



St Bernadette's School Operational Policies

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Curriculum Delivery Policy

Outcome statement Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.

Scoping The board's primary objective is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

Delegations As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements.

Therefore the principal must ensure:

1. An annual plan is developed setting out how progress will be made towards the achievement of charter/strategic aims and targets and is approved by the board.
2. The school curriculum is based on the Catholic Special Character and vision, values, principles and key competencies of the New Zealand Curriculum.
3. School programmes provide students in years 1–8 with opportunities to learn in all areas of the national curriculum and Religious Education curriculum.
4. Develop a high quality local curriculum that is responsive to the needs of the school community.
5. Compliance with the National Administration Guidelines.
6. There is a focus on the priority groups - Maori, Pasifika & students with special learning needs in school planning and reporting.
7. Gather information on student engagement in order to report to the Board and to inform teaching and learning programmes.
8. Assessment practices enable the engagement, progress and achievement of students to be monitored and reported
9. That board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

Review schedule: Triennially

Last Review: September 2019

Personnel Policy

The board delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a way that reflects the Catholic Special Character and in accordance with current terms of employment documents and identified good practice.

Therefore, the principal must ensure:

- that all employment related legislative requirements are applied
- all employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke free environment is provided
- that employment records are maintained and that all employees have written employment agreements
- that employee leave is effectively managed and reported so
 1. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
 2. board approval is sought for any requests for discretionary staff leave with pay of longer than 4 days.
 3. board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days.
 4. board approval is sought for any requests for staff travelling overseas on school business.
- the board is advised of staff absences longer than 5 school days.
- staff seeking the Communities of Learning | Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing board before applying for the role.
- that performance agreements are established for all staff and that reviews are undertaken annually.
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement.
- the requirements of the Health and Safety in Employment Act 1992 are met.
- Advice is sought as necessary from NZSTA advisers and the Director of Catholic Education where employment issues arise.

Last Reviewed: March 2019

Appointments Policy

To assist in the appointment of quality staff to any vacancy which may arise, appointment committees with expertise relevant to the vacancy, will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Vulnerable Children Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with St Bernadette's school procedures on safety checking, police vetting and screening.

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

Therefore, the principal must ensure that they:

1. determine the composition of the various appointment committees according to the schedule outlined below:
 - Appointment of the deputy-principal, senior teachers and teachers will involve an appointment committee consisting of the principal, the board chair, Proprietors Representative and a further trustee (should the board feel the need to include one).
 - Unless determined otherwise by the board, appointment of part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the principal in consultation with the board chair or delegate where deemed necessary.
2. have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff.
3. staff seeking the Communities of Learning | Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing board before applying for the role.
4. Consult with the Proprietor's representative to determine whether candidates meet the S464 or S467 requirements

Last Reviewed: March 2019

Financial Planning & Condition Policy

Outcome statement

The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.

Scoping

The board of trustees has overall responsibility for the financial management of the school. The principal is the day-to-day manager of the school and responsible for achieving legislative requirements and charter/strategic aims and targets within board policy objectives.

The financial viability of the school must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

Delegations

The principal, in association with the finance committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the finance committee terms of reference.

The board delegates the day-to-day management of the school's finances and budget to the principal.

Expectations and limitations

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

- reflect the results sought by the board
- reflect the priorities as established by the board
- comply where the board's requirement is for a balanced budget
- demonstrate an appropriate degree of conservatism in all estimates.

The principal must ensure:

- unauthorised debt or liability is not incurred
- generally accepted accounting practices or principles are not violated
- tagged/committed funds are not used for purposes other than those approved
- more funds than have been allocated in the fiscal year are not spent without prior board approval

- all money owed to the school is collected in a timely manner
- timely payment to staff and other creditors is made
- unauthorised property is not sold or purchased
- all relevant government returns are completed on time
- no one person has complete authority over the school's financial transactions
- when making any purchase:
 - a. of over \$2,000, comparative prices are sought
 - b. of over \$2,000, an adequate review of ongoing costs, value and reliability is undertaken
 - c. of over \$1,000 on a single item, board approval is first sought
- effective systems are in place to meet the requirements of the payroll system.
- Gifts/koha will be limited to \$150-250, exact amount will be at the discretion of the BoT. Under exceptional circumstances the board may approve a higher amount but this will need to be approved and recorded in the minutes.

Monitoring

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

Review schedule:	Triennially
Last review:	November 2019

Theft and Fraud Prevention Policy

The board requires the Principal to establish systems and procedures to guard against the actions of theft and fraud. The Principal is to report such actions to the Board chairperson as prescribed in the procedures set out below.

1. Therefore the Principal must ensure:
 - a. The School's physical resources are kept secure and accounted for.
 - b. 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
 - c. 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.
 - d. 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.
2. In the event of an allegation of theft or fraud, the Principal shall:
 - a. In consultation with the Board Chair decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
 - b. So far as it is possible and within 24 hours:
 - i. Record the details of the allegation, the person or persons allegedly involved, and quantity and/or value of the theft or fraud.
 - ii. Request a *written statement* from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - iii. After consultation with the Board chair, decide on the initial actions to be taken.
 - iv. Where appropriate, keep trustees updated on the process.

- c. On the basis of advice received the Principal and Board Chair 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.
- d. The Principal shall then carry out the following procedures:
 - i. Investigate the matter further.
 - ii. If a prima facie case is thought to exist, continue with their investigation.
 - iii. Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member.
 - iv. Lay a complaint with the New Zealand Police.
 - v. If necessary, commission an independent expert investigation.
 - vi. In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence.
 - vii. Seek legal advice.
 - viii. Inform the Manager, National Operations, Ministry of education local office and/or the School's auditors.
- e. 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.
- f. If a case is considered to exist, the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - i. Inform the person allegedly involved, in writing, of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - ii. Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - iii. Obtain a verbal, or preferably a written, response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present)

- iv. Advise the person in writing of the processes to be involved from this point on.
3. 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 the applicable conditions contained in their contract of employment and code of ethics or code of responsibility by which the staff member is bound.
4. The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
5. Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board chairperson who shall do so after consultation with the Principal and, if considered appropriate, after taking expert advice.

Allegations concerning the Principal or a trustee

6. Any allegation concerning the Principal should be made to the Board chairperson. The chairperson will then investigate in accordance with the requirements of paragraph 2 of this policy.
7. Any allegation concerning a member of the Board 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 paragraph 2 of this Policy.

Last reviewed

September 2019

Credit Card Policy

INTRODUCTION

1. Credit card expenditure incurred must clearly be linked to the business of the School.
2. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
3. In administering this policy, the Board of Trustees will consider the Special Character of the school and the principles of Catholic social justice will be adhered to.

PROCESS FOR ISSUE OF CREDIT CARDS

1. The principal is the Board authorised credit card holder.
2. The limits set for credit card use should not exceed the overall financial delegation
3. of the cardholder. Any variations require Board approval.
4. Prior to the card being issued, the recipient must be given a copy of this policy and
5. be required to sign it off to signify that they have read and understood it.

PROCEDURES TO BE FOLLOWED WHEN USING THE CARD

- The credit card is not to be used for any personal expenditure.
- The credit card will only be used for:
payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or
purchase of goods in line with budget expectations. Approval is needed for items purchased outside the budget.
- All expenditure charged to the credit card should be supported by the following documents which are also to be attached to the credit card statement:
A credit card slip or electronic transaction print-out
A detailed invoice or receipt to confirm that the expenses are properly incurred on School business
- For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit
- The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.

- All purchases should be accounted for within 5 working days of receiving a credit card statement.

CASH ADVANCES

- Cash advances are not permitted except in an emergency.

DISCRETIONARY BENEFITS

- Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the School.

CARDHOLDER RESPONSIBILITIES

1. The credit card must only be used by an approved person who has signed this policy.
2. The cardholder must protect the pin number of the card.
3. The cardholder must only purchase within the credit limit applicable to the card.
4. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
5. The credit card should not be used on the internet without prior Principal approval.
6. The cardholder must return the credit card to the School at any time upon request by the Board.

Date Reviewed: _____ Term 4, 2020

To be Reviewed: _____ Term 4, 2023

Signature Section for Prospective Cardholders

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

Signed **Date**

Asset Protection Policy

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The principal is delegated day to day responsibility

for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff.

Accordingly, the principal must:

- all board assets are insured
- not allow unauthorised personnel or groups to handle funds or school property
- not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
- maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
- ensure the implementation of the 10 year property maintenance plan
- engage sufficient property maintenance staff for the school within budget limitations
- receive board approval for maintenance contracts over \$5000 for any one contract
- conduct competitive tenders for all contracting
- protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
- not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
- not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Review schedule: Triennially

Protection and sharing of intellectual property (creative commons)

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

1. Recognises that the board of trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the principal the responsibility to
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board of trustees of the school owns copyright.
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2)
 - c. Transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
 - d. Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator.
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property.
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the board of trustees of the school remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.

Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance the dispute should be documented and presented to the school principal.
2. If the dispute is still not resolved then the documentation should be presented to the chairman of the board of trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

Definitions

Creative Commons: An international non-profit that provides free open licences that copyright holders can use to share their work.

Teaching Materials: Copyright works produced by employees of the school for the purposes of teaching.

Review schedule: Triennially

Health and Safety Policy

The board is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision

needed to achieve this to ensure the health and safety of all students, staff and other people in the workplace. The board is responsible for ensuring health and safety procedures are developed and implemented, however, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

The board will, as far as is reasonably practicable;¹ comply with the provisions of legislation dealing with health and safety in the workplace, by:

- providing a safe physical, emotional and spiritual learning environment.
- ensuring a health and safety strategy/plan is in place and engagement and consultation with worker and the school community on the strategy occurs.
- ensure there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures, and comply with the Sale and Supply of Alcohol Act 2012 (<http://www.legislation.govt.nz/act/public/2012/0120/latest/DLM3339333.html>)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting serious harm incidents
- having a commitment to a culture of continuous improvement

The principal, as Officer has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation, and in particular the six due diligence obligations²
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure that the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place that reflect the special character of the school.
- provide a smoke free environment

¹

²

- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community and proprietor every two years regarding the health programme being delivered to students.
- provide information and training opportunities to employees
- advise the board chair of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
 - cooperate with school health and safety procedures
 - comply with the health and safety legislation, duties of workers
 - ensure their own safety at work
 - promote and contribute to a safety conscious culture at the school.

Review schedule: Triennially

Child Protection Policy

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the

protection of children. It includes the board's expectations when child abuse is reported or suspected by us.

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

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

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

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

- Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- Comply with relevant legislative requirements and responsibilities
- Make this policy available on the school's internet site or available on request
- Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required.
- Ensure the interests and protection of the child are paramount in all circumstances.
- Recognise the rights of family/whanau to participate in the decision-making about their children.
- Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and

allegations against staff members and are able to take appropriate action in response.

- Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented.
- Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
- Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person.
- The Principal will keep the Board Chair informed about any notifications or disclosures made under the Child Protection policy. On occasions it may be prudent that the whole Board is aware of a disclosure and this decision to do this will be made by the Board Chair in consultation with other personnel involved. This will always be made 'in committee'.
- Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
- Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
- Ensure that this policy forms part of the initial staff induction programme for each staff member

Last review date: August 2020

Related documentation and information

- Further information including frequently asked questions (FAQ's) are available on the NZSTA website www.nzsta.org.nz
- Ministry of Education website www.education.govt.nz
- Vulnerable Children Act 2014
- Further information and sample child protection templates are available in the Children's Action Plan guideline Safer Organisations, Safer Children:

<http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>

Legal Responsibilities Policy

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

Review schedule: Triennially