises the directives from and wishes of parents/caregivers in the case of a clear standing order with regard to non-resuscitation or directed response to a student's health. The Board

also recognises in such cases its responsibility for the health and safety of other staff and students involved in a response of this nature to a health emergency.

Purpose

- That the wishes and legally directed standing order for non-resuscitation be respected
- That school personnel and teacher staff are clearly directed and supported in the event of a DNR response.
- That students affected by or involved in a DNR response situation are protected, supported and counselled as necessary.

Guidelines

The Board will ensure that:

1. The school has received a clear, legally verified and medically supported order from the family regarding a Do Not Resuscitate response.
2. The school has consulted with the family and the relevant student's medical professional to establish the exact application and circumstances of the order.
3. The school has developed and instigated a clear procedure in consultation with the family and if necessary the student's medical professional.
4. The school has clearly communicated this procedure to relevant staff.
5. The school has ensured that advice and support are made available to both staff and students in the event of the activation of the DNR response.

Revision History: November 2016, September 2019

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517 Child Protection Policy

Policy and Rationale

The board of trustees recognises its 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. This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It supports our expectations and procedures when child abuse is reported or suspected.

Purpose

- To ensure the well-being of children in our care
- To prioritise our commitment to child protection
- To outline expectations and procedures when child abuse is suspected or reported*

*Note: 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

Guidelines

1. The Board, though ultimately accountable, board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents.
2. The Principal must:
 - a) Develop appropriate procedures to meet child safety requirements as required and appropriate to the school (Reference Relevant Health and Safety 500 Policies)
 - b) Comply with relevant legislative requirements and responsibilities
 - c) Make this policy available on the school's internet site or available on request
 - d) Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
 - e) Ensure the interests and protection of the child are paramount in all circumstances
 - f) Recognise the rights of family/whanau to participate in the decision-making about their children (Reference Policies 508,
 - g) 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 (Reference Policies 502, 503)
 - h) Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented.
 - i) Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
 - j) 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 (Reference Policies 502, 503, 508, 606)
 - k) Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
 - l) Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy.
 - m) Ensure that this policy forms part of the initial staff induction programme for each staff member.

Revision history: September 2016

Policy and Rationale

The Board recognises that in partnership with caregivers, it has a primary role in ensuring that students enrolled at Mount Roskill Grammar School attend regularly. This is a legislative requirement for students under 16 years of age, but is relevant for all enrolled students as punctuality and regular attendance at school encourages good work habits and will provide continuity of learning opportunities. The Board recognises that as poor attendance can be an indicator of difficulties confronting a student both at home and at school, close liaison between caregivers and the school is essential to ensure regular attendance. Whilst a variety of strategies are required to address problems of non-attendance (some beyond the responsibility and authority of the school), the school will pursue all practicable strategies to ensure attendance.

Purpose

- to ensure that students are regularly attending school
- to ensure that students are punctually attending all classes
- to provide a means of recording attendance and monitoring absence
- to provide intervention in cases of persistent absence and/or lateness

Guidelines

1. Electronic recording of student attendance by form teachers will take place each Assembly/LCT period in the week and period by period attendance will be recorded by teaching staff. Recording of student lateness, and action on such problems, will also be part of the electronic attendance system.
2. The Attendance Officer oversees the monitoring of data entry to ensure accuracy and communicates with all teaching staff regarding anomalies.
3. Addressing lateness to class is the responsibility of the class teacher in the first instance. Persistent lateness and/or lateness despite intervention(s) will be referred to the appropriate Dean for further action.
4. Caregivers will be informed by daily early notification SMS and then by further contact if a pattern of unexplained absence is occurring.
5. When there is persistent and unjustified absence from school, and when the school's own interventions have failed to ensure a return to school (e.g., contact with the home by the Form Teacher, txt messages home, Attendance Officer, House Deans) if the student is under the age of 16 the school will then liaise with ACES (Auckland City Education Services). If absences are extensive and no improvements have been noted, nor any positive response from caregiver, at the Principal's discretion a student can be removed from the roll for non-attendance, in which case written communication will be sent to parents/caregivers and a referral will be made to NETS. (Non-Enrolled Truancy Service)
6. The task of monitoring attendance involves all teaching staff, but especially the Form Teacher in the first instance, Attendance Officer, House Deans and Senior Leader responsible for attendance.
7. Documentation will show the attendance records of all students enrolled at the school, and actions taken by the school where attendance is a problem will be held in the Students' pastoral notes.

Links:

Revision history: July 2016, September 2019

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602 Enrolment Policy

Policy and Rationale

The School complies with general legislation regarding zoning as set out in the current Education Act. The school has an approved zone because of excessive demands for places at the school. A school zone, based on the original zone, has been maintained since the enrolment legislation was introduced and students in the zone have automatic preferential right to entry. The Board will review the enrolment scheme.

Purpose

- To avoid overcrowding in the school
- To recognise the significance of our historical school zone

Guidelines

- 1) The enrolment scheme is annually updated and published for student and parent information
- 2) The Principal is responsible for establishing a set of procedures to effectively manage the enrolment scheme within the guidelines produced by the Ministry of Education.

Links: Enrolment Scheme.

Revision history: November 2016, September 2019

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603 Animal Welfare Policy

Policy and Rationale

The Board recognises that under the Animal Protection Act, it is required to have a code of ethical conduct relating to the welfare and treatment of any animals under its care.

Purpose

• To encourage through example the proper care of living things within the school. • To ensure that the care and welfare of animals has the highest priority in any activity involving the keeping of an animal or its study on a field trip.

Guidelines

1. 'Animal' is defined as any living creature with a backbone, including land-based and aquatic mammals, birds, fish and reptiles.
2. It is generally accepted that other living creatures such as snails, worms, and insects must also be treated with care and kindness.
3. If the appropriate care cannot be provided, the animals should not be kept in school. Creatures kept in classrooms for observation must be housed and fed properly, and returned to their natural habitat on completion of the study.
4. Creatures captured on field trips must be returned to their habitat prior to leaving the area unless their proper care in school can be guaranteed.
5. Responsibility for the welfare of animals rests with the teacher/staff member involved if related to curriculum delivery, in liaison with the HOD Science. If non-curriculum related, responsibility is with the Property Manager, who should be informed of the presence of such an animal on the school property. Ultimate responsibility, however, remains with the Principal and the Board.
6. The general care of any animals the school is responsible for should include appropriate diet, care outside school hours, appropriate living conditions and care if injured or diseased, appropriate handling and the freedom for normal behaviour.
7. Where any activity is planned which may cause distress or suffering to the animal approval must be obtained from an Animal Ethics Committee. A record must be kept of procedures followed as set out in the act

Links: [ERO Handbook A11 - Animal Welfare](#).

Animal Ethics Committees may be contacted through the Science Adviser or MAF (Ph 04 4744 129, fax 04 4744 133)

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604 Conflict of Interest Policy

Policy and Rationale

The Board acknowledges that members of the BOT and employees are involved in activities outside MRGS (personal, family, business or community) which may result in a conflict of interest.

Purpose

- To ensure that all conflicts of interest are disclosed and dealt with in a proper manner. The appearance and perception of a conflict of interest is as important to manage as an actual conflict.

Guidelines

1. All employees and Board of Trustee members are expected to perform duties in a fair and unbiased manner.
2. Employees and members of the BOT are required to disclose all conflicts of interest as soon as the conflict of interest becomes known.
3. Should a conflict of interest arise the disclosure should be made to the appropriate authority. In the case of an employee, to the Principal, in the case of the Principal then to the Board Chairperson and for a Board member to the Board of Trustees.
4. The conflict of interest shall be dealt with by the principal or the BOT in a reasonable and appropriate manner.

Revision history: May 2015

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605 Smoke Free Policy

Policy and Rationale

The Board recognises its responsibilities to provide a smoke-free environment, in compliance with the Smoke Free Environment Act 1990 – together with any amendments and [NAG 5 \(i\)](#). It is acknowledged that smoking is hazardous to health and positive role modelling to students is an essential part of the School Health Education Programme. Smoking is also seen as presenting a fire risk.

The Board recognises that smoking in school settings presents students and others with a mixed message regarding tobacco consumption and acknowledge evidence that indicates that smoking within a school can contribute to the uptake of smoking by young people, both now and in the future. It is also recognised that the health and well-being of staff and other users of the school may be negatively affected by smoking, and respect the right of employees to a smoke free environment.

Purpose

- To comply with the Smokefree Environment Act 1990 & its subsequent amendments. • To provide a totally Smokefree environment at Mt Roskill Grammar School.

Guidelines

1. Smoking shall not be permitted anywhere within the buildings or grounds of Mt Roskill Grammar School at any time, nor at any official school activity such as field trips, sports events, etc.
2. Organisations or individuals using school facilities must agree in writing to comply with this policy as a condition of use.
3. Contractors and others working within the school property are to be advised of the school's smoke free policy and that the policy applies to them whilst on the property.

4. Signs shall be displayed at the entrance to the school and any place or places that the Board of Trustees may consider appropriate.
5. Successful applicants for positions at this school will be informed of this policy. 6. The policy shall be reviewed regularly as part of the normal cycle of policy review.
7. Complaints with regard to this policy should be made in writing to the Principal or delegated staff member.

Links:

Revision history: March 2015, September 2019

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606 Privacy Policy

Policy and Rationale

The Board recognises its responsibilities under the Privacy Act and recognises the principles outlined in the Act.

Purpose

- To establish appropriate procedures with respect to the collection, storage, use and disclosure of information as outlined in the Act.
- To ensure all staff are informed of their responsibilities under the Privacy Act.

Guidelines

1. Information about students will be collected for school purposes primarily as they enter the school and throughout the period of attendance at the school.
2. Such information will be gathered from several sources including contributing schools, parents, teachers, the students themselves and outside agencies which may be relevant, eg. CYFS
3. The information gathered is required to validate enrolment and the appropriate placement of students, and to enable the school to attend to the education and welfare of students while they are enrolled at the school.
4. The school accepts it has an obligation to take reasonable steps to protect information about students from loss or misuse, and undertakes to destroy at an appropriate time information that is no longer relevant.

5. The school accepts its responsibility to restrict the use of this information to school purposes only and will exercise its discretion in determining appropriate access to information, including evaluative material. Access to information may be granted to enable contact between groups within the school, eg. sports coaches and their teams; with groups associated with the school, with tertiary institutions, the NZQA and with appropriate outside agencies such as the Police and CYFS.
6. The school undertakes to inform the staff, students and their families, of the school's policy and procedures concerning personal information held by the school, and will obtain the consent of those concerned for the gathering, use and storage of such information.
7. The school's enrolment procedures will include a statement outlining the school's policy and procedures on the gathering of information and the purposes for which such information is used. The parent/caregiver signature on the enrolment form constitutes consent.
8. The Principal is responsible for putting in place procedures which ensure the confidentiality of all student and staff records.
9. A Privacy Officer will be approved by the BOT annually and will be consulted on any issues pertaining to staff or students that fall within the parameters of the role.
10. Requests for confidential information will be referred to the Principal.

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607 Stand-down and Suspension Policy

Policy and Rationale

The Board is responsible for the physical and emotional safety of the school community ([NAG 5 \(i\)](#)). It may be necessary to stand-down or suspend a student from school if that student's behaviour is deemed to constitute gross misconduct or continual disobedience which either set a harmful or dangerous example to other students, or risk serious harm to the student or other students.

Purpose

- To manage student suspensions and ensure that they are in a manner consistent with the requirements of current legislation.
- To ensure the safety of all members of the school community.
 - To ensure that the requirements of natural justice and confidentiality are practised by the school.

Guidelines

1. Depending on the circumstances the school will take all reasonable steps to modify student behaviour, increase their sense of personal responsibility and belonging to the school community through restorative practices and supportive behaviour management before resorting to stand-down or suspension.

2. Guidance, counselling and advice is available for students and caregivers.
3. A data base of information on student behaviour will be kept; this will include actions taken. 4. Parents/caregivers will be kept informed of concerns the school has about their child's behaviour.
5. The best interests of all students will be considered by the Principal in the decision to stand down or suspend a student.
6. The Principal, or a member of the Senior Leadership formally delegated by the Board to act as Principal in his absence, has the power to suspend or stand-down students without referral to the Board. The Principal or delegated Senior Leader will seek a meeting with the parents either prior to the stand-down or before the student returns to school at the conclusion of the stand-down. The school will also ensure that reasonable and practicable guidance and counselling are provided for the returning student.
7. If the decision is to stand down a student then the parent/caregiver will be contacted advising of the stand down, its length and the reason for the stand down.
8. A Board disciplinary sub-committee will be convened within the legal time limit to decide the future of any student suspended.
9. Procedures will follow the appropriate legal requirements and Ministry of Education guidelines.
10. After the Board disciplinary sub-committee has met and made its decision, the Principal will confirm that decision in writing to the parents/caregivers.
11. If the student has been excluded the Principal will carry out any necessary legal requirements in relation to the future education of that student.
12. If the decision is to return the student with conditions the Principal will ensure that the parents/caregivers are informed and that the conditions are adhered to by the student and the school.

Links:

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608 Copyright Policy

Policy and Rationale

The Board has responsibility to ensure that the school adheres to relevant legislation ([NAG 6](#)). The school uses many and varied information resources and needs to comply with the Copyright Act in regard to musical scores, videos, books, films, electronic media etc. because they are covered by copyright.

Purpose

- To ensure the school complies with the current Copyright Act.

Guidelines

1. All staff, including ancillary staff are to be informed of the sections of the Copyright Act as they apply to educational institutions and of the conditions that apply to the licence held by Mt Roskill Grammar school. This information is part of the staff handbook.
2. The School will take out will take such licences as it sees fit and will comply with the conditions of those licences.

3. The general provisions of Copyright within an educational institution will be displayed where appropriate in all department workrooms.
4. Individual staff members are personally liable for breaches of the Copyright Act.

Links: [Copyright Act 1994](#)

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609 Protected Disclosures Policy

Policy and Rationale

This policy complies with the current Protected Disclosures Act under NAG 3. Observance of this policy will help to ensure that wrong doing of a kind covered by the Protected Disclosures Act does not occur. If wrong doing does occur this policy protects the person in regard to reporting the incident and allows the matter to be dealt with promptly and fully.

Purpose

- To provide information, guidance and protection to employees of the school who wish to disclose serious wrongdoing in or by the school.

Guidelines

1. Any employee may disclose information in the manner provided by the Protected Disclosures Act. 2. Only disclosures of information about serious wrong doing (as provided for in the Act) are covered by

this policy.

3. The Board recognises provision for confidentiality of identity of the employee making a disclosure.
4. The following procedures apply in the administration of this policy:
 - a. The school's Disclosure Officers are the Principal and the Chairperson of the Board of Trustees and any disclosure should be made directly to either person.
 - b. Disclosures which can be verbal or written should include all relevant details. Written statements should be signed and dated, and a return address provided.
 - c. The school's Disclosure Officer(s) will acknowledge receipt of a disclosure in writing within 5 (five) working days.
 - d. Within 20 working days after receipt of a disclosure, the school's Disclosure Officer(s) will report to the staff member(s) concerned what action has been taken or recommended to be taken.
 - e. The school's Disclosure Officer(s) will report, in confidence, every disclosure to the Board when appropriate.

Revision history: March 2015

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