



**GLENFIELD
COLLEGE**



COLLEGE POLICIES



THE NATIONAL ADMINISTRATION GUIDELINES (NAGs)

Summary: *The National Administration Guidelines (NAGs) for school administration set out statements of desirable principles of conduct or administration for specified personnel or bodies. Recent amendments include the planning and reporting requirements, the footnote to 1(iii)c relating to gifted and talented learners (with effect from Term 1 2005), and clause 1(i)c regarding “regular quality physical activity” (with effect from Term 1 2006).*

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INTERNATIONAL

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NAG 1

CURRICULUM

Assessment

Community Education

Education Outside the Classroom

Fostering Student Achievement

Gifted and Talented Students

Sexuality/Health Education

Teaching and Learning Equity

Treaty of Waitangi



Purpose

Assessment is integral to the process of teaching and learning and it is the ongoing process of evidence gathering to:

- a. Give feedback and feed-forward to students and caregivers;
- b. Ascertain what a learner and group of learners know to assist the effectiveness of programme planning and to monitor development;
- c. Establish levels of achievement for reporting to stakeholders and for qualifications.

Guidelines

1. This policy applies to all subjects at all levels.
2. Assessment should be an integral and manageable part of the teaching and learning process.
3. Assessment must be transparent, fair, valid, consistent and timely.
4. The purposes of assessment should always be explicit and consistent with the levels of the relevant curriculum document.
5. Students should be given plenty of advance warning about how and when they will be assessed.
6. Assessment should have positive effects for student, parent and teacher.
7. Students should be involved in the assessment process wherever practicable: assessment is essentially a collaborative process where students receive feedback and feed-forward.
8. The authenticity of student work should be verifiable.
9. Assessment feedback should be shared with the student at the time of the event or as soon as possible afterwards (timeliness).
10. Assessment should be ongoing, accurate, as objective as possible and appropriate to the age and development level of the student.
11. Assessment should take many forms, gathering information from several contexts, and use a variety of methods according to the needs of the student and the nature of what is being assessed.
12. Assessment should use examples and benchmarks which identify particular standards where possible.
13. The forms of assessment should be appropriate for the knowledge, skills or attitudes to be assessed.
14. Assessment should take into account varied learning styles and values.
15. The assessment activity should have validity and relevance to all those involved in it and the results should be capable of being communicated clearly.
16. Summative assessment records should be maintained over several years to track individual achievement and cohort performance. These records must be stored according to college requirements.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017



Purpose

Glenfield College aims to provide affordable and accessible lifelong learning opportunities for adults within the wider North Shore community. Our focus is to:

- a. Provide group learning and promote whānau empowerment, equity, active citizenship, critical and social awareness and sustainable development to ensure individuals can pathway into further education or gainful employment.
- b. Provide a high quality English for Speakers of Other Languages (ESOL) programme which instils confidence and improves the reading, writing, listening and speaking skills of our adult migrant learners.
- c. Raise foundation skills and assist adult learners in becoming proactive, engaged members of our community.

Guidelines

1. To provide an environment that is conducive to adult learning.
2. To advertise, each term, courses that best meet learner needs.
3. To provide suitable tutors who have expertise in their offered courses.
4. To provide adequate resources for tutors to teach their courses.
5. To ensure that suitable Quality Assurance systems and processes are in place to guarantee successful day-to-day operation of the ACE programme.
6. To prepare an annual budget based on any TEC funding and anticipated self-funded programme revenues which returns surplus funds for reinvestment in the college.
7. The Director is to meet with the Principal each term and prepare quarterly reports for the Board of Trustees.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017



Definition

EOTC is a generic term used to describe curriculum-based learning and teaching that extends the four walls of the classroom. EOTC can range from a museum or marae visit to a sports trip, an outdoor education camp, a field trip to the rocky shore, or a visit to practise another language. EOTC can take place in the college grounds, in the local community, or in regions further afield, including overseas.

MOE – EOTC Guidelines – Bring the Curriculum Alive
<http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

Purpose

The Board of Trustees recognises the value of Education Outside the classroom to the education of the whole person and accepts its responsibility for ensuring the safety of all students, staff and other persons involved in activities outside the classroom.

The college's EOTC activities will support and enhance the New Zealand Curriculum. EOTC activities will not only enrich the curriculum but also provide further opportunities for students to be confident, enthusiastic achievers. Students will learn through experiences appropriate to their needs and environment and through opportunities to explore and learn from the world outside the classroom. Students will need a variety of experiences in order to develop their personal, social and physical skills.

Participating and contributing to EOTC promotes a greater appreciation of interrelationships within the environment and between people and their environments. EOTC also enhances staff/student, community/college and inter-school relationships and builds college spirit.

Guidelines

1. The Board is responsible for the actions of staff, outside instructors or volunteers involved in EOTC.
2. All such persons will be selected on the basis of their skills, experience and qualifications relevant to the activities proposed.
3. Where training is required to ensure an appropriate skills or qualifications base, this will be accessed and funded by the Board.
4. All reasonable precautions are to be taken to minimise the risk to students, staff and others and to ensure that all receive the appropriate standard of care. This will involve the identifying, assessing, minimising and managing of risks according to sound professional practice. (Reference to be made to the relevant publications of national outdoor pursuits bodies and the MOE)
5. Staff will be fully briefed about the risk management procedures for each EOTC activity. The activities will be appropriate for the group of students, and supervision will be appropriate.
6. Parents must be fully informed about EOTC programmes in the college. The written consent of parents must be obtained for all EOTC activities and parents must be informed of the nature of the activities.
7. Students with special needs will be included in all EOTC programmes where their safety can be assured.
8. Details of processes, procedures and Board requirements are to be outlined in the Staff Handbook.
9. For trips that constitute a College Tour, see Policy 58 (overleaf).

Guidelines (adopted from Policy 58-College Tours)

1. A tour which takes place in the name of the college is under the control of the college. Permission to tour must be given by the Glenfield College Board of Trustees. Priority will be given to proposals which are directly linked to improving student learning in the New Zealand Curriculum and/or raising skills levels in established extra-curricular activities. The timing of the tour relative to other key college events will also be considered along with the numbers of students to be involved. The Board must be assured that:
 - a. It is managed by an approved staff member and that there are adequate staff in number and experience travelling.
 - b. The itinerary is a suitable one for the age and abilities of the students.
 - c. If it is a sports tour, the skill and grade must be clear.
 - d. Students are at all times the responsibility of the staff and require supervision at all times.
 - e. If the trip entails teacher absence from duty, leave must be sought in the usual way. If the trip entails student absence from the college, permission must be sought from the Principal.
2. Staff should be thoroughly familiar with the legal requirements of EOTC. A full RAMS analysis must accompany the application for approval.
3. Trips must be approved in principle before organisation commences. Proposals for trips should be made in writing through the Principal to the Board of Trustees.
4. Once approval in principle has been given, detailed organisation is the responsibility of the trip organisers. Prior to departure a file showing:
 - a. Staff names (including Teacher-in-Charge and Second-in-Charge). The Teacher-in-Charge must be clearly stated.
 - b. Rules
 - c. Participants' names, addresses, contact numbers.
 - d. Permission contracts signed by parents/caregivers. See note 5.
 - e. Itinerary (which must be submitted to the Board of Trustees through the Principal).
 - f. Contact phone numbers and addresses for the various tour stops.
5. Permission contracts must contain items on the following at least:
 - a. The need for medical insurance.
 - b. A request for all medications that must be taken and other special needs to be listed.
 - c. Parents/caregivers must agree that the Teacher-in-Charge has the final authority over students.
 - d. Staff will take every precaution to keep students safe and well. Potential risks must be stated. Parents/caregivers then sign to agree to these circumstances.
6. College rules and discipline will apply on trips, especially those applying to drugs (alcohol and cigarettes).
7. If non-teachers accompanying the tour are to be placed in a supervisory role of students at any stage without a teacher being present, then a police vet is required prior to departure.
8. Where non-teachers accompany trips, they will be expected to maintain agreed rules and discipline while with the group. Overall responsibility for rules and discipline lies with the Teacher-in-Charge who carries the Principal's delegated authority.
9. Representative Tours (Sporting or Cultural)

Members of a representative group will be selected/chosen by the Teacher-in-Charge/Coach and approved of by the Principal. Members of the tour group must be a matter of some discussion to minimise risks. Pupils not presently attending the college are ineligible.

Team Group selections on tour are the responsibility of the Teacher-in-Charge/Coach but in cases of ill-discipline, the Teacher-in-Charge makes the final decision.

Correspondence to any school must go in the first place to the Principal of that school and bear the signature of the Glenfield College Principal.

10. FINANCE:

- a. The organising committee must include the Teacher-in-Charge of the tour who then reports to the Principal. All meetings are minuted and minutes given to the Principal.
- b. Payment of accounts must be approved by those designated on the organising committee.
- c. A treasurer's report must be presented to the parents/caregivers and the Board of Trustees at the conclusion of the tour.
- d. Pupils must pay a non-refundable deposit at the start of organisation. This condition may be forgone in special circumstances.
- e. Money raising schemes need the approval of the Finance and Works Committee of the Board.
- f. The usual administrative service fee will be charged.
- g. Funds, contributions, etc. collected on behalf of college trips shall remain the asset of the group, unless in particular circumstances it shall be determined otherwise by the Board of Trustees.

11. The Board of Trustees has the right to vary these conditions at any point.

This policy is intended to be consistent with the following Acts:

- Privacy Act 1993
- Health and Safety Act 2015
- The Crimes Act 1961
- Children, Young Persons and Their Families Act 1989
- Vulnerable Children Act 2014

Review

To be reviewed annually.

Signed: _____

Dated: 29 May 2017



Purpose

This policy is aimed at setting out how the Glenfield College Board of Trustees can meet its obligations to NAG 1.

Guidelines

1. The Course Directory or Senior Curriculum Handbook which sets out the whole college curriculum proposed for the college for the following year must be presented to the Board for consideration and approval by August of the year prior.
2. The Principal will report fully to the Board no later than March annually on all student achievement in the college. The Principal will report on NCEA results in Levels 1 to 3 collectively, level by level, subject by subject and by gender, for Maori and Pasifika students. The Principal will report on the achievement of students who have special needs including the gifted and talented. He/She will report on level endorsements and subject endorsements and in all cases Glenfield College results will be compared to national results for schools of the same decile and type. The Principal will identify areas of outstanding performance and areas of underperformance and for those areas he/she will outline plans that are in place to raise performance levels in the current year. Where necessary, the Principal could be required to report more frequently than annually on areas of underperformance and progress towards improving performance.
3. It is expected that there will be regular and ongoing reporting on student achievement to the Board by the Principal throughout the year as new data becomes available and new needs arise. Ongoing Charter review will also see reporting on student achievement.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017



Purpose

Glenfield College recognises that gifted and talented students have unique academic, physical, social, emotional and cultural needs and require appropriate, responsive learning environments. We aim:

- a. To identify students with special abilities and provide support for these students.
- b. To develop a responsive college environment in which gifted and talented students can flourish and be challenged cognitively, emotionally and socially.
- c. To develop specific programmes to enhance and develop students' individual learning needs.

Guidelines

1. The college will identify its gifted and talented students in keeping with the National Administration Guidelines. Identification will be dynamic, ongoing, and employ a multi-method approach, including community consultation.
2. The college recognises its partnership with parents, whanau and the wider community and acknowledges that gifts and talents may be provided for outside the college.
3. Senior Leaders, Deans and staff with responsibility in specialist areas such as Sports and the Performing Arts, will identify Gifted and Talented students. They will ensure that staff who are involved with these students know who they are and have modified their programmes and/or found additional support to help them realise their full potential.
4. The college will support its teaching staff in their endeavours to identify and meet the needs of their gifted and talented learners by providing professional development opportunities for teachers.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017



Purpose

To develop knowledge, skills and positive attitudes about: sexual development, reproductive health, positive intimate relationships, sexual diversity and gender identity.

Guidelines

1. Through the Health programme offered at Glenfield College students will have the opportunity to:
 - a. Gain honest and accurate knowledge, understanding and skills relating to physical, emotional and social sexuality.
 - b. Develop problem solving skills to assist them in making informed choices with regard to their sexuality.
 - c. Develop an understanding of their values, and those of their family and community.
 - d. Demonstrate a range of interpersonal skills and processes that help to make safe choices for themselves and other people in relation to sex education.
 - e. Understand their rights of access to health care services including guidance, counselling, and supportive services within the college and external providers in the community.
2. The Health programme will be taught by suitably trained teachers. Condom demonstrations will be conducted in the Health classes for Year 10 students under the guidance and supervision of the Health teacher. Students will be issued condoms to practice with using plastic demonstrators in class, no condoms will leave the classroom environment.
3. Parents, guardians and caregivers must be notified in advance of the programme outline and be offered the right to withdraw their children from aspects of the programme.
4. Any visiting presenters must have the prior approval of the Principal before presenting to Glenfield College students.
5. Only the Guidance Counsellors and College Nurse are permitted to supply condoms to students if they are satisfied in their professional judgement that the matter may only be dealt with satisfactorily within the college in the best interests of the student or if they have already obtained parental permission to do so.
6. The full Health programme including the Sexuality component must be reviewed in consultation with the college community every two years.

Review

To be reviewed biennially.

Signed: _____

Dated: 27 March 2017



Purpose

Equity is defined as 'the application of the principles of fairness'. This involves the provision of resources to students so that fairer outcomes may be achieved.

- a. To ensure the curriculum is non-sexist and non-racist.
- b. To achieve equity with regard to learning and teaching programmes.
- c. To monitor the selection of learning materials to ensure equity.
- d. To ensure equity of access by all students to learning programmes and physical resources.

Guidelines

1. The curriculum should be free of all sexist and racist content.
2. Schemes and programmes of work must be non-discriminatory.
3. Timetable and course structures should allow for equity of access.
4. Careers, guidance and transition programmes will ensure equity objectives are met.
5. Professional development programmes should assist staff to meet equity objectives in their teaching and guidance work.
6. Resources are provided to assist in meeting equity issues.
7. The Principal will be responsible for the implementation of the policy.
8. The Curriculum Committee will ensure new curriculum proposals are in accord with this policy before they are approved.

Review

To be reviewed biennially.

Signed: _____

Dated: 27 March 2017



Policy Statement

The college acknowledges the rights and responsibilities of both partners to the Tiriti o Waitangi.

The Tiriti recognises the distinctive character of both Kawanatanga and Tino Rangatiratanga and the requirement that each party act reasonably and in good faith towards the other.

Preamble

The Māori staff of Glenfield College will specifically address themselves to the practice and advancement of Tino Rangatiratanga as recognised in Te Tiriti o Waitangi. They will usually be led by the Head of Te Reo Māori.

This would most often be expressed in the use of Te Reo Māori and in the practice of Nga Tikanga Māori.

It is the responsibility of the Board of Trustees to affirm the concepts of Kawanatanga and Tino Rangatiratanga as follows:

Part 1

The Board of Trustees will require that the college staff and students are familiar with the issues of the Tiriti o Waitangi.

- a. The Board through the Māori staff will provide to staff and students Māori perspectives on issues related to the Tiriti.
- b. The college affirms both texts of the Tiriti; the college affirms the Māori text as paramount in guiding bicultural development.
- c. The Board will set up appropriate negotiation procedures with the Māori community on issues related to the Tiriti o Waitangi when necessary.

Part 2

The Board of Trustees recognises and supports Te Reo me nga Tikanga Māori.

- a. The Board and all its employees will promote and affirm Te Reo Māori me nga Tikanga Māori.
- b. The Board will provide appropriate funding to the Te Reo Māori Department for resources relevant to the teaching of Te Reo me nga Tikanga Māori.
- c. The Board will provide appropriate funding to all other departments for resources relating to Te Reo me nga Tikanga Māori.
- d. The Board will ensure the adequate provision of staffing for the teaching of Te Reo me nga Tikanga Māori including at least 1 Management Unit for the Head of Te Reo Māori.
- e. The Board will support the provision of Whānau Tutor Group(s) for students whose whānau choose to support that kaupapa of tikanga, Te Reo and Kapahaka.
- f. All departments are encouraged to consult with the Head of Te Reo Māori Studies in the selection of resources relating to Te Reo me nga Tikanga Māori.
- g. The Board will provide for staff access to and encourage participation in the study of Te Reo me nga Tikanga Māori and will provide appropriate funding through the Putea (budget).
- h. The Board will provide appropriate funding through a “manaaki moni” budget for pōwhiri and other similar occasions.

Part 3

The Board of Trustees will ensure that Māori dimensions and perceptions of learning and teaching are fairly supported by the college.

- a. The Board will make available opportunities for all staff to attend relevant in-service training programmes both within and outside of the college. (See Pūtea above.)
- b. The Board will pursue the provision of buildings appropriate to the teaching and experiencing of Te Reo me nga Tikanga Māori.
- c. The Board will ensure the continued development of appropriate methods of teaching of all matters of Māori content and concern.
- d. The Board will promote awareness of the perceptions Māori staff and community have of appropriate standards of Māori student achievement.

Part 4

The Board of Trustees in negotiation with the Principal, Māori staff and the Māori community will support Māori initiatives relating to education and welfare, and will support the administration of these initiatives.

- a. The Māori staff will, in consultation with the Guidance Network, support the Māori students whose whānau have opted for them to be in the Whānau Tutor Groups. (This could be in matters of discipline and welfare.)

Part 5

The Board of Trustees will ensure that Māori people and the Māori perspective are fairly represented in all decision making in the college and that there be effective communication to this end.

- a. The Board will at all times encourage and foster effective communication between Māori staff and the Māori community.
- b. The Board will require that there be effective communication between the Principal and staff in general on related issues concerning the Māori staff and the Māori community.
- c. The Board will endeavour to include at least one representative endorsed by the Māori community (as defined by Māori staff and parents) through either the usual election process or by co-option.
- d. Decision making groups will provide appropriate opportunities for Māori representation.
- e. The Board will ensure that in all matters of Māori content and concern the Māori staff and community give definitive advice to shape the final decision.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017

NAG 2

STRATEGIC PLAN & SELF-REVIEW

Reporting to Parents

Community Relationship

Board Review



Purpose

The obligation to report to parents/caregivers on their child's progress is laid down in the Education Act 1989 and the National Administration Guidelines (NAGS).

Boards of Trustees and Principals are required to assess student achievement, maintain individual records and report on student progress.

To provide individual learners and their parents, guardians and caregivers with fair and regular feedback on progress, achievement and attendance.

Guidelines

1. Senior Leadership Team in consultation with staff are responsible for the design, operation and evaluation of the reporting system.
2. Written reports are prepared for students and parents at least twice per year and will be provided to both parents in joint custody cases or where they agree to this.
3. Oral reports are given at parent teacher meetings at least twice per year.
4. Teachers are expected to contact parents and Deans as soon as students' efforts in the classroom to complete work fall below expectations for each individual and/or as soon as homework fails to be completed. All communications should be recorded on the Student Management System (SMS) – Kamar.
5. Parents and Guardians or Caregivers may request a verbal report on a student's achievement and progress from the appropriate Dean at any time.
6. Parents, Guardians or Caregivers may access their child's results, attendance, timetable, pastoral record and reports at any time through the Parent Portal on the college's website using the parent login and password.
7. Copies of reports are archived securely in student record files and managed according to the Privacy Act and the Official Information Act.

Review

To be reviewed biennially.

Signed: _____

Dated: 27 March 2017



Purpose

NAG 2 requires each Board of Trustees to report to the college's community on the achievement of students as a whole and of groups (identified through NAG 1). This includes the achievement of Maori, Pasifika and other learners against the plans and targets referred to in NAG 1. The Board therefore seeks to communicate with the community and build constructive relationships to promote student achievement.

Guidelines

1. The Board will promote a strong sense of college-community partnership, by valuing open communications, maintaining healthy relationships and encouraging active involvement in the life and work of the school.
2. The Board and staff continue to build mutually beneficial partnerships with the local community, including business.
3. The Board will continue to build strong relationships with local iwi through the college's Whanau Group.
4. The Board recognises and encourages the involvement of parents/caregivers in supporting and encouraging students as an integral part of the learning process.
5. The Board will make available their strategic plans to the wider community.
6. The Board will make available the results of the consultation process to the wider community.
7. All Board meetings will be run in accordance with the NZSTA guidelines. While Board meetings are not 'public meetings' they are open for public attendance. Speaking rights may be granted to a member of the public attending a Board meeting solely at the discretion of the Board.
8. At other times, members of the Board are available to attend college events to mix with the staff and students. They are also available to meet with parents/caregivers and consult with other sectors of the college community.

Review

To be reviewed annually.

Signed: _____

Dated: 29 May 2017



Purpose

This policy sets out the manner in which the Board of Trustees will carry out its obligations to the Glenfield College community and the Government to review the performance and operation of the college as required by the National Education Goals (NEGs) and National Administrative Guidelines (NAG).

Guidelines

1. The Board of Trustees will review all progress against the NEGs in the following way:
 - a. The Principal will report fully to the Board no later than March annually on all student achievement in the college. The Principal will report on NCEA results in Levels 1 to 3 collectively, level by level, subject by subject and by gender, for Maori and Pasifika students. The Principal will report on the achievement of students who have special needs including the gifted and talented. He/she will report on level endorsements and subject endorsements and in all cases Glenfield College results will be compared to national results for schools of the same decile and type. The Principal will identify areas of outstanding performance and areas of underperformance and for those areas he/she will outline plans that are in place to raise performance levels in the current year. Where necessary, the Principal could be required to report more frequently than annually on areas of underperformance and progress towards improving performance.
2. The Board of Trustees will review its obligations under the NAGs by:
 - a. NAG 1:
 - i. The Board will approve the whole college curriculum by August annually for the year ahead.
 - ii. The Board will receive a full and detailed report from the Principal by March each year on student achievement in the college (as described in item 1 above).
 - b. NAG 2: The Board will review goals from the Strategic Plan at every second meeting and report on these annually to parents through the Annual Report.
 - c. NAG 3 to NAG 6: The Board reviews the overall financial position of the college, payments made, bank reconciliation and account balances and expenditure against budgets at each monthly meeting based on reports provided by the Administration Manager.
 - d. NAG 3, NAG 5 and NAG 6: The Board reviews all other policies, their implementation, effectiveness and the need for new ones or changes at every second meeting on an on-going basis.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017

NAG 3

PERSONNEL

Absence of Principal – Delegation of Authority

Equal Employment Opportunities

Formal Complaints

Human Resources

Performance Appraisal of the Principal

Police Vetting for Support Staff and Regular Contract Staff

Privacy

Protected Disclosures

Staff Appraisal

Staff Development

Staff Leave

Conflict of Interest

**Purpose**

To maintain the normal functioning of the school in the absence of the Principal.

Guidelines

1. In the absence of the Principal a Deputy Principal is delegated the authority to assume the full responsibilities of the Principal.
2. All documents (including letters and/or notices of suspension) must be signed in such circumstances as:
*“Acting Principal
(by authority of the Board of Trustees)”*

Review

To be reviewed biennially.

Signed: _____

Dated: 27 March 2017



Purpose

The Glenfield College Board of Trustees is mindful of its statutory and moral obligation to oppose any barriers that cause or perpetuate inequality in respect of the employment of any person or group of persons.

Glenfield College has a commitment to continue to support equal employment opportunities.

The College and the Board recognises:

- a. The need to identify and address discriminatory practices and policies.
- b. The need to provide opportunities that enhance the value and career opportunities of individual staff members.
- c. The need to provide a non-discriminatory, culturally sensitive and safe working environment for all staff members.

Target Groups the Board recognises:

- a. The aims and aspirations of Maori people.
- b. The aims and aspiration of ethnic minority groups.
- c. The aims and aspirations of women and men.
- d. The challenging multi-level site of the college is an inhibiting factor in meeting the employment needs of some disabled people, but that the obligation is recognised where topography allows.

Guidelines

1. The appointment policy and procedures of the Board will ensure that there will be no discrimination in the areas of recruitment, selection, retention, promotion and career development.
2. EEO principles will be considered in the implementation of a positive and supportive staff development programme that will encourage individual teachers to widen their area of expertise to enhance career opportunities.

Review

To be reviewed biennially.

Signed: _____

Dated: 27 March 2017



Purpose

To provide a clear procedure for handling a formal complaint.

Guidelines

1. A formal complaint is a written complaint addressed to the Principal (by title or by name) or the Board of Trustees. A verbal complaint of a suitably important nature should be put in writing.
2. Formal complaints which relate to the performance or behaviour of a staff member must be passed on to the Principal and will be investigated by the Principal or delegated authority as appropriate. Where a matter of serious misconduct is involved, the Principal will notify the Board Chairperson.
3. Formal Complaints which relate to the performance or behaviour of students will be investigated in the first instance by a Deputy Principal. Such complaints will fall within the college's discipline system.
4. All complaints must be handled in a procedurally fair manner and comply with the requirements of the Human Rights Act and contractual procedures.
5. Where the formal complaint concerns a staff member, two outcomes are possible:
 - Where the matter is not serious and the facts are clear, resolution may be achieved in consultation with the complainant without further action.
 - Where the matter is serious or the facts unclear, the Principal or delegated authority must investigate further. The Board Chairperson is to be notified of the investigation at this stage. If the complaint under investigation relates to any matter covered by policies relating to sexual harassment, abuse, or sexual misconduct of a staff member, then the procedures in the respective policy shall be followed.
6. Where matters of competence, conduct, discipline or performance are discovered the provisions of sections 3.3 to 3.5 of the CEC must be followed for teaching staff or the relevant provisions of individual contracts or collective contracts or for other staff.
7. Complainants must be notified in writing of the outcomes of each investigation while protecting the rights of those complained against.
8. Complaints against the Principal must be addressed to the Board Chairperson.
9. Complaints against the Board of Trustees must be addressed to the Minister of Education (although they could go to the Principal in the first instance).

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017



Purpose

To ensure that the Board of Trustees meets all legal obligations in employing staff, that the process is transparent and fair and that quality people are employed who fit the special character and traditions of the college.

Guidelines

1. The Board is solely responsible for appointing the Principal.
2. The Board delegates the responsibility for all other appointments to the Principal but a Board member must be on the Appointments Committee for any member of the Senior Leadership Team.
3. EEO principles must be considered in all appointments.
4. For any teacher of Te Reo Maori, up to two parents from the Whanau parent group should be on the Appointments Committee.
5. All advertisements of vacancies and appointments shall be made in accordance with the provisions of the Education Act, Human Rights Act, Employee Awards and Contracts and the Equal Employment Opportunities and Good Employer Policies, and will include bilingual wording when appropriate.
6. All applicants, especially for middle management and senior positions, must be sent a job description and appointment timetable.
7. All teaching appointees must have current teacher registration (including temporary registration while the application is processed). All Support Staff appointees must have suitable qualifications, experience and skills for the position and a clear police vet.
8. Where appropriate, certified documents are required and authenticated by persons authorised to do so.
9. All referees reports, whether verbal or written are confidential to those on the appointments committee. For unsuccessful candidates, referees reports will be destroyed after the appointment has been made and CVs returned.
10. All appointees will receive a written offer stating clearly their Job Description and other contractual conditions (such as the relevant employment contract or an IEP).

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017



Purpose

- a. It is a contractual obligation for the Board of Trustees to appraise the Principal's performance on an annual basis.
- b. To provide feedback for both the Principal and the Board on a regular basis.
- c. To ensure that the job of management of the college on a day-to-day basis is being carried out in accordance with the Board's requirements and that an environment of continuous improvement prevails.

Guidelines

1. The Principal will have a job description, an annual performance agreement and the professional standards which collectively will form the basis of the appraisal.
2. The Principal's appraisal will be the responsibility of the Board Chairperson who may be part of a Board Sub-Committee with delegated authority and may be delegated to an expert Consultant with the Principal's agreement.
3. Performance will be appraised in the form of mutually negotiated goals and procedures. A person should be agreed upon to mediate/arbitrate on any disagreements or disputes between the Principal and the Appraiser.
4. The Board will provide the Principal with opportunities to be involved in professional development in both curriculum and administration management.
5. The Principal can expect that fees and related expenses for approved courses of professional development will be paid for by the Board.
6. All appraisals are confidential between the Principal and the Board Chairperson (and Consultant or delegated Sub-Committee).
7. The annual appraisal may be used to initiate discussions pertaining to the annual application for concurrence.
8. The Board Chairperson (and Sub-Committee) will report annually to the full Board that the process has been completed and goals set.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017



Purpose

To ensure that students, children's worker and the assets of Glenfield College are safe, it is necessary to check that prospective children's worker and volunteers are clear of the offences listed in the guidelines below.

Guidelines for New Children's Worker

1. Police vet must have been completed for all people Glenfield College is seeking to employ or engage as a children's worker (including as a contractor) from 1 July 2015 for core children's workforce roles, and from 1 July 2016 for non-core children's workforce roles. These roles include all children's workers, volunteers, regular and long term contractors, and homestay families who have or are likely to have unsupervised access to students at the college during and after school hours, and outside of the college.
2. Proof of identity confirmation, either by:
 - a. Use of an electronic identity credential (eg the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else;
 - b. Following the regulatory process to provide confidence that:
 - i. The identity exists (ie that it is not fictitious) by checking an original primary identity document.
 - ii. The identity is a 'living' identity and the potential children's worker uses that identity in the community by checking an original secondary identity document.
 - iii. The potential children's worker links to the identity either by checking an identity document that contains a photo, or by using an identity referee
 - iv. Searching personnel records to check that the identity has not been claimed by someone else.
3. An interview of the potential children's worker. The interview may be conducted via telephone or other communications technology.
4. Obtaining and considering a work history, covering the preceding five years, provided by the potential children's worker.
5. Obtaining and considering information from at least one referee, not related to the potential children's worker or part of their extended family.
6. Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the potential children's worker is currently a member of the organisation, or currently licensed or registered by the authority.
7. Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).
8. Evaluation of the above information to assess the risk the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role.

9. Prospective children's worker are not to be employed if any of the following offences appear on their police record:
 - a. Burglary/Fraud/Theft (other than a single minor old offence)
 - b. Sexual offences
 - c. Assault
 - d. Drug related offences (serious or recent offences)
 - e. Weapons related offences
 - f. Any other offences related to children
10. All Privacy and legal requirements will be complied with.
11. Any request for an exception to these guidelines must be referred to the Board of Trustees.

Guidelines for an Existing Children's Worker

1. Proof of identity confirmation, either by:
 - a. Use of an electronic identity credential (eg the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else;
 - b. Following the regulatory process to provide confidence that: Or
 - i. The identity exists (ie that it is not fictitious) by checking an original primary identity document.
 - ii. The identity is a 'living' identity and the potential children's worker uses that identity in the community by checking an original secondary identity document.
 - iii. The potential children's worker links to the identity either by checking an identity document that contains a photo, or by using an identity referee
 - iv. Searching personnel records to check that the identity has not been claimed by someone else.
2. Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the person is currently a member of the organisation, or currently licensed or registered by the authority.
3. Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).
4. Evaluation of the above information to assess the risk the children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role

Guidelines for Periodic Re-checking

Every three years following their checks at the required standard, the following checks must be completed for each person an organisation continues to employ or engage as either a core or non-core children's worker.

1. Confirmation that the children's worker has not changed their name from the name on the documents produced during the initial identity confirmation (i.e., the presented primary or secondary document).
2. If there has been a change to the person's name since he or she was last safety checked, the person must reconfirm his or her identity by producing a supporting name change document relating to his or her name change.
3. Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the person is currently a member of the organisation, or currently licensed or registered by the authority.

4. Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).
5. Evaluation of the above information to assess the risk the children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's workforce or non-core children's workforce role.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017



Purpose

The Privacy Act impacts upon schools in several ways and Boards of Trustees are charged with the responsibility of ensuring compliance with the Act.

To enable the Board of Trustees to apply the principles of the Privacy Act.

Guidelines

1. Information must only be collected for the necessary and lawful purposes of the college.
2. When collecting information on the enrolment form concerning students, it should be collected from the individual and their parent, guardian or caregiver concerned and they should be informed of why it is being collected.
3. Information must not be collected unlawfully or unfairly.
4. Information must be securely stored and protected against loss or unauthorised access.
5. Students and staff have the right to access any information stored about them and to ask that the college correct any information held by it about them.
6. Personal information must not be held on file longer than is necessary for the purposes of the college.
7. Information gathered for one purpose cannot be used for another purpose.
8. The Principal will appoint a Privacy Officer who will ensure the guidelines of the Privacy Act are followed.

Appendix of Procedures and Practice

1. In the collecting and giving of information, the Privacy Act is subject to the 1989 Education Act. Therefore information can be collected about a student if it does not negatively affect their interest. This covers the school in the situation of obtaining enrolment information.
2. All applications for access to personal information must be made to the Privacy Officer.

Review

To be reviewed biennially.

Signed: _____

Dated: 27 March 2017



Purpose

To provide information and guidance to employees of the college who wish to report serious wrongdoing within the college.

This policy is issued in compliance with the Protected Disclosures Act 2000.

Definitions

1. A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred.
2. Serious wrongdoing for the purposes of this policy includes any of the following:
 - a. Unlawful, corrupt, or irregular use of public funds or resources
 - b. An act or omission or course of conduct:
 - i. Which seriously risks public health or safety or the environment; or
 - ii. That constitutes an offence; or
 - iii. That is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or
 - iv. That constitutes serious risk to the maintenance of law.

Guidelines

1. The disclosure will be made preferably in writing to the Principal, or should the Principal be accused of wrongdoing, then the Board of Trustees or ultimately the Minister of Education.
2. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure unless the employee is the perpetrator of the wrongdoing.
3. Before making a disclosure the employee should be sure the following conditions are met:
 - a. The information is about serious wrongdoing in or by the college; and
 - b. The employee believes on reasonable grounds the information to be true or is likely to be true; and
 - c. The employee wishes the wrongdoing to be investigated; and
 - d. The employee wishes the disclosure to be protected.
4. Any employee of the college can make a disclosure. For the purposes of this policy an employee includes:
 - a. Current employees and principal;
 - b. Contractors supplying services to the college.
5. An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:
 - a. May bring a personal grievance in respect of retaliatory action from their employer;
 - b. May access the anti-discrimination provisions of the human rights act in respect of retaliatory action from their employers;

- c. Is not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- d. Will have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

Review

To be reviewed biennially.

Signed: _____

Dated: 27 March 2017



Purpose

To create an environment of continuous improvement for staff and students through a robust appraisal process owned by all staff.

Guidelines

1. All support staff will be appraised against their agreed Job Descriptions which will be reviewed annually or more frequently if needed. All teaching staff will be appraised against the Practising Teacher Criteria. In addition, teachers who are Unit Holders will be appraised against the Professional Standards which will be included with their Job Descriptions on signing.
2. The system of teacher appraisal will involve the following processes:
 - a. All teachers should have identified development objectives as the result of their appraisal interview at the end of the previous year;
 - b. Initial meetings with teachers and appraisers in the next year will confirm these objectives and lead to additions and alterations as the result of student outcomes and these are to be noted on the appraisal record;
 - c. All teachers must keep an appraisal portfolio in which they keep evidence of professional development, reflections and other work as evidence of meeting or exceeding the professional standards;
 - d. Review of outcomes by the end of each year will be undertaken by the teacher and the appraiser as part of the next appraisal interview;
 - e. Outcomes to be recorded on the teacher's appraisal record;
 - f. The appraisal record is kept by the teacher being appraised, their appraiser and their HOD or Supervisor;
 - g. The Principal will require a copy of the appraisal record annually for all teachers who require attestation and every three years for all teachers requiring registration.
3. Non-teaching members of staff will be appraised by their supervisors.
4. Outcomes of the appraisal will be tied to professional development. Each year each department will request in the budget specific requirements for professional development within the department for the following year.
5. All aspects of the teacher appraisal process are confidential to the teacher, appraiser and the Principal. All aspects of the appraisal of non-teaching members of staff are confidential to the staff member, supervisor and Principal.
6. If there is a dispute concerning the appraisal, the matter will be referred to the Principal. If there is a dispute and the Principal is the appraiser, the matter will be referred to the Board of Trustees. If no resolution is achieved, an agreed independent arbitrator will be appointed.
7. The Board appraises the Principal.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017



Purpose

To ensure that all personnel in the college have the opportunity to maximise their potential as employees during their tenure at the school in an environment of continuous improvement.

Guidelines

1. The Board of Trustees acknowledges the importance of professional development to improving staff performance and student outcomes and will seek to provide adequate funding annually to meet needs.
2. Funding will firstly be allocated to school-wide needs that arise from Charter goals, then to Departmental goals and finally to individual's goals that have been identified through appraisal.
3. The effectiveness of professional development that is undertaken by groups and individuals must be reviewed on an ongoing basis so that only the best providers are targeted.
4. The annual programme and its effectiveness will be reported to the Board annually.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017



Purpose

The granting of leave under the current employees' contract is a condition of being a good employer. The Board of Trustees will recognise their obligations to their employees' conditions of service.

- a. To recognise the Board's obligations as an Equal Employment Opportunities employer.
- b. To enable the Board to follow relevant employment agreements.
- c. To provide consistency in the granting of leave where it is discretionary.
- d. To recognise that in some cases the Ministry of Education must give the final approval.
- e. To maintain individual records of all staff leave taken, and the remaining entitlements.

Guidelines

1. The Principal has authority to approve leave applications up to a duration of five days on full pay or leave without pay.
2. The Board has discretion in granting leave for all longer periods.
3. The Board should consider all leave applications in regards to the current employees' contract conditions and Ministry of Education criteria but where ever possible leave should not be unreasonably denied and should be fair, equitable and consistent.
4. Staff applying for long-term leave should give the Board at least three months' notice.
5. Except in cases of sudden illness, or accident, no staff member should be absent from duty without the authority of the Principal or the Board.
6. Whenever possible for discretionary leave with pay, costs should be sought from the Ministry of Education to meet the costs of employing a reliever.
7. The Principal must approve all relief teachers and they must hold a current Teachers Registration.

Review

To be reviewed biennially.

Signed: _____

Dated: 27 March 2017



Purpose

From time to time situations may arise in which individual Trustees could have, or could be thought to have, a personal stake in matters to be discussed by the Board of Trustees. A Trustee who identifies a conflict of interest must identify it before any discussion of the matter begins.

Definition

A conflict of interest occurs when a Trustee has an interest which conflicts with the interests of the Board and college itself. If the conflict creates an incentive for the Trustee to act in a way which may not be in the best interests of the college, then it is real. There are two main types of conflict of interest:

- a. An outside influence which may reasonably be regarded as likely to influence the Trustee, eg the Trustee knows the family of a suspended student very well, or the Trustee is a personal friend of a staff member seeking leave.
- b. A pecuniary interest where the Trustee stands to benefit financially from the actions of the Board.

Guidelines

Where a conflict of interest exists a Trustee should:

- a. Publicly declare a conflict of interest, state the general nature of the interest and have the declaration recorded in the Minutes.
- b. Withdraw from the meeting while the matter is discussed.
- c. Not vote on the matter.
- d. Not discuss the matter with the Board or attempt to influence the vote.

Review

To be reviewed annually.

Signed: _____

Dated: 27 March 2017

NAG 4

FINANCE & PROPERTY

Finances 1 - Financial Management

Finances 2 - Credit Cards

Finances 3 - Applications for Charitable Donations/Sponsorship

Finances 4 - Fees and Payments

Refunds for Adult and Community Education

Refunds for International Students

Finances 5 - Theft and Fraud Prevention

Finances 6 - Gifts

Finances 7 - Entertainment

Finances 8 - Travel

Finances 9 - Financial Management for Fundraising and Trips of a Significant Nature

Finances 10 - Delegation of Authority

Finances 11 - Fees Protection

Property Development and Maintenance

Sports Uniforms

Use of School Equipment



Purpose

To ensure sound financial planning and management at Glenfield College.

Guidelines

1. The Principal in consultation with the Administration Manager and Chairperson of the Board's Finance Sub-Committee will prepare a draft Budget for the coming year for presentation to the Board before the end of November each year. This Budget must reflect Charter goals and school needs. The full Board of Trustees ultimately approves the Budget.
2. Approved Budgets will be signed off by all Budget holders and monitored by them, the Administration Manager and the Principal.
3. The Board's Finance Sub-Committee will review all expenditure against budgets at its monthly meetings. All variances will be highlighted and explained including a description of any actions needed to correct them.
4. The following Bank Accounts are approved and none can be opened without Board approval.
 - a. Glenfield College Board of Trustees
 - b. Glenfield College Social Fund Account
 - c. Glenfield College Text Book Deposit
 - d. Lynn Bailey Scholarship
5. All payments are to be signed by two authorised personnel as follows:
 - i. The Principal and/or the Administration Manager and/or Deputy Principal
*Note: Where the Principal is away the Deputy Principal fills that role.*Except for the Glenfield College Social Fund Account where the two authorised personnel are:
 - ii. The Administration Manager and one other staff member
6. The Administration Manager has the Board's authority to move school funds into term deposit interest bearing accounts in order to maximise returns only at the school's banking provider.
7. The Administration Manager will prepare the Annual Accounts in line with the Audit Office requirements and along with the Principal and Board Chairperson, the Annual Report for approval by the Board, presentation at the Annual General Meeting and submission to the Ministry of Education by May 31st each year for the year prior.

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016 _____



Purpose

To provide guidelines, procedures and controls for the issue and use of Glenfield College credit cards by Glenfield College employees.

Guidelines

1. Glenfield College credit cards can only be issued to and used by staff approved by the Board of Trustees and within the bounds of this policy. Such cards are to be issued from the school's bank.
2. A clear document trail of payments made with brief statements of justification must be presented to the Finance and Works Sub-Committee at each monthly meeting.
3. Glenfield College credit cards can only be issued to the following personnel:
 - a. The Principal;
 - b. The senior staff responsible for marketing the school to overseas foreign fee paying students.
4. The approved staff must be named and minuted in Board of Trustees minutes as approved to be issued with credit cards.
5. The purposes for which such cards may be used must be clearly stated and agreed to by the Board of Trustees and the staff member prior to the issue of the card.
6. Credit card limits are to be \$4,000.00 for the Principal's card and \$4,000.00 for the senior staff.
7. When payments are made by credit card the resultant invoice must be handed to the Administration Manager with a brief statement of purpose.
8. All credit card payments must be within approved budget limits and from approved budgets.
9. Credit card balances must be cleared monthly provided items 4 and 5 above are met. Payment is to be by direct debit from the school's ASB account. All documentation is to be presented to the Board of Trustees Finance and Works Committee meeting and to be approved by Chair of Finance and Works Committee.

Review

To be reviewed annually.

Cont'd next page for purposes

APPENDIX - PURPOSES

Principal (All School Business)

- Payments for travel
- Payments for accommodation
- Payments for meals while away
- Payments for entertaining parents/potential parents/staff/agents, both in New Zealand and overseas
- Payments for overseas orders
- Phone calls home and laundry

Senior Staff (All School Business)

- Payments for travel
- Payments for accommodation
- Payments for meals while away
- Payments for entertaining parents/potential parents/agents, both in New Zealand and overseas
- Phone calls home and laundry

Signed: _____

Dated: 13 June 2016



Purpose

To supplement funding for various activities groups within the school may apply to charitable organizations for Donations, Grants or Scholarships.

Guidelines

- a) To ensure that all applications for funds are made according to Board of Trustee guidelines and are made with knowledge and support of the Principal and Board of Trustees.
- b) To ensure that the limited funds available are allocated equitably to groups within the school.
- c) To ensure that procedures are followed to provide for the accountability of allocated funds and to meet legal obligations.

Procedures

- a) All applications for charitable donations, sponsorship, or grants must be made on an approved form and must first be approved by the Principal or delegate.
- b) The Application for Funds must be signed either by the Principal, Board Chairperson or Chairperson of the Finance and Works Sub-Committee.
- c) The Principal will then present the completed application (*with supporting quotes, invoices or other evidence*) to the Board of Trustees Finance Sub-Committee for ratification and to be minuted.
- d) The Finance and Works Sub-Committee will issue to the person or group making the application a certified copy of the minuted resolution which is to be attached to the application.
- e) In all cases the funds may be used only for the authorised purpose.
- f) The Board of Trustees is accountable for all money received. Accordingly all funds allocated by way of donations, sponsorship or grants are to be deposited in the Glenfield College Board of Trustees bank account.
- g) Invoices and receipts will be kept by the Board of Trustees for auditing purposes.
- h) The following purposes are not authorised by Internal Affairs for donations or grants:
 - i. A purpose which will result in a clear commercial gain for any individual or organisation.
 - ii. Any individual sports person unless the grant is made to, and administered by, an incorporated sporting body to which the individual is affiliated.
 - iii. Lobbying activities for groups.
 - iv. Events or trips that are predominantly social in nature.
 - v. Purchase or subsidy of vehicles intended for purposes associated with social functions.
 - vi. Prizes for sporting events with the exception of trophies.
 - vii. Costs associated with staging of "after-match" functions.

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016



Purpose

To clarify the basis on which fees may be charged at Glenfield College.

Background

Government funding for the operation of Glenfield College on a daily and annual basis is considered to fall short of the level of funding deemed necessary by the Board to provide the quality education that it wishes to deliver to the students of the school.

The Board acknowledges the guidelines set out in the Ministry of Education Circular 1998/25. Payments by Parents of Students in State Schools and accepts these as the basis for this policy.

Procedures

A. School Donation

- All Parents/Guardians/Caregivers will be requested to pay an annual donation to support the operation of the school.
- Invoicing/Receipting of the donation will acknowledge the voluntary nature of such a payment with the word "Donation". The importance of the donation to the school operation will also be signalled in correspondence.
- A letter from the Principal or Board should accompany the first request for the Donation each year to explain the basis for and use of the donation.
- The Donation will be approved by the Board of Trustees by May each year for the year following.

B. Subject Fees

- Subject fees will be set where applicable to reflect the true cost of the "take home" component of any work done at school.
- Subject fees or Materials fees will be approved by the Board by August each year prior to the preparation of Course Booklets covering all subjects offered to students for the following year.
- Subject fees or Material fees are compulsory for students taking such subjects and the Board will pursue the recovery of such monies earnestly.
- Fees for activities away from school which form part of course work or assessment (*such as Geography fieldwork*) must be outlined in the Course Booklets. Every effort must be made to limit the impact on student learning/achievement of inability or unwillingness to attend such activities.

C. Curriculum Related Activities

- For these activities, payments should be set to cover all actual costs including the teacher relief component. Any shortfall in funds will be met from Department Budgets.
- For activities such as performances by visiting groups or visits to performances, it is to be made clear that attendance at such activities is voluntary; although parents will be required to pay if their children attend.
- For extensions of the curriculum (*for example fieldwork in Geography, Biology, Outdoor Education*), and other trips related to the curriculum, payment is required to cover travel and related costs. In cases

where payment is not made teachers should try to provide an alternative which would give the student an insight into the curriculum experience covered by the trip. *(Students cannot be assessed on information gleaned from such trips.)*

D. Fee Recovery

Where fees which the school is legally able to recover from parents remain unpaid after 12 months, these will be passed onto a recognised debt collection agency for collection. *(The only exception to this is cases where the school is fully aware that there is no prospect of collection or to do so would cause severe hardship. The school is expected to manage the levying of fees in such a way that the risk of unrecovered debts is minimised.)*

E. Other Fees (Fees for Non-Compulsory Activities Outside the Classroom eg Sports)

- Such fees must be set to cover all reasonable costs.
- These fees are expected to be paid prior to the competition/activity commencing.
- For students recognised as genuinely unable to pay such fees, they may apply for support. *(Coaches, Managers, Sports Co-ordinator and Deans will facilitate this process).* No student will be denied the opportunity to participate in at least one such activity due to genuine hardship.

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016



Purpose

To provide clear guidelines regarding fees refunds which enable the school to cover any actual expenses incurred and the equitable treatment of both parties, school and learner.

Guidelines

- a) A full refund is given if a course is cancelled.
- b) No refund is given once a class has started.
- c) A half refund is given if a learner withdraws less than five working days before class begins.
- d) A 15% administration charge will be deducted from each course payment if a learner withdraws between the time of enrolment and more than five working days before the class begins.
- e) The refund policy for learners on a student visa remains the same (*refer ESOL policy book*).

Provision: Learner cancellation cases which merit special consideration to circumvent Guidelines 'a' to 'd' above can be discussed with the Director and a decision will be made based on the exceptional reasons for the cancellation.

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016



Purpose

To provide clear guidelines regarding fees' refunds which enable Glenfield College to cover any actual expenses incurred and the equitable treatment of both parties, the college and student. To be carried out by the Manager of International Students.

Guidelines

1. Application for a refund must be made in writing to the Manager of International Students.
2. If an application for a refund of fees is made before the start of a course, fees will be refunded in full less the administration fee.
3. If an application for a refund of fees is made after the start of a course but no later than seven days into a term, fees will be forfeited for that term but refunded for subsequent terms.
4. Where the applicant gives notice of the withdrawal of the student during a term beyond the first seven days, the next term's tuition fee will be forfeited, e.g. where written notice is given in term one, term two's tuition fee will be forfeited and the tuition fees in respect of terms three and four will be refunded.
5. Where a refund is entitled and a student will therefore be leaving the college well within the time period for which agents commission has been paid, the commission paid in excess must be deducted from any fees refund.
6. If the student wishes to transfer to another school, no refund will be given. Students make a commitment to enrol at Glenfield College for the school year.
7. These refund conditions apply to students who become New Zealand residents while at the college. If they wish to remain at Glenfield College, they must then re-apply as a resident student and will be subjected to the college's normal enrolment scheme and procedures.
8. Where a student is required to leave the college for disciplinary or non attendance reasons, no refund will be given.
9. Refunds will only be given to students' parents or an agent nominated by the student's parents in writing giving permission for the agent to receive the refund.
10. All fees from international students are held in a reserve fund. They are not used by the college until the tuition and the homestay has been provided to the students.
11. Refunds may be granted at the discretion of the Principal in exceptional circumstances. However, the college's decision is final.
12. Refunds that cannot be refunded for whatever reason should be held by the college for three years. After which time the funds shall be transferred into the general fund.
13. In the event of the signatory:
 - a. Ceasing to provide a course of educational instruction contracted with a student, whether it stops of its own accord or as required by an education quality assurance agency;
 - b. Ceasing to be a signatory;
 - c. Ceasing to be a provider.

Fees will be refunded on the basis of the proportion of the number of school days remaining in the contracted tuition period, counting from the day after the student last attends the college, bears to the total number of days in the contracted tuition period.

14. Failure to obtain or maintain a student visa/permit:

- a. A full refund of fees will be issued in the event of a student failing to obtain a student permit/visa, provided:
 - i. The refund application is received by the college within 7-days of the student receiving notification from Immigration New Zealand that their visa has been declined; and
 - ii. The student has not commenced study for the relevant period, and a certified copy of the letter from Immigration New Zealand declining the student's visa is received by the college.
- b. A full refund of fees will be issued in the event of a student's application for an extension to their visa/permit being refused by Immigration New Zealand, provided:
 - i. The International Student Refund Application is received by the college within 7-days of the student receiving notification that their visa/permit extension has been refused; and
 - ii. The student has not commenced study for the relevant period, and a certified copy of the letter from Immigration New Zealand declining the student's visa is received by the college.
 - iii. In the case where a student has commenced study, and they have not maintained or obtained a student permit/visa, they shall not be entitled to a refund of any fees.

Review

To be reviewed annually.

Signed: _____

Dated: 29 May 2017



Purpose

To ensure that the Board of Trustees meets its responsibility to protect the physical and financial resources of the school.

Procedures

1. The Board requires the Principal to ensure that:
 - 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 Public Finance Act 1989, Section 42(b) 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 against a student, the Principal must ensure that suitable procedures are in place to investigate the allegation while ensuring that the accused rights and principles of natural justice are not breached. The Principal or designee may also refer on alleged theft by a student to the Police.
3. In the event of an allegation of the theft or fraud against a staff member, supplier or contractor, the Principal shall:
 - a. Conduct an initial investigation by following the steps below.
So far as it is possible and within 24 hours:
 - i. 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 if the evidence appears to support the complaint.
 - ii. Gather together any evidence that may be readily available.
 - iii. Offer to meet with the staff member about whom the allegation is being made and a support person of their choosing. Provide a written statement of the allegation and the grounds for it and seek a written response to the allegation. The meeting is an opportunity to discuss the allegation and response confidentially and seek any further relevant information. The Principal's PA should be present to take minutes which both parties should agree to as an accurate record of proceedings by signing before leaving.
 - iv. Decide on the initial action(s) to be taken which may include some further investigating in response to matters revealed in the initial meeting. The Principal may then decide once he/she is comfortable that sufficient information exists, that a prima facie case of theft or fraud does or does not exist.
 - v. If the Principal decides that a prima facie case of theft or fraud does not exist he/she must document this decision and record that no further action is to be taken.
 - vi. If the Principal decides that a prima facie case of theft or fraud does exist then he/she must immediately contact the Board Chairperson and pass on all the evidence and information available. The Principal in consultation with the Board Chairperson shall then:-
 - Invoke any disciplinary procedures contained in the contract of employment.

- Lay a complaint with the New Zealand Police (if the evidence appears to support the complaint).
 - If necessary, commission an independent expert investigation.
 - Require a search for written evidence of fraudulent action if not already done.
 - Seek legal advice.
 - Advise the MOE, Manager of National Operations, Auckland.
4. The Board Chairperson along with the disciplinary sub-committee of the Board must now convene to decide on further actions to be carried out according to the procedures set out in the contract of employment. This may involve further investigation followed by a disciplinary hearing involving the subcommittee, the staff member about whom the allegations are made and their representative/support persons and the Board lawyer. The Disciplinary Sub-Committee of the Board may decide on a range of actions from dismissal to reinstatement. (The Principal is not part of these proceedings).
 5. 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.
 6. 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.
 7. 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 Principal who shall do so after consultation with the Board Chairperson and if considered appropriate after taking expert advice.

ALLEGATIONS CONCERNING THE PRINCIPAL OR A TRUSTEE

8. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of item 4 of this Policy.
9. 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 item 3 of this Policy.

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016



Purpose

To ensure that gifts purchased are linked to school business and within approved budgets and delegated authorities and to ensure that gifts received pose no obligation on the school.

Procedures

- a. When gifts are given, the Principal must ensure that:
 - i. All gifts should be purchased through the school's normal purchase procedures.
 - ii. A full register must be maintained of all gift purchases of more than \$200, including what was purchased, costs and recipients. The Board will review this register periodically.
 - iii. The cost of a gift should be reasonable and appropriately reflect the benefit received.
 - iv. If the gift is to be given during international travel, then the staff member should receive authorisation for the value of the intended koha/gift before the travel. If the need to purchase a gift arises unexpectedly during international travel, then a full record of the gift should be added to the gift register. The cost of such a gift should be justifiable to the Board.
- b. When Gifts are received the Principal must ensure that:
 - i. Gifts are not accepted if there is concern that their acceptance could be seen by others as an inducement or a reward that might place the staff member under an obligation.
 - ii. If gifts received are small and of little value (*under \$200*), then the recipient may keep the gift.
 - iii. If the gift is larger and more valuable, then the recipients must advise the Board of the gift. The gift will be given to the school to use unless the Board agrees to an exception to this policy.
 - iv. If the gift arises from an employee's role as an employee of the Board, then the gift remains the property of the Board. Receipt of the gift should be declared to the Principal.
 - v. A formal register of gifts must be kept if the gift is obviously in excess of \$200 in value or is attractive in nature. Gifts regarded as attractive in nature include jewellery, watches and electronic items.

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016



Purpose

To ensure that expenditure on entertainment incurred by the school is clearly linked to the business of the school, the Board delegates to the Principal the responsibility for implementing this policy.

Procedures

Purposes of Entertainment

1. Entertainment expenditure in general will be for the following purposes:
 - Building relationships and goodwill
 - Representation of the school in a social situation
 - Hospitality provided in the course of school business to external parties
 - Internal social functions
2. The purpose of all purchases should be transparent and the amount expended able to be demonstrated as reasonable and appropriate.

School Events and Staff Meetings

3. This includes conferences, seminars, workshops, training courses and meetings.
4. When deciding upon a venue, teachers should take into account location, accommodation standard and tariff rates. They should give due consideration to the nature of the event, total cost, expectations of participants and their home location.
5. When deciding upon catering, teachers should take into account the nature of the event and the quality of food required. Lunch should only be provided for staff meetings where it is not possible to arrange the meeting for a period which avoids the lunch break.

Alcohol Purchases

6. Purchases are usually for the consumption by staff and guests at school hosted events. The amount expended needs to be demonstrably reasonable and appropriate for the event and should be sufficient for moderate consumption only.

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016



Purpose

To ensure that travel expenditure incurred by the school is linked directly to the business of the school and that:

- The travel expenditure is on the Board's business, and the school obtains an acceptable benefit from the travel when considered against the cost;
- Expenses are reimbursed on an actual and reasonable basis; and
- Staff that are required to travel on business do not suffer any negative financial effect.

Procedures

- a. Under no circumstances may any staff member approve their own travel.
- b. All booking for international and domestic travel is to be conducted through the school's normal purchase procedures. This includes the booking of accommodation, flights and rental cars.
- c. No retrospective claims will be considered.

Travel Within New Zealand

1. The justification for travel within New Zealand must be documented. It is to be transparent and must relate to a school need. Travel within New Zealand is to be authorised on a one-up basis (*for example the Principal should authorise any travel by the Deputy Principal and the Chairperson of the Finance and Works Sub-Committee should authorise any travel by the Principal*).
2. All domestic air travel is to be economy class.

International Travel

3. Prior to international travel being undertaken, the traveller 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. All international travel should be authorised by the Board before it is commenced (*except for the International Students Senior Managers who has authorisation in the budget*). A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the Board which will arise from the trip and an estimate of the costs of the trip. The travel will be deemed authorised once approved by the Board in writing.
5. At the end of the trip overseas, the traveller must prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and the school of the trip.
6. All international air travel shall be in Economy Class (*except where the International Students Senior Managers uses air-points to upgrade on long flights*).
7. If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

Accommodation

8. Staff should opt for good but not superior accommodation (*except for the International Students Senior Managers*), for example Qualmark 2 star accommodation and must be prepared to justify exceptions to this rule to the Board.

9. Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift. (*Refer to Gift Policy*).

Vehicles

10. When using rental cars, staff should opt for good but not superior model vehicles and should be prepared to justify any exceptions to this rule to the Board.
11. Prior use of private vehicles is to be approved in accordance with school procedures and reimbursement will be at the rate specified by the Collective Agreements.
12. If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement through petty cash or as part of an expense claim.

Reimbursement of Expenses

13. The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as "the actual cost incurred in the particular circumstance, provided that it is a reasonable minimum charge".
14. For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs. For example, a staff member would normally incur personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than that normally incurred.
15. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, are to be paid separately by the travelling staff member.
16. All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis.
17. For expenditure incurred in New Zealand of value greater than \$50 (*including GST*) there should also be a GST invoice to ensure that GST can be reclaimed by the school.
18. Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.

Discretionary Travel Benefits

19. Travel benefits, including air-points and loyalty scheme rewards/points (*Flybuys, Global, etc*), accrued from official travel are only to be used for subsequent travel on behalf of the school. They should not be redeemed for personal use.
20. Staff must travel by the most direct route unless scheduling dictates otherwise.
21. As a general rule the school will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the school did in no way incur additional expenditure. Any exception must have full Board approval.

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016



Purpose

All funds raised for a school activity must be properly accounted for and managed.

- To monitor and control the school's fundraising activities;
- To ensure that the events and trips are included in the annual accounts for audit.

Guidelines

1. Any trip of a significant nature must receive the Board's approval at least three months prior to the commencement of a proposed event or trip unless in exceptional circumstances.
2. It is necessary to seek the approval of the Principal for any fundraising proposals.
3. It is necessary to hand over all monies to the Bursar on a regular basis. All bank accounts must be held in the school's name and subject to the Financial Management Policy.
4. The fundraising revenue generated by students who subsequently withdraw from trips shall go towards subsidising the costs of those who do go on the trip.
5. Funds paid by students and their families who subsequently withdraw after the publicised "no-refund" date will firstly go towards trip costs and secondly remain in school funds.

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016



“Framework for authorisation to commit the Board to expenditure.”

Purpose

This policy aims to ensure that all expenditure is properly authorised.

APPROVAL LEVELS		
Level 1	-	Full Board Approval
Level 2	-	Board Finance and Works Sub-Committee
Level 3	-	The Principal and either the BOT Chairperson or the BOT Finance and Works Sub-Committee Chairperson
Level 4	-	The Principal
Level 5	-	Approved Budget Holders

1. Purchase Orders for Operational Expenditure

- | | |
|-----------------------------------|---------|
| a. Within budget up to \$1,000 | Level 5 |
| b. Within budget and over \$1,000 | Level 4 |
| c. Outside budget up to \$500 | Level 3 |
| d. Outside budget over \$500 | Level 2 |

2. Purchase Orders for Capital Expenditure

- | | |
|--|---------|
| a. Within Capital items budget approved by BOT and notified by the Principal | Level 5 |
| b. Within operational budget and under \$1,000 | Level 4 |
| c. Within operational budget and over \$1,000 | Level 4 |
| d. Outside approved budget up to \$10,000 | Level 2 |
| e. Outside approved budget over \$10,000 | Level 1 |

3. Contracts (which commit the Board financially)

- | | |
|---|---------|
| a. Within budget and up to \$2,000 per annum | Level 5 |
| b. Within budget and over \$2,000 per annum | Level 4 |
| c. Property related and part of the BOT approved MOE modernisation plan | Level 3 |
| d. Outside budget up to \$10,000 and not MOE Property Plan related | Level 2 |
| e. Outside budget over \$10,000 and not MOE Property Plan related | Level 1 |

- | | |
|---|----------------------|
| 4. Foreign fee payer refunds | Level 4 |
|
5. Payments from Fees Collected for a Special Purpose (eg class trips, camp etc) | |
| a. Under \$5,000 | Level 5 (TIC) |
| b. Over \$5,000 | Level 4 |
|
6. Offers of employment or changes to the employment conditions to staff | Level 4 |
|
7. Approval of additions and amendments to cheque signatories | Level 2 |
|
8. Approval of alterations to authorised approval levels | Level 1 |

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016



Purpose

To protect the prepaid course fee of students enrolled to undertake course(s) in the school in the event of school closure or course cancellation.

Guidelines

1. All funds paid for courses at Glenfield College are administered by the Board of Trustees of Glenfield College.
2. These funds are effectively held in Trust pending the delivery of a course.
3. The Trustees undertake to refund all monies/fees held on behalf of students should the Principal cancel a course or the Board of Trustees close the school.
4. This is not to be confused with our refund policy where the student chooses to cancel the enrolment.

Review

To be reviewed annually.

Signed: _____

Dated: 13 June 2016



Purpose

The Board of Trustees of this school will make every effort to provide a well maintained, safe, attractive and functional learning environment.

Guidelines

1. The grounds, buildings and other facilities will be maintained in a safe, tidy, clean and hygienic condition.
2. Furnishings and equipment will be maintained in a safe and workable condition. This will require the maintaining of a fixed assets register and an asset replacement programme.
3. Property management will comply with the school's health and safety policies and the law.
4. A capital works scheme will be developed by the Principal and Property Manager in consultation with staff for the next five to ten yearly cycle and brought to the Board for approval prior to each cycle.
5. A ten year maintenance programme will be developed by the Principal and Property Manager in consultation with staff for the next five to ten yearly cycle and brought to the Board for approval prior to each cycle.
6. To annually review the five to ten year capital works programme and ten year maintenance programme to inform our Annual Plan.
7. The Principal will be responsible for the day to day implementation of the capital works and property management programme.
8. The Principal must report to the Board as part of the monitoring process.

Review

To be reviewed annually.

Signed: _____

Dated: 1 August 2016



Purpose

To ensure that there is consistency throughout all sports codes in the playing strip and tracksuits worn to represent the school.

Guidelines

1. All plans for changes to sports uniforms and tracksuits must be referred to the Sports Committee and Principal who will take the proposal to the Board for approval.
2. Sports uniforms will be in the school sports colours of orange, black and white unless the sport association or organisation stipulates otherwise.
3. If tracksuits are part of the uniform they must be in the school sports colours.
4. All proposals for sponsorship must be referred to the Principal who will then take it to the Board for approval.
5. If sponsorship is granted then identification of the sponsor on:
 - (a) The playing uniform shall not exceed 48 sq cm with characters not exceeding 4cm in height or 15cm in width;
 - (b) Tracksuits must not detract from identification of the school.
6. The name Glenfield College must appear on the playing uniform and on tracksuits and must be of equal size to any sponsor's identification.

Review

To be reviewed biennially.

Signed: _____

Dated: 30 November 2015

**Purpose**

To provide for the reasonable use of school equipment by staff to enable them to effectively carry out their job, while protecting the equipment from damage, misuse or theft.

Guidelines

1. School equipment should in general be used within the school property only.
2. School equipment is to be used by staff or students under the supervision of staff.
3. Where equipment is to be taken outside the school property on authorised school activities such as Camps, Sports, Performing Arts or Cultural performances and Curriculum related activities, , specific permission is not required where school staff are responsible.
4. Staff wishing to take school equipment out of school for personal use may do so at the discretion of the Principal on the understanding that the cost of repair or replacement due to their own negligence will rest with them.

Review

To be reviewed biennially.

Signed: _____

Dated: 31 August 2015

NAG 5

HEALTH & SAFETY

Digital Citizenship
Administering Prescribed Medication
Alcohol & Drugs
Animal Welfare
Contractors
Harassment
HIV/Aids, Hepatitis, Meningitis or Other Life Threatening Diseases
Interviews by Police or CYFs Social Workers
Mini Bus Safety
Health and Safety
Reporting of Abuse and Neglect
Search and Seizure
Students at Risks of Suicide
Traumatic Incident Response Plan
College Tours
School Discipline



Purpose

To provide emotionally safe internet access, so that all staff and students can:

- a. Become effective and safe users of digital technologies.
- b. Extend their awareness and knowledge of digital technologies.
- c. Become motivated, responsible, independent users of these technologies, including the use of the internet.

Rationale

Glenfield College supports a Digital Citizenship model for the promotion of safe and responsible use of technology. The Board of Trustees recognises that by fostering a culture of successful digital citizenship in our students, staff and our wider community we are encouraging everyone to take responsibility for themselves and others in their use of ICTs. This allows us to harness the potential that technology brings to the teaching and learning process, while minimising and learning to effectively respond to the challenges we may experience while using them in a learning context.

The Board is aware that preparing our students to make effective use of ICTs is an important part of their preparation for participation and contribution in society today and into the future.

It is our belief that we must prepare our students to actively participate in the world in which they live. It is clear that a key skill in this new world will be their ability to participate as effective digital citizens. An important part of learning these skills is being given the chance to experience the opportunities, and the challenges presented by technology in a safe, secure and nurturing environment, where clear, effective guidance can be sought as students and teachers learn.

The Board recognises that its obligations under the National Administration Guidelines extend to use of the internet and related technologies.

Policy

Glenfield College will develop and maintain procedures around the safe and responsible use of the internet and related technologies (ICTs). These internet safety procedures will recognise the value of the technology and encourage its use in a teaching and learning context while helping to minimise and manage the challenges that may be experienced by students, teachers and the wider college community.

The college will consult with parents and the wider college community, as to how it intends to use ICT and where possible explain how it benefits the teaching and learning process.

These procedures will aim to not only maintain a safer college environment, but also aim to address the need of students and other members of the college community to receive education about the safe and responsible use of information and communication technologies.

Student Use of Digital Technologies

1. All students must sign the Cybersafety Use agreement and have the signed permission of a parent/caregiver before using the internet at the college.

Staff Use of the Internet

1. Staff must be aware of and observe this Digital Citizenship policy.
2. Staff may use the internet and digital technologies for the purpose of executing their job at the college.

Guidelines

1. Training for staff is available.
2. Staff should ensure that students are navigating to appropriate sites, through being directed to specific sites or guided searching as part of learning opportunities
3. Any use of the internet by individuals other than students or staff must be in consultation with the Senior Leadership Team and following the college's policy.
4. Filtering software will be employed to restrict access to inappropriate parts of the internet, and to screen email messages
5. The Digital Citizenship policy will be displayed in computer rooms and pods.
6. The college will continue to refine methods of improving safety on the internet and access through digital devices for educational purposes.

Review

To be reviewed biennially.

Signed: _____

Dated: 29 May 2017

**Purpose**

To ensure safe and controlled dispensing of prescribed medications to students.

Guidelines

1. The Principal will authorise a suitable person (preferably a registered nurse) who has the authority to store and dispense prescribed medications.
2. All requests will be on the medication agreement signed by one parent/caregiver and the authorised person.
3. The college has the right to refuse to administer medication and if the college is unable to administer medication the responsibility will remain with the parent/caregiver.
4. Medication must be clearly labelled as to whom it is for and what the dosage should be and any other doctor's information.
5. Only medication which requires dosages during normal school hours will be dispensed, e.g. twice daily, would be administered at home not the college.
6. The responsibility is on the student to come to the health centre for the medication.
7. A register will be kept to show details each time medication is dispensed.
8. It is the parent/caregiver's responsibility to inform the college of any change in the student's medication.
9. All medication will be stored appropriately e.g. in refrigerator or in a secured cupboard.
10. If medication is refused it will be noted in the register and the parent/caregiver informed.
11. Any adverse reaction to medication will be dealt with by the college, following the college's first aid procedures, which includes contacting parent/caregiver.
12. Parents/caregivers will indemnify the college by signing the medical agreement at the time of enrolment.

Review

To be reviewed biennially.

Signed: _____

Dated: 29 May 2017



Purpose

After due consultation with students, staff, parents/caregivers, whanau and the Board of Trustees, the purposes of this policy are as follows:

- a. To be a college which is totally free of all drugs other than prescribed or medicinal.
- b. To create an environment where students are educated about drugs and relevant drug issues.
- c. To assist staff and students to resist the pressures to use and to support people who wish to quit.

Strategies

Glenfield College promotes and endorses a drug free environment.

1. **Tobacco** - The college is a 'Smoke Free' environment. Smoke Free signs will be displayed. No persons are permitted to smoke on the college property and students cannot smoke while wearing the college uniform or on college trips.
2. **Alcohol** - No persons are permitted to possess or consume alcohol whilst on college premises or at college functions (see sanctioned drug use).
3. **Solvents** - No persons are permitted to inhale or otherwise ingest a solvent or other industrial product whilst on college premises or at college functions.
4. **Illegal Drugs** - The college prohibits the possession, consumption or supply of any illegal drugs by any person on the college property or at any college event or whilst travelling to or from the college.
5. **Prescription Drugs** - Students who need to use prescribed or medicinal drugs on a regular basis within college jurisdiction must have the written approval of a parent/caregiver and inform the Student Centre.
6. **Recreational Drugs** – No persons are permitted to possess or consume recreational drugs whilst on college premises or at college functions.

In the event of any student appearing to be under the influence of a drug, the college will seek medical advice if necessary. The parents/caregivers may be informed and in the case of illegal drugs, the police may be notified.

Drug Education

The college will provide students with a comprehensive education about drugs and drug issues.

1. Drug education programmes provided for students will be comprehensive and relevant to students' needs.
2. Qualified teachers who are trained to teach drug education will deliver the programme. Professional development time will be allocated.
3. The programme will be part of the overall health education programme and follow the New Zealand Curriculum Guidelines.
4. The programme will be evaluated and reviewed each year by the Head of the Department and the health teachers.

5. Consultation with parents/caregivers will occur every two years.
6. Intervention programmes will be offered to students who are identified as being at-risk or who request help.

Education for Staff and Parents/Caregivers About Drugs and Drug Related Issues

The college will provide staff and parents/caregivers with education about drugs and related issues.

1. Drug education evenings will be offered to the parents/caregivers and the wider community when necessary.
2. Staff will be provided with education and training in drug awareness. They will also be given the necessary information to deal with drug related incidents.
3. Intervention programmes will be offered to staff members who request help.

Sanctioned Alcohol Use

If alcohol is to be served within the college buildings or at a college function, prior approval must be gained from the Board of Trustees. Staff only drinks on site do not require Board approval but can only take place after the normal school day is completed and must comply with the law.

Management of Drug Related Incidents

All staff, students and parents will be informed regularly of the college's views on and procedures for the management of drug related incidents.

Review

To be reviewed biennially.

Signed: _____

Dated: 29 May 2017



Purpose

- a. To encourage through example the proper care of living things within the college.
- b. To provide experience for students to observe, handle and care for a range of animals in a humane way.
- c. To ensure that the care and welfare of animals must have the highest priority in any activity involving the keeping of an animal or its study on a field trip.
- d. To educate students through example and discussion on the importance of animal care and welfare and the responsibilities involved.

Guidelines

1. "Animal" is defined as any living creature with a backbone, including land based and aquatic mammals, birds, fish, reptiles and mud crabs.
2. It is generally accepted that other living creature 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 the college. 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 the college can be guaranteed.
5. Responsibility for the welfare of animals rests with the teacher/staff member involved but ultimately with the Principal and Board of Trustees. The following freedoms apply:
 - i. Animals must have appropriate diet, including access to water. Provision must be made for care at weekends and holidays.
 - ii. Animals must have cages/containers of an appropriate size, be ventilated and hygienic. Animals must not be subjected to extremes of noise, drought or sunlight.
 - iii. Animals should be free from injury or disease. Diseased or injured animals should be treated and should not be kept at the college.
 - iv. Animals must be handled/kept in such a way that stress or fear is kept to a minimum.
 - v. Animals should be able to express normal behaviour.

Where any activity is planned involving animals as listed in item 1. of the Guidelines, approval must be obtained from the NZASE (New Zealand Association of Science Educators). A record must be kept of procedures followed as set out in the Act. NZASE Administrators may be contacted via email to nzase@confer.co.nz.

Review

To be reviewed biennially.

Signed: _____

Dated: 29 May 2017



Purpose

To ensure the safety of anyone contracted to do work for the school, anyone engaged by such a contractor, and of school staff, students and others on the school property while the work is undertaken.

To ensure that health and safety performance requirements are written into a contract and that it is managed directly by the school and the contractor.

To plan and monitor the safety performance of the contractor on the job.

Guidelines

1. Where the school is directly responsible for the work contract the Property Manager will:
 - a) Check and sign off that the contractors conform in all respects to accepted health and safety standards and requirements before the contract is signed.
 - b) Obtain from the contractor a safety plan covering all aspects of the contractor's health and safety responsibilities and insurance cover.
 - c) Monitor the health and safety performance of the contractors and establish that they are working to the agreed and expected standards.
2. Where the contract for work is let by the Ministry of Education (through a Project Manager), the Project Manager will assume the contractual responsibilities including the responsibility for satisfactory oversight but the school Property Manager will keep an oversight on practical safety issues and where necessary raise any issues with all parties concerned.

Review

To be reviewed annually.

Signed: _____

Dated: 1 August 2016



Purpose

To ensure that an environment exists within the school in which all members feel comfortable, safe and secure. Harassment in any form is unacceptable.

Harassment is inappropriate verbal or physical conduct, including misuse of visual, written and electronic material, by one person towards another.

This conduct is unwelcome and offensive, or is of a serious nature, or is persistent so that the work performance and life satisfaction of the person subjected to it is affected detrimentally.

- a) To ensure that all staff and students are aware of harassment in its many forms.
- b) To provide education to empower the individual with strategies to recognize harassment and successfully deal with it.
- c) To encourage a climate of trust within the school that encourages the individual to feel comfortable about sharing concerns with an appropriate person.

Guidelines

- 1. The school will ensure that all legal and other requirements relevant to this policy are met, including relevant sections of the Human Rights Commission Act.
- 2. All complaints of harassment will be taken seriously and investigated [see complaints policy].
- 3. There will be support people available to students to give information on the courses of action available and to help with the chosen response from the complainant if required.
- 4. There will be identified, knowledgeable and confidential support people available for all staff to assess their situation as it might relate to Policy 13 Formal Complaints.
- 5. There will be specific counselling sessions to help students and staff who have a variety of needs in this area. These can be accessed from a number of providers.

Review

To be reviewed annually.

Signed: _____

Dated: 30 November 2015



Purpose

The college has a responsibility to protect all its members from transmission of infectious diseases.

- a. To provide a safe physical and emotional environment for students and employees.
- b. To comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees."
- c. To ensure that safe practices are followed at the College or during any College activity.
- d. To educate all members of the College community to avoid the risks associated with unsafe practices which may involve disease transmission.
- e. To provide a supportive environment for all community members.
- f. To provide clear procedures to be followed in case of any body spillage within the school area or on any school activity e.g. camps.

Guidelines

1. The school community needs to be aware that at present, the law does not require that a person with HIV, non-acute Hepatitis B or some other life-threatening infectious diseases must disclose the fact to his/her place of work or learning. However, many people choose to do so.
2. The College will not discriminate against any person with a notifiable life-threatening infectious disease. This includes discrimination by not employing the same procedures in every case.
3. Confidentiality will be maintained in line with the wishes of the people concerned.
4. Safe procedures and precautions to be followed will be communicated to all members of the College community.

Principles and Good Practice

Key principles and related good practices for meeting the needs of children and families affected by HIV/AIDS and other blood-borne viruses:

- A child's health status should not affect their right to an education.
- About 20 New Zealand schools have had students who were HIV positive in the past few years. Hepatitis B is more common and vaccine preventable. Those working with children with blood-borne virus should support them so they can live as normal lives as possible.
- Children with HIV/AIDS and/or Hepatitis B infection should be able to participate in all activities in schools to the extent that their health permits. Should their health deteriorate, special programmes or inter-agency support (health professionals, Specialist Education Services may be necessary so the children can remain in the school setting.
- A special situation may arise for students with HIV infection because they may be at greater risk if their classmates are carrying infectious diseases such as chickenpox, measles or mumps. Schools should keep parents of HIV positive children informed if and when there are outbreaks of other infections in the school.

Legal and Contractual Obligations

The board's legal and contractual obligations are set out in the following legislation:

- Education Act 1989, s3 - A student's entitlement to free education in any state school.
- Human Rights Act 1993, s21 and 57 (1). It is unlawful for a school to discriminate against an HIV/AIDS student. Section 60 (2) provides the exception where there is an unreasonable risk of harm to the student or to others. However, the exception does not apply if the school can take reasonable measures to reduce the risk of harm to a normal level (see s60 (3)).
- Health Act 1956. Its purpose is to improve, promote and protect public health.
- Health (infectious and Notifiable Diseases) Regulations 1996. Sets out legal responsibilities in relation to infectious diseases. The Health (Immunisation) Regulations 1995 require primary schools to maintain an immunisation register showing the immunisation status of children born from January 1995. The immunisation schedule includes protection against Hepatitis B. Having a highly immunised population at school also provides some protection for HIV infected children by reducing their exposure to vaccine preventable diseases.
- Privacy Act 1993, s6 - Information Privacy Principles. In particular, Principle 3 - Collection of information from subject and 11 - Limits on disclosure of personal information (see Appendix C attached).
- Health and Safety in Employment Act 1992 Employers shall take all practicable steps to ensure the safety of employees while at work.
- National Education Guidelines 1993, National Administration Guidelines (1 iv & 5 i, ii). Boards of trustees must develop and implement strategies which address identified learning needs to overcome barriers to students' learning, provide a safe physical and emotional environment for students and comply with any legislation to ensure the safety of students and employees.

<https://education.govt.nz/ministry-of-education/publications/education-circulars/1999-circulars/circular-199921-hiv-aids-and-other-blood-borne-diseases/#jump8>

Procedures

In dealing with any injury, all children should be treated as if they have a blood-borne virus.

You will not always know whether a child who is bleeding is infectious, therefore it is important that anyone who treats a child follows established safety procedures when dealing with any injury, all blood should be treated as if it is infectious.

1. Before treating an individual who is bleeding, make sure you cover any cuts or abrasions with a water-proof dressing.
2. Wear gloves for all procedures.
3. Don't delay treatment of a child who is bleeding, under any circumstances because gloves are not immediately available. Use an absorbent barrier such as a towel, paper towel, handkerchief etc. for an actively bleeding child.
4. Before treating an individual who is bleeding, make sure you cover any cuts or abrasions with a water-proof dressing.
5. Wear gloves for all procedures.
6. Don't delay treatment of a child who is bleeding, under any circumstances because gloves are not immediately available. Use an absorbent barrier such as a towel, paper towel, handkerchief etc. for an actively bleeding child.
7. Wipe clean and then sterilise all surfaces and instruments contaminated with blood. Make sure you use an effective disinfectant, e.g. (one volume of household bleach to nine volumes of cold water).

8. Soak surfaces for 20 minutes and then wipe dry. Prepare a fresh solution immediately before you want to use it.
9. Wash hands thoroughly when you have finished. Hand washing is usually adequate for non-blood secretions, but the above precautions (i.e. gloves, etc.) can also be used.
10. Make sure that first-aid kits include disposable gloves, disposable wipes or towels, plastic bags for contaminated waste, a skin disinfectant and a bleach solution (or hypochlorite solution/or granules) with instructions for use.
11. All body spillages should be immediately reported to the school sick bay personnel.
12. Disposable gloves will be kept in all first aid kits to protect students/employees cleaning up such spillages, along with absorbent material to wipe up, and plastic bags/wrappers. Supplies of absorbent material and cleaning fluids will be held by the Property Manager. Such material should then be disposed of carefully.

Review

To be reviewed biennially.

Signed: _____

Dated: 29 May 2017

List of diseases notifiable to the Medical Officer of Health

Diseases Notifiable in New Zealand (include suspected cases)*

Notifiable Infectious Diseases Under the Health Act 1956

Section A – Infectious Diseases Notifiable to a Medical Officer of Health and Local Authority

Acute gastroenteritis **	Campylobacteriosis
Cholera	Cryptosporidiosis
Giardiasis	Hepatitis A
Legionellosis	Listeriosis
Meningoencephalitis – primary amoebic	Salmonellosis
Shigellosis	Typhoid and paratyphoid fever
Yersiniosis	

Section B – Infectious Diseases Notifiable to Medical Officer of Health

Acquired Immunodeficiency Syndrome	Anthrax
Arboviral diseases	Brucellosis
Creutzfeldt-Jakob disease and other spongiform encephalopathies	Diphtheria
<i>Enterobacter sakazakii</i> invasive disease	<i>Haemophilus influenzae</i> b
Hepatitis B	Hepatitis C
Hepatitis (viral) – not otherwise specified	Highly Pathogenic Avian Influenza (HPAI)
Hydatid disease	Invasive Pneumococcal Disease
Leprosy	Leptospirosis
Malaria	Measles
Mumps	<i>Neisseria meningitidis</i> invasive disease
Pertussis	Non-seasonal influenza (capable of being transmitted between human beings)
	Plague
Poliomyelitis	Rabies
Rheumatic fever	Rickettsial diseases
Rubella	Severe Acute Respiratory Syndrome (SARS)
Tetanus	Viral haemorrhagic fevers
Yellow fever	

Diseases Notifiable to Medical Officer of Health (Other than Notifiable Infectious Diseases)

Notifiable to the Medical Officer of Health

Cysticercosis
Taeniasis
Trichinosis
Decompression sickness
Lead absorption equal to or in excess of 10µg/dl (0.48µ mol/l) ***
Poisoning arising from chemical contamination of the environment

Notifiable Diseases Under Tuberculosis Act 1948

Notifiable to the Medical Officer of Health

Tuberculosis (all forms)

* During times of increased incidence practitioners may be requested to report, with informed consent, to their local Medical Officer of Health cases of communicable diseases not on this list.

** Not every case of acute gastroenteritis is necessarily notifiable – only those where there is a suspected common source or from a person in a high risk category (eg, food handler, early childhood service worker, etc) or single cases of chemical, bacterial, or toxic food poisoning such as botulism, toxic shellfish poisoning (any type) and disease caused by verocytotoxic *E. coli*.

*** Blood lead levels to be reported to the Medical Officer of Health (10µg/dl or 0.48µ mol/l) are for environmental exposure. Where occupational exposure is suspected, please notify OSH through the NODS network.



Purpose

To ensure that all approaches from outside agencies for interview are dealt with legally. All enquiries and interviews must be dealt with in terms of the Children, Young Persons and Their Families Act, the Privacy Act and the Official Information Act.

Guidelines

1. All enquiries or requests for interview of students should be directed to the Principal or Deputy Principals.
2. Senior Leadership Team must check for legitimate identification before proceeding any further. This may involve checking by telephone.
3. Any interview of a student must be conducted in the presence of a parent/caregiver, or if these are not available, in the presence of the Principal or his/her designated agent. Where possible, the parent or guardian must be contacted before the interview takes place. If the interview concerns abuse or custody matters, then it may not be appropriate to contact parents/caregivers.
4. The student must be informed of their rights by the enforcement officer before questioning.
5. Requests to interview staff about students should be directed to the Principal or Deputy Principals. Any such interviews of staff that are agreed to are to be conducted in the presence of the Principal or designated agent.

Review

To be reviewed biennially.

Signed: _____

Dated: 29 May 2017



Purpose

- a. To ensure staff, student and public safety.
- b. To set up guidelines to be followed by all users of the school mini bus.

Guidelines

1. The school will ensure the vehicle will be fitted with a fire extinguisher and a first aid kit.
2. All drivers must have a full current driving license and ensure they do not drive under the influence of medicines, alcohol or performance impairing drugs.
3. All drivers must drive defensively at all times, and within the road rules.
4. All loose equipment must be carried in the boot or placed under seats to avoid danger to the driver and passengers.
5. All drivers will ensure seat belts will be worn at all times by all people in the vehicle.
6. All drivers to follow the clear guidelines as outlined in this policy.
7. The vehicle must always carry a current Registration and Warrant of Fitness and vehicle servicing to be carried out every 12 months or sooner as required.
8. The vehicle must be returned clear of all rubbish after each trip.
9. The number of passengers in the vehicle should not exceed the legal capacity of the vehicle.

Before taking any vehicle out, the driver must carry out the following inspections:

1. Fuel, water and screen wash levels as appropriate.
2. Tyres for wear and damage.
3. All lights are in working order.
4. First aid kits are in place.
5. Your mobile phone is available.
6. Fire extinguishers are in place and un-damaged.
7. The general condition of the vehicle is good.

On return:

1. Do not leave the vehicle with an empty petrol tank, if less than a quarter full inform school office staff.
2. Report any faults immediately to the school office staff.
3. Leave the bus in a clean condition.

Driver Responsibilities

The driver has responsibility to ensure:

1. That there is sufficient fuel in the vehicle for the return journey.
2. The safety of pupils entering and leaving the vehicles by supervising them at all times.
3. That all seat belts are properly secured prior to departure.
4. The bus aisles and doorways are to be kept free of obstructions at all times to aid with evacuation should an emergency arise.
5. Doors should be locked and/or monitored by an escort/staff member.

Parking

Where possible always park the vehicle so that pupils can enter and leave on the left-hand side without endangering themselves or damaging other vehicles.

Breakdowns

In case of a breakdown, carry out the following procedure:

1. The priority is to ensure pupil and staff safety.
2. Ensure hazard warning lights are switched on and that it is safe for the children to remain in the vehicle.
3. Never leave the students unattended – students to be supported and encouraged to remain seated and calm.
4. Inform the school, using your mobile, so that they can make any necessary arrangements.
5. Stay with the vehicle until assistance arrives unless it is unsafe to do so.
6. If it is unsafe to remain in the vehicle escort the students to a safe area.

If you breakdown on a motorway follow the drill below:

7. Ensure that the vehicle is as far on the left hand side of the hard shoulder as possible.
8. Switch on the hazard warning lights.
9. Summon help as quickly as possible.
10. Never stand at the rear of the bus.
11. Keep students sitting in the vehicle unless it would be unsafe to do so.
12. If it is unsafe to remain in the vehicle escort the students to a safe area.

Accidents

If you are involved in an accident/incident involving another vehicle:

Contact 111, and contact the school on 09 4449066

Review

To be reviewed biennially.

Signed: _____

Dated: 29 May 2017



Purpose

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

Guidelines

The Board is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- Making health and safety a key part of our role.
- Working with our workers to improve the health and safety system at our school.
- Doing everything reasonably possible to remove or reduce the risk of injury or illness.
- Making sure all incidents, injuries and near misses are recorded in the appropriate place.
- Investigating incidents, near misses and reducing the likelihood of them happening again.
- Having emergency plans and procedures in place.
- Training everyone about hazards and risks so everyone can work safely.
- Providing appropriate induction, training and supervision for all new and existing workers.
- Helping workers who were injured or ill return to work safely.
- Making sure contractors and sub-contractors working at the school operate in a safe manner.

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

Others in the Workplace

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

- Follow all instructions, rules and procedures while in the college grounds.
- Report all injuries, incidents and near misses to their teacher or other staff members.
- Wear protective clothing and equipment as and when required to minimise your exposure to hazards.

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

The board ensures that all staff and students at Glenfield College are able to pursue their academic, cultural, social and sporting goals while providing a positive, inclusive learning environment which encourages lifelong learning, ensuring each of our students' needs are met so that they are challenged to meet their individual potential.

This policy should be read in conjunction with Policy 16-Safety Checking of Workforce.

Health and safety is everyone's responsibility.

Review

To be reviewed annually.

Signed: _____

Dated: 29 May 2017



Purpose

This policy acknowledges that the Glenfield College Board of Trustees has particular responsibilities under legislation as well as through social expectations to provide a safe environment that caters for the physical and emotional well being of its students. Such an environment should aim to ensure that all students are treated with dignity and respect and are free from physical, emotional and sexual abuse.

- a) To emphasize that the welfare and interests of the students at Glenfield College are of paramount importance.
- b) To establish procedures for dealing with cases of current or historical abuse.
- c) To identify appropriate agencies, liaise with them and establish appropriate referral procedures.
- d) To provide guidelines and training for staff.
- e) To ensure that all students are provided with preventative education through the National Guidelines to enhance their safety and awareness.

Guidelines

1. The safety of the student is the first consideration.
2. The Guidance Counsellors will be the nominated Student Safety Advocates and in the event of their unavailability the Principal will appoint a substitute.
3. No other staff member should deal with incidents of suspected Child Abuse without Counsellor support and consultation.
4. The matter should be referred to the counsellors immediately and other staff should not be involved in interviewing the student or intervening in any way.

Procedures

1. The student is listened to without promises or commitments that may not be able to be kept.
2. The Counsellor ensures that the disclosure and any relevant details are documented.
3. The principle of allowing the young person to be fully consulted and have a determining say will be carefully considered in deciding what action should be taken.
4. The Counsellor will make a decision in consultation with the appropriate agency (usually the Children and Young Families Services or the Police) and the student, about what action will be taken.
5. The Counsellor will inform the Principal or Deputy Principal if the matter is considered serious enough to warrant referral to an outside agency.
6. There will be some differences in the way a complaint of abuse is handled depending on whether the abuse is current or past.
7. With **current abuse** everything possible must be done to ensure that the child or young person receives immediate support to end the abuse.

(NB: Usually the young person will be removed to a place of safety before the abuser has a chance to re-offend.)

8. With **past abuse** the Counsellor and student together will decide what action is most appropriate and beneficial, giving regard to the general principles of good counselling.

9. Decisions about taking responsibility for informing parents/caregiver/family member will be made after consultation with the school and the agency involved.
10. The school counsellor will communicate with other staff members as appropriate with the consent of the student.
11. Allegations of abuse should be dealt with as to best secure the safety and confidentiality of all concerned.
12. A representative of the outside agency may come to the school to interview the student with a Counsellor present.
13. The Counsellor may take the student to an outside agency for an interview.
14. The Counsellor or other delegated staff should continue to support and monitor the welfare of the student and their families as necessary.

Review

To be reviewed annually.

Signed: _____

Dated: 30 November 2015



Purpose

The New Zealand Bill of Rights Act 1990 states:

"Everyone has the right to be secure against search or seizure whether of the person, property or correspondence or otherwise."

There may be circumstances where teachers are faced with a situation which would require searching for lost, stolen or illegal items. The following guidelines are to be followed.

Guidelines

Excerpt from Staff Manual

1. Staff may not confiscate items of personal property belonging to students. This is against the law and is regarded as theft.
2. Staff:
 - a. Impound items of personal property belonging to students on the clear understanding to the students that the items will be returned to them at the end of the day or to their parents or caregivers as soon as they can collect them. Banned or dangerous items will not be returned to students without parental consent.
 - b. Staff must take every care to protect such items from damage, loss or theft. If staff have impounded an item(s), staff are advised to pass these immediately to the Student Centre or school office according to school procedures for safe keeping and collection by students. Staff are responsible for the item.
 - c. If the item is offensive or illegal, then parents must be contacted that day and told to collect the item; similarly for items that are dangerous or a weapon of some sort, but consideration should also be given to contacting the Police. Please consult with the Deputy Principal or an Assistant Principal. If the items are drugs, contact the Principal, Deputy Principal or an Assistant Principal immediately.
3. If an item of property is believed stolen, staff have the right to search students' property in accordance with the following guidelines. Considerable care and consideration needs to be taken in this situation.
 - a. There must be reasonable grounds for believing a student/students has/have someone else's belongings.
 - b. There must be another staff member present, preferably the Principal, Deputy or an Assistant Principal.
 - c. The student/students must be present.
 - d. Staff must explain to the student/students that staff have the right of any reasonable parent acting in the same circumstances and if the student(s) refuse(s) to allow staff to search then staff will ask their parents or police to attend to do the search.
 - e. Staff may not "strip-search" students.
 - f. Staff must ask the student/students to empty out their own bags, pockets etc.
 - g. If the items are not found, thank the student for their co-operation.

Review

To be reviewed annually.

Signed: _____

Dated: 31 August 2015



Purpose

To ensure the safety of students at risks of suicide.

Guidelines

- a) Staff will be provided regularly with training in the recognition of the indicators of students contemplating suicide. These indicators are to be included in the Staff Handbook.
- b) When staff recognise student behaviour consistent with the indicators, they must notify the Guidance Counsellors. Staff must not discuss their concerns with the student but if the student has disclosed their thoughts to staff, staff must alert the Counsellors. Student permission is not required in this case.
- c) The Counsellor must notify the Principal if a student at risk of suicide is referred to Marinoto.

This Policy is to be read in conjunction with the information contained in the Staff Handbook, Traumatic Incident Response Policy and Kit.

Review

To be reviewed annually.

Signed: _____

Dated: 30 November 2015



Purpose

To ensure that in a range of possible emergencies, that Glenfield College has clear plans in place to manage the event in such a way that risks to students and staff are minimised.

Introduction

An emergency is when:

- A significant event has occurred
- Loss of life, injury, illness or distress is involved or threaten
- It cannot be dealt with by the emergency services or requires significant co-ordination

Guidelines

- a. Clear plans should be in place for all emergencies with specific procedures for a fire, earthquake, pandemic, traumatic incident or volcanic eruption. (Attached)
- b. Training is to be provided to key personnel in accordance with legal requirements and Ministry of Education guidelines. (See Worksafe at Schools – Emergency Management)
- c. Emergency drills will occur at least every six months.
- d. Procedures are to follow the **4 'R'** approach of:
 - Reduction of risk
 - Readiness at all times
 - Response through a clear plan
 - Recovery through review
- e. All staff and students are to be familiarised with all the emergency procedures annually. Attached are the procedures to be followed in an emergency for:
 - i. Fire
 - ii. Earthquake
 - iii. Pandemic
 - iv. Traumatic Incident
 - v. Volcanic Eruption
 - vi. Lockdown

Review

To be reviewed annually.

Signed: _____

Dated: 30 November 2015

FIRE

Immediate Action

IN THE EVENT OF A FIRE OR FIRE DRILL

On hearing the alarm (*continuous ringing of the school bell*): staff are to instruct students to **leave their bags** in the classrooms and proceed to the main field by the far courts (see map on reverse). They are to line up in their tutor groups opposite the numbers on the courts as follows:

IF YOU ARE A TUTOR TEACHER, PLEASE INFORM YOUR CLASS OF THE NEW ASSEMBLY AREA AND WHAT THEIR NUMBER IS

K1	K2	K3	K4	K5	K6
M1	M2	M3	M4		M6
O1	O2	O3	O4	O5	O6
T1	T2	T3	T4	T5	T6
1	2	3	4	5	6

Key Points

1. Tutor teachers will assemble with their tutor classes by the courts and ensure students remain together. Classroom teachers will make sure all bags are left in rooms and the doors locked behind them (classroom teachers will be the last out of the rooms). Rules will be distributed and returned to the senior staff on duty.
2. Other teaching staff will assemble by the courts and assist in maintaining order with the students.
3. Staff in the admin block will assemble in their normal position in front of the admin block.
4. Staff and students in the satellite schools evacuate outside C Block.

NOTE: *Once the all clear has been given, students are to return to their classrooms.*

EARTHQUAKE

Immediate Action

- a. The teacher should attempt to remain as calm as possible and ask the students to turn off all electrical equipment if possible and to get under their desks/tables and students will be instructed to STOP, DROP, COVER, HOLD.
- b. Beware of any falling items such as objects off shelves, glass from windows etc. Again the teacher should remain as calm as possible.

When the Shaking Stops

- a. The teacher can move about the room and check for injured students. Provide first aid if able, should there be injuries.
- b. If there is a fire in the room, students should be evacuated from the room to a safe area immediately.
- c. Turn off any electrical equipment not yet turned off.
- d. Allow the students to come out from under their desks/tables after their assessment is complete but be on alert for after-shocks.
- e. Remain in the room you are in (with your students) and await instructions which may come over the PA system, by loud hailer or through a visit by senior staff (who are the assessment team along with the property staff).

Post Quake

- a. The assessment team is to move carefully about the school turning off all power, gas and water supplies (if safe) and carrying out external and internal checks on buildings.
- b. Rope off any dangerous areas.

The assessment team meet to decide whether to continue/re-occupy the buildings and resume normal functioning or not. If not, the Principal will contact the Board Chairperson (if possible) and arrange for all students and staff to evacuate to the tennis courts. The Principal will then make Civil Defence contact to evaluate the possibility of students and staff going home (either at the usual time or earlier).

PANDEMIC

Glenfield College will follow the MOE (Ministry of Education) guidelines as follows:

- a. The Pandemic Manager is the Deputy Principal and the Principal is his/her Deputy.
- b. We will work with our Local Cluster of Schools to liaise with our Local DHB, Waitemata Health.
- c. We will ensure that the Board, staff and students are all kept aware of our plan.
- d. We will ensure that an accurate contact list of all students, staff and Board members is readily available.
- e. We will have stringent hygiene and cleaning practices in place (as per the MOE and Department of Labour guidelines).
- f. We will educate staff, students and parents about the importance of staying home if sick and of hygiene requirements.
- g. International students and their homestays will be treated as per the MOE guidelines.
- h. Our isolation room will be for students and staff showing the symptoms. The school nurse will manage this room.
- i. Families and caregivers will be contacted to collect students and staff from the isolation room. Closure of the school will depend on our ability to staff the school, DHB advice and Board approval.
- j. The school's recovery will depend on having the school open, support for all affected and good communication to keep the school community informed of actions taken and next steps.

We will review our plans post pandemic.

TRAUMATIC INCIDENT

Purpose

A school Traumatic Incident Response Plan aims to avoid unnecessary confusion and stress among staff and its community in the aftermath of a crisis which affects an individual or groups of individuals in the school. (eg student suicide, death of staff member).

Guidelines

- a. Principal or next most senior staff member to verify the accuracy of the information.
- b. Principal or next most senior staff member available to inform the BOT, Guidance Counsellor, Senior Staff and Crisis Team.
- c. A Crisis Team meets to assign areas of responsibilities.
- d. Principal or Deputy Principal to inform staff. Use telephone tree if out of school time.
 - i. Principal or next most senior staff member to have an urgent meeting with staff as soon as possible. Principal to give staff appropriate statement which is to be read to the students which also informs them of the support structures in place for them.
 - ii. Some staff may require support. Assistant Principal or next most senior staff member to arrange relief.
- e. Deputy Principal or next most senior staff member to assist with the set up of a Crisis room and assist with arrangements of help requested from the appropriate resource people.
- f. In the case of sudden death, the Guidance Counsellor and/or Principal to inform siblings or close relatives if they are in school.
- g. Where appropriate, the Principal is to notify parents in writing.
- h. The school should return to normal timetable as quickly as possible.
- i. Counsellor to arrange and advertise debriefing of staff, students and parents.
- j. Deans and Counsellor to monitor on going requirements for siblings and close friends.

VOLCANIC ERUPTION

This will usually have a prior warning from Civil Defence.

Immediate Action

- a. All staff and students are to remain indoors, keep all doors and windows closed.
- b. Should it become necessary to vacate your room and building urgently (due to fire or other), place a cloth over your mouth and eyes, advise all students to do so and move to the nearest building that appears safe in a calm orderly manner and remain there to await further instructions.
- c. Should all the buildings be unsafe to occupy, move calmly and in an orderly fashion to the tennis courts as per fire drill.
- d. Senior Management and the Property Staff with the Deputy Principal in charge will provide instructions over the PA system or by megaphone or visit as to the next action to be taken.
- e. The Principal will attempt to keep informed of Civil Defence actions and requirements by listening to the radio and by phone. Full and prompt communication with everyone is essential.



Purpose

To ensure that all tours whether within New Zealand or overseas meet their full educational potential and they must be well organised and managed. The purpose of this policy document is to ensure that all people concerned with the tour understand the obligations to the health and safety of students, staff, themselves and the environment in their places of work. Organised tours must also comply with Policy 3-Education Outside The Classroom (EOTC).

Rationale

A tour is a valuable educational experience; however the risks in taking a group of students away for a sustained period of time must be well managed.

Guidelines

1. A tour which takes place in the name of the college is under the control of the college. Permission to tour must be given by the Glenfield College Board of Trustees. Priority will be given to proposals which are directly linked to improving student learning in the New Zealand Curriculum and/or raising skills levels in established extra-curricular activities. The timing of the tour relative to other key college events will also be considered along with the numbers of students to be involved. The Board must be assured that:
 - a. It is managed by an approved staff member and that there are adequate staff in number and experience travelling.
 - b. The itinerary is a suitable one for the age and abilities of the students.
 - c. If it is a sports tour, the skill and grade must be clear.
 - d. Students are at all times the responsibility of the staff and require supervision at all times.
 - e. If the trip entails teacher absence from duty, leave must be sought in the usual way. If the trip entails student absence from the college, permission must be sought from the Principal.
2. Staff should be thoroughly familiar with the legal requirements of EOTC. A full RAMS analysis must accompany the application for approval.
3. Trips must be approved in principle before organisation commences. Proposals for trips should be made in writing through the Principal to the Board of Trustees.
4. Once approval in principle has been given, detailed organisation is the responsibility of the trip organisers. Prior to departure a file showing:
 - a. Staff names (including Teacher-in-Charge and Second-in-Charge). The Teacher-in-Charge must be clearly stated.
 - b. Rules
 - c. Participants' names, addresses, contact numbers.
 - d. Permission contracts signed by parents/caregivers. See note 5.
 - e. Itinerary (which must be submitted to the Board of Trustees through the Principal).
 - f. Contact phone numbers and addresses for the various tour stops.
5. Permission contracts must contain items on the following at least:
 - a. The need for medical insurance.

- b. A request for all medications that must be taken and other special needs to be listed.
- c. Parents/caregivers must agree that the Teacher-in-Charge has the final authority over students.
- d. Staff will take every precaution to keep students safe and well. Potential risks must be stated.
Parents/caregivers then sign to agree to these circumstances.
6. College rules and discipline will apply on trips, especially those applying to drugs (alcohol and cigarettes).
7. If non-teachers accompanying the tour are to be placed in a supervisory role of students at any stage without a teacher being present, then a police vet is required prior to departure.
8. Where non-teachers accompany trips, they will be expected to maintain agreed rules and discipline while with the group. Overall responsibility for rules and discipline lies with the Teacher-in-Charge who carries the Principal's delegated authority.

9. Representative Tours (Sporting or Cultural)

Members of a representative group will be selected/chosen by the Teacher-in-Charge/Coach and approved of by the Principal. Members of the tour group must be a matter of some discussion to minimise risks. Pupils not presently attending the college are ineligible.

Team Group selections on tour are the responsibility of the Teacher-in-Charge/Coach but in cases of ill-discipline, the Teacher-in-Charge makes the final decision.

Correspondence to any school must go in the first place to the Principal of that school and bear the signature of the Glenfield College Principal.

10. FINANCE:

- a. The organising committee must include the Teacher-in-Charge of the tour who then reports to the Principal. All meetings are minuted and minutes given to the Principal.
- b. Payment of accounts must be approved by those designated on the organising committee.
- c. A treasurer's report must be presented to the parents/caregivers and the Board of Trustees at the conclusion of the tour.
- d. Pupils must pay a non-refundable deposit at the start of organisation. This condition may be forgone in special circumstances.
- e. Money raising schemes need the approval of the Finance and Works Committee of the Board.
- f. The usual administrative service fee will be charged.
- g. Funds, contributions, etc collected on behalf of college trips shall remain the asset of the group, unless in particular circumstances it shall be determined otherwise by the Board of Trustees.

11. The Board of Trustees has the right to vary these conditions at any point.

This policy is intended to be consistent with the following Acts:

- Privacy Act 1993
- Health and Safety Act 2015
- The Crimes Act 1961
- Children, Young Persons and Their Families Act 1989
- Vulnerable Children Act 2014

This policy should be read in conjunction with Policy 3-Education Outside The Classroom (EOTC).

Review

To be reviewed biennially.

Signed: _____

Dated: 29 May 2017

Appendix A

CODE OF CONDUCT – COLLEGE TRIPS

Congratulations on earning the privilege of being a member of the

_____ (team/group) travelling to
_____ (event/fixture).

With this privilege comes the responsibility of maintaining an acceptable standard of dress and behaviour and representing your college with dignity and pride at all times on the trip. You are expected to participate in all group activities, which could include fixtures, sightseeing, transport/accommodation organisation and any other stipulated by your management team.

At this time, the following specific points need to be made:

- _____ is the Teacher-in-Charge of this trip and you must at all times follow his/her instructions. He/She is supported by

_____ on this trip.
- You are subject to the college rules at all times on the trip, day and night.
- If you breach college rules at any time on the trip (especially the rules applying to drugs, alcohol and smoking), you will be returned home at your family's own expense as soon as possible.

Please acknowledge that you have read, understood and agree to these conditions by signing below.

Student's signature

Date: _____

Parent/caregiver's signature

Date: _____



Purpose

The Board of Trustees discipline policy is designed to:

- a. Ensure Glenfield College provides a friendly, caring and safe environment in which to learn and work.
- b. Provide clear and high expectations regarding behaviour.
- c. Ensure that students and members of our community are well informed of expectations for behaviour.
- d. Ensure students are treated fairly, consistently and with compassion.
- e. Ensures the disciplinary process at Board level is clear.

Guidelines

1. The Board of Trustees has a Disciplinary Committee with power to act for the whole Board in cases of serious student misconduct and/or continual disobedience.
2. The Board complies with the appropriate legislation and other requirements.
 - Sections 13-18 of the Education Act 1989
 - Education (Stand-down, Suspension, Exclusion, and Expulsion) Rules 1999.
3. The Board has expectations for conduct and behaviour which are set out in the Glenfield College School Expectations in the student diary.
4. Specific procedures for not meeting expectations shall be set out on the Staff Handbook dealing with poor behaviour. New members of the Glenfield College community should be informed of the college's expectations for conduct. Training will be provided for new staff as part of their induction.
5. The Board delegates authority to suspend or stand down a student, to the Principal of the college (or a person with the delegated authority to act as Principal as stated in Section 14(1) of the Education Act.
6. The disciplinary committee holds a meeting to decide the outcome of a suspension as stated in Section 17(B) of the Education Act. Parents/caregivers are given copies of any relevant documentation.
7. The Board operates within the principles of natural justice and ensures the college rules, guidelines and relevant information are followed. The Board will ensure that the necessary advice, guidance and counselling is available to the student and family.
8. The Board decides on the process that it will use to arrive at its decision on the outcome of a suspension meeting. The Board will ensure the best interest of students and other stakeholders are considered in the final decision making process.
9. Any trustee, who knows the student concerned on a personal level or who has any other personal association with the circumstances of the suspension declares this at the outset of the meeting. The Board considers whether a member's prior knowledge is likely to unfairly influence the outcome of the suspension.
10. The framework for college discipline applies at all college related and sanctioned activities.

Review

To be reviewed biennially.

Signed: _____

Dated: 29 May 2017

INTERNATIONAL

[International Students - Accommodation](#)

[Grievance Procedures for Foreign Fee Paying Students](#)

[International Students](#)

[International Students - Welfare and Safety](#)

[International Students - Medical and Travel Insurance](#)

[International Students - Part-time Work for Year 12 and Year 13](#)

[International Students - Group Students](#)



Purpose

Glenfield College undertakes to comply with the accommodation provisions set out in Part 6 of the Ministry of Education Code of Practice for the Pastoral Care of International Students. The categories of accommodation that will be accepted by the school are:

- i) Living with a parent (Code 15.4.5)
- ii) Living with a designated caregiver (Code 15.4.3)
- iii) Living in a homestay (Code 15.4.1)

In all three cases, the aim is:

- To provide a suitable living environment conducive to study and a safe and supportive home life.
- To involve the residential caregiver in the welfare of a student while the student is away from their family and home country.
- To assist the student to successfully integrate into the New Zealand lifestyle.
- To communicate regularly with the parents so they know that the student is well cared for and happy in New Zealand.

Provision of Accommodation

Glenfield College will arrange accommodation for international students and will approve the accommodation arrangements after thorough investigation to ensure the Code of Practice is complied with. The school's designated homestay manager is Mrs Linda Airey, Manager International Students.

Use of Accommodation Agents

Glenfield College will endeavour not to use accommodation agents to organise and monitor standard accommodation for the Pastoral Care of International Students.

Review

To be reviewed annually [with the Code of Practice].

Signed: _____

Dated: 1 August 2016

Procedures – Administrative Requirements and Understandings

General

- a) Students will not be permitted to rent a flat/room/house/apartment or live on their own.
- b) All accommodation queries and issues will be dealt with initially by the Manager International Students for accommodation. Pastoral care issues or concerns arising from accommodation arrangements will be referred to the Manager International Students.
- c) For each student living with a designated caregiver, the full name, current address, contact phone number, occupation and relationship to the student of that caregiver will be held. The school must be satisfied that the caregiver is able to meet all its accommodation expectations and is in fact the person designated by the parents or agent.
- d) Any serious concerns relating to accommodation will be reported to the Code Administrator (Manager International Students).

Students Not Living With A Parent

- a) Any accommodation to be used by international students will have:
 - i) An on-site assessment to determine that living conditions are of an acceptable standard;
 - ii) An assessment to determine that the accommodation type is not a boarding establishment, if the student is in a homestay or has a designated caregiver;
 - iii) An assessment of the residential caregiver's suitability and whether they will provide a safe physical and emotional environment.
- b) Each student will be interviewed at least quarterly to ensure that their accommodation is suitable.
- c) All accommodation residences will be visited at least twice yearly to ensure that they remain suitable.
- d) Police vetting will be carried out on all adults aged 18 years and over living in a homestay and designated caregiver accommodation used by a student.
- e) Glenfield College will conduct follow up visits if there are reasonable grounds to suspect that the accommodation has become unsuitable.

Homestay

- a) Students in the school homestay programme must make homestay payments in advance at the beginning of each year.
- b) Students must not make their own private homestay arrangements without the approval of the Manager International Students.
- c) Students staying in a homestay are required to exhibit appropriate behaviour.
- d) Where a student's behaviour or demands are such that homestay hosts can not reasonably be expected to have the student continue in their care, the homestay service may be discontinued and the student may be sent home.
- e) Where the international student wishes to withdraw from the programme, at least two weeks notice must be given in writing by Manager International Students to the homestay parents or caregivers.
- f) Advice and a support infrastructure for homestay carers will be provided by the Manager International Students.

Designated Caregivers

- a) Parents of each student living with a designated caregiver are required to sign an indemnity document stating that the designated caregiver is a relative or close family friend and that the parents have selected the accommodation for their child, subject to Glenfield College approving the accommodation.

- b) On or before enrolment, Glenfield College will meet and establish communication with the designated caregiver.

DIVISIONS OF RESPONSIBILITY

Glenfield College will be responsible for:

- Providing a 24/7 emergency contact person for problems with accommodation.
- Selecting, monitoring and approving all accommodation.
- Providing a support infrastructure for homestay carers.
- Recording the results of all accommodation assessments.
- Recording the results of all quarterly student interviews.

Glenfield College will expect all residential caregivers to:

- Provide a safe and friendly living and studying environment.
- Provide day to day care including:
 - › 3 meals a day and access to snacks
 - › own room
 - › bed and bedding
 - › study desk and chair
 - › adequate bedroom furniture to store clothes, books etc.
 - › lamp and adequate lighting
 - › adequate heating
 - › give advice and ensure understanding in relation to transport arrangements to and from school
 - › bathing/showering/bathroom access
 - › laundry
- Treat the student with respect.
- Make the student feel comfortable and part of the family.
- Notify the school if there are any changes or additions to the household.
- Notify the school immediately if there are any problems with the student eg medical condition, misconduct.
- Notify the school immediately if the student seems very homesick or depressed.
- Look after the student in their home to the best of their ability.

Host Families will not be expected to:

- Pay for toll or mobile phone calls.
- Cook special food.
- Insure the student's goods or pay for property the student damages or loses.
- Offer accommodation to visiting friends or relatives.
- Comply with unreasonable requests.

**Purpose**

- To establish and publicise procedures to facilitate resolution of any disputes between an individual full fee paying student over breaches of the Code of Practice and Glenfield College.
- To clarify procedures to facilitate resolution of any dispute between an individual foreign fee paying student and Glenfield College over course selection and teaching programmes.
- The school has appointed dedicated staff as a first point of contact for students.

Guidelines**a) Behaviour, Attendance and Discipline**

International students are expected to follow the Glenfield College school rules. The school disciplinary procedures will apply to any student who breaks the rules. The school staff are expected to treat international students in the same manner as domestic students.

If a student feels that this has not occurred, the student may refer the matter to their International Dean or the relevant Deputy Principal for that level.

If the student is dissatisfied with the outcome, he/she may refer the matter to the Principal.

These procedures apply to all students in the school.

b) Course Selection and Teaching Programmes

If an international student has concerns over their course or the quality of their teaching programme, the student may refer the matter to their International Dean or the relevant Deputy Principal for that level.

c) Contractual and Financial Issues

The school prospectus contains information relating to the payment and refund of monies. Any queries relating to fees need to be referred in the first instance to the Manager International Students. If the student is dissatisfied with the decision, the matter can be referred to the Principal for further consideration.

- d)** All grievances and complaints procedures must be given to international students on enrolment and displayed in the International Office including the Domestic Resolution Scheme information.

Review

To be reviewed annually [with the Code of Practice].

Signed: _____

Dated: 1 August 2016



Purpose

Glenfield College encourages the enrolment of international students so that all students can develop a healthy world view and benefit from the additional resourcing that the international students' income provides.

Guidelines

- a) All international students must have a Student Visa or a Visitors Visa valid for up to three months in order to be enrolled at Glenfield College.
- b) New Zealand Immigration requires international students to have appropriate medical and travel insurance during the study period.
- c) International students shall have access to the same resourcing available to all students.
- d) Extra staffing shall be provided in proportion to the number of main-streamed international students.
- e) Each year, a budget for overseas marketing and the operation of the International Office shall be determined by the Board. The purpose will be to promote recruitment through media advertisements, the hosting of agents and through attendance at overseas seminars and fairs. The school also wishes to provide international students with an excellent education and safe stay.
- f) To avoid exposure to political and financial fluctuations, it is intended to achieve an ethnic diversity of clientele by attracting students from a wide range of countries.
- g) Each year the Board shall review the optimum number of international students with 15% of the base roll being a guideline.
- h) The Board shall comply with all the provisions of the Code of Practice.
- i) Each year the Board, through the Principal, shall review International Student Fees by March for the year ahead.

Review

To be reviewed annually [with the Code of Practice].

Signed: _____

Dated: 1 August 2016

**Purpose**

To ensure the welfare and safety of all international students at all times.

Guidelines

- a) The school will be constantly vigilant with regard to student attendance and performance in subjects. Where concerns arise, the school will immediately contact the parents through the agents, and follow the appropriate procedures.
- b) The school through the Manager International Students, will inform agents and homestay parents of behavior or attendance concerns. Where concerns are found to have substance, the appropriate notifications and procedures must apply.
- c) Where the safety of a student cannot be assured to the school and homestay parents due to the ongoing behaviour of a student, after formal warnings and parental notification, that student will be sent home immediately. Immigration, the agent and parents must be notified. The student's parents and agent must also be notified as soon as a breach of the Code of Practice occurs at the warning stage, and, at the point of returning home.

Review

To be reviewed annually [with the Code of Practice].

Signed: _____

Dated: 1 August 2016

Procedures

Initially, the student will be interviewed by the Manager International Students who may use a range of interventions and strategies that could include:

- Informing the Principal/Deputy Principal;
- Referral to the Counsellor, including the use of an interpreter;
- A case conference with parents/designated caregivers/homestay parents/agent/guardian, as appropriate;
- Teacher/Teacher Aide support;
- Normal school disciplinary procedures if welfare and safety concerns are not a factor;
- As appropriate and necessary, the use of outside agencies such as the New Zealand Police, Child Youth Family Services (CYFS) or NUMA (Attendance Services).
- The notification of the student's parents and/or agent and the New Zealand Immigration Service if a student is asked to leave Glenfield College.



Purpose

- To ensure the safety and well-being of the students studying at Glenfield College.
- To ensure compliance with the **Education (Pastoral Care of International Students) Code of Practice 2016**.

Guidelines

Policy Requirement Advice

1. All students are required to have appropriate and current medical and travel insurance for the duration of their planned study at Glenfield College, as specified in the Code of Practice.
2. The college shall advise all prospective students of the standard wording as set out in the Code of Practice, and provide information on the college medical and travel insurance requirements.
3. Students purchasing insurance through a New Zealand insurer should purchase insurance cover at the time of fee payment and before they leave their home country.
4. Where insurance is provided from a New Zealand company, policy details should be provided in the student's first language where possible.
5. In the case of overseas policy providers, students must provide their policy details in English before the payment of fees to the college.

Verification of Policies

Code of Practice requirement as per Section 16(5)(a-d):

- (5) *Each signatory must ensure that, as far as practicable, while an international student is enrolled with the signatory for educational instruction of 2 weeks' duration or longer, the student has appropriate insurance covering—*
- (a) *the student's travel—*
- (i) *to and from New Zealand; and*
 - (ii) *within New Zealand; and*
 - (iii) *if the travel is part of the course, outside New Zealand; and*
- (b) *medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and*
- (c) *repatriation or expatriation of the student as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and*
- (d) *death of the student, including cover of—*
- (i) *travel costs of family members to and from New Zealand; and*
 - (ii) *costs of repatriation or expatriation of the body; and*
 - (iii) *funeral expenses*

Verification of policies will be undertaken prior to enrolment. As part of the verification process, the college shall ensure that:

1. The insurer/re-insurer is a reputable and established company with substantial experience in the travel insurance business, and has a credit rating no lower than A from Standard and Poor's, or B+ from A M Best.
2. The insurer is able to provide emergency 24-hour, 7-day per week cover.
3. Students have a "certificate of currency" and policy wording from the Insurance Company stating that the student has purchased the cover for the duration of the planned period of study. The certificate and policy wording must also detail medical sums insured, repatriation benefits etc.

Where a student is not in possession of an appropriate and current medical and travel insurance policy the college undertakes to:

1. Advise the student of the medical and travel insurance requirement.
2. Provide the student with a default policy which meets the requirements of the Code of Practice Guidelines. The cost of the insurance will be met by the student.

Recording of Policy Details

For each student Glenfield College shall record the:

1. Name of the Insurer
2. Policy number
3. Policy start and end dates

Review

For each student, prior to the expiry of their medical and travel insurance policy, Glenfield College shall issue a written reminder to the student advising that policy renewal must be completed.

To be reviewed biennially [with the Code of Practice].

Signed: _____

Dated: 29 May 2017



Glenfield College supports Immigration New Zealand Policy (July 2005) allowing international students in Year 12 and Year 13 to apply for a Variation of Conditions (VOC) of their student permits if they wish to be employed part-time.

Purpose

The Immigration New Zealand Policy allows international students to gain relevant work experience in an English speaking environment. Students will be able to secure references from employers. Students will gain socially from meeting a wide range of people and have the opportunity to earn independently. This experience may assist students who wish to become Permanent Residents and/or Work Visa applicants.

Guidelines

1. The college will comply with the requirements of the Immigration Act 1987 and will monitor and manage the Immigration New Zealand Policy allowing students in Years 12 and year 13 to apply for a Variation of Conditions (VOC) to their student permit.
2. The primary purpose of a student permit is study, however there are some benefits to a student and the college in students working part-time, up to 20 hours per week in term time and full time in the holidays.
3. The college will be responsible in consultation with parents/caregivers/agents for granting written permission to students who apply for a VOC to their student permit per the New Zealand Immigration Service www.immigration.govt.nz.
4. International students working part-time have to be carefully managed and monitored by the college, parents/caregiver and employers to ensure the safety and well-being of the students are being met at all times. The International Department will be responsible on behalf of the college for monitoring international students who commence part-time work. The college must check that the job is appropriate for the student and that travel arrangements to and from are safe.
5. College staff may visit the workplace at any time to check the safety and well-being of the student.
6. Permission will only be granted by the college to international students who apply to be employed part-time once they have completed all application forms, provided all supporting documentation and shown evidence of a VOC and the college is comfortable that formal learning will not suffer.
7. This permission may be withdrawn at any time if the college believes the student is not safe or the academic performance and/or attendance of the student is being negatively affected.

Review

To be reviewed biennially [with the Code of Practice].

Signed: _____

Dated: 29 May 2017



Code of Practice

Group Students means:

- International students holding a group visa issued by Immigration New Zealand; or
- Two or more international students studying together in New Zealand for no more than three calendar months on a group visit organised by a provider.

Rationale

Glenfield College has developed a Group Student Policy:

- a. To ensure the safety and well-being of the students and the quality of academic and social education of all groups of international students studying at the college.
- b. To ensure compliance with the **Education (Pastoral Care of International Students) Code of Practice 2016**, and:
 - i) Glenfield College policies and procedures relating to the Code of Practice will apply to Group Students.
 - ii) Information given to group students will be adjusted to meet the requirements of the particular group and the period of study. Such information will be provided in writing and separately.
 - iii) An application/enrolment form will be completed for each student giving full contact details and any special health, learning or other needs.
 - iv) Individual forms must be signed by the parents/caregivers and these form the contract between the college and the parents/caregivers.
 - v) All group student arrangements and conditions shall be set out in an agreement to be signed by the college and the group organiser.
 - vi) The Glenfield College International Students Manager will oversee the group visit/tours.

Guidelines

Group Supervision

1. Supervision is to be provided to all group students in accordance with section 3 of the Guidelines to support the Education (Pastoral Care of International Students) Code of Practice 2016.
2. The college will ensure that the group supervisor has the required skills and knowledge, as outlined in the Guidelines.
3. Should an **emergency** situation arise, the New Zealand based staff member will be responsible for all actions taken in an emergency situation and will follow the procedures set by Glenfield College for such a situation.
4. The NZ based staff member will, in conjunction with the group leader, notify Glenfield College Principal who will decide on the appropriate communication method to the students' parents/caregivers.
5. All emergencies will be documented by the NZ based staff member. If this is not possible then by the most senior person present.

Medical and Travel Insurance Policy for Group Students

Policy Requirement Advice

1. All group students are required to have appropriate and current medical and travel insurance for the duration of their planned period of study in New Zealand, as specified in the Code of Practice.
2. The school shall advise all prospective groups of the medical and travel insurance requirements as per the standard wording in the Code of Practice.
3. Group students should have combined medical and travel insurance.
4. Group students purchasing insurance through a New Zealand insurer should have insurance cover before they leave their home country.
5. Where insurance is provided from a New Zealand company, policy details should be provided in the group's first language where possible.
6. Where overseas policies are used, the group organiser should ensure a copy in English is forwarded to the education provider to ensure the policy is appropriate.

Verification of Policies

Code of Practice requirement as per *Section 16(5)(a-d)*:

- (5) *Each signatory must ensure that, as far as practicable, while an international student is enrolled with the signatory for educational instruction of 2 weeks' duration or longer, the student has appropriate insurance covering—*
 - (a) *the student's travel—*
 - (i) *to and from New Zealand; and*
 - (ii) *within New Zealand; and*
 - (iii) *if the travel is part of the course, outside New Zealand; and*
 - (b) *medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and*
 - (c) *repatriation or expatriation of the student as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and*
 - (d) *death of the student, including cover of—*
 - (i) *travel costs of family members to and from New Zealand; and*
 - (ii) *costs of repatriation or expatriation of the body; and*
 - (iii) *funeral expenses*

Glenfield College must verify groups are in receipt of an acceptable Medical and Travel Insurance policy.

Verification of policies will be undertaken prior to enrolment.

As part of the verification process, Glenfield College shall ensure that:

1. The insurer / re-insurer is a reputable and established company with substantial experience in the Travel Insurance business, and has a credit rating no lower than A from Standard and Poor's, or B+ from A M Best
2. The insurer is able to provide emergency 24-hour, 7-day per week cover
3. Students have a 'certificate of currency' and policy wording from the insurance company stating that the student has purchased the cover for the duration of the planned period of study. The education provider must ensure that the insurance cover is appropriate.
4. Students who extend their stay, must provide proof of and insurance extension.
5. The Manager of International Students monitors insurance requirements.

Where a group is not in possession of an appropriate and current medical and travel insurance policy Glenfield College undertakes to:

1. Advise the group of the medical and travel insurance requirements.
2. Provide the group with a default policy which meets the requirements of the Code of Practice Guidelines. The cost of the insurance will be met by the group.

Recording of Policy Details

For each group Glenfield College shall record the:

1. Name of the Insurer
2. Policy number
3. Policy start and end dates

Review

To be reviewed biennially [with the Code of Practice].

Signed: _____

Dated: 29 May 2017