



# OPERATIONAL POLICIES

All policies will be reviewed, biennially from June 2014.

Policies requiring amendments during the cycle will be submitted for approval at the next available Board meeting.

## Index

	<b>Page</b>
1. Responsibilities of the Principal Policy	2-3
2. Disciplinary Process in Relation to the Principal Policy	4
3. Principal Professional Expenses Policy	5
4. Reporting to the Board Policy	6
5. Curriculum Delivery Policy (NEP/NAG 1)	7
6. Personnel Policy (NAG 3)	8
7. Appointments Policy (NAG 3)	9
8. Financial Planning Policy (NAG 4)	10
9. Financial Condition Policy (NAG 4)	11
10. Asset Protection Policy (NAG 4)	12
11. Health & Safety Policy (NAG 5)	13
12. Child Protection Policy	14 - 21
13. Protection and Sharing of Intellectual Property (Creative Commons)	22 - 23
14. Legal Responsibilities Policy (NAG 6)	23
15. Property Management Policy	24

# Operational Policy

The Principal is the professional leader of the school and works in partnership with the Board of Trustees. As the Board's chief executive the Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the Board's Charter or expressed values or commonly held professional ethic.

## 1 Responsibilities of the Principal Policy

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

The responsibilities of the Principal are to:

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

16. Report to the board as per the board's reporting policy requirements..
17. Organise operations within the boundaries of prudence and ethics established in Board policies on operations and the Charter
18. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000." [see STA Link 2001/01]
19. Appoint, on behalf of the Board, the Privacy Officer and EEO Officer.
20. Liaise with property managers regarding property projects and development regarding 10 year, 5 year and annual property plan as well as implementation of such projects.

Only decisions made by the Board acting as a Board are binding on the Principal. Decisions or instructions by individual Board members, committee chairs, or committees are not binding on the Principal except in rare circumstances when the Board has specifically authorised it.

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

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

Review schedule: Biennially

## **2. Disciplinary Process in Relation to the Principal Policy**

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

Review schedule: Biennially

### **3. Principal Professional Expenses Policy**

Subject to funding being available, a budget for professional expenses and for professional development will be established annually in accordance with the principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget occurs at the discretion of the Principal except in the case of overseas professional development. All overseas trips for professional development must be approved first by the Board of Trustees at least one term in advance of the event.

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

Review schedule: Biennially

#### **4. Reporting to the Board Policy**

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

Therefore, the Principal must ensure that they:

1. Inform the Board of significant trends, implications of Board decisions, issues arising from policy matters or changes in the basic assumptions upon which the Board's strategic aims are based.
  2. submit written reports covering the following management areas at each Board meeting:
    - Principal's management report including:
      - i. Strategic Aim Report
      - ii. Personnel Report
      - iii. Finance Report
      - iv. Variance Report
      - v. Key Performance Indicators
- and,
- the coordination and approval of the following reports:
    - i. Student Progress and Achievement Report
    - ii. Curriculum Report
3. inform the Board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
  4. seek Board approval for any requests for discretionary staff leave of 5 days and longer
  5. advise the Board of any staff absences longer than 10 school days
  6. submit any monitoring data required in a timely, accurate and understandable fashion
  7. report and explain financial variance against budget in line with the Board's expectations
  8. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
  9. report and explain roll variance against year levels and reasons on a per meeting basis
  10. present information in a suitable form – not too complex or lengthy
  11. inform the Board when, for any reason, there is non-compliance of a Board policy
  12. recommend changes in Board policies when the need for them becomes known
  13. highlight areas of possible bad publicity or community dis-satisfaction
  14. coordinate management/staff reports to the Board and present to the Board under the Principal's authority
  15. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
  16. report on any matter requested by the Board and within the specified timeframe

Review schedule: Biennially

## **5. Curriculum Delivery Policy**

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

Therefore the Principal shall:

1. provide opportunities for success for all students (in Years 7-10) in all essential learning areas and skill areas of the New Zealand Curriculum
2. give priority to student achievement in literacy and numeracy (especially in Years 7-8)
3. give priority to regular quality physical activity that develops movement skills for all students
4. report on progress and achievement of all students including information in relation to National Standards as per the Board's three year work plan and agreed reporting formats
5. identify students at risk of not achieving including those gifted and talented students and implement teaching and learning strategies to address needs
6. ensure there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
7. consult with the school's Maori community about the policies/plans for improving the achievement of Maori students
8. provide career information and guidance for Year 7 students and above
9. seek Board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made
10. ensure achievement of the Charter aims and targets
11. Ensure compliance with the National Administration Guidelines

Review schedule: Biennially

## **6. Personnel Policy**

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

Therefore, the Principal must:

1. ensure that employees are not discriminated against and use clearly job-related criteria, individual performance or qualifications in decision making
2. ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process
3. ensure that all required staff are registered or have a current Limited Authority to Teach
4. provide a smoke free environment
5. ensure that employment records are maintained and that all employees have written employment agreements
6. provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans
7. ensure that performance agreements are established for all staff and that reviews are undertaken annually
8. meet current employment related legislation
9. take reasonable steps to protect staff from unsafe or unhealthy working conditions
10. ensure the requirements of the Health and Safety in Employment Act 1992 are met.
11. provide Protected Disclosure protection
12. ensure that employee leave is effectively managed and reported so
  - a. that the risk of financial liability is minimized, operational needs are met, and the needs of individual staff are considered
  - b. board approval is sought for any requests for discretionary staff leave with pay
  - c. board approval is sought for any requests for discretionary leave without pay of longer than 5 days
  - d. board approval is sought for any requests for staff travelling overseas on school business
  - e. the board is advised of any staff absences longer than 10 school days
13. Advice is sought as necessary from NZSTA advisors where employment issues arise

Review schedule: Biennially



## **7. Appointments Policy**

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

Therefore, the Principal shall:

1. meet legal requirements
2. act as a good employer
3. appoint the best person for the job
4. Determine the composition of the various appointment committees according to the schedule outlined below:
  - a) Appointment of the Principal is the responsibility of the Board which will determine the process.
  - b) Appointment of the deputy-Principal, head of departments/senior teachers will involve an appointment committee consisting of the Principal, the Board chairperson and a further trustee (should the BOT feel the need to include one).
  - c) Unless determined otherwise by the Board, appointment of all other, teachers, part time teachers, long term relieving teachers, and non-teaching staff will be the responsibility of the Principal in consultation with the Board Chairperson or delegate where deemed necessary.
5. Have school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff

Review schedule: Biennially

## **8. Financial Planning Policy**

The Board of Trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the Principal. The Principal, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the Board within the timelines specified in the Finance Committee terms of reference. This budget will include a professional development budget allocation for the Principal and the staff.

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

Thus the budget should:

1. reflect the results sought by the Board
2. reflect the priorities as established by the Board
3. comply with the Board's requirement for a balanced budget
4. ensure adequate working capital
5. demonstrate an appropriate degree of conservatism in all estimates

Review schedule: Biennially

## **9. Financial Condition Policy**

The financial viability of the school must be protected at all times. The Board understands that the possibility of theft or fraud cannot be entirely eliminated however the Principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

**Resource:** Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH).

Therefore, the Principal shall not:

1. incur unauthorised debt
2. violate generally accepted accounting practices or principles
3. use tagged/ committed funds for purposes other than those approved
4. spend more funds than have been allocated in the fiscal year without prior Board approval
5. fail to ensure all money owed to the school is collected in a timely manner
6. fail to make timely payment to staff and other creditors
7. sell or purchase unauthorised property
8. fail to ensure that all relevant government returns are completed on time
9. fail to ensure that no one person has complete authority over the school's financial transactions
10. With respect to making any purchase refer to the Board Delegations to the Principal for responsibilities and thresholds of expenditure.
11. Fail to ensure effective systems are in place to meet requirements of the payroll system.

Review schedule: Biennially

## **10. Asset Protection Policy**

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The Principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff.

Accordingly, the Principal must not:

1. fail to insure assets
2. allow unauthorised personnel or groups to handle funds or school property
3. subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. fail to maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. fail to ensure the implementation of the 10 year property maintenance plan
6. fail to engage sufficient property maintenance staff for the school within budget limitations
7. fail to receive Board approval for maintenance contracts over \$5,000.00 for any one contract
8. fail to conduct competitive tenders for all contracting
9. fail to protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. receive, process or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards
11. invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Review schedule: Biennially

## 11. Health & Safety Policy

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

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

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation with workers and the school community on the strategy occurs
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and students and workers are not exposed to hazards
- ensuring there is an effective method in place for identifying, assessing and controlling hazards. This includes recording and investigating injuries, and reporting serious harm incidents
- having a commitment to a culture of continuous improvement

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

- exercise due diligence in accordance with the provisions of the health and safety legislation, and in particular the six due diligence obligations<sup>2</sup>
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure that the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every two years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the board chair of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
  - cooperate with school health and safety procedures
  - comply with the health and safety legislation, duties of workers
  - ensure their own safety at work
  - promote and contribute to a safety conscious culture at the school.

Review schedule: Triennially

---

<sup>1</sup> **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

<sup>2</sup> know about work health and safety matters and keep up-to-date, gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations, ensure the PCBU has appropriate resources and processes to eliminate or minimise those risks, ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information, ensure there are processes for complying with any duty, and that these are implemented, verify that these resources and processes are in place and being used.

## **12. Child Protection Policy - NAG 5**

This policy outlines Kaikoura High Schools commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children

Kaikoura High School accepts that children have a fundamental right to have their needs met in an environment safe from abuse and neglect.

The school accepts its responsibility under the legislation for engaging in safe employment practices and playing a role in the prevention and identification of child abuse and neglect.

### **Purpose**

The school is committed to modelling and providing a safe environment, free from physical, emotional, verbal or sexual abuse.

The school recognises the important role and responsibility that all staff have in identifying and responding to suspected child abuse or neglect and in responding appropriately to concerns about the wellbeing of a child.

The school is committed to working with other children related agencies to improve the well-being of vulnerable children.

The school's Board of Trustees, in accordance with the requirements of Part 2, Section 18 (a), (b), (c) & (d) of the Vulnerable Children Act 2014 will:

- a) adopt this child protection policy
- b) ensure that the policy is available on the school website and is available upon request from the school office
- c) ensure that all agencies, contracts or funding arrangements fulfil the requirements of this policy
- d) review the policy every three years

### **Guidelines**

- 1 The Principal is required to ensure that leaders within the school work together with other children's agencies (such as the Police, Child Youth and Family, Social Workers, etc.) to improve the well-being of vulnerable children by:
  - protecting them from abuse and neglect
  - improving their physical and mental health and their cultural and emotional well-being
  - improving their educational outcomes and their participation in cultural and extra-curricular activities
  - strengthening their connection to their families, whānau, hapu and iwi, or other culturally recognised family groups
  - increasing their participation in self-decision making and their contribution to society
  - improving their social and economic well-being

- 2 The Principal will ensure that there are procedures in place to identify and respond to allegations regarding abuse.
- 3 The Principal will ensure that there are procedures in place to deal with the possibility of an allegation involving a staff member.
- 4 The Principal will appoint a Child Protection Coordinator and ensure that the role is adequately resourced,

### **Definitions:**

#### **Child abuse:**

Child abuse is a broad term which includes physical, emotional and sexual abuse and neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential to cause or effect serious harm to a child.

#### **Child neglect:**

Child neglect is the failure or omission to care for a child. This failure or omission to care can be physical, emotional, medical or educational or involve a lack of supervision.

**Core worker:** Core worker means a children's worker whose work in, or providing a regulated service requires or allows that, when the person is present with the child or children in the course of that work, the person is either:

- The only person present; or
- Is the children's worker who has primary responsibility for, or authority over the child or children present

**Non-core worker:** means a children's worker who is not a core worker

### **Confidentiality and Information sharing**

The Privacy Act 1993 and the Children, Young Persons and their Families Act (CYPF) 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated.

### **Recruitment and Employment**

- 1 The Principal will ensure that safe recruitment practices in line with the Vulnerable Children Act of 2014 and Section 78C and 78CA of the Education Act are in place. In accordance with these Acts, the school is required to police vet all core and non-core workers, including contractors and their employees, who work at the school if they are likely to have unsupervised access to students at the school during normal hours.
- 2 In addition to a police vet, core and non-core workers will also be subject to identity verification, references and an interview. A work history will be sought and previous employers will be contacted. If there is any risk that an applicant might pose a risk to a child that applicant will not be employed. A checklist is to be used for all appointments.
- 3 Notwithstanding 1 & 2 above, if core children's workers e.g. Public Health Nurses, Family Planning Nurses, Youth Workers, who have been safety checked by their own employer have unsupervised access to students, the school will not proceed with a police vet but will seek an assurance from their employer by letter that this has been done.

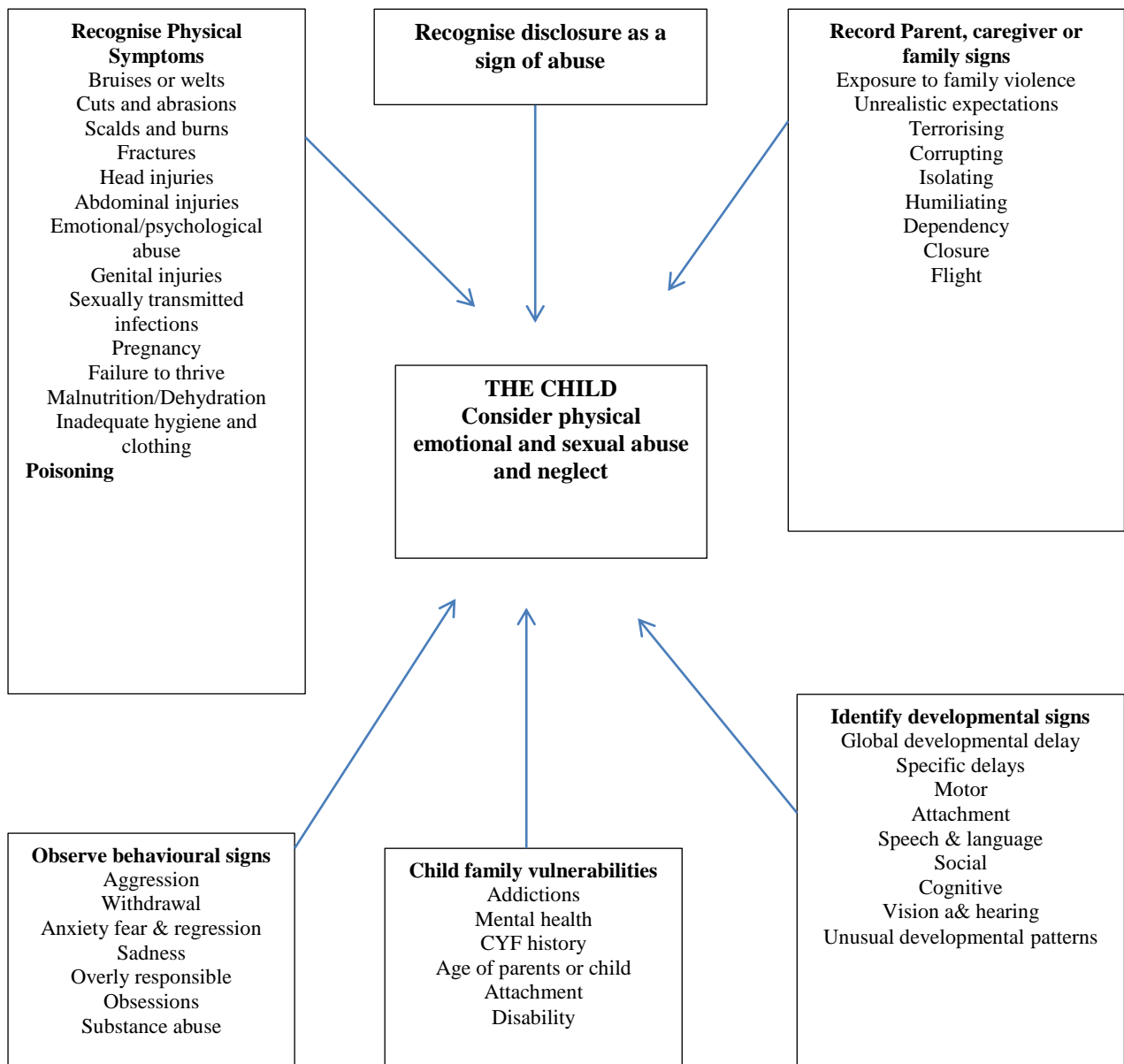
## Appointment of Child Protection Coordinator

The school will appoint a Child Protection Coordinator whose responsibilities will include:

- 1 Coordinating the review of the Child Protection Policy and procedures as required
- 2 Co-ordinating the school's response to child abuse and neglect
- 3 Developing a training plan relating to the identification and prevention of child abuse or neglect and
- 4 Ensure training of staff is available cyclically
- 5 Ensuring documentation tools are in place and accessible to staff for the recording of care and protection concerns
- 6 Ensuring regular audits ramme
- 7 Providing support and advice to staff regarding child abuse
- 8 of child protection practice occur
- 9 Applying for and accessing and the resources required to support the programme.

### Identifying the signs abuse or neglect:

The physical and behavioural signs, symptoms and history listed below may indicate abuse or neglect. However they are not specific to abuse or neglect. In certain situations, contexts and combinations they may indicate other conditions. All signs must be examined in the total context of the child or young person's situation.





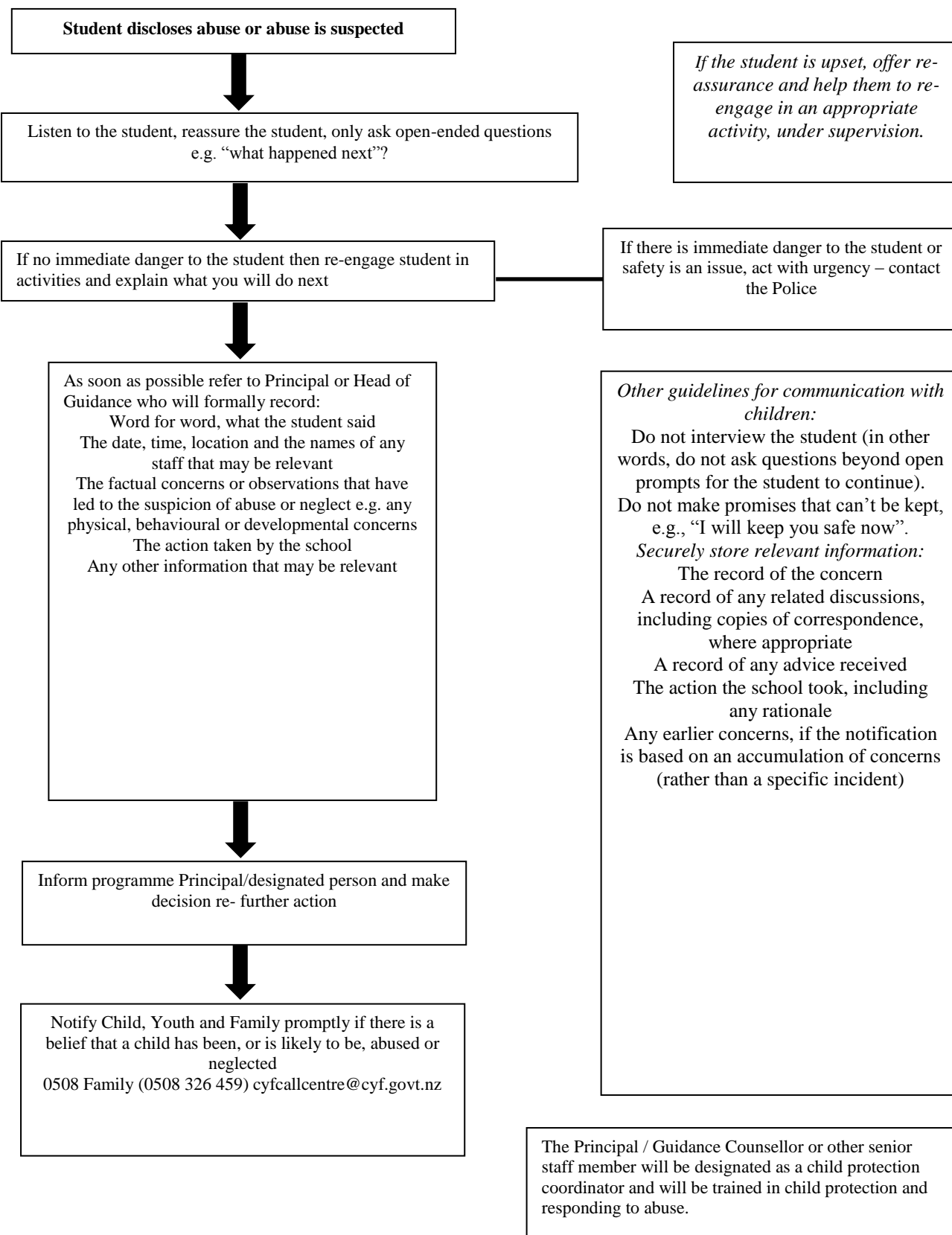
### **Responding to suspected abuse or neglect**

- 1 There is a process to follow when an incident or suspicion of abuse or neglect is reported. See the '*Child Abuse Reporting Process*' flowchart below
- 2 All suspicions or reports of incidents will be reported to and discussed with the Child Protection Coordinator as soon as possible.
- 3 S/he will make a written report of the incident.
- 4 If there is clear evidence or reasonable cause to believe an instance of child abuse has taken place, the Child Abuse Coordinator will immediately take steps to protect the child and may notify Child, Youth and Family.
- 5 Sometimes the involvement of statutory agencies will be inappropriate and potentially harmful to families. In these situations, the school will refer the family to an appropriate statutory or non-statutory agency which can provide supportive services to the family and respond to the needs of the vulnerable children in their care in a manner proportionate to the level of need and risk.

### **Allegations or concerns about staff**

- 1 There is a process to follow when an allegation of child abuse is made in relation to a staff member. See "When an allegation of abuse is made against a staff member" flowchart below.
- 2 If there is a need to pursue an allegation as an employer, the Principal or delegated person will consult with Child, Youth and Family or the Police before advising the person concerned and informing them that they have a right to seek legal advice. The Principal will provide the staff member with an opportunity to respond.
- 3 The staff member should be informed of their right to seek support from the relevant union/representative body. It is vital to follow ordinary disciplinary policies, guided by the employment contract/collective employment contract and relevant statutory obligations.
- 4 The school commits to not using *settlement agreements* where these are contrary to a culture of child protection. Some *settlement agreements* allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerns the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

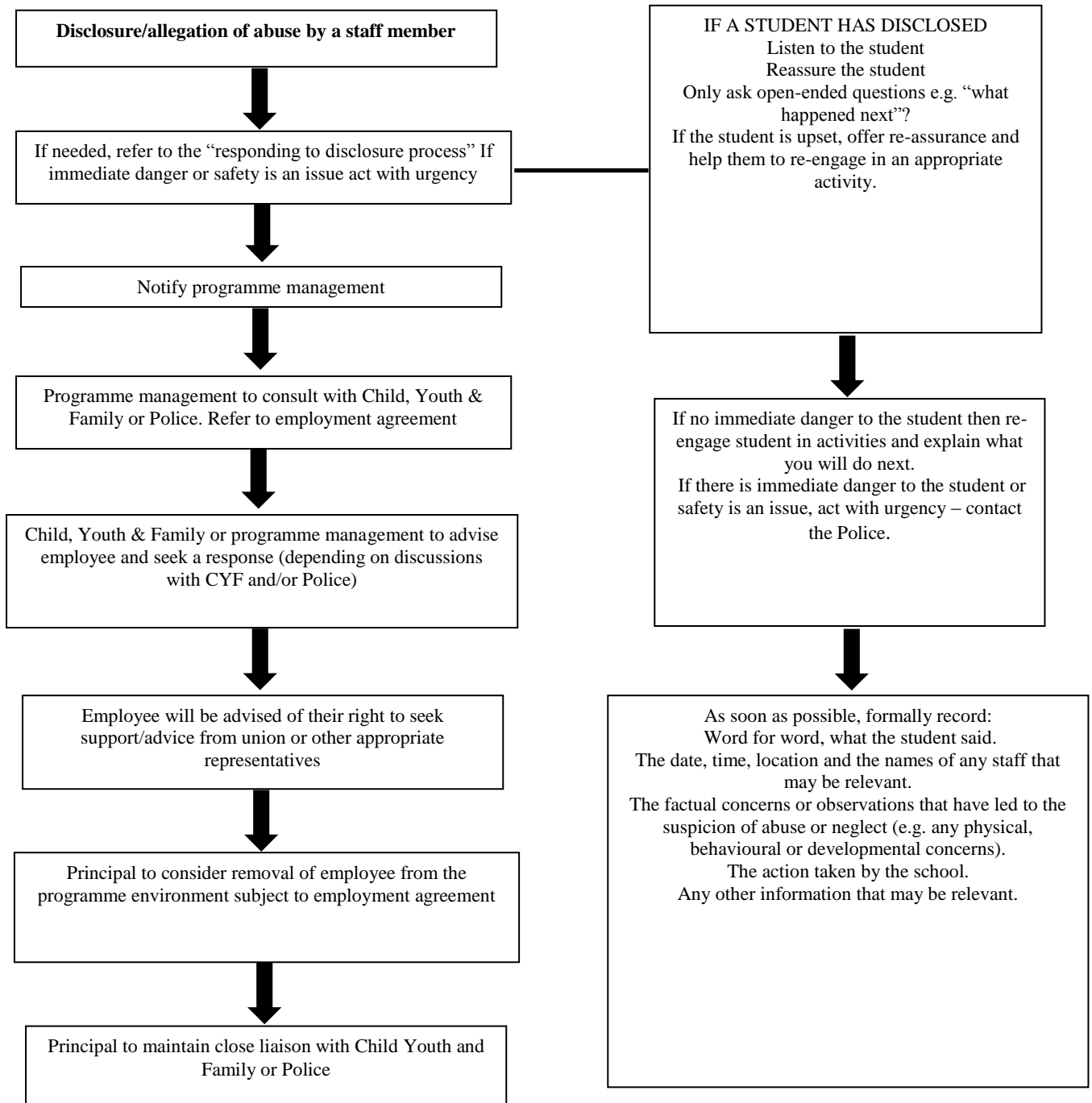
## Child abuse Reporting Process Flowcharts



## When an allegation of abuse is made against a staff member

Where it is suspected that child abuse has been carried out by a staff member (paid, unpaid or in any school-related role), the matter must be reported promptly to the Principal.

Under no circumstances should the student making the allegation be exposed to unnecessary risk. This may require the school to consider removing the staff member from the school environment subject to the requirements of the applicable employment contract. All actions will be undertaken with appropriate care to maintain confidentiality.



## **Prevention of possible abuse or neglect**

The school is committed to ensuring that all staff can identify the signs and symptoms of potential abuse and neglect and know how to respond.

The school will provide training, resources and/or advice to enable all staff to carry out their roles in terms of this policy.

Core and non-core workers will attend training, refresher training and regular updates which will ensure that they have the competence to identify and manage actual or potential abuse or neglect and empower them to keep our students safe.

This training will ensure that staff:

- 1 Are conversant with the school's Child Protection Policy
- 2 Understand child abuse and neglect and the indicators of child abuse and neglect
- 3 Understand the standard of adult behaviour expected of adults in relation to children
- 4 Understand how to minimise the risk of child abuse
- 5 Understand their need to seek advice when child abuse or neglect is suspected.
- 6 Understand the school's process once child abuse or neglect is identified or suspected
- 7 Understand their legal obligations and responsibilities with regard to this process
- 8 Understand that the school supports the roles of the New Zealand Police and Child Youth and Family in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies
- 9 Understand the statutory referral processes and agency management of identified or suspected child abuse or neglect

## **Process for security or storage of information**

Records should be kept separate from the usual system of student records and access to the records should be restricted. They should be held for at least ten years.

### **Supporting Procedures**

- Staff Code of Conduct
- Appointment (recruitment) process
- Online publication of student images and work
- All NAG #5 policies (Health and Safety)

### **Supporting Documents**

- Safer Organisations Safer Children – Guidelines for child protection policies to build safer organisations
- Vulnerable Children Act 2014
- Health and Safety Reform Bill
- Children, Young Persons and Their Families Act 1989
- "Working together to keep children and young people safe" is a resource for helping people recognise when families are vulnerable and how they can help, through to spotting the signs of abuse, who to talk to, how to report their concerns, and what happens when a report of concern comes through to Child, Youth and Family.

<http://www.cyf.govt.nz/working-with-others/working-together-to-keep-children-and-young-people-safe.html> (Click "Working together to keep children and young people safe")

- The various indicators of different types of abuse that can be found here:

<http://www.childmatters.org.nz/56/learn-about-childabuse/recognise-the-signs>

Ratified by the Board

\_\_\_\_\_

Chairperson:

\_\_\_\_\_

Date

### **13. Protection and sharing of intellectual property (creative commons)**

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

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

#### **Resolution of disputed copyright ownership**

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

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

*(1 & 2 above should be replaced with the school's dispute resolution process, where appropriate.)*

### **Definitions**

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

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

Review schedule: Triennially

## **14. Legal Responsibilities Policy**

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

Review schedule: Biennially

## **15. Property Management Policy**

### **Rationale**

The National Administration Guidelines require that Boards of Trustees:

- comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students
- provide a safe physical and emotional environment for students

### **Policy**

The Kaikoura High School Board of Trustees maintains and develops the property of the School to ensure an appropriate, safe, attractive and healthy learning and working environment as required by NAGS 4 & 5 in line with ministry requirements.

A planned programme of property development is undertaken to meet ongoing curriculum requirements, classroom delivery and compliance issues.

### **Procedure**

1. Preparation and monitoring of maintenance and development of Property is the responsibility of the Property Committee.
2. The Property Committee consists of a Board of Trustees member or nominee, a Senior Management Team Member and the Grounds and Buildings Maintenance Officer. Other members to the committee may be appointed at the discretion of the Board.
3. The Property Committee meets regularly in line with the committee guidelines.
4. There is a cyclical programme of school maintenance. The programme has projections to a ten year period and is reviewed and updated annually through the property managers.
5. A schedule of projects is drawn up at the end of each year for the following year. These are priced with the budget round.
6. The Grounds and Buildings Maintenance Officer is responsible for managing the cyclical maintenance programme, and reporting to the Property Committee on progress of the programme.
7. Projects outside the cyclical maintenance programme are identified and priced as part of a schedule of projects established in conjunction with the ten year plan and included in the budget round each year.
8. A reserve will be kept for unforeseen projects that arise as the year progresses.
9. The Property Committee sets up major projects. The Grounds and Buildings Maintenance Officer manages the projects.
10. Plans and pricing for all projects are held in the office of the senior management member of the property committee.
11. Funds for cyclical and ongoing main are accounted for separately.
12. Development of the school's property will be in line with the current ten year plan.

Review schedule: Biennially